



Baseline Procedure

- **Done prior to the implementation of each target within a program to determine what prompt you may need to use in acquisition.**
- **Utilize the program mastery data sheet to record baseline data**
- **Baseline data is taken only on the first time you present target and scored as either a + or -.**
- **Remember that when doing baseline on a new target reinforcement is not provided for the new target but can be delivered for any appropriate behavior the learner demonstrates.**
- **Each provider presents target only once within a session.**
- **The targets are presented 3x within a session**
- **If child receives a correct response (+) across three sessions move target to maintenance sheet.**
- **If child does not receive a correct response (-) across three sessions begin to teach that target.**

Data Collection Procedures for Trial by Trial Data at the Independent Level

- Each time the target is presented allow 2-3 seconds for the response
- If the child responds correctly and independently score the target as a on the Data Sheet.
- If the child does not respond or begins to respond incorrectly score the target as a on the Data Sheet and run the error correction procedure.
- Do not run error correction more than twice. Come back to the target later. If there are more than 3 incorrect responses in a row () discontinue taking data and teach the target for the remainder of the session.
- At the end of each session graph the percentage correct.
- A target is mastered once it has been demonstrated with 90-100 % accuracy across two consecutive sessions and two therapists.
- Once a target is mastered it must be transferred to the Maintenance Data Collection Sheet at the back of the book.



PROMPT	DESCRIPTION	EXAMPLE
<u>Full Physical Prompt</u> FP <i>*Some learners may find this prompt level aversive, be aware of other options, or try to fade quickly.*</i>	Student requires manual assistance to complete a task. The teacher will “hand-over – hand” the students to ensure a correct response.	When teaching the student to imitate the movement of knocking on the table the teacher takes the child’s hands and knocks the table with it.
<u>Partial Physical Prompt</u> PP	Student requires partial manual assistance to complete a task.	When teaching the student to imitate the movement of knocking on the table, the teacher takes the student’s hand and lets go of it right above the table. Or the teacher taps the student’s hand to prompt the student to something with it.
<u>Faded Partial Physical Prompt</u> FPP	Teacher provides less prompting than partial prompt.	Teacher guides student by the elbow to respond correctly.
<u>Model Prompt</u> MP	Teacher models what the desired response of the student is.	When teaching the receptive instruction “clap” the teacher claps after giving the Sd to clap.
<u>Gestural</u> GP	Teacher makes some kind of gesture to prompt the desired response to the student	When teaching the functions of objects, the teacher says “What do you drink with?” while holding his/her hand to his /her mouth shaping it like a cup.
<u>Partial Model</u> PM	Teacher models only part of the response that is needed.	When teaching the receptive instruction “clap:” the teacher puts his/her hands in front of her/himself, but does not actually clap.
<u>Full Vocal Prompt</u> FV <i>*Can be difficult to fade*</i>	Teacher verbally models what the desired response of the student is	When teaching the expressive label “cup” the teacher ask, “What is it? (Say) cup.” (or sign)
<u>Partial Vocal Prompt</u> PV	Teacher verbally models only part of the desired response of the student.	When teaching the expressive label “cup” the teacher asks, What is it? (Say) cu...”.
<u>Faded Partial Vocal Prompt</u> FPV	Teacher verbally models only the beginning (or one part) of the response	When teaching the expressive label “cup” the teacher asks, “What is it? (Say) c...”
<u>Lip Prompt</u> LP	Teacher provides cue non-vocally by mouthing lip position of response.	Teacher mouths lip position of “cup” “without sound.”
<u>Proximity</u> PX	Teacher places a stimulus in a particular location.	When teaching the receptive label “shoe” the teacher places the shoe closest to the student.



Teaching Procedures for Errorless Instruction

Teaching Target Skills

1. **Prompted Trial:** After presentation of demand immediately present a prompt (0 second prompt delay) with the most effective, least intrusive prompt. Give light praise.
2. **Transfer Trial:** Immediately after the praise, give the SD and now fade the prompt by delaying 2-3 seconds or fade some dimension of an effective prompt, e.g. fade the point, use a partial prompt instead of the full word, decrease physical guidance, etc. Then give bigger praise for this.
3. **Distractor Trial:** Give some easy and mastered skills.
4. **Probe:** Re-present the original SD and probe by waiting 2-3 seconds for the response to occur.
If correct, give really amazing reinforcers for getting it independently correct! If incorrect, follow the error correction guide on the next page.

Only the very first trial will have data collected, the transfer, distractor, and probe are not counted in the trial, but are there to help build independence.

For some learners, it may be effective to do only prompted and transfer trials.



Error Correction Procedures

For Errorless Instruction

Present the S^D and allow 2-3 seconds for the child to respond. If the child responds correctly score the trial as a +. If the child does not respond or responds incorrectly score as a – and follow the error correction procedures outlined below.

* Note that even though you will be completing 5 steps in the error correction procedure the whole process is only recorded as one minus.

For an incorrect response

1. You should always make every attempt to block the incorrect response. However, if you are not able to and the child makes an error, immediately represent the S^D and prompt the correct response with a 0 sec delay.

It is not necessary or advised to say "no," "try again," etc. Just repeat the SD and prompt.



2. Fade the prompt on the next trial by delaying the prompt or fading some dimension of the effective prompt (see above).
3. Require some easy and mastered skills.
4. Re-present the original demand the learner made the error on and probe by waiting 3 seconds for the response to occur.
5. Differentially reinforce as appropriate.

For a Non-Response

1. Allowing 2-3 sec for the response. If the child does not respond prompt the correct response.
2. Fade the prompt on the next trial by delaying the prompt or fading some dimension of the effective prompt (see above).
3. Require some easy and mastered skills.
4. Re-present the original demand the learner did not respond to and probe by waiting 3 seconds for the response to occur.
5. Differentially reinforce as appropriate