

Allies in a Curriculum: Assessment & Intervention

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This presentation will discuss the **Assessment Intervention Matrix (AIM)** an initial-learning curriculum emphasizing daily-living skills for severely handicapped individuals of all ages. AIM is particularly useful for pupils with significant sensory impairments, including those who are deafblind. Its purpose is to bridge the gap between assessment and intervention, allowing the individual maximum opportunity to develop communication and daily-living skills in realistic, meaningful contexts, both at school and at home. The goal for each activity is maximum independence.

The AIM process is based on a system of continuous assessment, structured, intensive intervention, and reassessment. It allows an intervenor to measure and record the pupil's status over short and long periods of time. It is in a format which lends itself to individualized planning and instruction, and flexible enough to allow teachers, and other intervenors, to tailor it to the needs of pupils with a wide variety of abilities and deficits. Sample pages illustrating the parts of AIM are included in this handout.

DESCRIPTION OF AIM

AIM has 7 skill areas fundamental to survival and social acceptance. Each begins at a very low developmental level and proceeds to a level of adequate functioning for most purposes. The first step is the initial assessment. This leads to goal areas and levels of the skills to be taught. Readiness, a list of materials and vocabulary, short term objectives, task analyzed activities, and criteria for evaluation are provided. Each goal has a matching daily assessment form.

Assessment Intervention Matrix (AIM)

The skill areas are:

Part 1 Drinking and Pouring

Eating

Dressing

Toileting

Part II Personal Care

Housekeeping

Food Preparation and Clean-up

Part I emphasizes basic skills which will enable the pupil to take nourishment, dress him- or herself and eliminate. The skills addressed enable even the lowest functioning pupil to participate in some activity. Without some competence in these areas, the pupil will need constant care from others, and will probably be relegated to custodial care.

Part II includes more complex accomplishments which not only give the pupil some degree of independence, but in many cases will allow him/her to attain employment in some area of maintenance, housekeeping or food preparation. In fact, obtaining the highest levels in the area of personal care, housekeeping and food preparation will make the deafblind pupil as capable as the most advanced pupil with sensory ability intact.

Materials required for the teaching of each skill are those normally used to perform that skill. In a few instances teacher made aids or pictures are suggested, but do not require a special purchase. This is a practical, hands on, curriculum that has immediate relevance.

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Assessment Intervention Matrix (AIM)

SAMPLE SKILL ASSESSMENT

ASSESSMENT - Eating Skills Pupil Mary Jones

Rating Scale

- 0 = No response
- 1 = Total assistance required
- 2 = Some physical assistance required
- 3 = Only prompting required
Voice or manual (Signs/Gestures)
- 4 = Without assistance or prompting

*Begin with level one: Circle the number 0 to 4 which best describes the pupil's performance.
If pupil is beyond level, circle 4.*

The pupil is able to:	Date:	<u>2-4-98</u>	<u>6-9-98</u>	<u>9-4-98</u>	_____	_____	_____	_____
	Assessor:	<u>EGW</u>	<u>PSQ</u>	<u>EGW</u>	_____	_____	_____	_____

6	Eat holding spoon in fist.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0
5.	Eat finger foods.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0
4.	Chew and swallow solid foods.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0
3.	Chew and swallow semi-solid foods.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0
2.	Swallow semi-solid foods that do not have to be chewed.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0
1.	Swallow semi-liquid (strained/blended) foods.	4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
		1	1	1	1	1	1	1
		0	0	0	0	0	0	0

Assessment Intervention Matrix (AIM)

SAMPLE VOCABULARY ASSESSMENT

ASSESSMENT - EATING VOCABULARY

Pupil Mary Jones

<i>Code</i>	
V	= Verbal/Voice (Oral)
M	= Manual/Sign or gesture
F	= Fingerspelling
P	= Picture (points to, or draws)
T	= Tactile Symbols/Objects
W	= Writes

Assessor 1: _____

Assessor 2: _____

Assessor 3: _____

Indicate all Receptive (R), and Expressive (E), modes by which the pupil communicates by writing in the appropriate code. Review this entire list when beginning work on the area. Repeat at mid-point and when goals are complete. A blank space will indicate no use or understanding of word.

