

Measuring and Reporting Progress

Participants will share in groups how they currently determine progress with some of their low incidence students. Most progress with students with severe multiple disabilities is noted through the generalization of those skills as the skills themselves often do not change dramatically. Areas of generalization and examples will be explored in this workshop. Participants are encouraged to bring along samples of their reporting formats to share with others.

1. Introduction – When reporting progress, we need the support of the entire team.

2. Identifying Skills That Reflect Active Participation

- Review sample skills (sheet)

3. Data Collection

- Choice Making / Switch / Comprehension

4. Noting Progress When Skills Remain Similar Over Time

- Degree Of Active Participation From The Student. (increasing levels of partial participation in activities; through less prompting or facilitation required over time)
- Frequency Of The Behaviour
- Accuracy Of The Behaviour (through fewer false hits for some responses such as switch work)
- Appropriateness Of The Behaviour
- Duration Of The Behaviour (the amount of time the student engages in the activity may increase; the amount of time it takes the student to accomplish the task may decrease)

5. Progress Through Generalization Of Existing Skills (people, activities, environments, & tools)

6. How Is Progress Noted?

- Videos / IEPs / Report Cards
- Anecdotal Feedback on Participation / Peer Connections / Satisfaction

Handouts:

- Skills Sheet
- Choice Making Data Collection Sheet
- Switch Data Collection Sheet
- Reporting Progress Sheet
- Three Points Make a Straight Line – Determining Baseline and Interpreting Data
- Sample IEP
- Sample Report Card