

Self-Instruction Manual: Introduction  
to Teaching Discrimination Skills to  
Children Diagnosed with Autism  
Using Discrete Trial Teaching  
&  
Errorless Learning

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(Modified from Fazio & Martin, 2006)

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## OVERVIEW OF MANUAL

This manual contains descriptions and examples of some of the concepts and basic skills that you will need in order to successfully conduct teaching trials with individuals diagnosed with an autism spectrum disorder using Applied Behavior Analysis (ABA). The approach that you will be learning is referred to as **discrete-trials teaching (DTT) or discrete-trials training**. While DTT can be conducted in a variety of ways, you will be using an **errorless learning (EL)** technique to reduce the errors made by the students (actors) that you will be working with.



You will be learning how to teach children to discriminate among pictures. Discrimination skills are very important to teach because they are the foundation for many other skills. Once you master the ability to use discrete-trials training and errorless learning to teach discrimination of animal pictures, you will be well on your way to being able to teach a variety of other skills to children with autism; however, you will need additional training in order to become a seasoned instructor.

To help you to master the DTT skills, study questions have been provided the end of each sub-section.

**When studying this manual, you should proceed as follows:**

- Read a sub-section
- Complete examples as indicated
- Answer each study question at the end of the subsection
- Memorize the answers to the study questions

- Practice by yourself (pretend) as indicated
- Proceed to the next sub-section

In **two hours**, you will be given a closed-book test to assess your mastery of the study questions. Then, you will be asked to attempt to demonstrate what you have learned with actor. As you are reading, when you see a  next to the text, this means that the answer to a study guide question is in that block of text. When you see  next to text, this means that you should practice your skills by pretending by yourself as indicated.

## 1.

**GETTING STARTED**

Before you start the session, *quickly* organize your materials. You should have three animal flashcards, a program sheet, and a datasheet in your folder. Begin by filling in the target blanks on the datasheet. Take out one of the practice datasheets, and follow along to practice.



Start with the blanks for the probes. **You will probe each item**



**only one time**, so a different animal should be written into each blank, like this:

<i>cow</i>	Target: _____	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
<i>bird</i>	Target: _____	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
<i>dog</i>	Target: _____	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP

Now fill in the blanks for the teaching targets. You will **run three**



**teaching trials of each item.** When filling out the datasheet, follow these rules:



- Do not write the same item in more than two consecutive blanks (e.g., cow, cow, cow).
- Avoid writing the targets in the same order (e.g., cow, bird, dog, cow, bird, dog).

Follow the example below, and complete the rest of the datasheet. Make your datasheet look like this one:

v.2.0

## Discrete Trial Training Datasheet

Participant # \_\_\_\_\_ Session # \_\_\_\_\_ Phase: \_\_\_\_\_ Date: \_\_\_\_\_

**Key:** GP = Gestural Prompt    PP = Partial Physical Prompt    FP = Full Physical Prompt  
 Ind = Independent Response (no prompt required)

**Probes:** Check the prompt level required to bring about the correct response

Target: <u>      <b>cow</b>      </u>	<input type="checkbox"/> Ind <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP
Target: <u>      <b>bird</b>      </u>	<input type="checkbox"/> Ind <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP
Target: <u>      <b>dog</b>      </u>	<input type="checkbox"/> Ind <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP

**Trials:** Indicate whether the student made a correct or error response and check the highest prompt level used

Target: 1. <u>      <b>dog</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 2. <u>      <b>bird</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 3. <u>      <b>cow</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 4. <u>      <b>cow</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 5. <u>      <b>dog</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 6. <u>      <b>bird</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 7. <u>      <b>dog</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 8. <u>      <b>cow</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
Target: 9. <u>      <b>bird</b>      </u>	<input type="checkbox"/> Correct <input type="checkbox"/> Error <input type="checkbox"/> GP <input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind

### Study Questions

1. How many times should you probe each target item?
2. How many teaching trials should you conduct of each target?
3. Is it ok to list the same target three times in a row?

2.

**PRESENTING FLASHCARDS & SECURING ATTENTION**

Whether you are conducting probe or teaching trials, you must begin by securing the child’s attention and presenting the flashcards approximately 1-2 seconds before you provide the instruction.

**?** Follow these guidelines when presenting the flashcards for a probe or a teaching trial:

- Always present all three flashcards for each trial
- Be sure that the flashcards are evenly spaced and in line with one another

Good example:



Bad example:



- Arrange the stimuli **IN A DIFFERENT ORDER** for each trial
- Be sure that the target of this probe is in **DIFFERENT POSITION** than the target in the previous probe.

**?** ○ For example, in this trial, cow is the target, and it is presented in the left position.

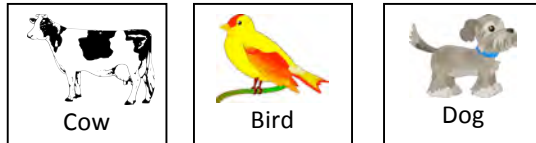




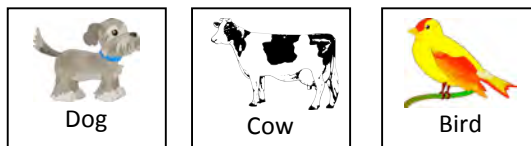
- In next trial, bird is the target, so it **SHOULD NOT** be presented in the left position. Here are two appropriate options for presenting the flashcards in this trial:



Good Examples:



OR



These following arrays would be **INCORRECT** presentations for this trial:

Bad Example:



same order as previous trial

Bad Example:



target is in the same position on 2 consecutive trials

Bad Example:



only 2 flashcards presented

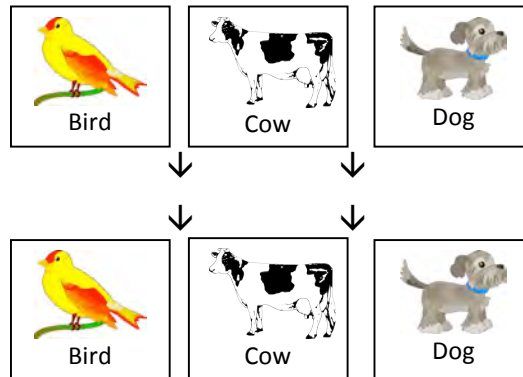
Follow these guidelines when securing the child's attention:



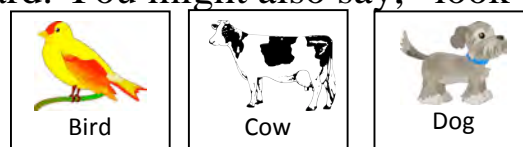
- 👍 Saying the child's name (e.g., "Sally")
- 👍 Saying "look" or "look at all the pictures"

- 👉 Laying out the flashcards near you and then sliding them in all at once towards the child such that it grabs his/her attention

?



