

# *Verbal Behavior Programming: Intensive Teaching System*

Adapted by Eileen Webster from a training provided by  
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Adapted from an Original Powerpoint created by  
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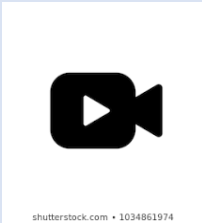
# Housekeeping Items:



We will have scheduled breaks throughout but please do not hesitate to step out as needed.



Hold questions- write them down so you don't forget. We have A LOT to cover so we will take time to answer questions at breaks



There are several videos throughout. These will be provided after to review for reference and review.



Throughout the training there are opportunities to fill in the blank to ensure you are following along. We will check throughout to check for understanding by the use of Choral Responding.

# History of Verbal Behavior & Introduction



Comes from the work of B.F. Skinner

Theory that language is learned behavior, governed by same principles of ABA

Language is a social interaction that involves both listener and speaker with critical focus on the behavior of the speaker

Coined term “Verbal Behavior” to include all forms of communication

See pages 3-5 of VB-MAPP Guide for additional information!

# Understanding the ABC's

Review for most all in education:

A- Antecedent (what happens before the behavior): We often view this as the trigger in our behavioral world/

B- Behavior: We often are thinking problem behavior here but in ABA and VB we are focused on the behavior we want to see.

C- Consequence (what happens after the behavior): We are often thinking of this as punishment or what we did to “teach that student a lesson” however proper consequences teach proper or wanted behaviors.

# Applying the ABCs to Intensive Teaching

# Antecedents & IT

# The Antecedent Condition

## 3 Key Components

- ✓ Motivation
- ✓ Discriminative Stimulus
- ✓ Prompts

*What are 3 possible components of antecedent condition?*

# Motivation

Is created by changes in the environment and changes in those conditions

Motivative Operations – affect the value of reinforcement  
-often referred to as MOs

*Motivation is in the e\_\_\_\_\_.*

*Motivative Operations have to do with the v\_\_\_\_\_ of reinforcement.*



# Things that Affect Motivation

1. Satiation – when we have too much of something
  1. Value of reinforcer is decreased, thus behavior to get reinforcer is less likely to occur
2. Deprivation – when we have too little of something
  1. Value of reinforcer is increased, thus behavior to get reinforcer is more likely to occur
3. Other changes that occur in conditions(more about this later!)

*Motivation is often affected by s\_\_\_\_\_ and d\_\_\_\_\_*

*Or other c\_\_\_\_\_ in c\_\_\_\_\_.*

# Discriminative Stimulus ( $S^D$ )

An antecedent that signals that reinforcement is available

## Examples of $S^D$ s

ripe berries on a bush

“open” sign on a store

sign at highway exit

teacher’s instructions

*$S^D$ s signal what?* \_\_\_\_\_

*$S^D$ s are part of what condition?* \_\_\_\_\_

# An $S^D$ Can Be . . .

Simple – such as a picture

or

Complex – such as a model of 3 motor movements

And

Can involve multiple events – such as the question “What is it?”  
along with an object, or all the  $S^D$ s present at a restaurant

*Can  $S^D$ s include multiple events?*

# Prompts

Part of the antecedent condition

Select prompts that have a history of getting behavior/response to occur

Once behavior/response occurs, we can reinforce

*Prompts are part of what condition? \_\_\_\_\_*

*Prompts ensure that behavior will \_\_\_\_\_*

*When it occurs we can \_\_\_\_\_*

# Consequences & IT

# Reinforcement

- Always occurs as a consequence
- Increases the future probability that a behavior will occur under similar circumstances
- Improving conditions!

