

Weekly probe sheets explained

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29/04/2019

Aims:

- To understand what your child is learning at school
- For your child to be able to demonstrate these skills at home
- For you all to feel empowered!

Here's a weekly probe sheet:

Week beginning: 25.03.19

Weekly Target Log

Programme	Targets	Previous data	Mon	Tues	Weds	Thur	Fri	Notes (Mast. and Acq. Criteria)
Cognition and learning								
Visual 10-e sorts different items that are associated	Sorts 3 items at the same time that are given	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 1
Program Visual 6-h (Maths): places 5 items where they belong or in an appropriate context (e.g. cup in sink)	Pieces of puzzle inside the plastic bag	YNY	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Bottle of water in drawer	YNN	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	NNN	Y N	Y N	Y N	Y N	Y N GP	
Reading 12-e Matching numbers	Letter H	NNN	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I / K	YYN	Y N	Y N	Y N	Y N GP	Y N BL	
	Letter J	YNN	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	3 consecutive responses in classroom setting within 3 seconds the instruction given	207/201	P/I P/I P/I P/I 40%	P/I P/I P/I P/I 80%	P/I P/I P/I P/I 60%	P/I P/I P/I P/I 100%	P/I P/I P/I P/I 100%	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
Receptive (English) VB-MAPP 3-d: Responds to verbal instructions in context	Get your coat	N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Go to the table/ Close the door	NY Y	Y N	Y N GP	Y N BL	Y N	Y N	
	Get your lunchbox	YNN	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	15 seconds ('go' sign may be honoured after 15 s)	NNN	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
Sensory and physical (including daily living skills)								
EFL Clothing	Tolerates wearing gloves	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
	Tolerating a jumper being put on (Ipad)	NNN	Y N	Y N	Y N	Y N	Y N	

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change/PA

Here's a weekly probe sheet:

Week beginning:							Weekly Target Log	
Imitation VB-MAPP 7-M: Imitation of fine motor movements	Sign help	YNN	Y (N)	3 y + 1 GP				
	Sign book / Sign 'go'	N	Y (N)					
	Clenched fist (for toy)	NYN	Y (N)					
Community and leisure								
Play VB-MAPP 7-M: Independently demonstrates the use of toys or objects according to their function	Puzzles		45 %	55 %	68 %	73 %	80 %	At 100 % independent across 2 days, full puzzle of 9 pieces (follow the chain). 2 GP
Communication and Interaction								
Sign manding at PP	Go	FF	FF (PP) G IT TMO MO	1 st prompt at target level across 3 days Acq: 5-10 across all mand level				
	Teddy bear	FF	FF (PP) G IT TMO MO					
	Drink	FF	FF (PP) G IT TMO MO					
Sign mands at G	Book		FF (PP) G IT TMO MO					
	Shaker		FF (PP) G IT TMO MO					
Sign mands at IT	Ipod		FF (PP) G IT TMO MO					
Sign mands at TMO	On		FF (PP) G IT TMO MO					
Sign mands at MO	Music		FF (PP) G IT TMO MO					

Here are the skill areas:

Week beginning: 25.03.19

Weekly Target Log

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Cognition and learning								
Visual 10-e sorts different items that are associated	Sorts 3 items at the same time that are given	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 1
Program Visual 6-h (Maths): places 5 items where they belong or in an appropriate context (e.g. cup in sink)	Pieces of puzzle inside the plastic bag	Y N Y	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Bottle of water in drawer	Y N N	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	N N N	Y N	Y N	Y N	Y N	Y N	
Reading 12-e Matching numbers	Letter H	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I / K	Y Y N	Y N	Y N	Y N	Y N	Y N	
	Letter J	Y N N	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	consecutive responses in classroom setting within 3 seconds the instruction given	207/201	P/I 40% P/I P/I P/I P/I	P/I 80% P/I P/I P/I P/I	P/I 60% P/I P/I P/I P/I	P/I 100% P/I P/I P/I P/I	P/I 100% P/I P/I P/I P/I	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
Receptive (English) VB-MAPP 3-d: Responds to verbal instructions in context	Get your coat	N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Go to the table/ Close the door	NY Y	Y N	Y N GP	Y N BL	Y N	Y N	
	Get your lunchbox	Y N N	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	5 seconds 'go' sign may be honoured after 15 s)	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
Sensory and physical (including daily living skills)								
EFL Clothing	Tolerates wearing gloves	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
	Tolerating a jumper being put on (Ipad)	N N N	Y N	Y N	Y N	Y N	Y N	

freq
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Skill areas explained:

