

Please complete and email or print out for your AS Service Coordinator in advance or on the day of the consultation.

Teacher: _____ Date: _____

Topic	Details
Classroom Management/Organization	
Classroom Environment/Materials	
Staff Training <i>(include staff name/topic/skill, etc.)</i>	
Assessment <i>(assistance w/administration/interpretation of results)</i>	
Program Analysis/Selection	
Intensive Teaching Procedures	
Mand Training	
NET	
Group Instruction	
Social Skills Training	
Behavior Assessment/Behavior Interventions <i>(consultant requires 4 days baseline data – ABC, Frequency, Duration)</i>	
Data-based decision making: trouble shooting student errors and/or lack of progress	
IEP Development	
Family concerns/Parent Communication	
SC to dos: <i>(please submit SRFs and TRFs to SC to turn in to office)</i>	
OTHER:	

2012-13 PRESCHOOL AUTISTIC SUPPORT CLASS CONSULT NOTES

Class/Teacher:	Date:	
Consultant:	Service/concern (from Pre-consult form):	
GENERAL CLASSROOM OBSERVATIONS/SITE REVIEW ITEMS:		
STUDENT(S) OBSERVATIONS/REVIEW OF DATA:		
TRAINING PROVIDED:		
RECOMMENDATIONS:		
ACTION LIST: TO DO	BY WHOM:	BY WHEN:

2012-13 PRESCHOOL AUTISTIC SUPPORT CLASS CONSULT NOTES

Class/Teacher:	Date:	
Consultant:	Service/concern (from Pre-consult form):	
GENERAL CLASSROOM OBSERVATIONS/SITE REVIEW ITEMS:		
STUDENT(S) OBSERVATIONS/REVIEW OF DATA:		
TRAINING PROVIDED:		
RECOMMENDATIONS:		
ACTION LIST: TO DO	BY WHOM:	BY WHEN:

[illegible]

Classroom Set-Up

Preparing the Classroom Environment

Sanitizing the Environment:

The physical environment plays a large role in motivating the student to interact and communicate with others. Free access to reinforcers is detrimental to the development and expansion of communication and interaction with others, especially for children with autism. To increase motivation, social opportunities, and communicative opportunities valuable items are placed out of reach. Pairing and manding are stressed to teach the value of communication and of the people within the environment. Pairing and manding cannot successfully occur when free access to reinforcers is given.

Therefore, teachers can arrange the classroom so that highly valued items can only be reached through communication with the staff. Ways to sanitize the environment include:

- putting items on high shelves where they can be viewed by not reached
- storing preferred items in clear bins that can only be opened by staff
- Placing edibles in clear baggies or chambered containers. (see Reinforcer Containers for more info)
- Placing reinforcers in pocket aprons or fanny packs worn by staff for instant presentation of reinforcers
- Exposing highly preferred items in rotation to keep their value strong
- Providing peers with the student's valuable items in containers to promoting pairing and manding with peers
- Providing only parts of items to promote manding for information

Typically developing peers may benefit from exploring the environment. Children that have poor communication skills, especially children with autism, may prefer isolation from others. Free access to the environment works against developing communication skills and reduces the motivation to be with others. Sanitizing the environment becomes critical in helping to develop these skills.

Classroom Arrangement:

It is critical for the classroom environment to be arranged in a manner that will allow optimal instruction. The following considerations should be taken into account when arranging your classroom:

1. Structure the classroom so that you have enough stations to allow for individual instruction as well as group instruction.
2. Keep your classroom free of clutter as to allow for appropriate classroom flow (students should be able to easily navigate the environment). Special considerations should be made for students with limited mobility (wheel chairs, walkers, etc)
3. Provide seating that allows for appropriate attending posture:



- Feet flat on floor
- If students are to be at a table, their chest should clear the table as to allow for proper view and manipulation of materials.
- When possible, consider desks with no storage space so students are not distracted or turn the desks so that the storage space is facing the instructor and not the student.
- Ideally, students should be seated across from instructors so keep in mind that desks need to be narrow enough to allow teacher to prompt the student if needed .
- Roll carts with materials as well s reinforcers should be easily accessible to instructor and away from students.

