HOW TO USE THE TAXONOMY

The **TAXONOMY OF BEHAVIORAL OBJECTIVES:** *A Resource Manual for Individualized Program Planning* is composed of nine skill training programs:

BASIC ADAPTIVE SKILLS PROGRAM
HOME ENVIRONMENT SKILLS PROGRAM
HEALTH AND SENSORY-MOTOR SKILLS PROGRAM
PRE-ACADEMIC MENTAL SKILLS PROGRAM
COMMUNICATION SKILLS PROGRAM
COMMUNITY SKILLS PROGRAM
RECREATION AND LEISURE TIME SKILLS PROGRAM
MATH SKILLS PROGRAM
VOCATIONAL SKILLS PROGRAM

In terms of individual program planning, each program (e.g. Basic Adaptive Skills Program) is a *general* long-term goal and is divided into sections (e.g. I. Hygiene) which are *specific* long-term goals. At this preliminary stage of use of the TAXONOMY, it is assumed that *gross assessment* of an individual's global skill performance levels has been completed, that results of the gross assessment have indicated which TAXONOMY program(s) to select as the individual's **general** long-term goal(s), and that at least one section of a program has been selected as a **specific** long-term goal.

I. Frequently Used Terms In The Taxonomy

Programs

Programs are **general long-term goals.** They are an organization of subject matter into broad conceptual domains or major divisions that serve to assist in more accurate identification of an individual's *general areas* of need. Example: Basic Adaptive Skills Program.

Sections

Sections are **specific long-term goals.** They are sub-domains or sub-divisions of subject matter that serve to pinpoint an individual's *specific areas* of need. Example: Hygiene.

Skills

Skills are **general short-term goals.** They are *syntheses of units of performance* that focus on one purposeful aspect of everyday living. Example: Face Washing.

Tasks

Tasks are **specific short-term goals.** They are *analyses of skills* into small, specific, and measurable units of performance. Example: Takes soap.

Habilitation

The process of providing training on specific skills to people with disabilities, which skills people who do not have disabilities and who are of similar age have already learned or have already been provided with training to learn; the process of assisting people with disabilities to become aware of and progress in the development of their individual abilities and potentials.

Habilitation Facility

An agency that provides habilitation services. Examples: public school special education unit; activity center; residential training facility or group home; institution; sheltered workshop; satellite apartment; intermediate care facility; nursing home.

Client

A person with a disability who receives habilitation services. Examples: special education student at the pre-primary, primary, or secondary level; group home resident; activity center or sheltered workshop participant; institutionalized patient.

Instructor

An individual who provides habilitation services. Examples: teacher; classroom aide or assistant; skill trainer; direct care staff; therapist; volunteer trainer; work-study or college practicum student-trainer.

Training

The effort expended to effect specified changes in behavior.

II. General Organization Of The Programs

All nine of the TAXONOMY's programs have the same organizational layout and are intended to function in the same manner.

Each program is preceded by a *Summary Content And General Behavioral Objectives,* and an *Itemized Contents.* The **Summary Content And General Behavioral Objectives** provides a brief introductory purpose statement, and summary content in the form of general behavioral objectives that, in the main body of the program, will be developed into *specific* behavioral objectives. The **Itemized Contents** is a listing, by title and page location, of each skill contained in the program. (A **Master Itemized Contents**, containing the titles and page locations of *all* skills in the TAXONOMY, appears at the end of the TAXONOMY.)

Each **program** contains any number of **sections**. Program and section titles are indicated together at the top of each page.

Every section is divided into any number of **skills**. The start of each skill is indicated by its title that appears at the left margin of a page and is preceded by a **Skill Reference Number**. A Skill Reference Number is a number that refers to a specific skill in the TAXONOMY. Its purpose is to provide instructional staff, program managers, and others familiar with the TAXONOMY a quick, exact way to refer to skills on training schedules and other communications by using numbers instead of lengthy skill titles. The number to the left of the decimal point indicates on which page the skill appears; the

number to the right indicates relative location of the skill on the page. Together, the numbers refer to only one skill in the entire TAXONOMY.

