



PaTTAN Autism Initiative

**PAI**



# PATTAN AUTISM INITIATIVE

**EVIDENCE BASED PRACTICES LEARNING MODULES**



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The PaTTAN Autism Initiative guiding principle is to provide systemic support utilizing evidence-based practices to empower special education teams across Pennsylvania.



# PATTAN AUTISM INITIATIVE CORE VALUES

We support all Local Education Agencies (LEAs) to cultivate internal capacity to effectively implement teaching strategies and classroom systems.

We provide on-site coaching, modeling and classroom training and technical support to ensure that all classroom teams and teachers receive the necessary tools to meet the diverse needs of students, including those with autism and related disabilities, as well as other complex needs.

We collaborate closely with districts to foster inclusive learning environments, thus elevating student outcomes and championing equity in education, ensuring that every student can meet their fullest potential.

Consultation provided by the PaTTAN Autism Initiative is ongoing and adaptable to the evolving needs of classrooms and students.





# INSTRUCTION

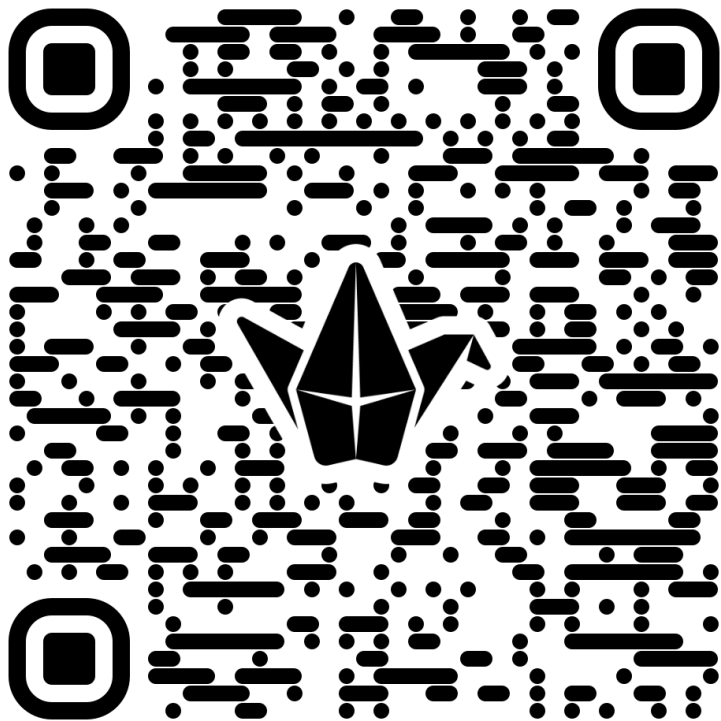
**ERROR CORRECTION PROCEDURES**

**EVIDENCE BASED PRACTICES LEARNING MODULES**

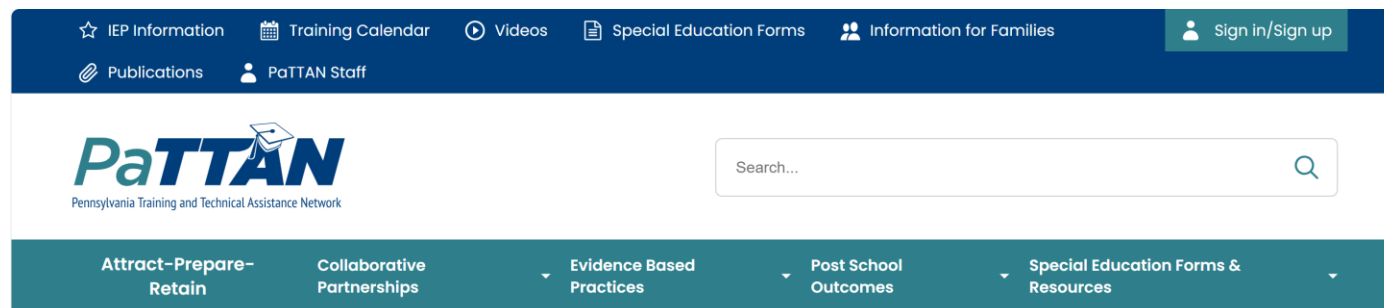


# EVIDENCE BASED PRACTICES LEARNING MODULES-RESOURCES

## Padlet Resources



## PaTTAN Website



[www.pattan.net](http://www.pattan.net)

# TRAINING MODULE OVERVIEW

This training will provide an overview of effective evidence-based error correction procedures aligned to explicit teaching methodology for intensive teaching instruction of skills for individuals with complex learning needs.





# INTENSIVE TEACHING

ERRORLESS TEACHING PROCEDURES


ERROR CORRECTION PROCEDURES


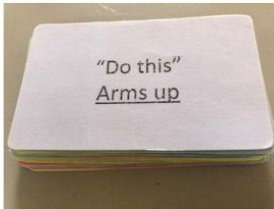




# 5 STEPS OF THE ERRORLESS TEACHING PROCEDURE

The sequence of teaching on an errorless item is:

**PROMPT**  
**TRANSFER**  
**DISTRACT**  
**CHECK**  
**REINFORCE**

 **INTENSIVE TEACHING**  
**FOUR-PILE CARD SORT**

			
<i>Easy Pictures</i>	<i>Easy 3 x 5</i>	<i>Target Pictures</i>	<i>Target 3 x 5</i>



# WHAT IF YOUR LEARNER MAKES AN ERROR?

- If errors occur, it helps if teachers are prepared to respond and consistently implement an effective correction procedure
- The procedure to correct errors is called an error correction procedure
- *Errors may occur:*
  - At any point in a teaching session
    - If a time delay procedure is used it creates an increased probability of errors (e.g. 2 second wait time)
    - During known trials and target trials-primarily on the transfer and check trials
  - When motivation to cooperate is weak and/or learner readiness skills are not well established
  - When instruction is too difficult
  - When errorless teaching and error correction procedures are not implemented accurately and consistently



# ERROR CORRECTION



# 6 STEPS OF THE ERROR CORRECTION

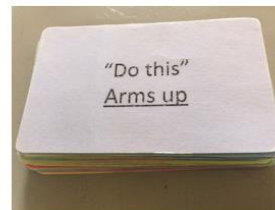
**END**  
**PROMPT**  
**TRANSFER**  
**DISTRACT**  
**CHECK**  
**REINFORCE** Less



## INTENSIVE TEACHING FOUR-PILE CARD SORT



*Easy  
Pictures*



*Easy 3 x 5*



*Target Pictures*



*Target 3 x 5*

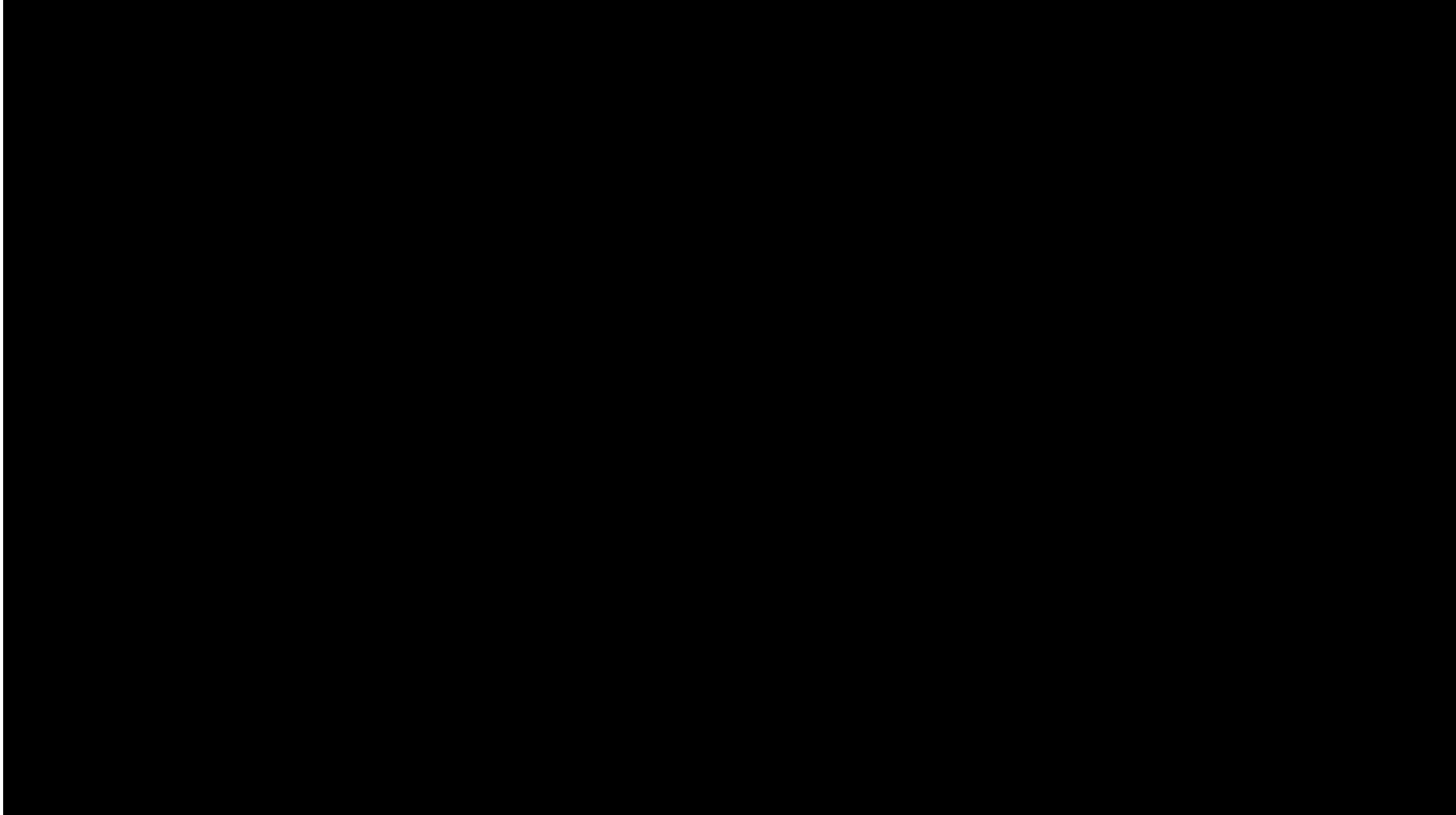


# COMMON ERROR TYPES

- **No Response within 2 seconds** of the instructor initiating the question/statement to request a response from the student
- **Incorrect/Wrong Response:** Not the identified target skill, student did not produce the target skill response requested
- **Scrolled Response or Self Correction:** The student provides multiple responses one of which is correct and may end their response with the correct answer
- **Problem Behavior:** The student engages in problematic behavior in lieu of the requested response **or** along with the requested response