Reinforcement occurs as a c\_\_\_\_\_

Reinforcement does what to the future chances of behavior? I \_\_\_\_\_

Reinforcers serve as what kind of conditions? I \_\_\_\_\_

# Requirements for Reinforcement

*Contingency* – reinforcement is provided only if the target behavior/response occurs

*Contiguity* – for reinforcement to be most effective it should immediately follow the target behavior/response

*Effective reinforcement occurs:*

1) *only if* \_\_\_\_\_

*and*

2) *only if* \_\_\_\_\_

# Two Types of Reinforcement

Positive – when something is added that **increases** the future probability of behavior

Negative – when something is removed that **increases** the future probability of behavior – is a result of worsening conditions!

*Two major types of reinforcers? 1 \_\_\_\_\_ 2 \_\_\_\_\_*

*Both do what to future behavior? I \_\_\_\_\_ p \_\_\_\_\_*

*What kind of event precedes behavior maintained by negative reinforcement?*

*W \_\_\_\_\_ C \_\_\_\_\_*



# Extinction

Occurs as a consequence

We stop reinforcing a behavior and it causes the behavior to fade and/or go away

*Extinction means we stop r\_\_\_\_\_ a b\_\_\_\_\_ that was previously r\_\_\_\_\_.*

*Extinction causes a b\_\_\_\_\_ to f\_\_\_\_\_ or go a\_\_\_\_\_.*

# Punishment

Occurs as a consequence

Results in a decrease in the future probability of behavior occurring under similar circumstances

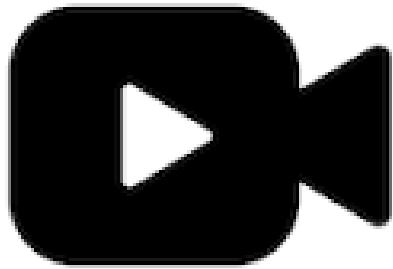
Worsening Conditions!

*Punishment occurs as a C\_\_\_\_\_*

*Punishment does what to the future chances of behavior? D\_\_\_\_\_*

*Punishers serve as what kind of conditions? W\_\_\_\_\_ c\_\_\_\_\_*

# Video Review & 1<sup>st</sup> Choral Responding



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# THE VERBAL OPERANTS

Echoic

TACT

Intraverbal

Mand

Match to Sample

Receptive

Motor Imitation

T \_\_\_\_\_ color \_\_\_\_\_

M \_\_\_\_\_ color \_\_\_\_\_

E \_\_\_\_\_ color \_\_\_\_\_

R \_\_\_\_\_ color \_\_\_\_\_

I \_\_\_\_\_ Color \_\_\_\_\_

M \_\_\_\_\_ I \_\_\_\_\_ color \_\_\_\_\_

M \_\_\_\_\_ to s \_\_\_\_\_ color \_\_\_\_\_

# Verbal Operants - MAND

Verbal Operant	Antecedent (Prompts/SDs)	Behavior	Consequence
<b>Mand</b>	<b>Motivative Operation (wants cookie)</b>	<b>Verbal behavior (says “cookie”)</b>	<b>Direct reinforcement (gets cookie)</b>

- The *most important* of the verbal operants
- Motivation on part of speaker is required

# Verbal Operants - TACT

<b>Verbal Operant</b>	<b>Antecedent (Prompts/SDs)</b>	<b>Behavior</b>	<b>Consequence</b>
<b>Tact</b>	<b>Sensory Stimuli (sees or smells cookie)</b>	<b>Verbal behavior (says “cookie”)</b>	<b>Non-specific reinforcement (gets praised, for instance)</b>

- Sensory input required for tacts
- Commonly referred to as “expressive labels”

# Verbal Operants - INTRAVERBAL

<b>Verbal Operant</b>	<b>Antecedent (Prompts/SDs)</b>	<b>Behavior</b>	<b>Consequence</b>
<b>Intraverbal</b>	<b>Verbal stimulus (someone says: "What do you eat?")</b>	<b>Verbal behavior (says "cookie")</b>	<b>Non-specific reinforcement (gets praised, for instance)</b>

- True intraverbal – only antecedent is verbal input
- Think fill-in-the-blank, answering questions, etc