Each skill is divided into any number of component **tasks**. A task is always indicated by a solid-filled black box (■) immediately preceding it. The tasks of a skill, together with any accompanying directions, are what is commonly referred to as a **task analysis**.

III. The Training Process

Selection Of Client Individualized Skills

From each program *section* selected as a specific long-term goal for a client, a determination is made as to which of the section's skills are most important for the client to learn. It is essential to exercise caution in the selection of these skills. To eventually train the client on skills he or she does not need, does not want to learn, or will not be able to apply to practical living situations, is a sad waste indeed and will only undermine the habilitation process.

It is suggested skill selection be done at the time of the client's individual program planning (IPP) conference. Participants may come to the conference with specific skill training needs for the client already in mind; when this is not the case, the person most familiar with the TAXONOMY might present to the participants the skills or range of skills contained in each program section that has been selected as a specific long-term goal, and briefly summarize the contents of skills when helpful. Agreement on which skills the client **DOES NOT EXHIBIT** (i.e. does not "know how" to perform, or appear to know how) and, of these skills, which are the **most important to his or her NEEDS**, should be major determining factors in skill selection. Incorporation of the client's own preferences in the skill selection process is another important factor, and may have a very significant impact on his or her motivation during skill training and, as a result, on progress.

Prioritization Of Client Individualized Skills

Once client individualized skills have been selected, they are **prioritized in order of immediate importance** and a decision is made as to **how many of them to train initially**. It is suggested agreement on these two decisions be reached, as in the skill selection process, by all appropriate members of the client's IPP team.

Selection Of Tasks Within Skills

A determination is made as to which **tasks** of each skill selected for initial training are to define the skill for the client (i.e. are to constitute the specific units of performance on which the client will receive training). Determination is based on what the client will need to do in order to be considered as having performed the skill. It is recommended task selection include *deliberate* consideration of the client as an individual with needs that are also individual and unlike the needs of other clients.

It is suggested agreement on the selection of client individualized tasks be reached in whatever manner the IPP team deems appropriate; discussion and agreement on *each* task may not be practical or necessary.

The tasks and accompanying directions that are taken from a skill in the TAXONOMY — modified and added to as much as the individual's needs may require — form the task analysis that will be used to train the skill.

Baseline Data Collection

A baseline is an evaluation or **fine assessment** of a client's entry level of performance on a skill. The primary role of the evaluator at the time of the baseline is to carefully *observe and assess* the client's performance, and record the results in the form required by whatever data collection procedures are used by a facility. If baseline data are to be accurate, **it is essential that during the baselining the evaluator not train, intervene, cue, reinforce, or otherwise influence the client's performance.**

The skills and tasks selected for initial training are prepared for baseline data collection (and subsequent actual training). This is accomplished by integrating the finalized form of each task analysis into the written structural framework used by the habilitation facility for baselining (and subsequent training). In addition, any necessary training material will need to be in place.

The client is then baselined on the skills and tasks selected for initial training.

Skill Training

Once the skills selected for initial training have been baselined, and instructional and performance-reinforcement techniques have been adequately considered, formal skill training is implemented and continues until the skills are learned, or until a decision is made to discontinue training.

Transference Of Certain Learned Skills

Certain skills **commonly** lend themselves to **observable** and client **self-initiated** performance (e.g. face washing, use of television, use of telephone, eating skills). Once a skill of this type is learned in the context of a *training environment,* efforts are made to establish transference (i.e. carry-over) of the learned skill from performance in the training environment to use in the client's everyday living environment (as a part of his or her normal living routine). The goal of this final stage of skill acquisition is for the client **to perform the skill independently and correctly whenever the need to perform the skill arises naturally**; this includes **self-initiated and unassisted performance on the client's part.**

Maintenance Of Learned Skills

Once a habilitation facility's criteria are met for a learned skill and, in addition, an applicable skill has met criteria for transference to use in the client's everyday living, no further time need be spent on the skill aside from periodic maintenance checks (i.e. reviews).