# CAN YOU IDENTIFY THE ERROR?



Example	What type of error did the student make?	Example	What type of error did the student make?
1	Wrong Response	8	No Response
2	Wrong Response	9	Scrolled Response
3	Problem Behavior	10	Wrong response
4	Problem Behavior	11	No Response
5	No Response	12	Wrong response
6	Problem Behavior	13	Wrong response
7	Wrong response	14	Scrolled Response

# 6 STEP ERROR CORRECTION PROCEDURE

1. END
2. PROMPT
3. TRANSFER
4. DISTRACT
5. CHECK
6. REINFORCE Less



# THE IMPORTANCE OF THE 'END' STEP

- “End” is a critical step in this sequence
  - The instructor can
    - Provides a clear indication of incorrect responding to the student
    - Provide time or cues to end the error response
    - Prevents chaining of incorrect and correct responding
  - Promotes precise skills acquisition under the correct circumstances (antecedent conditions)
    - Reset the instructional circumstance for responding and provides another opportunity for the student to respond correctly with support



# ERROR CORRECTION PROCEDURE

1. END

2. PROMPT

3. TRANSFER

4. DISTRACT

5. CHECK

6. REINFORCE Less





# ERROR CORRECTION PROCEDURES

VIDEO MODELS AND REFERENCE GUIDES-WRONG RESPONSE



# ERROR CORRECTION: VOCAL TACT (LABELING “DOG” PICTURE)

Error Correction  
Vocal Tact  
Incorrect Response

# ERROR CORRECTION PROCEDURES: WRONG RESPONSE: TACT VOCAL-DOG

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture of a dog and says “What’s this?”	Says “cup”
END	Teacher recognizes error (wrong response), directs to ready hands pauses	Puts hands in ready hands position then no responding
Prompt	Presents the picture of a dog and says “What’s this? dog”	Says “dog”
Transfer	Presents the picture of a dog and says “What’s this?”	Says “dog”
Distract	Says “touch shoulders	Touches shoulders
Check	Presents the picture of a dog and says “What’s this?”	Says “dog”
Reinforce Less	Says “good” (general verbal praise) and plays high 5 hand game 1 (less valuable direct reinforcer)	Engages in high 5 hand game



# ERROR CORRECTION: SIGNED TACT (LABELING “PLAYDOH”-3D)

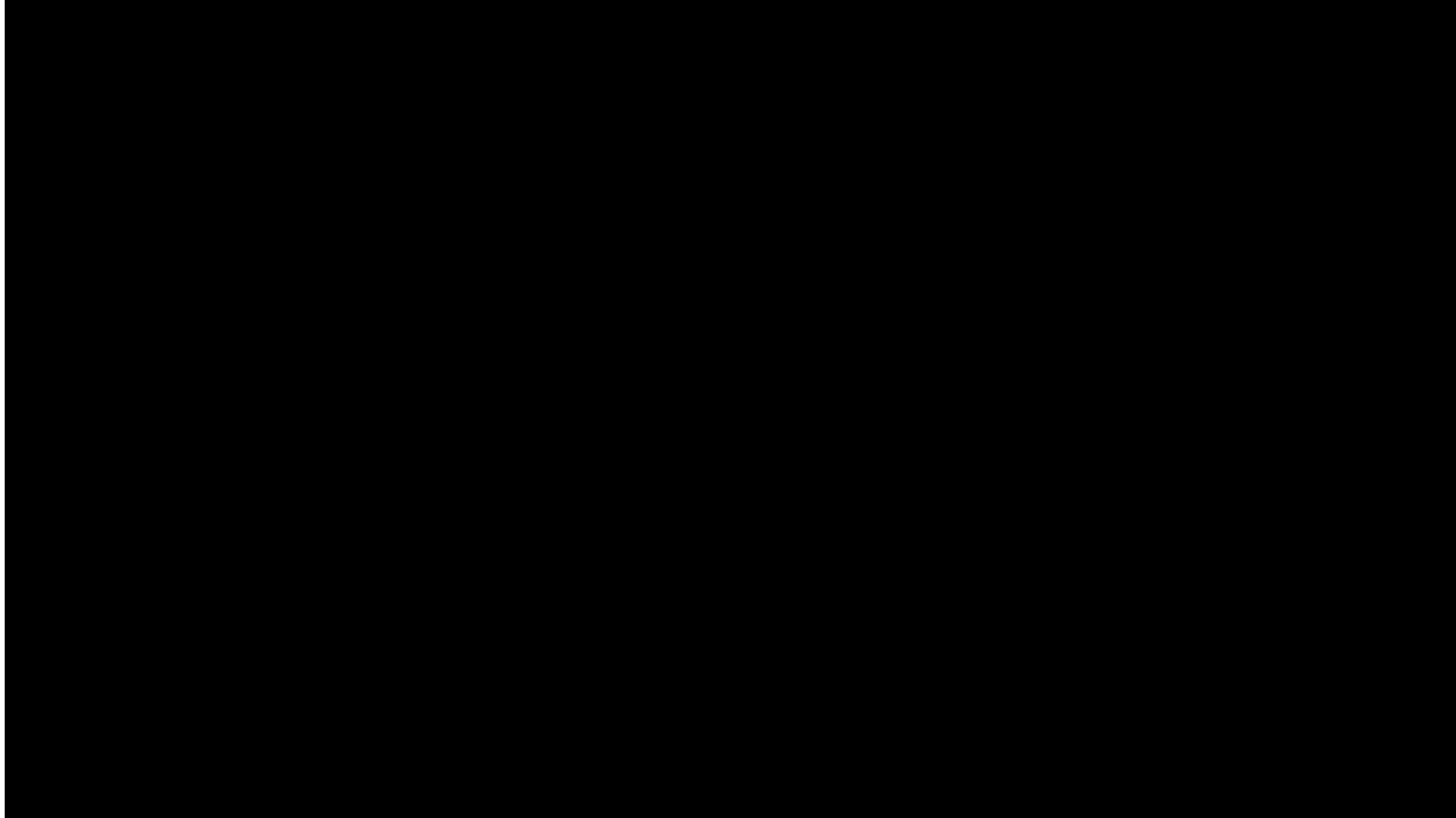
Error Correction:  
Sign Tact  
Incorrect Response

# ERROR CORRECTION

## WRONG RESPONSE-TACT SIGN-PLAYDOH

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the playdoh container and says “What’s this ? ”	Signs to say “ball”
END	Teacher recognizes error (wrong response),directs to ready hands pauses	Puts hands in ready hands position then no responding
Prompt	Presents the playdoh container and says “What’s this ?” <u>says and signs playdoh</u>	Signs to say “playdoh”
Transfer	Presents the playdoh container and says “What’s this ? ”	Signs to say “playdoh”
Distract	Presents a 3D ball and says “What’s this?”	Signs to say “ball”
Check	Presents the playdoh container and says “What’s this ? ”	Signs to say “playdoh”
Reinforce Less	Says “playdoh, that’s how you say playdoh” (behavior specific praise) and gives 1 high 5 (less valuable direct reinforcer)	Engages in high 5

# ERROR CORRECTION: TYPING TACT (LABELING “DOG”)



# ERROR CORRECTION PROCEDURES: WRONG RESPONSE: TACT TYPING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture card of a dog and says “What is this? ”	Types and says “C” on device
END	Teacher recognizes error (wrong response),directs to “Ready hands”	Puts hands in ready hands position
	Pause (prepares text prompt)	(no responding)
Prompt	Presents the picture card of a dog and says “What is it?” and <u>shows text</u>	Types to say “dog” on device
Transfer	Presents the picture card of a dog and says “What is it?”	Types to say “dog” on device
Distract	Says “touch shoulders”	Touches shoulders
Check	Presents the picture card of a dog and says “What’s this ?”	Types to say “dog” on device
Reinforce Less	Says “water bottle, you got it” (behavior specific praise) and gives 1 fist bump (less valuable direct reinforcer)	Engages in fist bump

# MOTOR IMITATION: WRONG/INCORRECT RESPONSE-RUB HANDS

Error Correction  
Motor Imitation  
Incorrect Response

# ERROR CORRECTION PROCEDURES: WRONG/INCORRECT RESPONSE-MOTOR IMITATION

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	<u>Says “Do this” and models rubbing hands</u> while simultaneously physically prompting	Claps hands
END	Teacher recognizes error (wrong response),directs to neutral position, pauses	(no responding)
Prompt	<u>Says “Do this” and models rubbing hands</u> then physically prompts and continues model	Mimics rubbing hands
Transfer	<u>Says “Do this” and models rubbing hands</u>	Mimics rubbing hands
Distract	Says “What’s this?”	Says “Oreo”
Check	<u>Says “Do this” and models rubbing hands</u>	Mimics rubbing hands
Reinforce	Says "that's how you rub your hands" (behavior specific praise and plays high 5 hand game	Engages in high 5 hand game

# ERROR CORRECTION PROCEDURES: WRONG RESPONSE-LISTENER RESPONSE SHOW ME CLAPPING

Error Correction  
Listener Response  
Incorrect Response

# ERROR CORRECTION PROCEDURES: WRONG RESPONSE-LISTENER RESPONSE SHOW ME CLAPPING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says <u>"show me clapping"</u>	taps table with 1 hand
END	Teacher recognizes error, pauses	(no responding)
Prompt	Says <u>"Show me clapping"</u> , then models clapping	Claps hands
Transfer	Says <u>"Show me clapping"</u>	Claps hands
Distract-1	Says "What's this?"	Says "pig"
Distract-2	Says "Do this" and models touching elbow	Mimics model touches elbow
Distract-3	Says "What's this?"	Says "phone"
Check	Says <u>"Show me clapping"</u>	Claps hands
Reinforce Less	Says "clapping, that's how you clap" (behavior specific praise and provides Legos "let's build some Legos" (specific direct reinforcer	Engages with Legos

# ERROR CORRECTION PROCEDURES: WRONG RESPONSE-LISTENER RESPONSE SELECTION-PIG

Error Correction  
Listener Response  
Incorrect Selection

# ERROR CORRECTION PROCEDURES: WRONG RESPONSE-LISTENER RESPONSE SELECTION-PIG

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	<u>Says "say banana"</u>	Says "banana"
Trial	<u>Says "do this" and models touching elbow</u>	Mimcs touching elbow
Trial	<u>Says "touch pig"</u>	Touches towel
END	Teacher recognizes error (wrong response), directs to "ready hands", pauses	(no responding)
Prompt	<u>Says "touch pig" then models touching pig</u>	Touches pig
Transfer	Shuffles cards so target card is in a new position, <u>Says "touch pig"</u>	Touches pig
Distract	Says "touch towel?"	Touches towel
Check	Shuffles cards so target card is in a new position, <u>Says "touch pig"</u>	Touches pig
Reinforce	Says "pig, that's how you touch the pig" (behavior specific praise and delivers Legos (direct specific reinforcer) saying "let's play with your Legos	Engages with Legos