4. When using media (TV, Computer), the ideal is to set up the area so that the instructor has control of these items as well. Note in the picture above how the TV is behind the teacher. This also helps keep students in attending position (looking toward teacher) even when reinforcement is delivered.
5. Conduct your group sessions with students arranged in a “U” shape in front of the instructor and place the students who need the greatest amount of direct attention (prompting, redirecting) front and center.

Students should be facing the least distractible area possible (example: wall).

Avoid using tables unless they are necessary for student materials.



6. If partitions/dividers are needed to structure your classroom and/or minimize distraction for students during individual instruction, consider short dividers that will accomplish the purpose but at the same time allow the teacher to have a clear view of the entire classroom at all times.
7. If you need to position students to minimize likelihood of eloping, consider the surrounding area (wall behind student, student has to go pass you to leave the area). However, do not prohibit liberty of motion or entrap the student

Posters

Your consultant will provide you with many VB/ABA posters. These are teaching and prompting aids for you and your staff. They provide at-a-glance information to help you be as efficient and effective as possible throughout your day. They also reflect your dedication as a team to the children you serve. Read and refer to the information often. It is not a room beautification but instead room edification!! Though we do try to make posters look nice...

Also consider posting reminders to help staff implement behavior intervention plans or other specific programming considerations with fidelity. Some suggested items to post are:

- Student VR's
- Student Reinforcers
- Targets to address for NET
- BIP procedures
- Behaviors targeted for reduction
- Description and or pictures of student signs
- Prompt levels and/or prompt fading procedures
- Target mands

Clipboards

Each student will have a clipboard that is controlled by staff. The clipboard will contain all data collection documents for that particular student. Data on the clipboards is collected and monitored daily and the attached sheets are organized in the student's program book when appropriate. Data sheets are updated/refreshed daily or weekly. The classroom teacher monitors, guides, and manages this "paperwork". Many staff may be involved in just one student's data collection. Consistency in data collection procedures is critical to the reliability of the data and the teaching of the students. Monitor procedures often to avoid procedural drift. Procedural check lists allow for objective monitoring of procedures.

Some examples of data to include on clipboards:

- Weekly Probes
- Behavior data
- Echoic data
- Reinforcer lists
- Prompting level data
- The student's schedule
- Program schedules or changes

Student Roll Carts

Each student will have their own three-drawer roll cart (make sure you properly identify each cart by placing a label with student's name on the front). The purpose of the roll cart is to keep each student's materials neat, organized, and mobile. The cart is wheeled out to the instruction area as needed and moved out of the way when not in use. It is not for student use, only instructor use.



Suggested Labels for Drawers: To meet individual student and classroom needs

Program Materials: clip boards, program book, ABLIS or VB-MAPP protocols

Reinforcers: edibles reinforcers, tangibles reinforcers, small/med activities, DVD's etc.

Targets: future targets, daily targets

Maintenance: card boxes, picture cards, known objects/match to samples

Visual Performance: Match to sample objects, puzzles, form box, blocks

Reinforcer Containers

Each morning fresh food reinforcers should be prepared and placed in the reinforcer drawer. At the end of the day, edibles should be purged and properly stored.

Make sure that all non-edible items are returned to the cart for future use. Consider rotating some items in and out to keep the value of all reinforcers strong.

If you have the issue of students accessing reinforcers from the drawers, then consider a separate container that the instructor can have better control over the reinforcers. You can see an example of this in the above picture where the reinforcers are kept in a separate container (on top of cart), that the teacher can keep beside her during instruction for better control.

Only use a partitioned reinforcer container for edibles if the student has strong mands for the items in the container. Having the reinforcers in close proximity without a strong mand repertoire will produce generalized manding or scrolling behaviors. For students with a weak mand repertoire, place food reinforcers in individual baggies and space baggies apart from one another. Now if the student points, touches, or provides eye gaze you will be able to verify motivation before you prompt a mand for the correct item and not be guessing about which item the student wants. Keep this in mind with non-edible items as well, though they will not need to be placed in baggies.

Procedures for Developing Wall Schedules

Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior; therefore you want to make sure your schedule incorporates the most engagement/instructional time as possible.