# Verbal Operants - ECHOIC

Verbal Operant	Antecedent (Prompts/SDs)	Behavior	Consequence
Echoic	Verbal Stimulus (someone says "cookie")	Verbal behavior: repeats all or part of antecedent (says "cookie")	Non-specific reinforcement (gets praised, for instance)

- Vocal imitation
- “Point to point correspondence” – exact match between antecedent and verbal behavior



# Other Relevant Operants – LISTENER RESPONSE

Operant	Antecedent (Prompts/SDs)	Behavior	Consequence
Receptive (Discrimination)	Verbal stimulus (someone says “touch cookie”)* *in this case the cookie must also be present: all receptive discriminations involve 2 S <sup>D</sup> s	Non-verbal behavior (child touches cookie)	Non-specific reinforcement (gets praised, for instance)
Receptive (Listener Responding to direction)	Verbal Stimulus (someone says “Get the cookie from the counter.”)	Non-verbal behavior (Gets the cookie)	Non-specific reinforcement (gets praised, for instance)

- Commonly thought of as “receptive language”
- Think “I say it, student does it”

# Other Relevant Operants - IMITATION

Operant	Antecedent (Prompts/SDs)	Behavior	Consequence
Imitation Point to point correspondence <u>a.k.a. Mimetic</u>	Non-verbal behavior (person performs an action, etc.)	Non-verbal behavior with point to point correspondence (person imitates same action)	Non-specific reinforcement (example: praise; 'you're right!', 'great job!' high five, pat on back, etc.)

- Commonly thought of as motor imitation
- Think “I do it, student does it”

# Other Relevant Operants - MTS

<b>Operant</b>	<b>Antecedent (Prompts/SDs)</b>	<b>Behavior</b>	<b>Consequence</b>
<b>Match to sample</b>	<b>Non-verbal behavior (presentation of stimuli)</b>	<b>Non-verbal behavior (in presence of one stimuli, a second stimuli is selected with shared properties).</b>	<b>Non-specific reinforcement (example: praise; 'you're right!', 'great job!' high five, pat on back, etc.)</b>

# Verbal Operants Video Review



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# Group Practice

## Let's Practice Naming the Operants!

# Activity: Identify the Verbal Operants

As a result of:	One has a tendency to:	This is a:
Seeing banana	Say "banana"	
Wanting a banana	Say "banana"	
Hearing someone say "banana"	Repeats "banana"	
Hearing someone say "a yellow fruit"	Say "banana"	
Being told to get banana	Grab a banana	

# Activity: Identify the Verbal Operants

As a result of:	One has a tendency to:	This is a:
Seeing a grape	Say "grape"	
Hearing a horn	Say "truck"	
Wanting a push on the swing	Say "push"	
Being told to "stand up"	Standing up	
Someone says "door"	Repeats "door"	
Someone says "door"	Say "keyhole"	
Smelling smoke	Say "barbeque"	
Seeing a cloud	Say "white"	

# Activity: Identify the Verbal Operants

As a result of:	One has a tendency to:	This is a:
Wanting to buy a book	Ask “where’s my wallet?”	
Seeing banana	Say “yellow”	
Hearing “banana”	Say “yellow”	
Hearing “cowboy”	Say “boy”	
Being presented with a task	Say “later”	
Seeing teacher	Say “go away”	
Seeing teacher while getting ready for an activity	Say “can I have a marker?”	
Seeing teacher	Say “teacher”	
Hearing “teacher”	Repeats “teacher”	

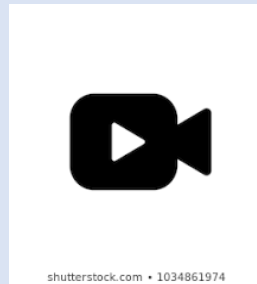


# 2<sup>nd</sup> Choral Responding

## Let's Review the Verbal Operants!



# Errorless Teaching



# Errorless Teaching

Providing instruction so that your learner is less likely to make mistakes

Involves the use of prompts – but these prompts must be faded!