- 👉 Presenting the cards in front of the child and moving your finger along the front of the cards in one fluid motion back and forth, drawing attention to the cards without pausing at any one card. **DO NOT DRAW ATTENTION TO ANY ONE CARD** as this might accidentally prompt the child to select that card. You might also say, “look” while doing this.



?

- 👉 Presenting the cards in front of the child and using a full physical prompt, move the child’s finger along the front of the cards in one fluid motion back and forth, drawing attention to the cards without pausing at any one card. **DO NOT DRAW ATTENTION TO ANY ONE CARD** as this might accidentally prompt the child to select that card. You might also say, “look” while you do this.

**NOTE:** You should only use ONE of these techniques per trial, and you should mix and vary the methods you use to secure the child’s attention.

### **DO NOT DO THE FOLLOWING TO SECURE ATTENTION**

- ?
- ☞ Touch each individual card
  - ☞ Name each individual card
  - ☞ Snap your fingers at the child
  - ☞ Say his/her name repeatedly
  - ☞ Repeatedly say any of the appropriate statements (e.g., “Sally. Sally.”)

#### Study Questions

4. Be able to identify “good” and “bad” examples of presenting the flashcards.
5. Be able to provide and identify “good” and “bad” examples of securing the child’s attention.

### 3.

#### **PRESENTING THE INSTRUCTION (DISCRIMINATIVE STIMULUS - SD)**

The things (sights, sounds, smells, etc.) in our environment capable of affecting our behavior are called **stimuli** (plural of **stimulus**). When a specific set of stimuli are associated with a specific response, the stimuli

? are called **Discriminative Stimuli** (plural of stimulus) (**SD**). When implementing discrete-trials teaching, you should **ONLY USE** the SD listed on the program sheet. For example, when you are teaching children to discriminate pictures of animals, the **SD** is a combination of the pictures that you present as well as the instruction, “Give me

“(animal).” Other similar instructions are acceptable as well, just follow these guidelines.



- Be sure to keep the instruction brief
- Do not use additional descriptors (e.g., “Give me dog. He has a blue collar.”)
- Do not use instructions like, “Touch the \_\_\_” or “Point to \_\_\_” because those instructions indicate that the child should do something other than place the card in the hand of the instructor.

The top of your program sheet might look like this:

**Discrimination Training Protocol: Animals**

**Objective:** Student will select the correct animal picture from an array of three animal pictures and place it in the hand of the instructor following an instruction like, “Give me \_\_\_,” “Hand me the \_\_\_,” or “Where’s the \_\_\_”.

**SD:** Say, “Give me \_\_\_\_\_” (or a similar statement)

**Response:** Student selects a picture and extends hand (holding the picture) towards the instructor

**Target List:**    Cow                      Dog                      Bird



**DO SAY**

- “Give me cow”
- “Hand me dog”
- “Where’s the bird”
- “Find the dog”

**DON’T SAY**

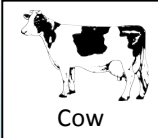

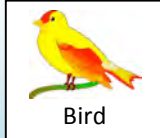
- “Touch the cow”
- “Point to the dog”
- “Tell me where the bird is”
- “Show me the little doggie. It’s brown and has a tail and a blue collar.”

Do not forget, this program requires that an array of *three* pictures always be presented. The instruction + the specific card that you are asking for = the SD for the response that you want to see.

**EXAMPLE**

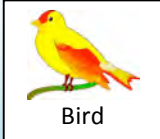
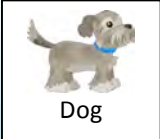
Look at the examples below. Check the boxes of the trial in which the instructor presented the correct SD.

Box A

 Cow	 Dog	 Bird
--	--	---

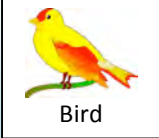
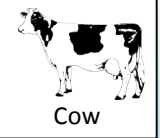

“Give me dog”

Box B

 Bird	 Dog
--	--


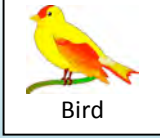
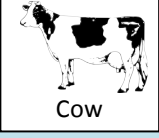
“Where’s the dog”

Box C

 Bird	 Cow	 Dog
---	--	--

“Give me yellow birdie”

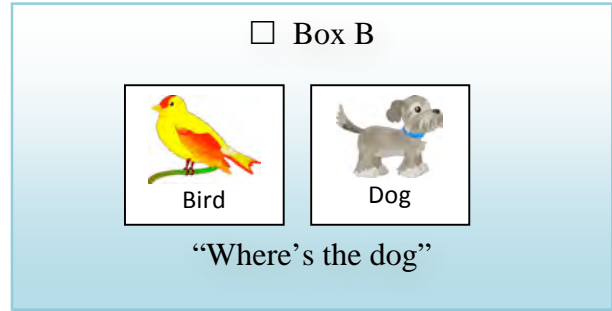
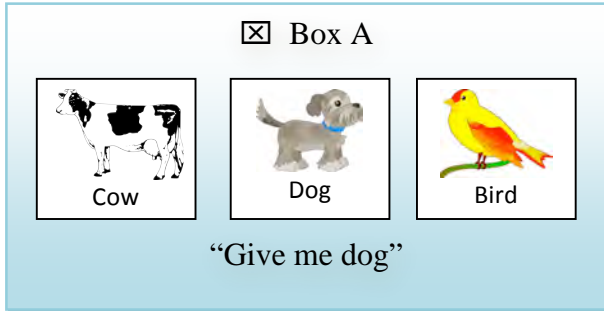
Box D

 Dog	 Bird	 Cow
---	---	--

“Hand me the cow”

**Answers**

In the above example, you should have selected boxes A and D.

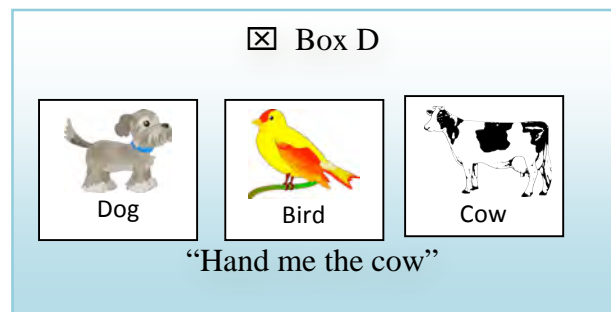
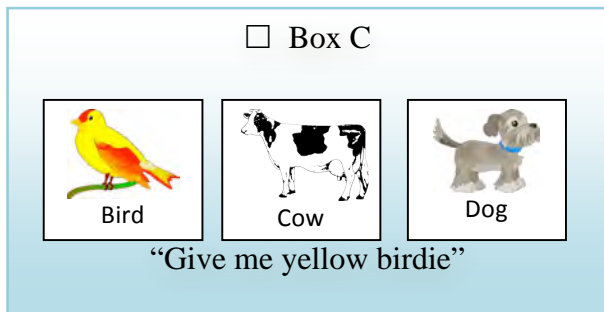


**Box A is CORRECT** because all 3 flashcards were presented and the instruction was correct.

**Box B is INCORRECT** because only 2 flashcards were presented

**In Box A the SD was:**

“Give me dog,” + the dog flashcard



**Box C is INCORRECT** because the instruction included an adjective (yellow) and the target word was incorrect (birdie). A correct instruction would have been “Hand me the bird”

**Box D is CORRECT** because all 3 flashcards were presented and the instruction was correct.

**In Box A the SD was:**

“Hand me the cow,” + the bird flashcard

**Study Questions**

6. Define Discriminative Stimulus (SD).
7. Be able to provide and identify “good” and “bad” examples of instructions.
8. Be able to explain why the SD provided correct or incorrect.