Skill area	Definition	Example
Receptive	Listening/understanding following an instruction.	'find the cup'
Visual/Matching	Scanning/matching/ sorting	'Can you match', 'can you sort the clothes', 'tidy up'
Mand	Ask for something you want/need – motivation is required!	Signing 'drink', asking for a pen, exchanging a picture for bubbles.
Tact	Labelling things in the environment	'airplane', '1', 'it's a cat', or labelling a picture that is shown
Echoic	Repeating the word or sound that is said by another person	Tutor says 'ah', pupil says 'ah'.
Intraverbal	Answering questions, filling in blanks	'Ready, steady, (go)'. What's your name? <i>Bobbie</i>
Imitation	Copying movements shown	'do this' *puts arms out*

Targets

Week beginning: 25.03.19

Weekly Target Log

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Program Visual 6-h (Maths): places 5 items where they belong or in an appropriate context (e.g. cup in sink)	Pieces of puzzle inside the plastic bag	Y N Y	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Bottle of water in drawer	Y N N	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	N N N	Y N	Y N	Y N	Y N	Y N	
Reading 12-e Matching numbers	Letter H	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I / K	Y N	Y N	Y N	Y N	Y N	Y N	
	Letter J	Y N N	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	3 consecutive responses in classroom setting within 3 seconds the instruction given	107/201	P/I P/I P/I P/I P/I 40%	P/I P/I P/I P/I P/I 80%	P/I P/I P/I P/I P/I 60%	P/I P/I P/I P/I P/I 100%	P/I P/I P/I P/I P/I 100%	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
Receptive (English) VB-MAPP 3-d: Responds to verbal instructions in context	Get your coat	N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Go to the table/ Close the door	NY Y	Y N	Y N GP	Y N (BL)	Y N	Y N	
	Get your lunchbox	Y N N	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	15 seconds ('go' sign may be honoured after 15 s)	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
Sensory and physical (including daily living skills)								
EFL Clothing	Tolerates wearing gloves	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
	Tolerating a jumper being put on (Ipad)	Y N N	Y N	Y N	Y N	Y N	Y N	

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Mastering skills

Week beginning: 25.03.19

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Program Visual 6-h (Maths): places 5 items where they belong or in an appropriate context (e.g. cup in sink)	Pieces of puzzle inside the plastic bag	Y N Y	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Bottle of water in drawer	Y N N	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	N N N	Y N	Y N	Y N	Y N	Y N GP	
Reading 12-e Matching numbers	Letter H	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I / K	Y Y N	Y N	Y N	Y N	Y N GP	Y N BL	
	Letter J	Y N N	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	3 consecutive responses in classroom setting within 3 seconds the instruction given	20% / 30%	P I P I P I P I 40%	P I P I P I P I 50%	P I P I P I P I 60%	P I P I P I P I 100%	P I P I P I P I 100%	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
Receptive (English) VB-MAPP 3-d: Responds to verbal instructions in context	Get your coat	N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Go to the table/ Close the door	N Y Y	Y N	Y N GP	Y N BL	Y N	Y N	
	Get your lunchbox	Y N N	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	15 seconds ('go' sign may be honoured after 15 s)	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
Sensory and physical (including daily living skills)								
EFL Clothing	Tolerates wearing gloves	N Y Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
	Tolerating a jumper being put on (Ipad)	N N N	Y N	Y N	Y N	Y N	Y N	