Errorless teaching involves teaching without the learner making mistakes

Errorless teaching involves the use of prompts but these prompts must be faded!

# Errorless Teaching

Increases rate of learner responding!!

Associated with faster learning and reduced problem behavior

Allows us to engage in faster paced instruction

Errorless teaching is associated with f \_\_\_\_\_ l \_\_\_\_\_ and less p \_\_\_\_\_  
b \_\_\_\_\_

Errorless teaching allows us to engage in f \_\_\_\_\_ p \_\_\_\_\_ instruction

# Errorless Teaching Sequence

PROMPT TRANSFER DISTRACT CHECK

*It's errorless because the first thing we do is p\_\_\_\_\_.*

*The prompt helps prevent e\_\_\_\_\_*

*The transfer is from p\_\_\_\_\_ to u\_\_\_\_\_ response.*

*Everyone: Please, say the errorless sequence!!*

# The Prompted Trial

Prompt occurs as an antecedent (comes before the behavior to cue the correct behavior we want)

Includes multiple stimuli:

1. The prompt (to ensure the correct response will occur)

&

2. The discriminative stimulus (what we want to eventually control the response)

*Prompted SDs include m\_\_\_\_\_ s\_\_\_\_\_.*

# Prompt Trial – other important things to remember for the Prompt!

Prompt occurs as an *antecedent*

Helps to ensure that a correct response will occur

Prompts come from *known items*

# Selecting Prompts

Prompts come from Known Items

Examples:

- prompt a receptive target with an imitation prompt  
(clap hands example)
- prompt an intraverbal with a tact prompt  
(what do we wear on our heads/hat example)

*We pick prompts from k\_\_\_\_\_ i\_\_\_\_\_.*



# Where to Find Known Items

Skill Tracking Sheet as a mastered item and will have a date introduced and a date mastered

## Verbal Assessment

VB-MAPP Assessment Summary or ABBLs's

*Known items are found on the S\_\_\_\_\_ T\_\_\_\_\_ S\_\_\_\_\_ and V\_\_\_\_\_ A\_\_\_\_\_*

*Known items have which dates on skill tracking sheet date i\_\_\_\_\_ and date m\_\_\_\_\_.*



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**Student:**

**Mastery Criteria:**

## Skill Tracking Sheet

**Skill:** Tacts for Common Items

	<b>Target</b>	<b>Date introduced</b>	<b>Date Mastered</b>
1	<b>Cup</b>	<b>3-2-09</b>	<b>3-5-09</b>
2	<b>Ball</b>	<b>3-3-09</b>	<b>3-6-09</b>
3	<b>Book</b>	<b>3-5-09</b>	<b>3-11-09</b>
4	<b>Chair</b>	<b>3-11-09</b>	<b>3-17-09</b>
5	<b>Shirt</b>	<b>3-17-09</b>	
6	<b>Spoon</b>	<b>3-17-09</b>	
7	<b>Table</b>	<b>3-17-09</b>	
8	<b>Shoes</b>		
9	<b>Bowl</b>		
10	<b>Pants</b>		
11	<b>Car</b>		
12	<b>Apple</b>		
13			
14			
15			
16			
17			
18			
19			
20			

# Some Examples of Prompts in Intensive Teaching

- Echoic to tact
- Tact to Intraverbal
- Imitation to receptive
- Gestural to Match to Sample
- Physical to Imitation
- Gestural to Receptive

# The Transfer Trial

In Intensive Teaching, we immediately follow the Prompted Trial with the Transfer Trial (transfer from the prompted to unprompted response). So if we have prompted the intraverbal response with a picture of a hat and the question “what do we wear on our head?”, the transfer trial would involve presenting only the question “what do we wear on our head?”