## 4.

**CORRECT RESPONSES AND ERRORS**

In general terms, **behavior** is anything that a person says or does. Another word for behavior is **response**. When you are teaching individuals with autism, the behavior that you are teaching is called the **correct response** because it is the only response that you want to see after you give an instruction. Any other type of response, or in some cases a non-response, is called an **error**.

When teaching animal discrimination, the correct response is counted when the learner (actor) selects the card that corresponds with the instruction provided by the instructor and then extends his/her arm towards the instructor while holding the card. The correct response **MUST** occur within 3 seconds of the instruction.

**The correct response to “Give me cow” looks like this:**



## Errors

As stated above, an error response is anything that the learner (actor) does that is NOT the correct response. Later you will learn the error correction procedure to use when learner (actor) errors occur. Many different errors can occur. Here are some examples of common errors:

- **Scrolling:** The child touches the wrong picture, but then quickly selects the correct picture and extends it towards the instructor.



This is an error because the goal is for the child to IMMEDIATELY select the correct item.

- **No Response:** The child fails to respond within 3 seconds of the instruction.



- **Select the wrong item:** The child selects a picture other than the one indicated in the instruction provided.



- **Select Correct and Hold:** This child selects the correct picture, but fails to extend it towards the instructor. The child might hold the card, play with the card, or sets the card back down.



- **Select Correct and Throw:** The child selects the correct picture, but then tosses it towards the instructor or across the table rather than handing it to the instructor.





**Practice Examples:**

Read the following scenarios and answer the questions.

1. The instructor places three animal cards evenly spaced in front of Sally (the learner), and says, “Give me cow.” Sally selects the cow and holds it in her hands.
  - a. Did Sally make a correct response or an error? If she made an error, what kind?
  
  
  
  
  
  
  
  
  
  
  - b. Did the instructor make any errors? If so, what were they?
  
2. The instructor places two animal cards evenly spaced in front of Sally, and say, “We’re going to work on animals. First, give me the dog.” Sally selects the dog and hands it to the instructor.
  - a. Did Sally make a correct response or an error? If she made an error, what kind?
  
  
  
  
  
  
  
  
  
  
  - b. Did the instructor make any errors? If sow what were they?



## Answers:

1. The instructor places three animal cards evenly spaced in front of Sally (the learner), and says, “Sally, give me cow.” Sally selects the cow and holds it in her hands.
  - a. Did Sally make a correct response or an error? If she made an error, what kind?

Sally did make an error. She did not extend the correct card towards the instructor. This error is “Select Correct and Hold.”

- b. Did the instructor make any errors? If so, what were they?

The instructor did not make any errors. 😊 The instructor correctly displayed the flashcards, secured Sally’s attention (e.g., “Sally”), and then presented the instruction (“give me cow).”

2. The instructor places two animal cards evenly spaced in front of Sally, and say, “We’re going to work on animals. First, give me the dog.” Sally selects the dog and hands it to the instructor.
  - a. Did Sally make a correct response or an error? If she made an error, what kind?

Sally engaged in the correct response! 😊

- b. Did the instructor make any errors? If sow what were they?

The instructor made three errors. First, he/she did not present all three flashcards. Second, he/she did not secure Sally’s attention, and finally, his/her instruction was too lengthy. The only instruction that should have been provided was, “Give me dog,” or something similar.

### Study Questions

9. Define and identify the correct response of the learner when teaching animal discrimination.
10. Name and identify learner errors.
11. Be able to explain what was correct/errorful about a given learner response.

## 5.

### **PROVIDING REINFORCERS FOR CORRECT RESPONSES**

Our behaviors are affected by their immediate consequences. In everyday language, we say that rewards strengthen the behaviors that they follow. A **positive reinforcer** is a stimulus that, when presented immediately following a behavior, causes the behavior to be

**?** strengthened (more likely to re-occur). In other words, when a positive reinforcer immediately follows a behavior, that behavior is more likely to happen again and again. In general terms, positive reinforcers are things that individuals like or prefer. Candy, for example, is a reinforcer for many children. Affectionate pats and hugs, praise, nods and smiles (referred to as social reinforcers) are reinforcers for many individuals. However, just because an item or activity is preferred does not necessarily mean that it is a reinforcer. *In order for something to be considered a reinforcer it must be presented following a behavior and that behavior must be strengthened or increase.*

In future trainings, you may learn about other types of reinforcers (e.g., negative reinforcers) and how to identify reinforcers with children that you are working with; however, this is beyond the scope of this

manual. Now, you are going to learn about proper reinforcement delivery. At some point, you may be asked to practice your skills with a trainer, and “mock reinforcers” will be provided for you to use.

### **Delivering Reinforcement**

Sometimes and individual (actor) that you are teaching will engage in a correct response without any help (independently). Sometimes you might have to provide assistance (prompts) to help them make the correct response. When using an errorless learning approach, prompts are provided BEFORE a child has a chance to make an error. When a child engages in the correct response (i.e., no error has been made), the instructor should IMMEDIATELY provide the child with a tangible reinforcer (e.g., toy, snack) + enthusiastic praise (e.g., “Way to go!” “You did it! That is awesome!”). This is the case even when the child’s correct response has been prompted. (Note: You will learn about prompts later in this manual.)

It is important to deliver the reinforcers IMMEDIATELY after the correct response and BEFORE YOU mark anything on the data sheet. If you wait to deliver the reinforcer, you might actually reinforce some other behavior that is happening (e.g., nose picking) that you do not want to see increase or strengthen. Also, remember to REMOVE reinforcers (e.g., toys) before you begin the next trial. If the child does not hand it to you when you ask or reach for it, just gently remove it.

## **Withholding Reinforcement**

There are two circumstances under which you do not provide reinforcers.

- **?** If a child makes an error (e.g., scrolling response), then you **DO NOT PROVIDE REINFORCERS!** No praise, no tangibles. Instead you will engage in the error correction procedure which you will learn about later.
- **?** When you are conducting probe trial, you should **NOT PROVIDE REINFORCERS.** This means no praise and no tangibles.