Benefits of Specific Classroom Schedules:

- It is a master guide that ties allotted instructional time to staff assignments and programming data.
- Reduces the likelihood of students contacting reinforcement on their own.
- Helps all staff know exactly where they should be and what they should be doing with students.

Rules for Developing Schedules:

- Should be clear information on instruction expected so that anyone familiar with programming from applied behavior analysis can look at the schedule and deliver instruction.
- Should indicate which staff is assigned to which student(s) throughout the day.
- Should specify the major content of instructional activities and correlate with data systems and instructional materials.
- At least 75% of intervals should correlate/specify instructional objective
- Time intervals should be no longer than 30 minutes (exceptions are to be determined by the team)
- Make sure the schedule is located in an area of the classroom that is visible to all staff no matter where they are (central location).
- Monitor frequently throughout the day to make sure it is being followed all day long.
- Following are some general guidelines that could be helpful in developing your schedule:
 - Post Staff names across top of the schedule. This will make it easier for staff to read since each person can focus on “their column” (this also helps with flexibility of assigning more than one student to staff).
 - Time intervals go down the left hand side of the schedule
 - It is very helpful to number the different areas of your room so that when you place the students in their slot with “what they should be working on (example: Probes, ITT, NET, Manding, OT, etc.) you can also assign “where they should be” without having to write it out. Here is an example of how that could look:

1 : Gross Motor	5 : Student desk area
2 : Group table in center of room	6: Table by black board
3 : Table by books	7: Table at back corner
4 : Student desk area	8: Computer
- For those classrooms that have rotating numbered days. A single schedule with each day's change can be made and hung beside the “master” schedule to show that day's changes. This way you only have to change one thing and not several on the main schedule.

- You can get as specific to assigning staff to specific students during times such as lunch, recess, and other group times. This way each staff member knows who they are responsible for during those times. For example, if a child needs assistance during recess, then it doesn't have to be a question as to "who should provide the help".
- It is also important to assign staff to students who are doing independent work. This staff would be the one to reinforce the student accordingly if they are on task as well as intervene (redirect, follow through) if student is off task.
- Most importantly, your schedule is always a work in progress. More often than not, it will need to be altered as circumstances arise. This is why it is helpful to develop a schedule that is flexible and allows for changes to be made quickly (examples: using Velcro, dry erase or magnetic backings that allow to move things around easily)

As stated above, changes occur. Therefore, be prepared to "play around" with scheduling until you find something that "fits". Changes in the classroom may require an adjustment to the "fit". Be flexible.

Review the instructional needs of each student. What are they?

- One-on-one instruction
- Dyadic instruction
- Group instruction
- Direct instruction
- Computer time
- Mobility challenges
- Behavior challenges
- Specific stations at specific times
- Specific instructors
- Specific reinforcers availability
- Specials that affect scheduling/therapy
- Extra teaching time
- Feeding schedules

Think of the Wall Schedule as “Grand Central Station”. It directs all of the daily activities and provides structure to the day. It is not a schedule for the student. It is a schedule for the teacher and staff that provides information on...

- **Who:** specifies which student(s) staff is working with
- **When:** start and end time for the session
- **Where:** area/station in the classroom
- **What:** specific instructional program: intensive teaching, manding, NET, Reading Mastery, Distar Math, etc.

Schedules may have to be modified for some of the following reasons:

- Addition or withdrawal/absence of students
- Addition or withdrawal/absence of staff
- Disruptive student behaviors
- Specific student programming needs
- Skill regression or progression
- Changes in specials

EXAMPLES:

Day 1 & 4	Katie	Holly	Jen	Joy	TSS/Other	Speech/Deona	OT/Christy
8:15	Students are gotten off the bus, help place bookbags and items in mail boxes and cubbies. Students are then to sit in chairs set up in middle of the room to start circle time.						
8:25	Circle Time	Tommy/Probes/#5	Caleb/Probes/#4	Circle Time/NET data	Circle Time		
8:45	Tommy ITT #5	Sean/Josh/Probes #4	Brandon/Probes/ #3	Christian/Manding #2	Alexander/Probes/#6 Caleb-work Station	Sean/Probes #7	
9:30	Alexander/Josh/ Caleb Reading Mastery #1	TommyManding #4 (OTChristian ITT #5)	Christian ITT #5 (SLP - Sean ITT #2)	Brandon Manding #7	Sean -work station	Christian ITT #5	Tommy #4
10:00	Christian #2 / Brandon #7/ Josh #6 (WS)	Caleb ITT #4	Sean ITT #1	Tommy Manding #5	Alexander ITT #3	Josh ITT #6	Josh #6
10:30	Alexander #2/ Caleb #6/ Sean #7 ITT	Brandon Manding #5	Tommy ITT #4	Josh NET #3	Christian #1	Caleb ITT #6	Caleb #6
11:00	Group NET	Group NET	Group NET	Bathroom/Josh			
11:15	Lunch						
11:55	Recess						
12:30	Josh #4/ Sean #3 ITT	Christian Manding #2	Tommy ITT #5	Brandon Manding #7	Alexander NET walk Caleb Math 1st Gr	Tommy ITT #5	Christian #1
1:00	Christian #2 / Brandon #7 Sean #6 ITT	Caleb First Grade Special	Josh ITT #5	Tommy Manding #4	Alexander ITT #3	Alexander ITT #3	Alexander #3
1:30	Alexander /Josh Math	Caleb First Grade Special 1-Tech/4 - Music	Tommy NET #2	Christian/Manding #5	Sean work station Brandon #7	Brandon Manding #7	Brandon #7
2:00	Christian #2 / Brandon #7 Manding	Tommy ITT #5	Sean ITT #3	Josh NET #6	Caleb work station Alexander ITT #4	Caleb/Sean NET book/game	Sean #3
2:30	Notes Home	Data	Data	Clean up	Data		

2	Ms. Katie	Ms. Holly	Ms. Jen	Ms. Joy	TSS/Other	Ms. Christy
8:25	Brandon Christian Josh Alexander Sean #1 Circle Time	Caleb PROBES #4	Tommy PROBES #5	NET	Alexander NET DATA	
8:45	Tommy ITT #5	Sean Josh #4 PROBES	Brandon #3 PROBES	Christian Manding #2	Alexander #6 PROBES	Caleb First Grade
9:30	Alexander Caleb Josh #1 RM	Tommy ITT #4	Christian ITT #4	Brandon Manding #5	Sean WS	
10:00	Brandon Christian #7 Manding #6 Manding	Caleb ITT #4	Josh Tommy NET #3	Sean NET #5	Alexander ITT #2	
10:30	Josh Alexander Sean #7 #2 #6 ITT ITT ITT	Christian ITT #3	Brandon ITT #4	Tommy Manding #5	Caleb WS	
11:00	BATHROOM	Caleb First Grade Lunch				
11:10	Lunch	Lunch	Lunch			

Effective Teaching methods

1. Pair Teaching environments with Reinforcement.
 - Correlate the teaching environment with highly valuable and high density reinforcement, relative to the conditions that have typically been interrupted at the start of teaching sessions.
2. Fade in the effort/difficulty of tasks and number of demands.
 - Start with a mand, or free delivery of reinforcement if the student comes to the table without any difficulties, then start with demands that the student finds easy, likes to do and is good at. Gradually increasing demands as the student responds without avoiding or escaping the demands.
 - Also, always use a variable ratio (VR) when working intensively. The student should never know when the reinforcer is coming, if your VB is 20, then sometimes reinforce after 10 responses and sometimes after 30, or anywhere in between. Intermittent reinforcement creates strong behavior. You want the child's behavior of responding to our demands to be very strong, so that their language skills become strong.
3. Reduce Learner errors.
 - Use the errorless teaching methods: Prompt, transfer, distract check: to insure high levels of correct responding.
 - These procedures lower the value of escape-established reinforcement and will insure that instructional demands are correlated with an improving set of conditions.
4. Intersperse Easy and difficult demands.
 - Interspersing easy tasks, which result in correct responding and are correlated with higher density of reinforcement, with relatively more difficult tasks will reduce problem behavior by reducing the value of escape as a reinforcer.
 - In the beginning, use the ration of 20% hard or difficult tasks and 80% easy tasks when presenting demands at the table. Easy responses are tasks that the student can typically do without prompts. These are also sometimes called high probability response. These are determined by assessment and skill tracking sheets once a target has been mastered.
5. Mix and Vary Instructional Demands.
 - Presenting instructional demands in which the stimulus and response requirements vary from trial to trial reduce the value of escape as a reinforcer, compared to massed trialing and consistent task presentation.
 - When teaching never present the same demand over and over. You need to mix demands from all the skill areas. These can be imitation, receptive, tacts, echoics, RFFCS, and intraverbals. The card sort system makes this easier for the instructor to do.
6. Use extinction for off task responses.