Transfer Trial – representing the SD without the prompt

Intraverbal example

Receptive Example

Tact Example

*A transfer trial is used to get rid of p \_\_\_\_\_*

# Distract Trials

Used to allow student to respond to other items after the prompt and transfer trials and before another trial of the same item with no prompt

Distracter trials come from known items- NOT targets!

The distracters help ensure that the student “remembers” the skill.

*Distract trials are k\_\_\_\_\_ i\_\_\_\_\_*

*Where do we find items used for distracters in the program book? M\_\_\_\_\_ I  
\_\_\_\_\_ on S\_\_\_\_\_ T\_\_\_\_\_ S\_\_\_\_\_*

# Check Trials

Is the learner able to respond after engaging in other responses (distracter trials)?

Is a quick way to “assess” if the student is learning!

*What are we checking on check trial? If the student r\_\_\_\_\_ from the transfer trial.*

# Reinforcement & The Check Trial

If a correct response occurs on the Check Trial . . . REINFORCE!!!

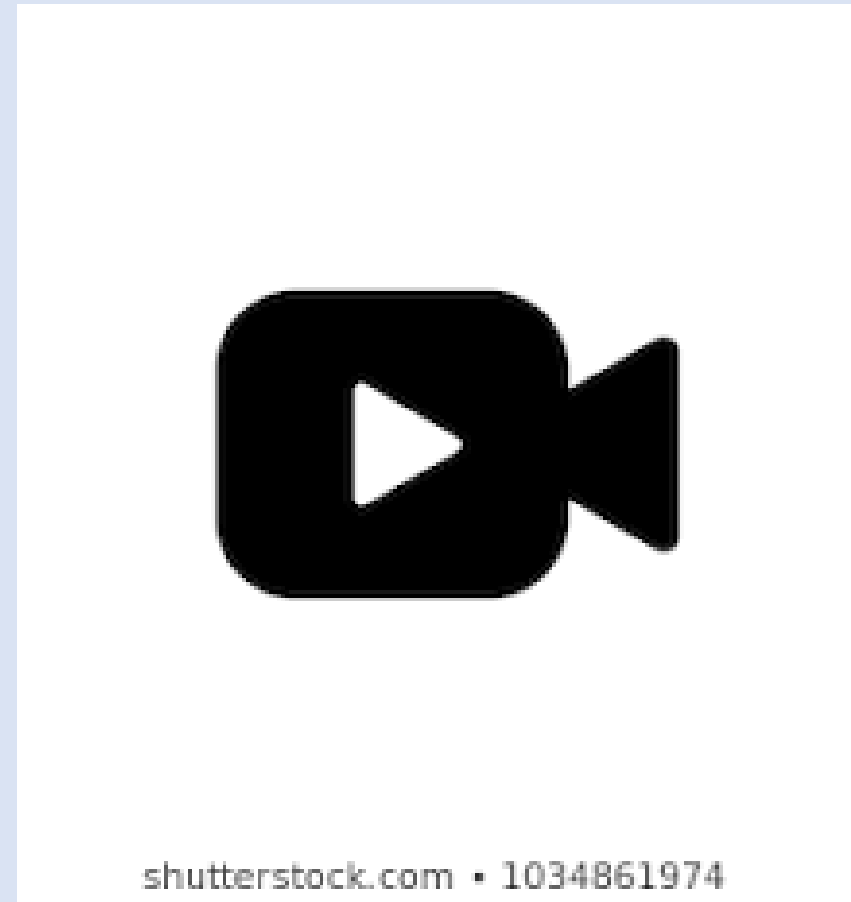
A correct response on the Check Trial is the most independent response

Providing strong reinforcement after a correct Check Trial response will help to strengthen that correct response!

*It is best to deliver reinforcement after which kind of trial? \_\_\_\_\_*

*Differential reinforcement means more or better reinforcement for b\_\_\_\_\_ r\_\_\_\_\_*

# 3<sup>rd</sup> Choral Responding & Video on Selecting Prompts





# Errorless Teaching by Operant

# Which Operant?

“What am I doing?”