### **Examples:**

Read the examples of teaching trials below. **THESE ARE NOT PROBE TRIALS.** (Note: you will learn more about probe trials later)

For each example, answer the following questions:

- What did the instructor do right? If the instructor did something wrong, what should the instructor have done instead?
- Did the student make engage in a correct response or an error response?

1. The instructor places three animal cards evenly spaced in front of Sally (the learner), and says, “Sally, give me cow.” Sally selects the cow and holds it in her hands. The instructor says, “Woohoo! Super!!!” and hands Sally her favorite stuffed bear.

2. The instructor places three animal cards evenly spaced in front of Sally, and says, “Hand me the dog.” Sally touches the cow, then selects the dog, and hands the dog picture to the instructor. The instructor gives Sally a piece of candy and says, “Wow, you’re really starting to get this! Give me a high five.”
  
3. The instructor places three animal cards evenly spaced in front of Sally, and says, “Find the bird.” Sally selects the bird and hands the bird picture to the instructor. The instructor indicates on the datasheet that Sally engaged in a correct and independent response, and then tells Sally, “Super job! Fantastic” and gives her one of her favorite musical toys to play with.
  
4. The instructor places three animal cards evenly spaced in front of Sally, and says, “Give me cow.” Sally selects the cow and hands the cow picture to the instructor. The instructor says, “Way to go, superstar!”

5. The instructor places three animal cards evenly spaced in front of Sally, and says, “Where’s the bird.” Sally selects the bird and hands the bird picture to the instructor. The instructor says, “TERRIFIC!” and hands Sally her favorite toy bear.

### ? Answers:

1. The instructor places three animal cards evenly spaced in front of Sally (the learner), and says, “Sally, give me cow.” Sally selects the cow and holds it in her hands. The instructor say, “Woohoo! Super!!!” and hands Sally her favorite stuffed bear.
  - The instructor should not have provided praise or the bear. He/she should have begun the error correction procedure.
  - The student engaged in an error – Select Correct and Hold.
2. The instructor places three animal cards evenly spaced in front of Sally, and says, “Look. Hand me the dog.” Sally touches the cow, then selects the dog, and hands the dog picture to the instructor. The instructor gives Sally a piece of candy and says, “Wow, you’re really starting to get this! Give me a high five.”
  - The instructor should not have provided praise or the bear. He/she should have begun the error correction procedure.
  - The student engaged in an error – Scrolling.

3. The instructor places three animal cards evenly spaced in front of Sally, and says, “Find the bird.” Sally selects the bird and hands the bird picture to the instructor. The instructor indicates on the datasheet that Sally engaged in a correct and independent response, and then tells Sally, “Super job! Fantastic” and gives her one of her favorite musical toys to play with.
    - The instructor forgot to secure Sally’s attention, and the instructor should have IMMEDIATELY provided praise and the musical toy BEFORE collecting data.
    - The student engaged in the correct response! 😊
  4. The instructor places three animal cards evenly spaced in front of Sally, and says, “Give me cow.” Sally selects the cow and hands the cow picture to the instructor. The instructor says, “Way to go, superstar!”
    - The instructor provided praise but no tangible. The instructor should have provided both.
    - The student engaged in the correct response.
  5. The instructor places three animal cards evenly spaced in front of Sally, and says, “Where’s the bird.” Sally selects the bird and hands the bird picture to the instructor. The instructor says, “TERRIFIC!” and hands Sally her favorite toy bear.
    - The instructor did everything right.
    - The student engaged in the correct response.
- 👉 **Take a moment to practice what you have learned so far with the materials that you have. Just pretend.**



### Study Questions

12. Define a positive reinforcer.
13. Identify and explain situations in which you would and would not provide praise + a tangible reinforcer.
14. How soon after a correct response should you deliver the reinforcer
15. Should you remove the reinforcer (e.g., toy) before the next trial?

## 6.

### PROMPTS AND PROMPT FADING

If a child is unable to respond correctly to an SD, the teacher might provide some assistance to help the child do so. The assistance provided to increase the likelihood that a correct response will occur is referred to



as a **prompt**. When teaching using an Errorless Learning (EL)



technique during teaching trials (not probe trials), prompts occur just after or at the same time as the SD and before the child has a chance to respond incorrectly. Assistance that comes *after* a response has already

occurred, **is not a prompt**, but rather a consequence. Prompts ensure that the correct behavior occurs following the SD and is reinforced appropriately, which will result in strengthening the correct response.

#### Types of Prompts



#### **Full Physical Guidance or Full Physical Prompt (FP)**

Full Physical Guidance (also called a full physical prompt) consists of the instructor touching the child to guide him through the entire response. The entire response is prompted. The child does not independently engage in any part of the correct response. This type of

prompt can be fairly intrusive and *often involves the teacher using one or both hands to guide the child to make the correct response.*

Sometimes, this is called “hand over hand” when the prompt involves the teacher using his or her hand(s) to carefully guide the child’s hand to complete a correct response.

**? This is what a Full Physical Prompt looks like following the instruction, “Give me dog.”**



The instructor picks up the child’s hand.

Then, moves her hand towards the correct picture and helps her pick it up.

She continues to assist the child all the way until the card reaches the instructor’s other hand, completing the correct response.

**? Partial Physical Guidance or Partial Physical Prompt (PP)**

Partial Physical Guidance (also called a partial physical prompt) is less intrusive than the full physical prompt, and consists of the instructor starting out lightly touching the child to guide him or her appropriately through the first part of the response, but stops prompting at some point, such that the child completes the last part of the correct response independently.

**? This is what a partial physical prompt looks like following the instruction, “Hand me the cow.”**



The instructor nudges the child's arm towards the correct picture.



Then, the instructor stops prompting, and the child completes the correct response on her own.

**? Here's another example. This is a different style of a partial physical prompt looks like following the instruction, "Where's the dog."**



The instructor picks up the child's hand and moves it towards the correct picture.



Then, the instructor lets go of her arm (stops prompting), and the child completes the correct response on her own.

**BOTH TYPES OF PARTIAL PHYSICAL PROMPTS ARE CORRECT!**

**Gestural Prompts (GP)**

Gestural prompts are even less intrusive than the partial physical prompt as they *do not require physical guidance*. Gestural prompts are certain motions that the instructor makes, such as pointing to the correct stimulus or making a motion directed toward the child without touching him or her.

**This is what a gestural prompt looks like following the instruction, "Find cow."**



The instructor points to the correct card without touching it.



Then, the child selects the correct card and completes the correct response on her own.



**Here is another example of a different gestural prompt following the instruction, “Show me the dog.”**



The instructor touches the correct card and the child moves to select it.




Then, the child selects the correct card and completes the correct response on her own.