Vocabulary

Date: _____

Date: _____

	R	E	R	E	R	E		R	E	R	E
1. Mouth	___	___	___	___	___	___	18. Thank you	___	___	___	___
2. Eat/food	___	___	___	___	___	___	19. Right/Correct	___	___	___	___
3. Hand(s)	___	___	___	___	___	___	20. Pick up	___	___	___	___
4. Finger(s)	___	___	___	___	___	___	21. Left	___	___	___	___
5. Elbow(s)	___	___	___	___	___	___	22. Your	___	___	___	___
6. Spoon	___	___	___	___	___	___	23. Me ___	___	___	___	___
7. Fork	___	___	___	___	___	___	24. Bite	___	___	___	___
8. Knife	___	___	___	___	___	___	25. Chew	___	___	___	___
9. Bowl	___	___	___	___	___	___	26. In	___	___	___	___
10. Plate	___	___	___	___	___	___	27. On	___	___	___	___
11. Napkin	___	___	___	___	___	___	28. Up	___	___	___	___
12. Wipe	___	___	___	___	___	___	29. Down	___	___	___	___
13. More	___	___	___	___	___	___	30. Close	___	___	___	___
14. Please	___	___	___	___	___	___	31. Open	___	___	___	___
15. Look	___	___	___	___	___	___	32. Pass (food)	___	___	___	___
16. Taste	___	___	___	___	___	___	33. Finish(ed)	___	___	___	___
17. Smell	___	___	___	___	___	___	34. Good	___	___	___	___

Assessment Intervention Matrix (AIM)

SAMPLE Curriculum Sheet

Eating LONG RANGE GOAL: 4 The pupil will be able to chew and swallow solid foods.

READINESS: *Say and sign "eat." Have the pupil repeat word/sign (assist if necessary). After seating, say and sign "spoon" and have pupil repeat the word/sign. Improve attention and decrease resistance by selecting foods the pupil enjoys.*

VOCABULARY: Eat/food, spoon, mouth/lips, chew, swallow

MATERIALS: Bowl, spoon, solid foods, such as: meat or potatoes cut into pieces, other diced cooked vegetables, etc.

OBJECTIVES	ACTIVITIES/PROCEDURES	EVALUATION
The pupil will:		
4.1 Use lips to remove food from spoon while being fed.	<ul style="list-style-type: none"> •Place a spoon containing a small amount of solid food such as small pieces of meat or vegetables, in the pupil's mouth. If she does not close her mouth voluntarily, gently close it physically. •Repeat the activity, emphasizing use of the lips to remove food. Praise the pupil. <u>CAUTION:</u> Placing or forcing the spoon too far back in the mouth will cause gagging. 	Success in 4/5 trials.
4.2 Chew solid foods with physical assistance.	<ul style="list-style-type: none"> •After putting the solid food in the pupil's mouth, place the thumb and index finger of your hand just below the pupil's lower lip. •Slowly move the jaw in a rotary motion. Having the pupil "watch" and feel you chew a substance can prove helpful. If she does not respond put a little more pressure on her chin. •Repeat several times using the sign "chew." •If pupil is not relaxed, stop and return later. 	Success in 4/5 trials.
4.3 Chew solid foods voluntarily.	<ul style="list-style-type: none"> •When the pupil has mastered 4.2 start decreasing the physical assistance (manipulation) during the chewing process. •Introduce milk or some soft food as a reinforcer after the pupil has chewed some food - but only in conjunction with praise. •Slowly decrease food reward in favor of praise. 	Success in 4/5 trials.
4.4 Swallow solid foods which have been chewed.	<ul style="list-style-type: none"> •Encourage pupil to swallow food by saying and signing "swallow." Also, stroking her throat will start the swallowing process. •Have the pupil say/sign "swallow." Praise. 	Success in 4/5 trials.

Assessment Intervention Matrix (AIM)

SAMPLE DAILY ASSESSMENT

Eating

Pupil _____

DAILY ASSESSMENT FORM

Directions:

- (1) In block #1 —date initiation of Goal —insert descriptive number from rating scale.
- (2) Continue to date and rate each lesson that is taught.

Example:

5. Eats finger foods.	8/4	8/8	8/16	8/20	9/10	9/12	9/17	10/1	10/3	10/4
	1	1	2	3	3	4	4	3	4	4

- (3) When pupil has met Goal, move on!
(Competence = primarily 4's, but some 3's, over five or six trials)

Rating Scale:

No Response	Total Assistance	Some physical Assistance	Prompting Only	Independent
0	1	2	3	4