Maintenance checks of learned skills are carried out *however many times* and *at whatever time intervals* are considered necessary and the most beneficial for an individual client. The difficulty a client has experienced while in training on a skill, and the frequency with which he or she has occasion to use the skill, may both be helpful to consider when determining a schedule for maintenance checks. It will, of course, be necessary at some point to *decide on the number of successful maintenance checks that will be required for a given client and skill, after which no further dealings with the skill are anticipated.*

IV. Client Performance Options

Skills in the TAXONOMY are intended to be highly flexible, to accommodate many circumstances, and to include a variety of individualized client performance option tasks. For example, in the TAXONOMY

the skill of putting on a watch contains the performance options of using a stretch, clasp, or buckle band; and the skill of operating a radio contains performance options related to using a simple battery-operated AM transistor, using an AM-FM electric radio, and using a stereo radio-phonograph combination unit. Users will need to be aware of this since within a given skill it is not uncommon for the flow of tasks to be temporarily interrupted by the insertion of a performance option. Some performance options will be obvious (e.g. visually set apart); others will be more subtle and be recognized primarily by the way they appear to "conflict" with or be "extra" to the task(s) immediately adjacent to them. Any performance option inserted, however, will always appear as close as possible to its natural place of performance, thus maintaining the skill sequentially developed from beginning to end.

It is essential to keep in mind that* ALL TASKS IN THE TAXONOMY *are intended to be* SELECTED FROM, MODIFIED AND ADDED TO AS NEEDED, *and* RE-ARRANGED WHEN NECESSARY, *in order to fit the content needs and the performance sequencing requirements of each individual client.

V. Concept Development Questions

Concept development questions are the many question-and-answer tasks that appear in skills throughout the TAXONOMY. They are **designed to help the client develop abstract concepts,** including a reasonable understanding and awareness of a skill's relationship and application to daily living. Some skills, due to the subject matter they treat, consist entirely of concept development questions.

These question-tasks and the answers that accompany them are developed to replace, with specificity, otherwise vaguely stated knowledge determinant formulas as, for example, *Client demonstrates an understanding of . . ., Client knows why . . . .* They offer criteria and provide a much clearer and detailed account of what abstract knowledge the client has actually acquired. In addition, they serve as a logically organized sequence and reasonably comprehensive presentation instructional staff may use as a guide during group discussions.

In the TAXONOMY, the wording of some *questions* may appear too complex for a client to understand, and some *answers* may appear unlikely responses to expect from the client. This is usually the result of a conscious effort to insure that the intent of the questions and the content of the answers are clear to the instructor. Since the point of the TAXONOMY's concept development questions is to help the client acquire concepts, **any question may be restructured or reworded in any manner that more clearly communicates to the client, as long as the *content* of the question remains the same and a *cue* for a correct answer is not provided.** Also, many questions may be changed easily to allow the client to give a verbal or non-verbal *yes* or *no* response.

The concept development question system is intended primarily for clients who demonstrate reasonably proficient receptive use of *interrogatives*, and who have an accurate *yes/no response pattern*

established. Both are preferable. To use the concept development questions *specifically* for the training of these two aspects of communication is generally not recommended if the original purpose of the questions is to remain intact. See **PRE-ACADEMIC MENTAL SKILLS PROGRAM, Section I. Performance Readiness** if formal prerequisite training on establishing responses to interrogatives or establishing yes/no response patterns is necessary.

All questions in the TAXONOMY are designed to be accompanied by answers. The answers provided are intended to serve as criteria for correct responses and as an instructional resource.

Three types of answer formats are developed in the TAXONOMY: one that allows for *any reasonable answer*, one that allows for *only one answer from all clients*, and one that allows for *client individualized answers.*

Type 1: The answer appears in parentheses and is followed by three dots.

Examples

- "Why is it important to do some things with other people during your free time?" (Get to know others, make friends, not be lonely . . .)
- "What is emergency ID?" (Information people need if you get hurt; tells doctor's name, your medication, allergies . . .)
- "Why is eating less of everything a common sense diet method?" (Less traumatic to body than "crash" diet, easier to maintain . . .)

In this type, any one of the answers in parentheses, or any other *reasonable* answer, is acceptable. The answers provided for each question appear open-ended because it was felt unreasonable to train one specific answer to the exclusion of all others. This type of answer format requires constant judgement and discipline on the instructor's part to avoid accepting just *any* answer. An answer that is accepted, but not *truly* reasonable, reduces the value of the question and its concept to nothing.