**BOTH TYPES OF GESTURAL PROMPTS ARE CORRECT!**


Study Questions

16. Define a prompt.
17. When does a prompt occur when you are using errorless learning?
18. Define full physical prompt, partial physical prompt, and gestural prompt.
19. Be able to identify all three types of prompts listed above and explain why the prompts are correct or incorrectly implemented.

 **Take a moment to practice what you have learned so far with the materials that you have. Just pretend.**

## 7.


### PRE-SESSION PROBES

 In a discrete-trials / errorless learning procedure, the teacher must first conduct one probe trial of each of the teaching targets to determine which prompt level to start with when he or she begins teaching trials.

1. *Prepare the teaching materials and the datasheet* as you learned how to do earlier in this manual.

2. *Present the flashcards and secure the individual's attention.*

3. *Present the instruction, "Give me \_\_\_" then allow the child 3*

 **seconds** to respond. Do not wait more or less time **UNLESS THE CHILD BEGINS TO MAKE AN ERROR.**

4. If the child...

 Responds correctly after before 3 seconds expires

- Pick up all of the flashcards
- Record the response on the datasheet (Step 6)
- Begin the next trial

 Begins to make an error or completes an error OR

 Does not respond within 3 seconds

- Pick up all of the flashcards
- Begin Step 5

5. *Begin presenting prompts from least-to-most intrusiveness.*



- a. Re-present the flashcards in the exact same order and secure the child's attention. Present the exact instruction again + an IMMEDIATE gestural prompt. If the child does not respond correctly to a gestural prompt or resists a gestural prompt, then move to next step (increasing the prompt level).
- b. Re-present the flashcards in the exact same order and secure the child's attention. Present the exact instruction again + a partial physical prompt. If the child does not respond correctly to the partial physical prompt or is resists the partial physical prompt, then move to next step (increasing the prompt level).
- c. Re-present the flashcards in the exact same order and secure the child's attention. Present the exact instruction again + a full physical prompt to bring about the correct response. Do not continue until you get the child to make a correct response.
- d. Once the child engages in the correct response, move on to Step 6.

**DO NOT PROVIDE PRAISE OR TANGIBLE REINFORCERS**



**DURING THE PROBE TRIALS!**

6. *On the data sheet, record the prompt level that was required to bring about the correct response. If no prompt was required (i.e.,*



the child responded correctly within 3 seconds of the original instruction), then mark  Ind. Indicating an independent, correct response occurred. Your datasheet might look like this after you complete the probe trials.

Target: <u>cow</u>	<input checked="" type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>bird</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input checked="" type="checkbox"/> FP
Target: <u>dog</u>	<input type="checkbox"/> Ind	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP

7. Return to Step 1 to probe the other target items. After you finish probing the targets, you will begin conducting teaching trials.

**NOTE:** You should try to complete all of the probe trials as quickly as possible, aiming for no longer than 1 minute per probe.

### **Pre-Session Probes Example**

 **Take out a new blank datasheet and practice as you read. Just pretend.**



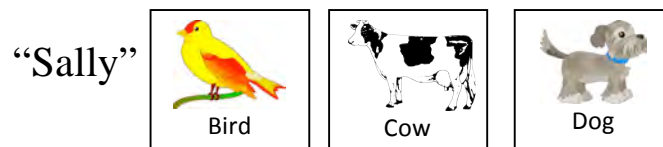
You are teaching Sally to discriminate animal pictures from an array of three animal pictures when she hears an instruction like “Give me \_\_\_\_.” You are given this description of the program.

- Fill out the probe portion of the datasheet so that it looks like the one below.

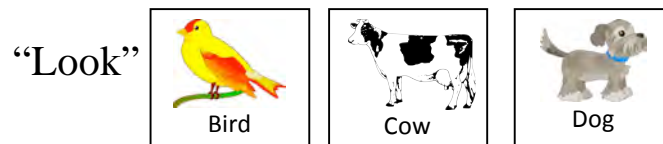
Target: <u>bird</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>dog</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>cow</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP

Probe Trial 1: bird

- You arrange the stimuli and secure the child’s attention.



- Present the instruction for the first probe. “Give me bird.”
  - Wait 3 seconds for the child to respond.
    - The child did not respond, so you...
  - Pick up all of the flashcards
  - Present the flashcards in the same order and secure the child’s attention



- Then, present same instruction, “Give me bird,” and IMMEDIATELY provide a gestural prompt.
  - The child responds correctly to your gestural prompt so you...
- SAY NOTHING and pick up all of the flashcards.
- Record GP on the datasheet.
- You have completed the first probe.





Probe Trial 2: Dog

- Arrange the flashcards and secure the child's



“Look”



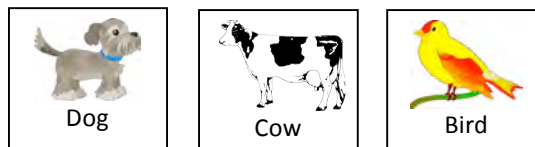
- Present the instruction for the second probe. “Find the dog.”
  - Wait 3 seconds for the child to respond.
    - The child engaged in the correct response immediately following the instructions, so you...
  - SAY NOTHING and pick up all of the flashcards.
  - Record Ind. on the datasheet.
  - You have completed the second probe.

Probe Trial 3: Cow

- Arrange the flashcards and secure the child's

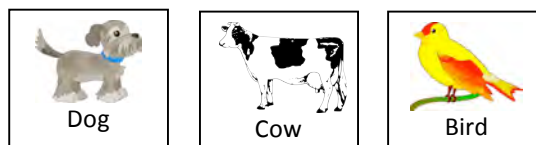


“Look at the pictures”



- Present the instruction for the third probe. “Where is the cow?”
  - Wait 3 seconds for the child to respond.
    - The touched the dog picture (error), so you...
  - SAY NOTHING and pick up all of the flashcards.
  - Re-present the flashcards in the exact same order and secure attention

“Sally”



- Re-present the same instruction, “Where is the cow?” and IMMEDIATELY provide a gestural prompt
  - The child does not respond to the gestural prompt within 3 seconds so you...

- Re-present the same instruction, “Where is the cow?” and IMMEDIATELY provide a partial physical prompt
  - The child resists the partial physical prompt by pulling her arm away, so you...
- Re-present the same instruction, “Where is the cow?” and IMMEDIATELY provide a full physical prompt
  - The child completes the correct response with your assistance, so you.
- SAY NOTHING and pick up all of the flashcards.
- Record  FP on the datasheet.
  - You have completed the last probe.
  - Your datasheet should look like this:

Target: <u>bird</u>	<input type="checkbox"/> Ind	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>dog</u>	<input checked="" type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>cow</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input checked="" type="checkbox"/> FP

If your datasheet looks different, then practice the example again on a new datasheet and try to figure out how to correct your mistake.