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change/pa

Mastering skills

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	Bottle of water in drawer	Y N N	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	N N N	Y N	Y N	Y N	Y N	Y N	
Reading 12-e Matching numbers	Letter H	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I / K	Y Y N	Y N	Y N	Y N	Y N GP	Y N BL	
	Letter J	Y N N	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	3 consecutive responses in classroom setting within 3 seconds the instruction given	20%/20%	P/I P/I P/I P/I 40%	P/I P/I P/I P/I 50%	P/I P/I P/I P/I 60%	P/I P/I P/I P/I 100%	P/I P/I P/I P/I 100%	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
Receptive (English) VB-MAPP 3-d: Responds to verbal instructions in context	Get your coat	N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Go to the table/ Close the door	NY Y	Y N	Y N GP	Y N BL	Y N	Y N	
	Get your lunchbox	Y N N	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	15 seconds ('go' sign may be honoured after 15 s)	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
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EFL Clothing	Tolerates wearing gloves	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
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freq
change/pa

Mastering skills

E.g. MC: '3 Y + 1 GP'

- What is a Mastery Criteria (MC)?
 - How many days should it be a 'Yes' the first time we run it. E.g. 3 Y's means your child should get this target right the first time they are asked without any teaching that day.
 - Be aware, some programmes are ran by % data. This means, many trials (20 or more usually) will be ran throughout the day.
- What is a Generalisation Probe (GP)?
 - Varying the skill across location, person, and stimuli is the gold standard

The general approach to teaching skills

- Present the task (e.g. 'can you get me a cup')
 - Give an opportunity to respond
 - If a correct response – reinforce (celebrate!)
- Prompt the skill to help where needed
- Represent the original task to allow for more independence
- Reinforce!

Mastering skills

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	Bottle of water in drawer	Y N N	Y N	Y N	Y N	Y N	Y N	
	Train track in the box	N N N	Y N	Y N	Y N	Y N	Y N	
Reading 12-e Matching numbers	Letter H	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
	Letter I/K	Y Y N	Y N	Y N	Y N	Y N	Y N	
	Letter J	Y N N	Y N	Y N	Y N	Y N	Y N	
Receptive 3-b: Responds to stop in the appropriate context	3 consecutive responses in classroom setting within 3 seconds the instruction given	20%/20%	P/I P/I P/I P/I P/I 40%	P/I P/I P/I P/I P/I 80%	P/I P/I P/I P/I P/I 60%	P/I P/I P/I P/I P/I 100%	P/I P/I P/I P/I P/I 100%	MC: 90% Independent across 2 days, 1 GP across person Acq: 1
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	Go to the table/ Close the door	NY Y	Y N	Y N GP	Y N BL	Y N	Y N	
	Get your lunchbox	Y N N	Y N	Y N	Y N	Y N	Y N	
Social, emotional and mental health								
Social Behaviour and Social Play 4-d: Sits next to other children in group activities	15 seconds ('go' sign may be honoured after 15 s)	N N N	Y N	Y N	Y N	Y N	Y N	MC: 3 y + 1 GP Acq: 3
Sensory and physical (including daily living skills)								
EFL Clothing	Tolerates wearing gloves	NY Y	Y N	Y N GP	Y N	Y N	Y N	MC: 30s of tolerating across 2 days, 1 GP across person, location.
	Tolerating a jumper being put on (Ipad)	N N N	Y N	Y N frag charge/pa	Y N	Y N	Y N	

Manding Prompt Levels

Week beginning:							Weekly Target Log	
Imitation VB-MAPP 7-M: Imitation of fine motor movements	Sign help	Y N N	Y N	Y N	Y N	Y N	Y N	3 y + 1 GP
	Sign book / Sign 'go'	N	Y N	Y N	Y N	Y N	Y N	
	Clenched fist (for toy)	N Y Y	Y N	Y N	Y N	Y N	Y N	
Community and leisure								
Play VB-MAPP 7-M: Independently demonstrates the use of toys or objects according to their function	Puzzles		45 %	55 %	68 %	73 %	80 %	At 100 % independent across 2 days, full puzzle of 9 pieces (follow the chain). 2 GP
Communication and Interaction								
Sign manding at PP	Go	FFP	FFP PP G IT	1st prompt at target level across 3 days				
	Teddy bear	PP	FFP PP G IT					
	Drink	PP	FFP PP G IT					
Sign mands at G	Book		FFP PP G IT	req: 5-10 across all mand level				
	Shaker		FFP PP G IT					
Sign mands at IT	Ipad		FFP PP G IT					
Sign mands at TMO	On		FFP PP G IT					
Sign mands at MO	Music		FFP PP G IT					