# ERROR CORRECTION PROCEDURES

VIDEO MODELS AND REFERENCE GUIDES-NO RESPONSE



# ERROR CORRECTION: NO RESPONSE (VOCAL-LABELING “DOG”)

Error Correction:  
Vocal Tact  
No Response



# ERRORLESS TEACHING PROCEDURES: TACT NO RESPONSE VOCAL

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture card of a dog and says "What's this? "	No response
END	pause	
Prompt	Presents the picture card of a dog and says "What's this? Dog "	Says "dog
Transfer	Presents the picture card of a dog and says "What's this? "	Says "dog
Distract	Says "touch shoulders"	Touches shoulders
Check	Presents the picture card of a dog and says "What's this? "	Says "dog
Reinforce Less	Says "dog, that's how you say dog fast" (behavior specific praise) and plays high 5 hand game (less valuable direct reinforcer)	Engages in high 5 hand game



# ERROR CORRECTION: NO RESPONSE MOTOR IMITATION-RUBBING HANDS

Error Correction  
Motor Imitation  
No Response

# ERROR CORRECTION PROCEDURES: MOTOR IMITATION NO RESPONSE

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Do this? " while rubbing hands back and forth	No response
END	pause	
Prompt	Says "Do this? " while rubbing hands back and forth and physically guides student to rub hands	Rubs hands back and forth
Transfer	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Distract	Says "What's this?"	Says "bird"
Check	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Reinforce Less	Says "rubbing your hands, that's rubbing your hands" (behavior specific praise) and plays high 5 hand game (less valuable direct reinforcer)	Engages in high 5 hand game

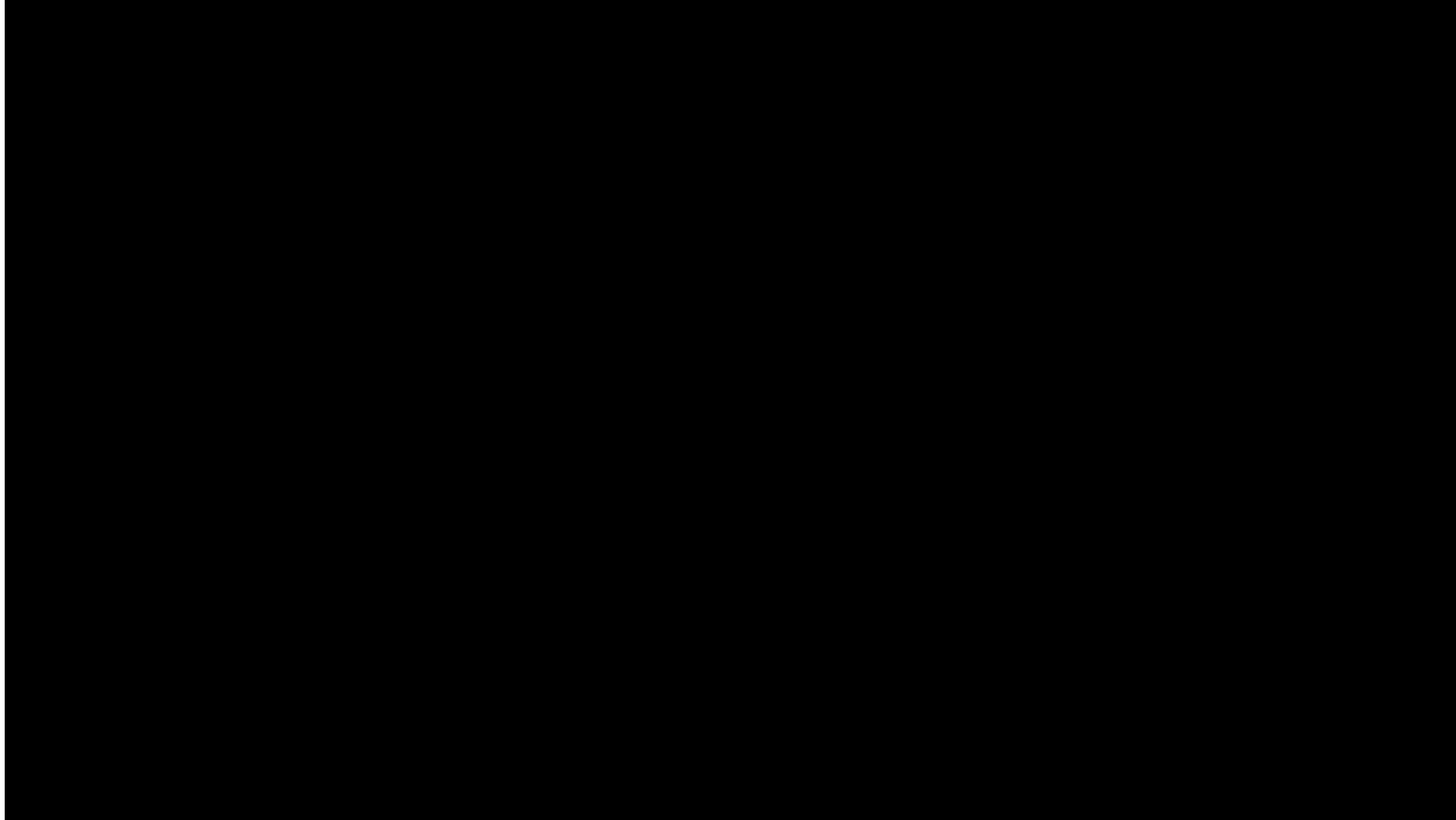
# ERROR CORRECTION: NO RESPONSE LISTENER RESPONSE (LR)-SHOW ME CLAPPING

Error Correction  
Listener Response  
No Response

# ERROR CORRECTION PROCEDURES: LISTENER RESPONSE (LR)-NO RESPONSE

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Show me clapping"	No response
END	pause	
Prompt	Says "Show me clapping?" then models clapping	Claps hands
Transfer	Says "Show me clapping? "	Claps hands
Distract-1	Says "What's this?"	Says "pig"
Distract-2	Says "Do this" while modeling touching elbow	Mimics instructor touching elbow
Distrat -3	Says "What's this?"	Says "phone"
Check	Says "Show me clapping? " then models clapping	Claps hands
Reinforce Less	Says "clapping, that's how you clap girl" (behavior specific praise) and gives high and low 5 (less valuable direct reinforcer)	Engages in high 5's

# ERROR CORRECTION PROCEDURES: LR SELECTION: NO RESPONSE-SINK



# ERROR CORRECTION PROCEDURES: LR SELECTION:NO RESPONSE-SINK

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says " <u>find sink</u> "	Touches towel
END	Teacher recognizes error, pauses	(no responding)
Prompt	Says " <u>find sink</u> " then models touching sink	Touches sink
Transfer	Says "sink" while shuffling cards so target card is in a new position, <u>Says "find sink"</u>	Touches pig
Distract	Says "What's this?" while pointing to picture in the array	Says "basketball"
Check	Shuffles cards so target card is in a new position, <u>Says "find sink"</u>	Touches sink
Reinforce Less	Says "sink, you found the sink. That's the sink" (behavior specific praise and delivers fist bump(direct specific reinforcer)	Engages with fist bump



# ERROR CORRECTION PROCEDURES

VIDEO MODELS AND REFERENCE GUIDES-PROBLEM BEHAVIOR



# ERROR CORRECTION: PROBLEM BEHAVIOR TACT (LABELING) DOG-VOCAL STUDENT

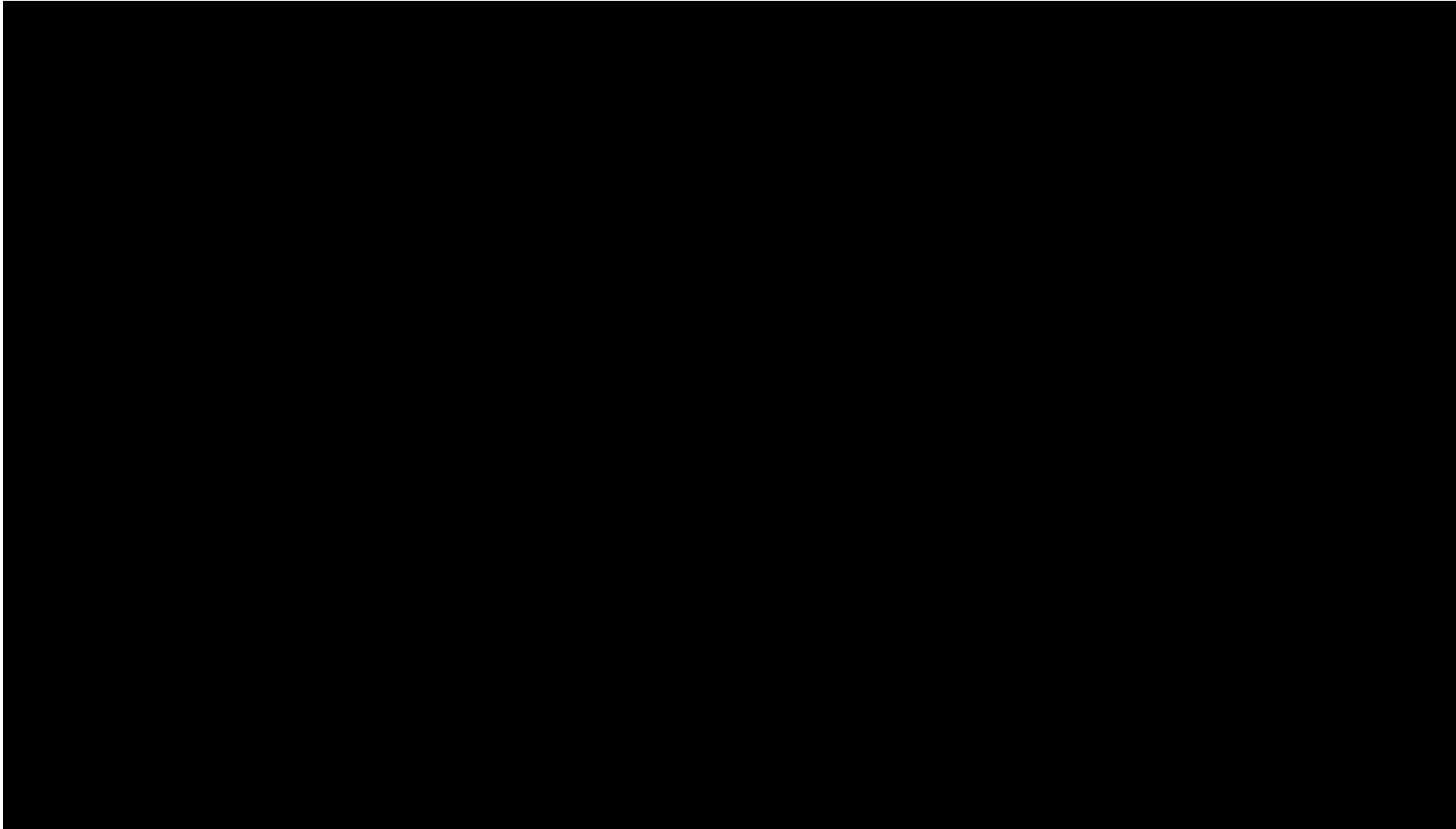
Error Correction:  
Vocal Tact  
Problem Behavior