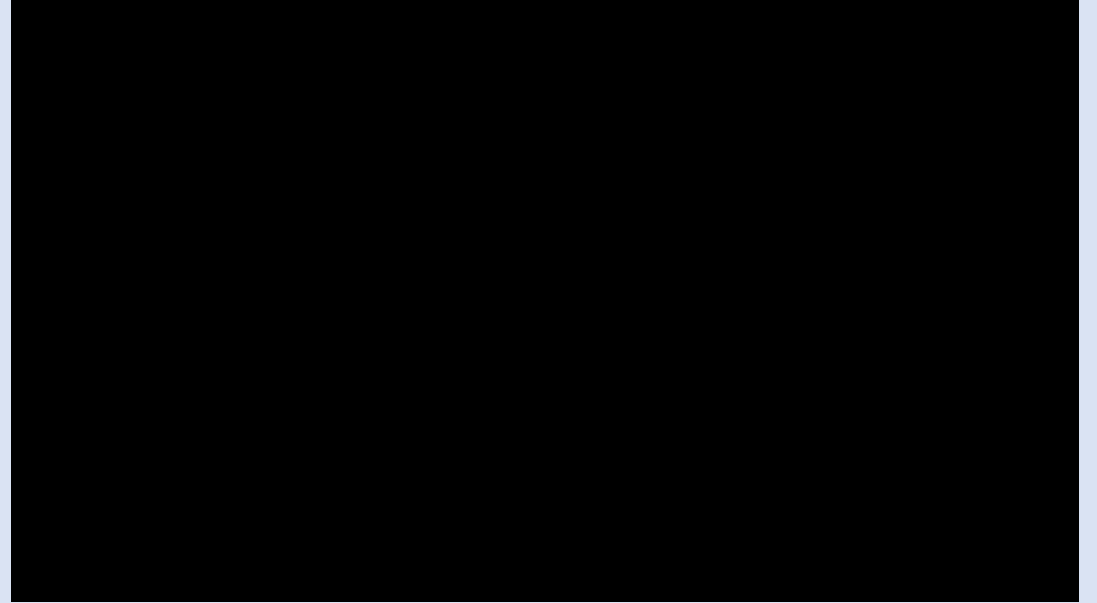
crying

# Which Operant?

“This is my \_\_\_\_\_.”

Arm”

# TACT examples



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# Let's Practice Teaching a Tact



# Which Operant?

Front

“Tell me something  
with wheels.”

bicycle

Back - Prompt



# Let's Practice Teaching an Intraverbal



# Which Operant?

“Do this”

Clap hands



# Let's Practice Teaching an Imitation



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# Which Operant?



“Show me  
laughing”

# Which Operant?

“Show me your eyes”

# Let's Practice Teaching an LR



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# Which Operant?

“Say hot diggity dog”

# The Card Sort System



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# Why The Card Sort System?

As teachers, it is vital that we be organized and prepared for instruction!

The card sort system is used to guide our presentation of teaching items

It helps reduce teaching decisions during instruction – allows us to implement many of Dr. Carbone's recommendations!

*Card sort helps guide our p\_\_\_\_\_ of t\_\_\_\_\_ i\_\_\_\_\_*

# The Card Sort System

## 2 Types of cards

Picture Cards – such as the Language Builder cards  
usually used for tacts, LRs for pictures, IV prompts

3x5 colored index cards – used for teaching targets that  
do not require a picture

usually used for imitation, LRs for directions, echoics, tacts  
without pictures (such as body parts, actions), intraverbal  
targets

*Cards used for instruction are either p\_\_\_\_\_ or \_\_\_\_\_*



# Setting Up the Card Sort System

Create *4 piles* of cards in front of the instructor.

Pile one: known picture cards.

Pile two: known 3X5 cards.

Pile three: target picture cards.

Pile four: target 3X5 cards.