### Study Questions

1. Why is it necessary to conduct pre-session probes?
2. Be able to list the steps of conducting pre-session probes.
3. Be able to complete the probe section of a datasheet.
4. Describe what to do when a child makes an error during a probe trial.
5. What is the order in which prompts are presented during probe trials (hint: least to most)
6. Should you provide praise during probe trials? What about tangible reinforcers?
7. Be able to demonstrate how you would present the flashcards in a different order with the target card being in a different location for each probe trial.
8. About how long should it take you to conduct the three probe trials?

## 8.

**CONDUCTING TEACHING TRIALS**

Once probes have been conducted, you are ready to begin conducting teaching trials. Conducting teaching trials is very much like conducting probe trials, **except** that you will begin by providing the prompt level that was determined during the probe and then gradually decrease prompts over subsequent trials.

1. *Prepare the teaching materials.*

2. *Place reinforcers out of reach, but within view of the child.*

3. *Present the stimuli & secure the child's attention.*

4. *Present the instruction & immediately provide the appropriate*

*prompt. If this is the...*

- First teaching trial for this particular target, then...
  - IMMEDIATELY provide the prompt that was required in the probe trial for that particular target UNLESS no prompt was required.
  - If no prompt was required for this target in the probe trial, then allow the child up 1-2 seconds to respond to the instruction.
- Second or third teaching trial for this particular target, then...
  - IMMEDIATELY provide the prompt that is ONE LEVEL LESS INTRUSIVE than the prompt that was

provided in the previous teaching trial. This is called **PROMPT FADING**.

- For example, if a full physical prompt (☒ FP) was required in the first **TEACHING TRIAL** for cow, then the next trial that cow is presented, you should immediately use a Partial Physical Prompt following the instruction because it is one level less intrusive than the full physical prompt.
- If no prompt was required for this target in the previous teaching trial, then allow the child up 1-2 seconds to respond to the instruction.

If the learner engages in ...

- An **ERROR** response, move to Step 5
- A **CORRECT** response, skip Step 5 and move right to Step 6

*5. Complete the Error Correction procedure if the child engaged in an error response (if not, move to Step 6).*

- Remove the flashcards for 1 second
- Represent the stimuli in the same order and secure the child's attention

- IMMEDIATELY provide a prompt, increasing the intrusiveness by one level
  - No prompt → Increase to → GP
  - GP → Increase to → PP
  - PP → Increase to → FP
  - FP → provide a more secure FP
- If the child resists your prompt or makes ANOTHER error, complete the error correction procedure, increasing the prompt level each time, until the child engages in the correct response.

Once the child engages in a correct response, move to Step 6.

6. *Provide PRAISE + A TANGIBLE REINFORCERS* immediately (within 1 second) following the *correct response*, even if that response was prompted. Even if that prompted response was part of the error correction procedure.

***BE SURE TO PROVIDE REINFORCEMENT FOR CORRECT RESPONSES BEFORE YOU RECORD DATA***

7. *On the data sheet, record*


- Whether the child's first response was correct or whether an error was made (e.g.,  correct  error).
- Also, record the prompt level that was required to bring about the correct response ( GP  PP  FP  Ind). If an error

occurred, you will be recording the prompt level required during the error correction procedure.


- If no prompt was required (i.e., the child responded correctly within 3 seconds of the original instruction), the mark ☒ Ind. Indicating an independent, correct response occurred.
- Your datasheet might look like this after you complete the probe trials and the first three teaching trials.

### **Notes about the Error Correction Procedure**

Despite the name “Errorless Learning,” student will still engage in error

 responses from time to time. For example, some students are resistant to physical prompts initially. When an error occurs, it is important NOT

to provide the child with a great deal of attention. DO NOT provide

 praise tangible reinforcers immediately following an error. In fact, do not say anything at all. Instead you should simply follow the instructions above to bring about the correct response following an error response.

### **Notes about Prompt Fading:**

The goal of teaching is to teach a child to respond appropriately to a variety of instructions *without* accompanying prompts. However, abruptly removing prompts often results in student errors. Student errors during training may result in the student errors later on, even after the skill has been technically “mastered” by the student. On the other hand, if prompts are not faded (removed) quickly enough, students may become dependent on the prompts to engage in a correct response.

Therefore it is important that the prompts be faded gradually, yet quickly as described in the procedures above.

### **Accidental Prompts**

Sometimes during teaching sessions, an instructor might unknowingly provide an accidental prompt to a child. To avoid accidentally prompting a child you should follow these guidelines.

- Always look at the child when you deliver instructions, never look at the flashcards. You might accidently look directly at the target that you plan on asking for.
- Maintain a neutral facial expression while delivering instructions. Only change your expression when you are providing praise. You can be very animated when providing praise.
- Keep the top of the table organized and display items so that they are arranged at equal distances from each other and from the child.
- Do not hold your hand out when you give the instruction.
- Do not use any of the unapproved methods of securing attention.
- Do not place one card out in front of the others when presenting the flashcards.
- ALWAYS pick up ALL of the flashcards between trials. Do not just leave them sitting out in between trials.

- ALWAYS remove the reinforcer from the child between trials to ensure that the child is paying attention when you give the instruction.

### Review

- First, pre-session probes are conducted to determine the *initial* prompt level to be used during the *first teaching* trial.
- For the first teaching trial of a given target, use the *same prompt* level indicated *in the probe trial* of that target.
- In subsequent teaching trials, you will try to fade the prompt by trying to use a less intrusive prompt than the previous teaching trial.
- Avoid the accidental prompts.

**NOTE:** You should try to complete all of the teaching trials as quickly as possible, aiming for no longer than a total of 5 minutes to complete 9 trials.

### Study Questions

9. True or False: Errorless Learning means that children will not make an error during instruction.
10. When you present the first teaching trial of each target, how do you decide which prompt to use? Do you provide that prompt immediately or wait 3 seconds?
11. Be able to list the steps of conducting teaching trials.
12. During a teaching trial, if you provide the instruction "Give me dog," and you immediately use a Gestural prompt which results in the child making a correct response, do you provide praise only or praise + a tangible reinforcer?
13. What should you do if a child engages in an error during a teaching trial?
14. Be able to describe the error correction procedure and recognize when it should be used.
15. During the error correction procedure, can you use praise? What about tangible reinforcers?
16. Be able to identify situations in which no reinforcement is provided, and situations when praise + a tangible reinforcer should be provided.
17. Be able to complete a datasheet.



Study Questions

18. Be able to identify which level of prompt should be provided in various examples.
19. Be able to identify accidental prompts.
20. About how long should it take you to conduct 9 teaching trials (3 trials of each target)?

**Let's look at an example of some teaching trials:**

Take out the datasheet on which you practiced taking data on probe trials.