# ERROR CORRECTION PROCEDURES: TACT (VOCAL RESPONSE)-PROBLEM BEHAVIOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture card of a dog and says "What's this? "	Hits table with hand and says "dog" (in a loud firm tone)
END	pause	(no responding)
Prompt	Presents the picture card of a dog and says "What's this? Dog "	Says "dog"
Transfer	Presents the picture card of a dog and says "What's this? "	Says "dog"
Distract	Says "touch shoulders"	Touches shoulders
Check	Presents the picture card of a dog and says "What's this? "	Says "dog"
Reinforce Less	Says "dog, that's how you say dog" (behavior specific praise) and fist bump (less valuable direct reinforcer)	Engages in fist bump



# ERROR CORRECTION: PROBLEM BEHAVIOR TACT (LABELING) PLAYDOH-SIGN RESPONSE



# ERROR CORRECTION PROCEDURES: TACT (SIGN RESPONSE)-PROBLEM BEHAVIOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents a container of playdoh, points to it and says "What's this? "	pushes playdoh container
END	pause	(no responding)
Prompt	Presents the container of playdoh, points to it and says "What's this? playdoh" and signs playdoh	Signs to say "playdoh"
Transfer	Presents the container of playdoh, points to it and says "What's this?"	Signs to say "playdoh"
Distract-1	Presents array of objects: block, cup, maraca. Points to block and says "What's this?"	Signs to say "block"
Distract-2	Says "find cup"	Touches cup
Check	Clears the array of objects. Presents the container of playdoh, points to it and says "What's this?"	Signs to say "playdoh"
Reinforce Less	Says "playdoh, that's how you say playdoh" (behavior specific praise) and plays tug of war with pop tubes (less valuable direct reinforcer)	Engages in pop tube tug of war

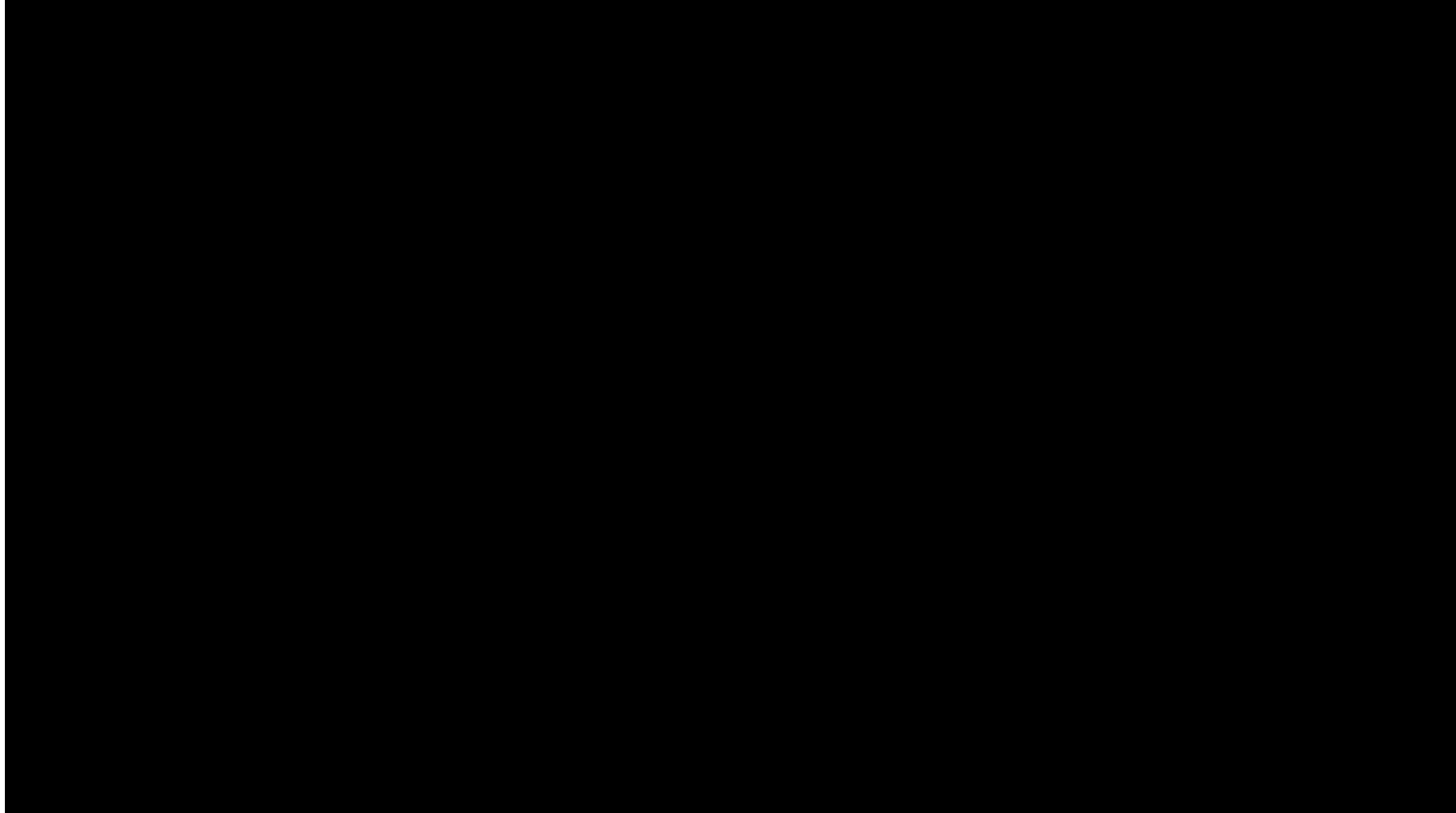
# ERROR CORRECTION: PROBLEM BEHAVIOR MOTOR IMITATION-RUBBING HANDS

Error Correction:  
Imitation  
Problem Behavior

# ERROR CORRECTION PROCEDURES: MOTOR IMITATION-PROBLEM BEHAVIOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Do this? " while rubbing hands back and forth	Problem behavior while mimicking rubbing hands
END	Directs to ready hands and pause	Ready hands
Prompt	Says "Do this? " while rubbing hands back and forth and physically guides student to rub hands	Rubs hands back and forth
Transfer	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Distract	Says "What's this?"	Says "bird"
Check	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Reinforce Less	Says "that's how you rub your hands" (behavior specific praise) and plays pop tube tug of war (less valuable direct reinforcer)	Engages in pop tube tug of war