Type 2: The answer appears in parentheses but is *not* followed by three dots.

Examples

- "What should you do before beginning a weight reduction program?" (See your doctor)
- Client is handed a penny and asked: "What is the name of this coin?" (Penny)
- "Which days make up the weekend?" (Saturday and Sunday)

In this type, only the answer in parentheses, or a *synonymous* answer, is acceptable. A client's wording of the answer may vary greatly from the answer provided in the TAXONOMY, but the *content* of the answer should remain the same. This type of answer format appears infrequently but whenever it was felt reasonable or particularly important to train one answer to the exclusion of others.

Type 3: A client individualized answer needs to be determined by the instructor, from reliable sources, before training on the task begins, and needs to be written after the colon provided.

Examples

- "What chronic physical problem(s) do you have?": ASTHMA
- "What special face soap do you use?": NEUTROGENA
- "What things are you not supposed to do because you have seizures?": SWIM & RIDE BIKE

Since this type of answer format is individualized to a client's situation, the client should give the indicated answer each time the question is asked. In addition, the instructor will need to be aware that

some answers of this format type may require updating from time to time in order for the information to be valid. The TAXONOMY does not provide space in which to write after the colons since the necessary space is intended to be provided by the instructor at the time the corresponding tasks are integrated into whatever written structural framework for skill training is used by the habilitation facility.

(Sometimes colons that are unrelated to concept development questions either *accompany tasks* in the TAXONOMY or *appear in the directions of skills.* These colons, too, signal the need for the instructor to write client individualized information.

Examples

- Puts on socks in reasonable amount of time: TWO MINUTES OR LESS
- Materials client is to use: PENCIL, ERASER, UNRULED PAPER
- Timepiece client is to use: CLIENT'S OWN WRISTWATCH
- Hand in which client is to hold knife while cutting: RIGHT

The actual space for writing the necessary information is to be provided in the same manner as explained for concept development questions in the previous paragraph.)

It is highly recommended the TAXONOMY's **concept development system** be thought of and presented *as such*, not as a mere question and answer exercise. Carefully selected and structured according to a client's ability level and needs, the questions can increase understanding, awareness, motivation, and the probability for maintenance of a skill once it is learned. They can improve self-concept, and **expand basic self-expression and use of logic**. In the final analysis, successful use of this component of the TAXONOMY will depend on how it is managed by instructional staff.

VI. Special Functioning Tasks

Tasks Expressing Conditionality

In the TAXONOMY, tasks expressing conditionality either begin with the word "**if,**" or begin or end with the phrase "**if necessary.**"

Examples

- If picture requires it, appropriately uses fine tuning control (regarding operation of television)
- If gets lost, follows established emergency procedure
- If necessary, rinses dishes before placing them in dishwasher

Tasks that express conditionality will require *performance* on the client's part, and corresponding performance *data*, only when the conditions they define are present. These tasks, thus, are dependent on the circumstances at the time.

Conditional tasks appear infrequently in the TAXONOMY. Despite the factor of unpredictability inherent in them, they have been included in certain skills when it was felt they could provide useful information that might help qualify a client's performance. It may be helpful to keep in mind that data for these tasks may, by necessity of circumstances, *never be recorded* (if the defined conditions never occur) or *never reach whatever criteria have been established for a learned task* (if the conditions occur, for example, only once during the course of skill training).

Tasks Containing The Word **Demonstrates**

Many tasks in the TAXONOMY begin with the word *"demonstrates."*

Examples

- Demonstrates turning T-shirt right side out
- Demonstrates increasing amount of stick extending from container (regarding use of stick deodorant)
- Demonstrates engaging all front snaps and snaps on pockets (regarding putting on a coat that has snaps)
- Demonstrates removing a dull blade (regarding use of safety razor)
- Demonstrates turning volume "down" (regarding use of radio)

Tasks that include the word *demonstrates* are intended to accommodate a unique situation. They are tasks the instructor **will need to arrange to have the client demonstrate** whenever they *cannot be performed due to the circumstances at the time*, or whenever the client *cannot be expected to perform them without a cue.*

In the examples above, the occasion to perform each task *may or may not present itself naturally* during a training session: the T-shirt may or may not already be right side out before the client begins to put it on; the amount of stick deodorant extending from the container's shaft may or may not require increasing; it is not reasonable to expect the client — without cue — to engage the collar snap and all pocket snaps when asked simply to put on the coat and snap up; the safety razor's blade may or may not be dull; and, once the client has turned on the radio, the volume may or may not require lowering.