- On this datasheet, a full physical prompt was required for the correct response on the probe trial, so the datasheet looks like this

Target:     **cow**         Ind     GP     PP     FP

- For the *first* teaching trial for cow, a Full Physical prompt should be provided immediately following the instruction. If the prompt is effective, and the child makes a correct response, then the datasheet will look like this for that trial:

Target: <input checked="" type="checkbox"/> Correct <input type="checkbox"/> Error 3. <u>    <b>cow</b>    </u> <input type="checkbox"/> GP <input type="checkbox"/> PP <input checked="" type="checkbox"/> FP <input type="checkbox"/> Ind
--

- For the *next* teaching trial for cow, a Partial Physical prompt should be provided immediately following the instruction. If the prompt is effective, and the child makes a correct response, then the datasheet will look like this for that trial:

Target: <input checked="" type="checkbox"/> Correct <input type="checkbox"/> Error 5. <u>    <b>cow</b>    </u> <input type="checkbox"/> GP <input checked="" type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind
--

- For the *third* and final teaching trial for cow, a Gestural prompt should be provided immediately following the instruction. However, if the prompt is not effective, and the child makes an error, then the error correction procedure must be used. If a Partial Physical prompt is effective during the error correction procedure, then, the datasheet will look like this for that trial:

Target:	<input type="checkbox"/> Correct	<input checked="" type="checkbox"/> Error
8. <u>      <b>COW</b>      </u>	<input type="checkbox"/> GP	<input checked="" type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind

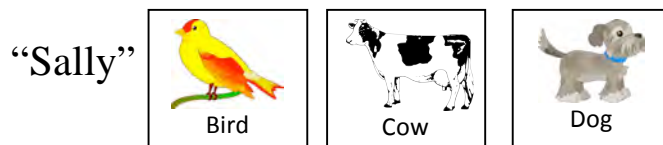
9.

**☞ MORE PRACTICE ☞**

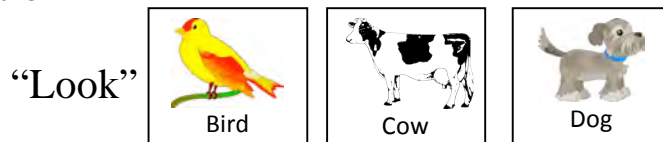
Take out the first practice datasheet that you used to practice simply writing in targets. Practice all of the steps as they are written.

**Probe Trial 1: Cow**

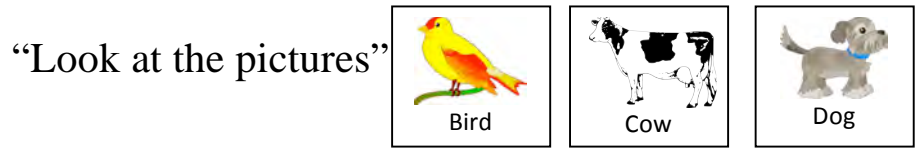
- Arrange the flashcards and secure the child’s attention.



- Present the instruction for the first probe. “Give me cow.”
  - Wait 3 seconds for the child to respond.
    - The child did not respond, so you...
  - Say nothing and pick up all of the flashcards
- Present the flashcards in the same order and secure the child’s attention



- Then, present the same instruction, “Give me cow,” and IMMEDIATELY provide a gestural prompt.
  - The child touches dog, but then gives you the cow pictures. This is an error, so you...
    - Say nothing and pick up all of the flashcards
- Present the flashcards in the same order and secure the child’s attention

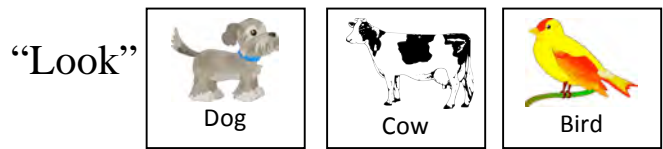


- Then, present same instruction, “Give me cow,” and IMMEDIATELY provide a partial physical prompt.
  - The child gives you the cow, so you....
    - Say nothing
    - Pick up the flashcards
    - Record the data. Your datasheet should like this:

Target: cow    Ind    GP    PP    FP

**Probe Trial 2: Bird**

- Arrange the flashcards and secure the child’s attention.



- Present the instruction for the first probe. “Where is the bird?”
  - You begin waiting, and the child responds correctly by handing you the bird
  - Say nothing
  - Pick up the flashcards
  - Record the data. Your datasheet should look like this.

Target: bird    Ind    GP    PP    FP

### Probe Trial 3: Dog

- Arrange the flashcards and secure the child’s attention.

“Look here”



- Present the instruction for the first probe. “Hand me the dog.”
  - You wait 3 seconds, the child does not respond, so you...
  - Say nothing
  - Pick up the flashcards
- Re-present the flashcards, secure the child’s attention by moving your finger back and forth along the pictures, and say, “Hand me the dog” while providing a gestural prompt.



- The child hands you the flash card.
- You say nothing and pick up all of the flashcards
- Then, record the data. Your datasheet should look like this

Target: dog    Ind    GP    PP    FP

### Teaching Trial 1: Dog (continue practicing 😊 )

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this the first teaching trial of “dog,” you should begin with the same prompt level that you ended with on the probe trial for this target.

- Arrange your materials
- Secure the child's attention
- Present a correct instruction for the target: dog ALONG WITH a Gestural Prompt (because this was the prompt recorded for the probe trial)
- The child responds correctly so you, provide praise + a favorite toy
- Record the data. The datasheet should look like this:

Target:	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error
1. <u>dog</u>	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind

- Gently remove the toy

### Teaching Trial 2: Bird

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this is the first teaching trial of "bird," you should begin with the same prompt level that you ended with on the probe trial for this target. In this case, no prompt was required for the probe trial, so you should not begin with a prompt.
- Arrange your materials
- Secure the child's attention
- Present a correct instruction for the target: dog, and then wait up to 3 seconds

- The child responds correctly after only 1 second so you, provide praise + a favorite toy
- Record the data. The datasheet should look like this:  
 Target:                     Correct    Error  
 2. bird                 GP    PP    FP    Ind
- Gently remove the toy.

### Teaching Trial 3: Cow

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this is the first teaching trial of “cow,” you should begin with the same prompt level that you ended with on the probe trial for this target.
- Arrange your materials
- Secure the child’s attention
- Present a correct instruction for the target: cow **ALONG WITH** a Partial Physical Prompt (because this was the prompt recorded for the probe trial)
- The child pulls his hand away and grabs the wrong picture. This is an error response, so you
  - Say nothing
  - Pick up the flashcards
  - Represent the flashcards **IN THE SAME ORDER**
  - Secure the child’s attention

- Represent the SAME INSTRUCTION that you used previously AND immediately provide FULL PHYSICAL PROMPT because this is the next higher level of prompt than you used previously.
- The child selects the cow picture and hands it to you as you are prompting him, so you
  - Provide praise + a favorite toy
  - Record the data. The datasheet should look like this:

Target:	<input type="checkbox"/> Correct	<input checked="" type="checkbox"/> Error
3. <u>    <b>COW</b>    </u>	<input type="checkbox"/> GP	<input type="checkbox"/> PP <input checked="" type="checkbox"/> FP <input type="checkbox"/> Ind

- Gently remove the toy

### Teaching Trial 4: Cow

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this is the second teaching trial of “cow,” you should begin with one prompt level lower than the one you ended with on the first teaching trial for this target.
- Arrange your materials
- Secure the child’s attention
- Present an appropriate instruction for the target: cow ALONG WITH a Partial Physical Prompt (because this is one level lower than the prompt recorded for the first teaching trial)
- The child responds correctly, so you

- Provide praise + a favorite toy
- Record the data.