*How many piles?*

*Name them.*

# Teaching Procedures for Target Items

*ALL targets* are taught using the Errorless Teaching Procedure

Present  $S^D$  immediately followed by your prompt, then continue with transfer, distract, check

NOTE: For Tact targets use “flashcard style” presentation and LR’s go “in the field” (at least two in field)

*Prompt transfer distract check are used with which piles?*

*Prompt transfer distract check are what kind of procedure?*

*Why do we want to use errorless procedures? (discuss)*

# Knowns & Targets

“Known Items” – mastered items or items the student knew on initial assessment - *sometimes called “easies”*

“Target Items” – items targeted for teaching – are assessed each day using the Cold Probe Data System (we will go into data collection system at another training date for those wanting to implement the program directly with students)!

*Known items are m\_\_\_\_\_ i\_\_\_\_\_*

*Known items are sometimes called e\_\_\_\_\_*

*Known items are listed where?*

*Target items are c\_\_\_\_\_ p\_\_\_\_\_ i\_\_\_\_\_*

Name:

Week of:

**Weekly Probe Sheet**

	# days active	Operant	Target Skill	Previous Y	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
11					Y N	Y N	Y N	Y N	Y N
12					Y N	Y N	Y N	Y N	Y N
13					Y N	Y N	Y N	Y N	Y N
14					Y N	Y N	Y N	Y N	Y N
15					Y N	Y N	Y N	Y N	Y N
16					Y N	Y N	Y N	Y N	Y N
17					Y N	Y N	Y N	Y N	Y N
18					Y N	Y N	Y N	Y N	Y N
19					Y N	Y N	Y N	Y N	Y N
20					Y N	Y N	Y N	Y N	Y N
21					Y N	Y N	Y N	Y N	Y N
22					Y N	Y N	Y N	Y N	Y N
23					Y N	Y N	Y N	Y N	Y N
24					Y N	Y N	Y N	Y N	Y N
25					Y N	Y N	Y N	Y N	Y N
26					Y N	Y N	Y N	Y N	Y N
27					Y N	Y N	Y N	Y N	Y N
28					Y N	Y N	Y N	Y N	Y N
29					Y N	Y N	Y N	Y N	Y N
30					Y N	Y N	Y N	Y N	Y N
31					Y N	Y N	Y N	Y N	Y N
32					Y N	Y N	Y N	Y N	Y N
33					Y N	Y N	Y N	Y N	Y N
34					Y N	Y N	Y N	Y N	Y N
35					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.*

Notes/Reminders:

# Skills Tracking Sheet

## Skill Tracking Sheet

Student Name: \_\_\_\_\_ 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			

# Pair Teaching with Improving Conditions (Carbone, 2010)

- Program competing reinforcers
- Errorless instruction
- Pair instruction with positive reinforcement
- Fade in demands gradually (both in number and effort)
- Fast paced instruction (short time between trials)
- Mix and vary instructional demands
- Neutralizing routines
- Intersperse easy and hard tasks
- Task novelty
- Session duration (keep it short)
- Immediate delivery of reinforcement

# The Instructional Ratio

80% of all trials in IT should usually be easy or known skills.

20% of all trials are usually target skills and/or correction of errors

For some learners this ratio may vary from 90/10 to 60/40

*What is the usual percentage of trials that are easy or Known?\_\_\_\_\_*

*What is the usual percentage of trials that are targets?\_\_\_\_\_*

# Teaching Reminders

Be sure you are mixing and varying operants

Pay attention to length of run-throughs and your student's VR

Early Learners and breaking up the errorless procedure

Thoughts on reinforcement

Data-based decision making

Troubleshooting- see resource attached

*Always go back to Dr. Carbone's slide!!*



# Instructional Control Video & 4<sup>th</sup> Choral Responding



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Let's Practice Errorless Teaching Again!  
(All 4 Piles)