In each task containing the word *demonstrates* and whenever the occasion to perform the task *does not* present itself naturally, the instructor will have no way of determining whether the client *is able or knows to perform* the task **unless** the instructor **arranges for an occasion** (e.g. hands client a T-shirt already turned inside out; provides a deodorant whose stick requires increasing in order to be used), or **provides a cue** (e.g. "Snap the collar and pockets;" "Remove the blade;" "Turn down the volume").

In any case — whether the occasions to perform the tasks *arise naturally, are contrived, or are verbally cued* — **all tasks containing the word "demonstrates" are intended to require performance on the client's part.** In addition, no task of this type *whose occasion for performance arises naturally or is contrived* should be accompanied by a cue, verbal or otherwise.

Tasks Phrased In The Passive Voice

Many tasks in the TAXONOMY are written in the **passive** voice.

Examples

- Socks *are up* all the way (prior to putting on shoes)
- Counter adjacent to sink *is dry* (after cleaning a sink)
- Sleeves *are straight* to full length (after putting on a long-sleeve shirt)
- Appliance *is in "off" position* (prior to plugging in an electric appliance)

Tasks that are written in the passive voice indicate a condition that **must be met** either as a result of deliberate and self-initiated performance on the client's part, or as a result of circumstances at the time.

In the examples above, the client may have to perform an action to *cause* the required state, or the

required state may *already exist* without the client having to do anything: the socks either will happen to be already up before the client puts on the shoes, or the client will need to pull the socks up; the counter adjacent to the sink either will be dry after cleaning the sink because the client did not get it wet while cleaning, or the client will need to dry it; after putting on the shirt, the shirt sleeves either will be straight to full length because they happened to fall into place that way, or the client will need to straighten them to full length; the appliance client is plugging in either will happen to already be in the "off" position before client begins, or the client will need to turn the appliance off before proceeding.

Phrasing this type of task in the *active* voice (e.g. *pulls* up socks all the way, *dries* counter adjacent to sink) would be unreasonable because it would indicate the need for action on the client's part when in fact no action may be necessary.

Tasks Requiring Repetition The Same Training Session

Some skills in the TAXONOMY contain tasks that are intended to be performed by the client **more than once** during the **same** training session. Tasks requiring repetition appear in skills that, by their nature, require *virtually identical actions to be repeated on different objects*. For example, the same actions are performed for putting on *one* sock or shoe as for two, for trimming *one* fingernail as for all ten, for unbuttoning *one* button as for any number of buttons, for assembling *one* ball point pen as for assembling any number of them.

Example (unbuttoning a shirt)

- Grasps button with one hand
- Grasps adjacent edge of shirt with other hand
- Disengages button and buttonhole
- Inserts button into buttonhole
- Brings button through and out of buttonhole
- Unbuttons all buttons

In the example above, each of the first five tasks has the potential, the same training session, of being performed as many times as there are buttons on the shirt. In terms of data recording, it is recommended to record only *one datum per task per training session* regardless of the number of repetitions involved, and to use the datum that indicates correct performance only if *all* repetitions of the task are correct. For example, if the shirt used in a given training session has six buttons, and the client succeeds in bringing five buttons through and out of their buttonholes, and *attempts but fails* on the sixth button, the task "Brings button through and out of buttonhole" would receive a datum that indicates incorrect performance. (In this case, the task "Unbuttons all buttons" would also receive a similar datum since not all buttons were unbuttoned.) In the same example, if the client performs successfully on the first five tasks for three of the six buttons and *forgets* to unbutton the three remaining buttons, the first five tasks would receive a datum that indicates correct performance while the last task (Unbuttons *all* buttons) would receive a datum that indicates *incorrect* performance.