- Deliver extinction for problem behavior that occurs when the student has problem behavior and or non= responses during instruction (if they are occurring because the student is attempting to escape instruction).
7. Fast-paced instruction
 - Instruction which is delivered in a fast-paced manner (short intertribal intervals ITI) can reduce problem behavior and student errors by lowering the value of escape as a reinforcer, relative to the same demands when presented slowly.
 8. Teach to fluency
 - Teaching skills to fluency (correct and quick) as opposed to just correct, decreases the value of escape as a reinforcer, relative to other reinforcers available for non-fluent responding.
 - The language taught to fluency will also be more functional for a student that can respond correctly as well as quickly.
 9. Most to least prompts.
 - This decreases the student error and mistakes, which can reduce problem behaviors and increase acquisition of skills. Use the most effective but least intrusive prompts, to ensure correct responding but also ease the fading of the prompt. Errorless teaching procedure: Prompt, Transfer, Distract, Check. Error correction procedures: End, Prompt, Transfer, Distract, Check.

What NOT to do when Teaching

- **DO NOT** remind the student “what they are working for” or flash the reinforcer when they are not responding at the table or when they are starting to exhibit problem behaviors. It may temporarily get the students attention back but it will increase the future frequency of the negative behavior.
- **DO NOT** present easier demands if the student is not responding to the demands you are presenting.
- **DO NOT** wait for the student to look at you before you present demands.
- **DO NOT** look for a better reinforcer when the student is not responding to your demands or when the student leaves the table setting.
- **DO NOT** make the student wait while you determine which demand you are going to present next. Give a reinforcer and get your materials sorted out for the next run through.
- **DO NOT** reinforce the student more often when he/she is engaging in weak responses or escaping, or engaging in self-stimulatory behaviors. You want to stop teaching and reinforce more often when the student is responding well to your demands.
- **DO** use extinction when the student is not responding to your demands. Be sure that you use extinction by continuing to present demands of the same difficulty level as the one the student didn’t respond to. When using extinction be careful and reinforce as soon as good responding starts up again. Always go back and assess what went wrong in your teaching so you can prevent the problem from occurring again.
- **DO NOT** think that extinction equals ignoring.

Name: **T**

Week of: 3/17/14-3/20/14

Weekly Probe Sheet

	IT/ NET	# days active	Oper	Target Skill	# Y's	Mon	Wed
1	IT or NET	0	LR-D	"Come here" – 3 feet w/promise reinforcer and gesture	0	Y N	Y N
2	IT or NET	0	Approach	Approach 5 times in 10 min. for Reinforcer (mastery= 5 days per item- collect data on chart below)	0	Y N	Y N
3	IT or NET	0	Play	Perform 3 different actions on toy with physical prompt (T will tolerate physical prompt) LITTLE PEOPLE FERRIS WHEEL	0	Y N	Y N

MAND ITEM	Days active	Prior Ys	Check	Mon	Wed
Lollipop	0		Was there an MO?	Y N	Y N
			If MO, Probe	Y N	Y N
Down	0		Was there an MO?	Y N	Y N
			If MO, Probe	Y N	Y N
			Was there an MO?	Y N	Y N
			If MO, Probe	Y N	Y N

Future
target
ideas:**APPROACH DATA**

(Set timer for 10 min. – need 5 approaches in 10 min. for cumulative list of 10 items)

ITEM	MON	WED
Water spray in mouth		
Tickle		
Hug		
Down		
Lollipop		
Vibrating Ball		
Flashing Light stick		

VOCALIZATIONS (Robin record during speech session)

SOUND/WORD	Tally		SOUND/WORD	Tally

Name: Week of:

Weekly Probe Sheet

	Notes (previous yes')	# weeks	Target Skill	Mon	Tue	Wed	Thur	Fri
1				Y N	Y N	Y N	Y N	Y N
2				Y N	Y N	Y N	Y N	Y N
3				Y N	Y N	Y N	Y N	Y N
4				Y N	Y N	Y N	Y N	Y N
5				Y N	Y N	Y N	Y N	Y N
6				Y N	Y N	Y N	Y N	Y N
7				Y N	Y N	Y N	Y N	Y N
8				Y N	Y N	Y N	Y N	Y N
9				Y N	Y N	Y N	Y N	Y N
10				Y N	Y N	Y N	Y N	Y N

Red: receptive ID **Green: Tact** **Yellow: Echoic** **Purple: Motor Imitation** **Blue: Intraverbal**

Criteria for mastery: _____ consecutive yes'

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

MAND DATA

ITEM	I=Item S=spont.	Prior #Y's	Check	M	T	W	TH	F
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→					
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N

Date	Total Manding Time/Session	Mands Prompted	Mands <u>Un</u> prompted	Mands Spontaneous	Mands/min		
					Prompted	<u>Un</u> prompted	Spontaneous

Student: _____

Mastery Criteria: _____

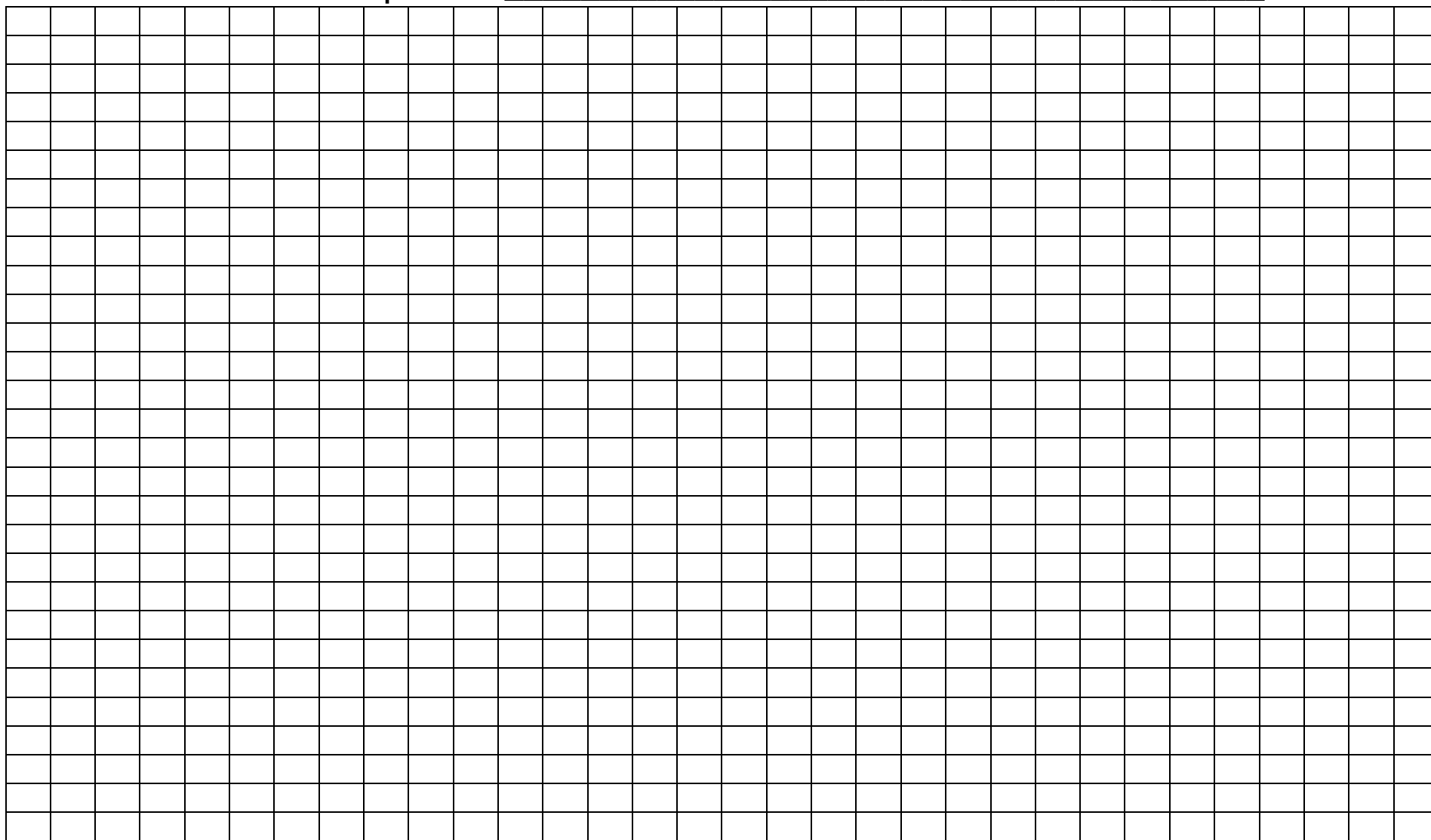
Skill Tracking Sheet

Skill: _____

	Target	Date introduced	Date Mastered
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Cumulative Graph for: _____

Mastered Targets



Student: _____

Month: _____

Intensive Teaching Treatment Fidelity Checklist:

Date: _____ **Staff:** _____ **Observer:** _____

	YES	NO	N/A
1. Was instructional area neat and sanitized?			
2. Did instructor have all materials needed for instruction organized and ready?			
3. Did instructor have a variety of valuable reinforcers available?			
4. Did session begin with delivery of reinforcement or an opportunity to mand?			
5. Did instructor gradually fade in the demands/tasks presented?			
6. Did instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
7. Did instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
8. Were easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			
9. Did instructor use a natural tone of voice?			
10. Did instructor reinforce at set VR schedule? VR: _____			
11. Did instructor use 0 second delay prompts for teaching targets?			
12. Did instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
13. Did instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			
14. Were prompted trials followed by a transfer trial, easy trial(s), and a check trial?			
15. Did instructor differentially reinforce (better reinforcement) target responses?			