Target:                     Correct    Error  
 4.         **COW**          GP    PP    FP    Ind

- Gently remove the toy

### Teaching Trial 5: Dog

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this is the second teaching trial of “dog,” you should begin with one prompt level lower than the one you ended with on the first teaching trial for this target. A gestural prompt was recorded for the previous teaching trial for dog, so in this case, you will not provide a prompt immediately.
- Arrange your materials
- Secure the child’s attention
- Present an appropriate instruction for the target: dog and begin waiting (up to 3 seconds)
- The child select the dog and the cow pictures. This is an error response, so you
  - Say nothing
  - Pick up the flashcards
  - Represent the flashcards in the same order



- Secure the child's attention
- Present the SAME instruction as you just used previously ALONG WITH a Gestural Prompt (because this is one prompt level higher than you first attempted).
- The child selects the dog picture, but then begins to play with it. This is an error, so you
  - Say nothing
  - Remove the flashcards
  - Represent the flashcards in the same order
  - Secure the child's attention
  - Represent the same instruction ALONG WITH a Partial Physical Prompt (because this is one level higher than the previous prompt)
- The child responds correctly, so you
  - Provide praise + a favorite toy
  - Record the data.

Target:	<input type="checkbox"/> Correct	<input checked="" type="checkbox"/> Error
5. <u>dog</u>	<input type="checkbox"/> GP	<input checked="" type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind

- Gently remove the toy

## Teaching Trial 6: Bird

- Before you begin this trial, you review the datasheet to determine which prompt level to begin with. Because this is the second teaching trial of “bird,” you should begin with one prompt level lower than the one you ended with on the first teaching trial for this target. No prompt was necessary in the first trial, so in this case, you will not provide a prompt immediately.
- Arrange your materials
- Secure the child’s attention
- Present an appropriate instruction for the target (bird) and begin waiting (up to 3 seconds)
- The child selected the bird card and handed it to you after only 1 second, which is a correct response, so you
  - Provide praise + a favorite toy
  - Record the data.

Target:	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error
6. <u>bird</u>	<input type="checkbox"/> GP	<input type="checkbox"/> PP <input type="checkbox"/> FP <input checked="" type="checkbox"/> Ind

- Gently remove the toy.

### Teaching Trial 7: Dog

- Review the datasheet to determine the beginning prompt level
- Arrange the flashcards
- Secure the child’s attention

- Present an appropriate instruction while providing a Gestural prompt because this is one level lower than the prompt that you recorded for the previous teaching trial for dog.
- The child selects the dog picture and hands it to you, so you
  - Provide praise + favorite toy
  - Record data

Target:	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error
7. <u>dog</u>	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP <input type="checkbox"/> FP <input type="checkbox"/> Ind

- Gently remove toy

### Teaching Trial 8: Cow

- Review the datasheet to determine the beginning prompt level
- Arrange the flashcards
- Secure the child's attention
- Present an appropriate instruction while providing a Gestural prompt because this is one level lower than the prompt that you recorded for the previous teaching trial for cow.
- The child touches the dog picture and then hands you the cow picture, so you
  - Pick up the flashcards
  - Represent the flashcards in the same order
  - Secure the child's attention
  - Represent the same instruction along with a Partial Physical Prompt.

- The child jerks his hand away and does not select a card, so you
  - Pick up the flashcards
  - Represent the flashcards in the same order
  - Secure the child's attention
  - Represent the same instruction along with a Full Physical Prompt.
- The child hands you the picture of the cow while you are assisting him, so you
  - Provide praise + favorite toy
  - Record data

Target:	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error
8. <u>      <b>COW</b>      </u>	<input type="checkbox"/> GP	<input type="checkbox"/> PP <input checked="" type="checkbox"/> FP <input type="checkbox"/> Ind

- Gently remove toy

### Teaching Trial 9: Bird

- Review the datasheet to determine the beginning prompt level, if a prompt is necessary.
- Arrange the flashcards
- Secure the child's attention
- Present an appropriate instruction and begin waiting (up to 3 seconds) because no prompt was required in the previous trial.
- The child quickly selects bird and hands it to you, so you
  - Provide praise + favorite toy

○ Record data

Target:

Correct  Error

9. bird

GP  PP  FP  Ind

- Gently remove the toy.

**YOU DID IT! YOUR DATASHEET SHOULD LOOK LIKE THIS:**

v.2.

## Discrete Trial Training Datasheet

Participant # \_\_\_\_\_ Date: \_\_\_\_\_

**Key:** GP = Gestural Prompt      FP = Full Physical Prompt  
 Ind = Independent Response (no prompt required)

**Probes:** Check the prompt level required to bring about the correct response

Target: <u>cow</u>	<input type="checkbox"/> Ind	<input type="checkbox"/> GP	<input checked="" type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>bird</u>	<input checked="" type="checkbox"/> Ind	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP
Target: <u>dog</u>	<input type="checkbox"/> Ind	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP

**Trials:** Indicate whether the student made a correct or error response and check the highest prompt level used

Target: 1. <u>dog</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 2. <u>bird</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP	<input checked="" type="checkbox"/> Ind	
Target: 3. <u>cow</u>	<input type="checkbox"/> Correct	<input checked="" type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input checked="" type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 4. <u>cow</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input checked="" type="checkbox"/> PP	<input type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 5. <u>dog</u>	<input type="checkbox"/> Correct	<input checked="" type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input checked="" type="checkbox"/> PP	<input type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 6. <u>bird</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP	<input checked="" type="checkbox"/> Ind	
Target: 7. <u>dog</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input checked="" type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 8. <u>cow</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input checked="" type="checkbox"/> FP	<input type="checkbox"/> Ind	
Target: 9. <u>bird</u>	<input checked="" type="checkbox"/> Correct	<input type="checkbox"/> Error			
	<input type="checkbox"/> GP	<input type="checkbox"/> PP	<input type="checkbox"/> FP	<input checked="" type="checkbox"/> Ind	

You made it to the end! If you have any remaining time, please look over the manual and practice what you have learned. 😊