In effect, each unit of tasks requiring repetition the same training session *begins* with tasks that measure **quality** of performance and *ends* with one task that measures **quantity** of performance. Again in the original example above, the first five tasks measure quality while the last task measures quantity.

VII. Some Considerations Regarding Development Or Refinement Of Data Collection And Processing Systems

Consider a data collection and processing system that can, as much as possible, be implemented in the same manner by all instructional staff at the same habilitation facility. Such a system will likely have a unifying effect on staff and programming. It will support continuity of already existing client training programs by providing new staff with a ready model that requires continuation rather than redesign. It will facilitate quality control efforts by the program manager, and promote a clearer understanding of the system by parents, funding agencies, and other interested outside parties.

Incorporate criteria that support over-training and over-learning. This will give reasonable assurance that once a client's performance of a skill becomes naturally less disciplined over time, he or she will still be maintaining a quality of performance within an acceptable range. The following is just one example of criteria that support over-training and over-learning.

A skill is **performed correctly** when a client during the *same* evaluation session demonstrates *100% correct* and *non-cued* performance on *each* task. Incorrect performance on even *one* task means incorrect performance on the skill and results in the client being placed back in training. In addition, a task is considered performed incorrectly if it is not performed at all but should have been or if there is *doubt* regarding the correctness of the client's performance.

A skill is **learned** when it is performed *correctly* during *each of three consecutive* evaluations that take place *at least a week apart* and *without intervening training*. Also, skills that commonly lend themselves to observable and client self-initiated performance (e.g. dressing and personal hygiene skills, eating skills, housekeeping skills) must be *transferred or carried over* from correct performance in the training environment to *independent, routine use in the client's everyday living.*

Once a skill is learned, **periodic maintenance checks or performance reviews are carried out** on it. The number of maintenance checks and the time intervals between them are determined on an individual client basis. Upon successful completion of all maintenance checks, no further dealings with the skill are necessary.

Finally, incorrect performance of a skill at any point in the process described above is cause for considering placement of the client back in training on the skill.

In addition, consider the advantages of using color-coded data — for example, **green dates** to indicate when tasks are performed correctly, **red dates** to indicate when tasks are *not performed* or are performed *incorrectly*, and **red dates and red T's** to indicate when *training* on tasks is rendered. Color-coded data can facilitate locating a client's strengths and weaknesses on a daily training page and determining which tasks require training emphasis, and can provide clients with highly visual and easy-to-understand progress feedback. In addition, they can provide a way for instructor and client to express an immediate goal in very basic terms when necessary (e.g. "get green").

Assure the data recording system includes a symbol or other indication that verifies *training* on a task (as opposed to evaluation) was rendered (e.g. the letter T), and limit use of the symbol to those times when the training is *significant*. Use of such a symbol in this way will assist program managers and instructors in the quality control process by helping determine how much or how little training *actually* has been rendered on tasks, and at what point a change in training techniques or discontinuation of training altogether on a problem task is recommended.

Finally, include dates or date referents for all data recorded. The presence of dates will facilitate and increase the effectiveness of program monitoring, and serve as an important component of training accountability.

Appearing on pages xxxviii-xli is an example, with brief selective commentary, of how a habilitation facility or school might translate the above criteria practically, using skills in the Taxonomy. In the mid-1970s, teaching staff at Portland Habilitation Center developed a combined skill training and data recording system for classroom use that incorporated these criteria, using skills and tasks that staff had developed for the agency's very first training instrument: *Inventory of Habilitation Programs for Mentally Handicapped Adults.* This was the precursor of the *Taxonomy of Behavioral Objectives* and *Social Readiness Program* (see page xii, Acknowledgements, third paragraph).

In conclusion, the TAXONOMY develops a highly comprehensive and organized collection of behavioral objectives for use by habilitation facilities as a resource in the individualized program planning process. It is intended especially to facilitate the selection and training of general and specific short-term goals. Its content is designed to be selected from, and added to and modified as necessary, according to the needs of each person served, and to be integrated into the structural framework of each facility's data collection and processing system.