Manding Prompt Levels

- FFP (signers/AAC only): full physical prompt (hand over hand)
- PP: (signers/AAC only): partial prompt (part of the movement is helped)
- G/V: gestural or vocal (the sign is shown or the word is said)
- ITEM: the item is in sight and the pupil asks for it
- MO: spontaneous request! No prompts at all!
- *TMO: when you need/want something to access something else*

Stimulus Response Chains

Week beginning:

Weekly Target Log

Imitation VB-MAPP 7-M: Imitation of fine motor movements	Sign help	Y N N	Y (N)	Y (N)	(Y) N	(Y) N	(Y) N	3 y + 1 GP
	Sign book / Sign 'go'	N	(Y) N	(Y) N	(Y) N	GP (Y) N	BL Y Y Y N	
	Clenched fist (for toy)	N Y Y	Y (N)	Y (N)	(Y) N	(Y) N	(Y) N	
Community and leisure								
Play VB-MAPP 7-M: Independently demonstrates the use of toys or objects according to their function	Puzzles		45 %	55 %	68 %	73 %	80 %	At 100 % independent across 2 days, full puzzle of 9 pieces (follow the chain). 2 GP
Sign manding at PP	Go	FFP	(FFP) PP G IT TMO MO	1 st prompt at target level across 3 days Acq: 5-10 across all mand level				
	Teddy bear	PP	(FFP) PP G IT TMO MO					
	Drink	PP	(FFP) PP G IT TMO MO					
Sign mands at G	Book		(FFP) PP G IT TMO MO					
	Shaker		(FFP) PP G IT TMO MO					
Sign mands at IT	Ipad		(FFP) PP G IT TMO MO					
Sign mands at TMO	On		(FFP) PP G IT TMO MO					
Sign mands at MO	Music		(FFP) PP G IT TMO MO					

Thank you for listening!

We hope it was useful

- Any questions?

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Weekly Probe Sheets Explained (slide notes)

Slide 2: Aims

We teach skills in school with the aim of generalising to home.

You can have an input in what we teach at school, please inform the Supervisor of your class if you have any specific targets that you would like us to work on.

Slide 3: Here's a weekly probe sheet

How do you feel when you see this? They may feel overwhelming at first, but hopefully this will help familiarise yourself with how they're structured and the language used within them. We want everyone to feel more confident and more empowered to use these. This is an example probe sheet; all are different and individualised to the pupil's needs. If there are any questions specific to your child's weekly probe sheet, please feel free to ask your child's Instructor or Supervisor.

Slide 5: Here are the skills areas

The overall goals are written in the first column these are transferred from your child's Individual Education Plan (IEP). The goals are broken down into the corresponding EHCP areas (cognition and learning, social emotional and mental health, sensory and physical, and communication and interaction).

The goals are taken largely from the following assessment tools: VB-MAPP, Essential for Living (EFL), and ABLLS-R. Each goal is selected based on your child's individual needs.

Slide 6: Skill areas explained

The table outlines terms that you may see when looking through your child's weekly probe sheet, these are the skill domains. Examples of what behaviour is observed within each skill domain is described in the table, this should help you understand what we are expecting your child to do within each skill domain. If any of the terms are unclear you can ask your child's Supervisor or Instructor to clarify what the skill is.