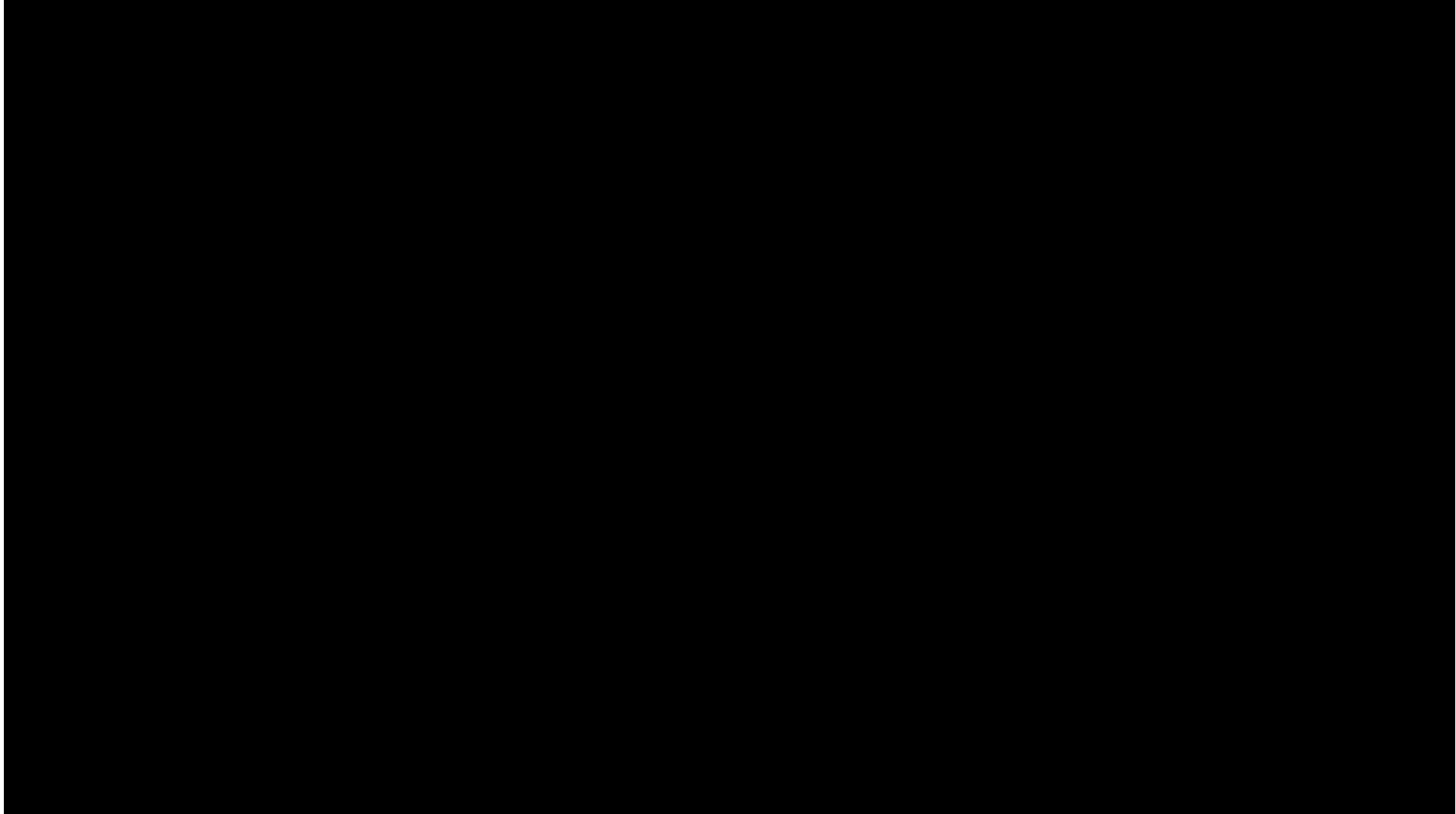
# ERROR CORRECTION: PROBLEM BEHAVIOR LISTENER RESPONSE-READY HANDS



# ERROR CORRECTION PROCEDURES: LISTENER RESPONSE-PROBLEM BEHAVIOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Show me clapping"	Swipes card sort materials
END	Collects cards and pauses	No response
Prompt	Says "Show me clapping" then models clapping	Claps hands
Transfer	Says "Show me clapping"	Claps hands
Distract-1	Says "What's this?"	Says "pig"
Distract-2	Says "do this" and models touching elbow	Mimics touching elbow
Distract-3	Says "What's this?"	Says "iPad"
Check	Says "Show me clapping"	Claps hands
Reinforce Less	Says "that's how you clap" (behavior specific praise) and gives a double fist bump (less valuable direct reinforcer)	Engages in fist bumps

# ERROR CORRECTION: PROBLEM BEHAVIOR LISTENER RESPONSE-SELECTION



# ERROR CORRECTION PROCEDURES: LISTENER RESPONSE SELECTION-PROBLEM BEHAVIOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Touch pig"	Problem behavior
END	Redirects hands to neutral position and pauses	No responding
Prompt	Says "Touch pig" and <u>points to the pig</u>	Finds and points to the pig
Transfer	Waits for student to stop touching card or directs to ready hands position, then shuffles cards so sink card is in a new position, says "Touch pig"	Finds and points to the pig
Distract	Says "Touch the iPad?"	Finds and points to the iPad
Distract-2	Shuffles picture cards to new locations. Says "Touch your cheeks"	Touches cheeks
Distract -3	Says "do this" and models rubbing hands	Mimics rubbing hands
Check	Says "Touch pig "	Finds and points to the pig
Reinforce Less	Says "you touched the pig nicely, great job" (behavior specific praise) and plays high 5 hand game (less valuable direct reinforcer)	Engages in high 5 hand game

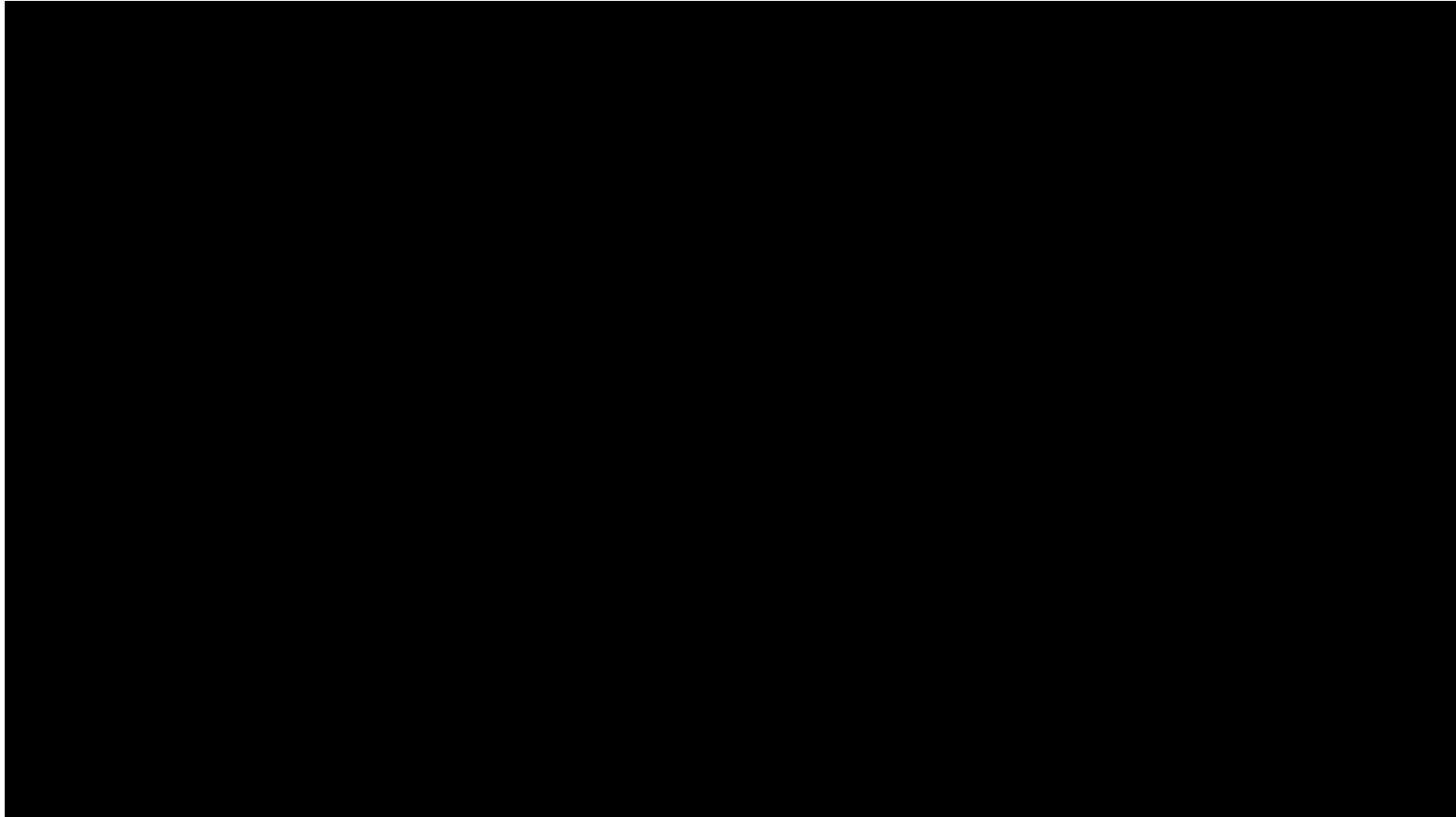


# ERROR CORRECTION PROCEDURES

VIDEO MODELS AND REFERENCE GUIDES-SCROLLED RESPONSES



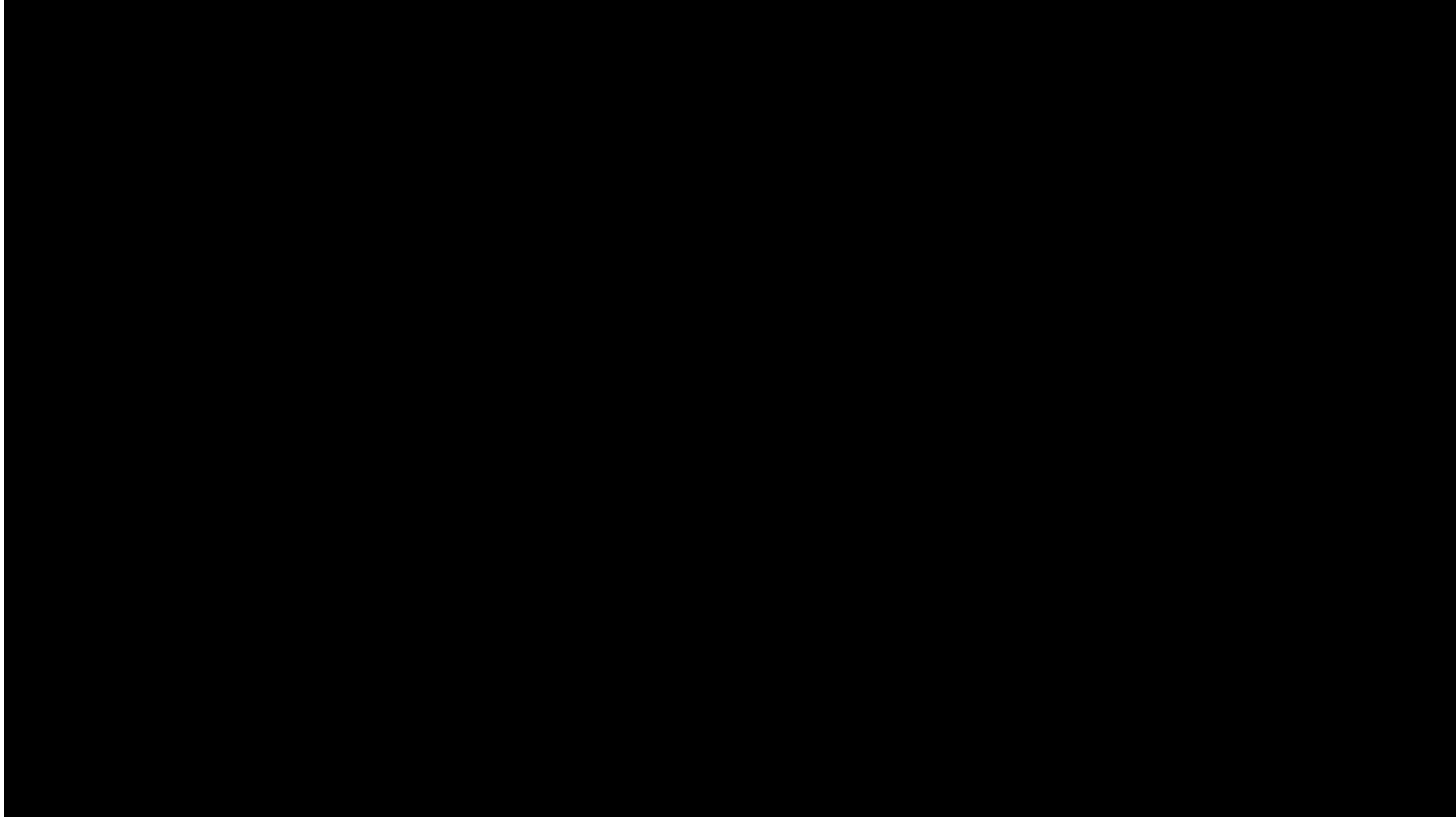
# ERROR CORRECTION: SCROLLING ERROR TACT (LABELING)-VOCAL RESPONSE-DOG



# ERROR CORRECTION PROCEDURES: TACT(LABEL)-VOCAL RESPONSE-SCROLLING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture of a dog and says “What’s this?”	Says “fur, tail, paws, dog”
END	Teacher recognizes error (scrolling response), pauses	No responding
Prompt	Presents the picture of a dog and says “What’s this? dog”	Says “dog”
Transfer	Presents the picture of a dog and says “What’s this? dog”	Says “dog”
Distract	Says “touch cheeks”	Touches cheeks
Check	Presents the picture of a dog and says “What’s this? dog”	Says “dog”
Reinforce Less	Says “yes, dog” (specific verbal praise) and plays high 5 hand game 1 (less valuable direct reinforcer)	Engages in high 5 hand game