The TAXONOMY is predicated in part on the compelling belief that one of the most truly efficient ways to impact positively on a person's growth in skill acquisition is through the training of **specifics**. It is these specifics — in the form of 26,700 tasks — that are developed in the work.

The TAXONOMY is a training instrument designed to adapt, challenge, stimulate, particularize, and most of all to *serve* in the habilitation of people with disabilities.

Client's Name *James Doe* **Sample Pages Of Data Collection And Processing**

116.2	WASHING COLORED LAUNDRY IN WASHING MACHINE		
Skill Performance	3·12·82 H 3·22 2 4·2 3	Normal Living Routine	4·19·82 O 4·26 1 2 5·14 2 3 5·28 3

This skill is intended for use either in client's home using client's own previously sorted laundry (preferable), or at the habilitation facility using previously sorted clothes and other articles provided by the facility. Client is asked to wash a load of colored laundry.

Client checks pockets of clothes	
Removes any objects found in pockets	1·4·82 3·12 3·22 4·2
Loads washer with appropriate amount of laundry	1·4·82 3·12 3·22 4·2
Light and dark colors are not combined in same washload	1·4·82 1·8 1·14 1·22 3·12 3·22 4·2
Checks laundry for removeable spots	
Applies spot remover appropriately	
Laundry is loaded evenly	1·4·82 3·12 3·22 4·2
Laundry is loaded untangled	1·4·82 3·12 3·22 4·2
Adds appropriate amount of laundry detergent	1·4·82 1·8 1·14 1·22 1·28 2·9 3·12 3·22 4·2
Adds detergent without spilling it	1·4·82 1·8 1·14 1·22 3·12 3·22 4·2
Closes door of washer	1·4·82 3·12 3·22 4·2
Selects appropriate *wash temperature*	1·4·82 1·8 1·14 1·22 1·28 2·9 2·18 3·12 3·22 4·2
Selects appropriate *rinse temperature*	1·4·82 1·8 1·14 1·22 1·28 2·9 2·18 3·12 3·22 4·2
Selects appropriate *water level*	1·4·82 1·8 1·14 1·22 1·28 2·9 2·18 2·26 3·12 3·22 4·2
Selects appropriate *wash cycle*	1·4·82 1·8 1·14 1·22 1·28 2·9 2·18 2·26 3·12 3·22 4·2
Starts washer	1·4·82 3·12 3·22 4·2
Returns to washer after machine has finished washing laundry	1·4·82 3·12 3·22 4·2
Returns to washer *within reasonable time* after machine has finished washing laundry	1·4·82 1·8 1·14 1·22 3·12 3·22 4·2
Opens door of washer (To train on drying laundry, use skill 117.1 or 117.2)	1·4·82 3·12 3·22 4·2

DATA SUMMARY

HOME ENVIRONMENT SKILLS: I. Clothes Care

Client's Name: James Doe

		Month & Year	Jan. '82			Feb. '82			Mar. '82			Apr. '82			May '82						
		Baseline Date & Data	Training	SP	NLR	Training	SP	NLR	Training	SP	NLR	Training	SP	NLR	Training	SP	NLR	Training	SP	NLR	Training
116.2	WASHING COLORED LAUNDRY IN WASHING MACHINE	1-4-82 0	T			2				2			3	1			3				
116.3	WASHING WHITE LAUNDRY IN WASHING MACHINE																				
117.1	DRYING LAUNDRY IN CLOTHES DRYER	1-4-82 0	/				1			3				3							
117.2	DRYING LAUNDRY ON CLOTHESLINE																				
118.1	USE OF LAUNDROMAT OR APARTMENT COMPLEX UTILITY ROOM																				
118.2	FOLDING CLEAN LAUNDRY	2-15-82 0				T			T				3	1			2				
119.1	PUTTING AWAY CLEAN LAUNDRY																				
119.2	LAUNDERING HAND-WASHABLE CLOTHING																				

BRIEF SELECTIVE COMMENTARY ON PAGES XXXVIII-XXXIX

1. Page XXXVIII is the data collection page the instructor is using to train Taxonomy skill 116.2 (on page 116).

2. All tasks of the skill appear in the left column, and only those to be trained are indicated by black vertical shading.