# Error Correction Procedure



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# Known Items – Procedure

2 Second Time Delay – this allows student to respond

Also creates a increased potential for incorrect responses

If an error occurs, the instructor must be ready to respond with a set error correction procedure

*When are errorless procedures used?*

*When are 2 second time delays used?*

*If errors occur teachers should use a set e\_\_\_\_c\_\_\_\_\_p\_\_\_\_\_.*

# Types of Errors

Incorrect response

No response

Self Correction

*What are the three types of errors?*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Error Correction Procedure Sequence

*END* PROMPT TRANSFER DISTRACTER CHECK

*Say the error correction procedure.*

*How is it different from the errorless procedure?*

# Let's Practice Error Correction Procedure!

("Knowns" only)

# Troubleshooting Errors



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# Errors on Prompted Trials

Errors on Prompt trials may indicate :

1. Problems with instructional control
2. Ineffective Prompts
3. Instructional level is too hard

*Errors on prompt trials may be due to*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Problem Solving - Errors on Prompted Trials

1. Check instructional control: present several easy items if needed, then reinforce. Review VR, MO, etc.
2. Adjust prompt and teach skill necessary to prompt
3. “Slice back” to appropriate instructional level (given good instructional design this is least likely maintaining variable)

# Errors on Transfer Trials

Run the error correction procedure  
(There are many exceptions to this guideline)

*If an error occurs on a transfer trial what do you do?*

*R\_\_\_\_\_e\_\_\_\_\_c\_\_\_\_\_*

*Does this rule apply all of the time?*

# Problem Solving – Repeated Errors on Transfer Trials

Two options

1. Transfer to lesser prompt (prompt fade)
2. Run repeated prompt procedure

Consider number of distracters used when running check trial again after repeated prompt-transfer trials

*If repeated errors occur on the transfer trials, what can you do?*

1. Run  $p$ \_\_\_\_\_  $f$ \_\_\_\_\_

2. Run  $r$ \_\_\_\_\_  $p$ \_\_\_\_\_  $p$ \_\_\_\_\_

# Problem Solving - Errors on Distract Trial

If errors occur on distract trial:

1. Run error correction procedure
2. Monitor the number of trials before reinforcing (will discuss further under topic of “VR”).
3. May have to end run-through on transfer trial

*If errors occur on distract trial, monitor n\_\_\_\_\_ of t\_\_\_\_\_.*

# Errors on Check Trial

Run Error Correction Procedure (but there are exceptions!)

*What do you do if an error occurs on the check trial?*

*Does this rule apply all of the time?*

# Problem Solving – Repeated Errors on Check Trials

Consider use of Prompt-Transfer sequence (without Check Trial)

Establish a criteria for reinstating the Check Trial

When using a Prompt-Transfer sequence, consider reinforcing after Transfer trial

*If repeated errors occur on the check trial what can you do?*

*Run P\_\_\_\_\_ T\_\_\_\_\_ S\_\_\_\_\_*

*On prompt transfer sequences, it may be good to reinforce after the t\_\_\_\_\_ t\_\_\_\_\_*

# **Let's Practice Error Correction Procedure Again!**

(4 Card Piles & Field)



A Word of Advice Regarding Your Implementation of Intensive Teaching...

*Precision  
is better than  
Speed!*

# *Putting It All Together*



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# IT Session Reminders

A run through is a sequence of trials

Length of run through based on student's VR

Importance of VR Schedule of reinforcement

Better responding should lead to better reinforcement!

Teach skills to fluency

Importance of being organized!



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Let's Practice!  
The Teaching Process with a *Given VR*

**BEWARE** the danger of fluent  
responding!

*Stick to your VR!!!*

*It is human nature to keep going when they are  
responding well. This only punishes rather  
than reinforces good responding!*

# 5<sup>th</sup> Choral Responding



And Finally . . . *Immense Gratitude to Mike & Amiris and PaTTAN for ALL they have taught us and shared with us!*



*Thank You!!*

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