16. Did instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
17. If problem behavior occurred, did instructor not remove the demand and follow through by keeping the demand on?			
18. Did instructor deliver less reinforcement following run through's that required extinction (keeping demand on)?			
Total correct 18	x100= _____%		

MAND SESSION GUIDELINES

Items	Teaching Procedure
TARGETS	Errorless
MASTERED	Time Delay with error correction for errors
FUTURE TARGETS	Pairing

1. After probing your target mands for MO and for response, set your timer for your mand session.
2. For TARGET items, check for MO. If MO present, you have 2 possible prompt transfer procedures to choose from (depending on the learner):
 - (1) 2nd Trial Transfer: prompt the response and deliver the reinforcer. On the next trial, do a time delay and wait for an unprompted response (or a lesser prompted response)
 - (2) Within Trial Transfer: prompt the response. After response, hold the reinforcer and wait until the student responds again, then deliver the reinforcer.
3. For MASTERED items: check for MO. If MO present, do a time delay. Wait few seconds for student's response. If correct, deliver reinforcer. If student errors, use the error correction procedure.
4. For FUTURE Targets: check for MO. If MO present, use the pairing procedure – sign/say/deliver.

DATA COLLECTION:

(may not count all of these – depends on learner)

Pair: For every item that you signed/said/delivered (and child had MO) with no expectation of a response from the learner.

Unprompted: You did not sign, say, model, partially say, the name of the item. You did not say “what do you want?” or “what is it?”

Prompted: You said the name of the item or signed, modeled, partially said, partially physically manipulated the learner's hands, said “what do you want?” or “what is it?”

Spontaneous: Item is not present.

Intensive Teaching Transcription Feedback Form

<i>Date</i>	<i>Child</i>	<i>Staff</i>	<i>Observer</i>	<i>Time Started</i>	<i>Time Ended</i>	<i>Posted VR</i>
Run	Transcription of demands/responses	Total Trials	Time	Feedback		
Total Run Throughs=		Total Trials=				
VR=		Response/Min=				
Easy/Hard=		% Error Correction (EPTDC)=				
Total Errorless Trials=		Operants:				