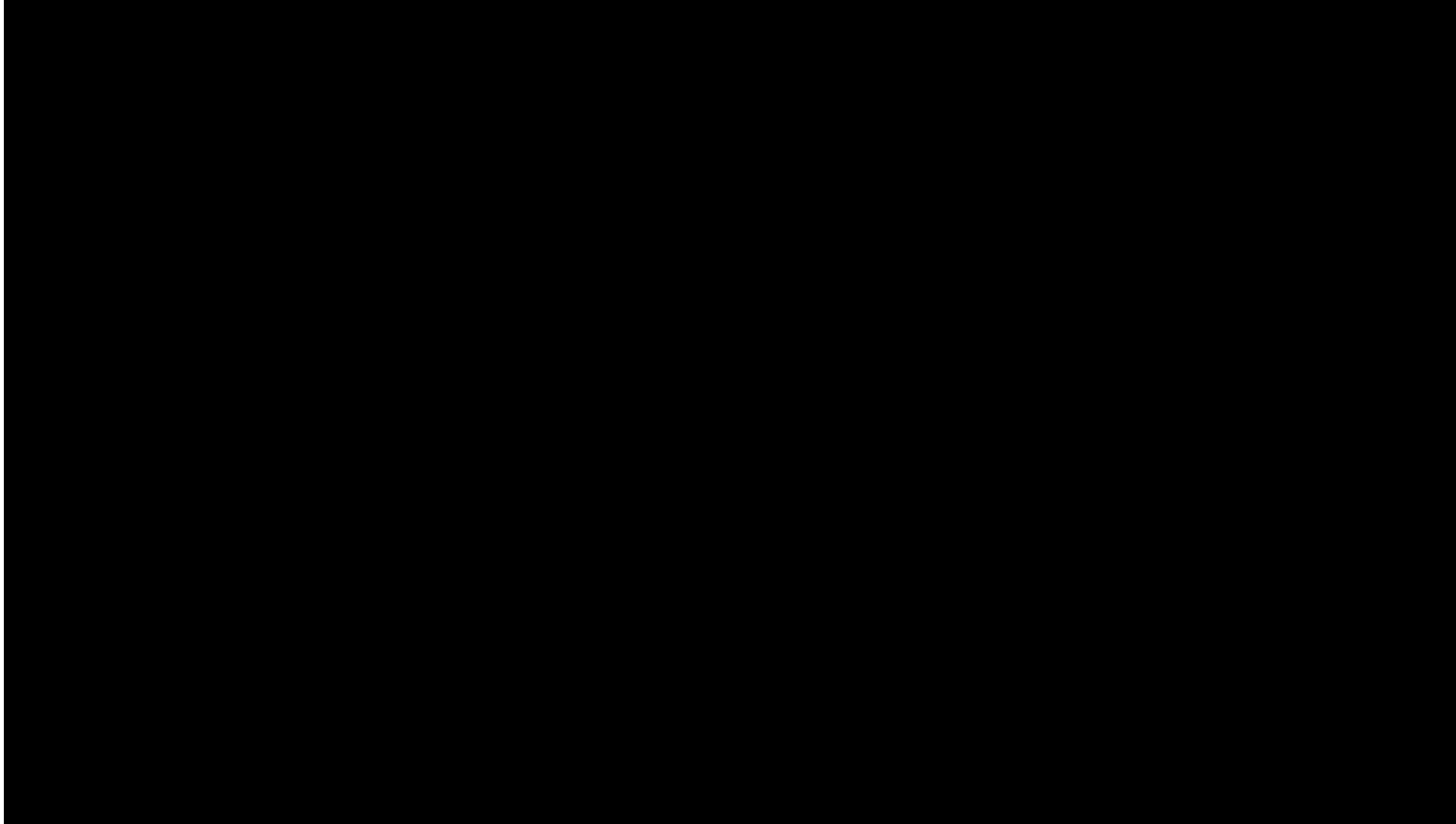
# ERROR CORRECTION: SCROLLING ERROR TACT (LABELING)-SIGN RESPONSE-PLAYDOH



# ERROR CORRECTION PROCEDURES: 2D PIC TACT(LABEL)-SIGN RESPONSE-SCROLLING ERROR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the basketball picture and says “What’s this?”	Signs to say “block, car, ball”
END	Teacher recognizes error (scrolled response) and pauses	No responding
Prompt	Presents the basketball picture and says “What’s this? <b>Ball</b> ” and models sign for ball	Signs to say “ball”
Transfer	Presents the basketball picture and says “What’s this?”	Signs to say “ball”
Distract-1	Presents picture of car and says “What’s this?”	Signs to say “car”
Distract-2	Says “do this” and rubs belly	Mimics rubbing belly
Check	Presents the basketball picture and says “What’s this?”	Signs to say “playdoh”
Reinforce Less	Says “ball, that's how you say ball” (behavior specific praise) and plays pop tube tug of war (less valuable direct reinforcer)	Engages with pop tube

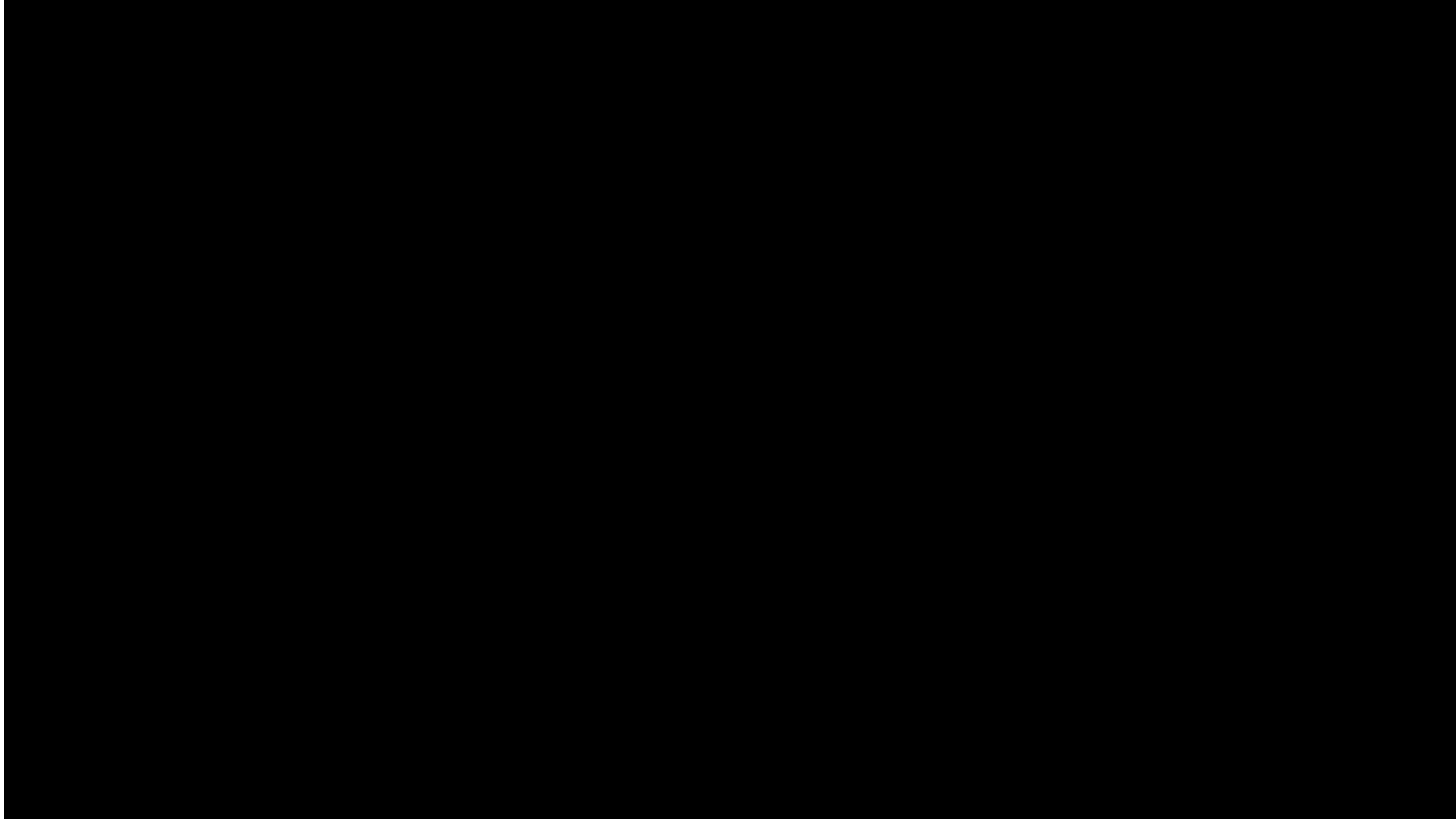
# ERROR CORRECTION PROCEDURES: 3D OBJ TACT(LABEL)-SIGN RESPONSE-SCROLLING ERROR



# ERROR CORRECTION PROCEDURES: TACT(LABEL)-SIGN RESPONSE-SCROLLING ERROR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the cup, points to it and says “What’s this? ”	Signs to say “ball, cup”
END	Teacher recognizes error (scrolled response) and pauses	No responding
Prompt	Presents the cup, points to it and says “What’s this? ” <u>says "cup" and models sign for cup</u>	Signs to say “cup”
Transfer	Presents the cup, points to it and says “What’s this? ”	Signs to say “cup”
Distract-1	Presents a ball and says “What’s this?”	Signs to say “ball”
Distract-2	Says "touch cheeks"	Touches cheeks
Distract-3	Says “do this” and claps hands	Mimics clapping hands
Check	Presents the cup, points to it and says “What’s this? ”	Signs to say “cup”
Reinforce Less	Says “cup, great saying cup” (behavior specific praise) and give high 5(less valuable direct reinforcer)	Engages with high 5