3. On Jan 4, 1982 a baseline assessment was done of the cient's unassisted performance. Green dates were recorded to indicate correct performance and red dates for incorrect performance.

4. On Jan 8 client received training on 8 tasks, indicated by red dates and red T's (written sideways to save space). In cases where a client performed a task incorrectly but did not receive training on it, a red date would be recorded for the task but the red T would be omitted. This is an important distinction to keep in mind when trying to discern how much *actual training* occurred on a task.

5. From Jan 14 through Feb 26 instructor worked with client on various tasks. Some were performed correctly and unassisted (green dates), others were trained on (red dates and red T's).

6. The green and red dates give the client simple-to-understand and immediate visual feedback, and they offer the additional advantage of avoiding potentially negative verbal feedback (it is often easier and no less effective to *see* that you have made mistakes rather than to be told about them).

7. This data recording system tells a program manager, outside evaluator, parent, or substitute teacher how the training process is proceeding and indicates clearly which tasks need to be trained on. It supports continuity of training in cases where the same client receives training from more than one instructor on the same skill. Also, as new instructors come and go and often reinvent the wheel by needlessly rewriting skills developed by a former instructor, the Taxonomy, by providing compehensive, well-articulated, highly detailed, logically sequenced, and language-consistent task analyses throughout, helps assure that *the client* is the one being served, is not always starting over, and remains the central focus.

8. Data recorded serves also as a counter-weight to a teacher stating that a client "just isn't succeeding," when in fact the training data does not show a frequency of actual training that would support this.

9. Note that "unassisted" means no visual or verbal cues are provided to the client, including various subtle give-away facial expressions.

10. On Mar 12 client performed the entire skill correctly. As a result, in the Skill Performance box located toward the top of the page, a green date and green number "1" is recorded to indicate the client's first 100% correct skill performance.

11. On Mar 22, more than a week later, the client was tested again, and again performed the skill unassisted and 100% correctly. The same occurred on Apr 2. These two successes also were recorded in the Skill Performance box by corresponding green dates and green numbers "2" and "3" respectively.

12. Since the criteria established by the facility to indicate a learned skill happens in this example to be three successive correct and unassisted performances of the skill performed at least one week apart, the skill is now considered as learned in the training environment.

13. Now performance moves into the client's everyday normal living routine.

14. On Apr 19, while attempting to wash his or her colored clothes at home, client made one or more errors. This was noted by a home observer and communicated to the classroom instructor, who then recorded the information by writing a red date and red zero in the Normal Living Routine box. Whatever the problem was, it was not yet considered sufficient to result in putting the client back into formal classroom training. Perhaps client and home observer simply talked through the issue(s). Home observers might be group home staff, parents, etc.

15. On Apr 26, May 14, and May 28 (each two weeks apart) client performed the skill unassisted and correctly in the home environment. These three successes were communicated to the instructor who then recorded this on the client's data collection page by green dates and green numbers 1, 2, and 3. Note that, in this example, there is no special and separate normal living routine data page for usage at home; just the normal living routine box on the data collection page used for classroom training.

16. Design of a client's individualized program plan, involving all appropriate parties, would appear to be the best place to determine the actual number of skill performances and normal living routines required for a given client, as well as the time lapses between these elements, in order to end all further training on the skill.

17. If a program manager or comparable supervisor will need to periodically examine a client's training data and progress, it may not be practical to require submission of the actual training pages for this purpose, as instructors may need those pages in order to continue training on skills. Therefore, some sort of data summary tool may need to be developed in order to fill this need. See page xxxix - **Data Summary** - for an example of this, without commentary, except to say that the first row of data there is a month by month summary of the data collection page xxxviii that was used for training skill 116.2.

18. The types of skill training and data collection systems that could be designed to use with the skills of the Taxonomy are as numerous, varied, and creative as the individuals designing them.

19. ***Finally, one piece of unfinished business regarding the Taxonomy is to develop an electronic version of the work - an app perhaps - including an electronic training and data recording system for it such that an instructor could use a device like an Apple or Android tablet (e.g. iPad) in place of paper, thereby eliminating waste and simplifying both the data recording and data summary process.***