Slide 7: Targets

The second column outlines the specific targets that will be taught to help your child achieve the overall goal. For instance, if we look at the goal from the example weekly probe sheet - 'Receptive VB-MAPP 3-d: Responds to verbal instructions in context', the current targets being taught are get your coat, close the door and get your lunchbox. The number of targets vary from 1 to 5 depending on the type of goal. The targets should be functional for the school day but also for you at home, therefore, please feel free to suggest specific targets that could help you at home. For example, if you would like your child to be able to put on their own shoes then we can teach this skill at school under the goal of dressing skills. If a target is mastered within a week (see the next slide for information about mastery of skills)

then it will be highlighted and a new skill may be introduced that week, this is indicated when the target follows a /.

Slide 8: Mastering skills

Data is taken on what we call a cold probe. This is the FIRST time we test this skill that day (I.e. we haven't taught this skill or prompted it in any way beforehand). We will circle a 'Y' (yes) if a correct response was given first time (and celebrate!). We will circle a 'N' (no) if an incorrect response is given. We will teach each skill within the session using prompting and prompt fading (we will cover this later in more detail).

Slide 9: Mastering skills

MC stands for Mastery Criteria. So this means what do we need to see before we can say whether a skill is mastered. Look out for the highlighted skills – this means this skill has been achieved and you should be able to run this at home too! You can always let us teach the skill in school until it is mastered, then once its highlighted you should be able to use the skill at home too.

'Acq' is short for Acquisition and means how many individual targets are actively being taught within each skill area.

Slide 10: Mastering skills

Here is an example of a Mastery Criteria.

The Generalisation Probe (GP) is crucial to ensure the skill is known with a range of people, across many different stimuli and in different locations.

Most often you will see MC: 3y's + 1GP. This means that your child will have to demonstrate the skill correctly for 3 consecutive days then a GP will be conducted, if they demonstrate the skill on the GP, we can say the skill is mastered!

Slide 11: The general approach to teaching skills

When teaching a skill, we need to show your child how to give the correct response, therefore we use prompts. Prompts include but are not limited to physical hand over hand, a little guidance in the right direction, modelling the correct response or giving a vocal direction. We need to make sure that the prompt is effective, so if we give a vocal direction will they complete the response, or would it be easier for your child if we guided their hands to complete the correct response. We then aim to fade out how much help we give, so your child has the opportunity to respond more independently and doesn't become reliant on that prompt.

If your child gets it right first time, you should celebrate more than if they require some prompting (the reinforcement should match the amount of effort put in!).

Slide 12: Mastering skills

Sometimes your child may not make progress within the week, we may see many N's which suggests that we need to adapt our teaching. If there has been no progress made, programme changes will be made. These may be little tweaks to the teaching so that we see an increase in the Y's achieved.

Slide 13: Manding prompt levels

You might see these letters on the weekly probe sheet under the goal of manding. These are prompt levels that may be required for your child to ask for the item/action they want, for example, did they need a partial physical prompt from the tutor to produce the sign for "jump" when they are wanting to jump on the trampoline, or did they sign for jump independently when in the classroom, indicating that they want the trampoline even when it's out of sight.

Slide 14: Manding prompt levels

Here are the different types of prompt levels we record, largely in the order of least to most independent. We want to aim for 'MO' (motivation), whereby we can ask for what we want whenever we want it with no additional prompts from the environment.

Slide 15: Stimulus response chains

You sometime might see percentage data on the weekly probe sheet. Percentage data is usually recorded when the task is a large task which can be broken down in to lots of small, achievable steps. For example, self-help dressing goals such as brushing teeth, washing hands, or independent play skills where your child is learning to set up and play with an activity independently. Each of these tasks have many steps within them – washing hands, for example, involves walking to the sink, turning the tap on, hands under the water, and so on. So we look at how many steps of the chain are completed independently and record that as a percentage. We aim for your child to completing a chain 100% (I.e. your child can complete washing hands without any help whatsoever).

Slide 16: Example of a stimulus response chain

Here is an example of a self-help chain that we may use in school. You can always ask for these chains in the communication book and we can send them home. Of course, they are not rigid or pre-set, if your child prefers to use soap before water for instance, we adapt the order to best suit.