# ERROR CORRECTION PROCEDURES: MOTOR IMITATION-SCROLLING RESPONSE



# ERROR CORRECTION PROCEDURES: MOTOR IMITATION-SCROLLING RESPONSE

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Do this? " while rubbing hands back and forth	Claps hands then rubs hands
END	pause	
Prompt	Says "Do this? " while rubbing hands back and forth and physically guides student to rub hands	Rubs hands back and forth
Transfer	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Distract	Says "touch your cheeks"	Touches cheeks
Distract	Says "Do this?" and models tapping table	Mimics tapping table
Check	Says "Do this? " while rubbing hands back and forth	Rubs hands back and forth
Reinforce Less	Says "that's how you do what I do and rub your hands" (behavior specific praise) and plays high 5 hand game (less valuable direct reinforcer)	Engages in high 5 hand game

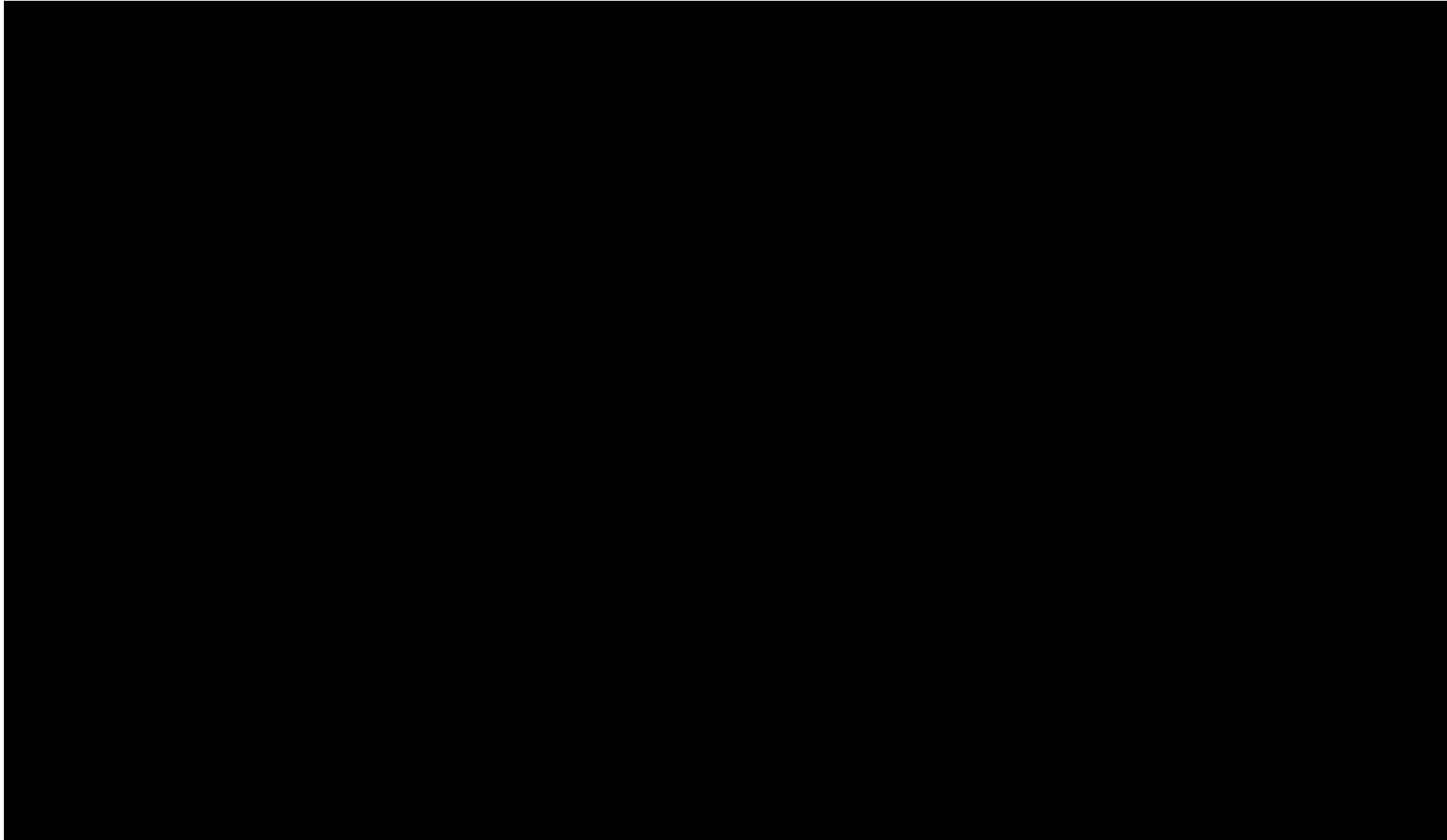
# ERROR CORRECTION PROCEDURES: LISTENER RESPONSE-SCROLLING RESPONSE

Error Correction  
Listener Response  
“Scrolling” Response

# ERROR CORRECTION PROCEDURES: LISTENER RESPONSE-CLAPPING-SCROLLING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Show me clapping"	Waves then claps
END	Directs "ready hands", pause	Moves to ready hands position
Prompt	Says "Show me clapping" then <b>models clapping</b>	Claps
Transfer	Says "Show me clapping"	Claps
Distract	Says "What's this?"	Says "pig"
Distract-2	Says "Do this" and models touching elbow	Mimics instructor touching elbow
Distract-3	Says "What's this?"	Says "phone"
Check	Says "Show me clapping" then models clapping	Claps
Reinforce Less	Says "clapping, that's how you clap" (behavior specific praise) and gives a "fist bump" (less valuable direct reinforcer)	Engages in fist bump

# ERROR CORRECTION PROCEDURES: LR PICTURE SELECTION-SCROLLING



# ERROR CORRECTION PROCEDURES: LR PICTURE SELECTION-SCROLLING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Says "Touch pig"	Touches ball then dog then pig
END	Redirects to ready hands neutral position and pauses	No responding
Prompt	Says "Touch pig" and <b>points to the pig</b>	Finds and points to the pig
Transfer	Waits for student to stop touching card, then shuffles cards so pig card is in a new position, says "Touch pig"	Finds and points to the pig
Distract	Says "Touch dog?"	Finds and points to the dog
Distract-2	Shuffles picture cards to new locations. Says "Touch your cheeks"	Touches cheeks
Check	Says "Touch the pig "	Finds and points to the pig
Reinforce Less	Says "touching pig you found it" (behavior specific praise) and plays pop tube tug of war (less valuable direct reinforcer)	Engages in pop tube tug of war

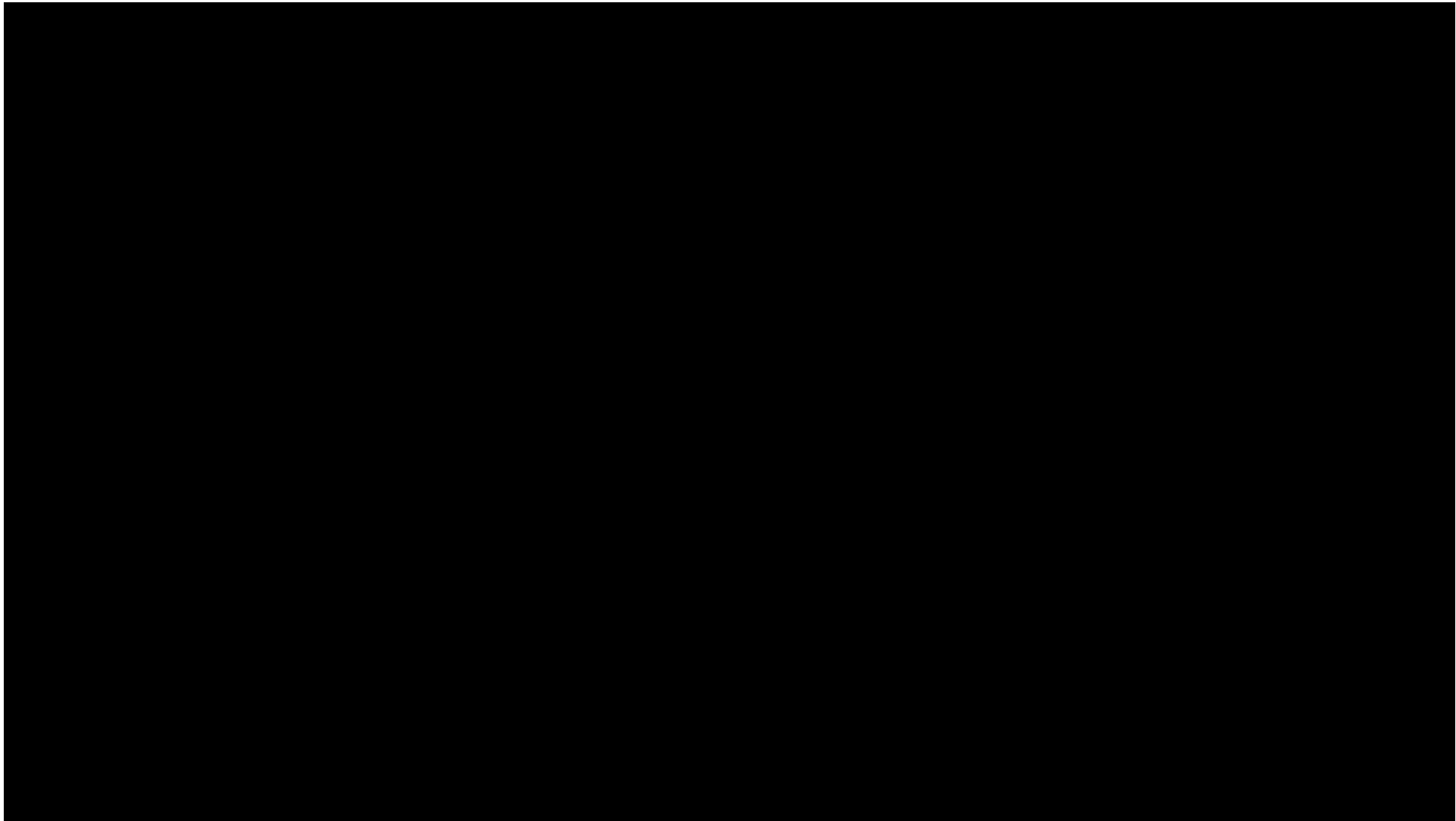


# CORRECT OR INCORRECT?

CLOSE IN EXAMPLES AND ALTERNATIVE RESPONSES



# CLOSE IN ALTERNATIVE RESPONSES: CORRECT OR INCORRECT?

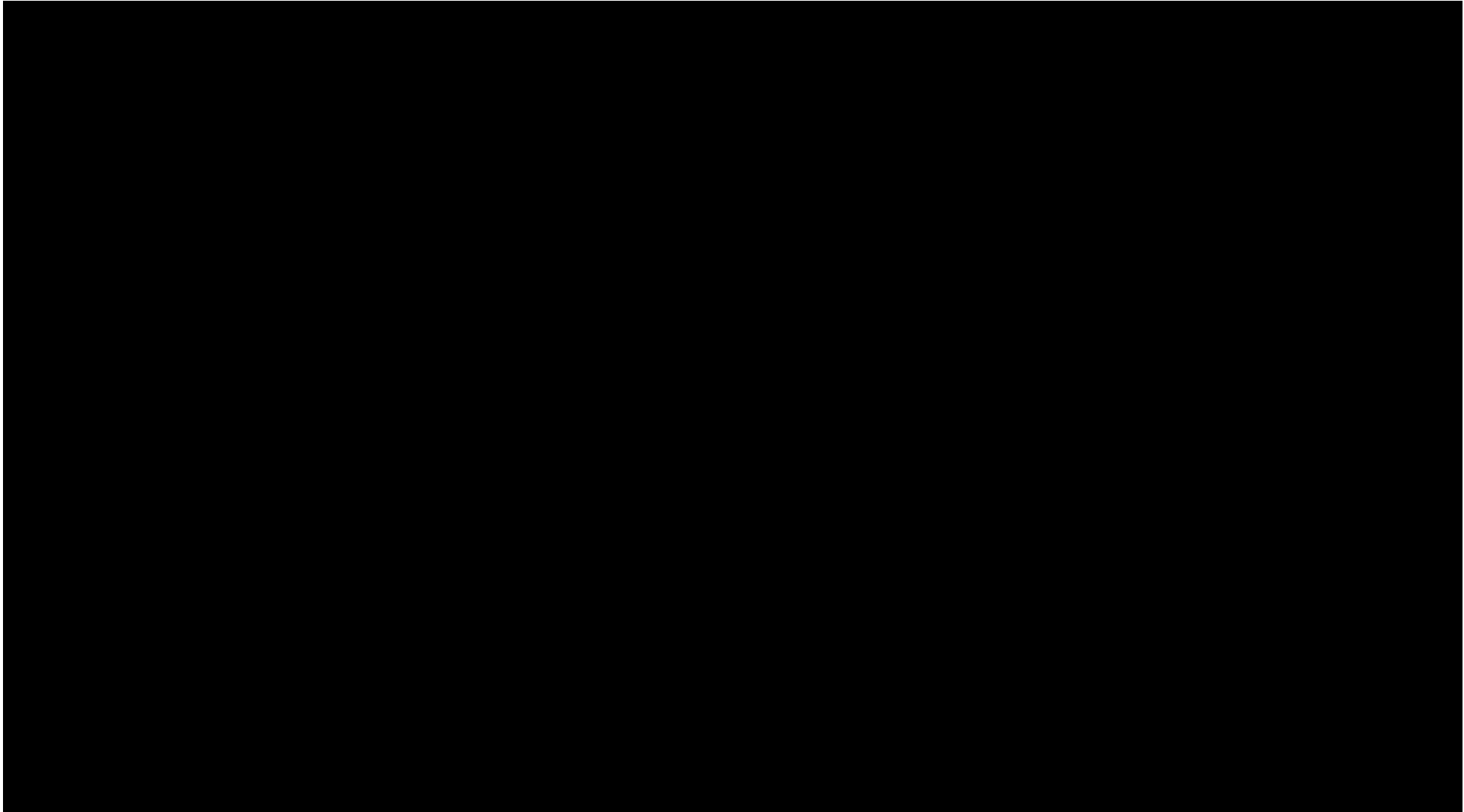


# CLOSE IN ALTERNATIVE CORRECT RESPONSES

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents a picture of a dog and says “What is it”	Says “animal”
Correct or Incorrect?	Correct: This is a picture of an animal and the phrasing of the question from the instructor could lead to labeling as either an animal or labeling the type or specific name of the animal. In this example the instructor chooses to alter her question to ensure the student is able to label specifically the dog.	
Trial	Presents a picture of a dog and says “What is it”	Says “animal”
Trial	Presents a picture of a dog and says “What is it”	Says “animal”
Correct or Incorrect?	Incorrect: In the instructors attempt to rephrase and ensure the student is able to label specifically the dog the student repeated “animal”. As a result the instructor ran error correction.	



# ALTERNATE CORRECT RESPONSES



# CLOSE IN ALTERNATIVE CORRECT RESPONSES

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents a picture of oreo cookies and says “What is it”	Says "oreo"
Correct or Incorrect?	Correct: This is a picture of Oreo cookies and it is generally socially acceptable to refer to these as oreos. "Cookie" would also be an acceptable response	
Trial	Presents a picture of soda and says “What is it?”	Says "pop"
Correct or Incorrect?	Correct: "Pop" is another name for soda that is socially accepted in western pa communities and beyond. Correct responses should align to the locally accepted and used norms for a community.	
Trial	Presents a picture of a sofa and says “What's this?”	Says "couch"
Correct or Incorrect?	Correct: "Couch" and "sofa" are generally accepted responses. So, either could be used and considered correct	

# CLOSE IN ALTERNATIVE RESPONSES: TAKE AWAYS

- Communities, culture, and location influences how we determine correct and incorrect responses
- Personal biases for responding should be considered when determining what is being taught to students
- Consider the students family, class, school, and local community responses when teaching and deciding if corrections are needed to language responses



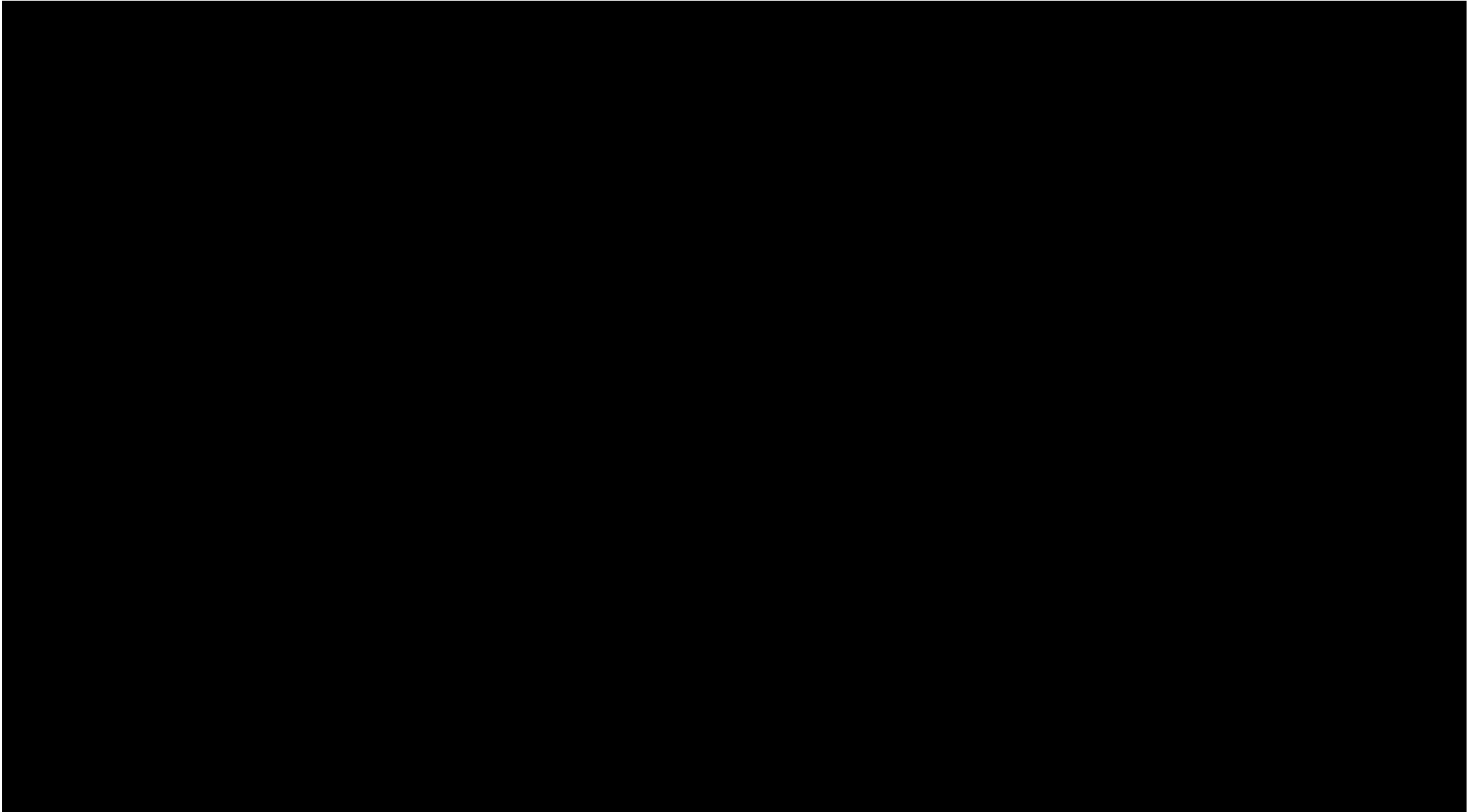


# CORRECT OR INCORRECT?

DIFFICULT ERRORS TO DETECT



# CLOSE IN CORRECT AND ERROR TACTS



# CLOSE IN CORRECT VS INCORRECT VOCAL TACTS

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents a picture of a dog and says “What is it”	Says “woof woof”
Trial	Presents a picture of soda and says “What type of animal?”	Says "dog"
Correct or Incorrect?	Incorrect: The student's initial response to the trial was incorrect	
Instructor Considerations	<ol style="list-style-type: none"> <li>1. Know before presenting trials what the expected and correct responses are</li> <li>2. If you are unsure if a response is correct, seek guidance and support</li> <li>3. Consider how the student responds across settings with this skill and are the student responses correct and appropriately generalized</li> </ol>	




# ERROR CORRECTION PROCEDURE ADAPTATIONS

- Contrast Trials or Contrast Correction
  - Instructor identifies the student error
  - Implements the error correction procedure
  - Includes trials for the error response in contrast to the targeted response
- Contrast Errors also known as Discrimination Errors may occur when
  - The student engages in a response related to the item or context but doesn't meet alternate correct responding criteria
  - The student engages in a response not related to the item or context but the instructor is able to arrange the trials quickly to provide opportunity for contrast trials/discrimination error correction



# ERROR CORRECTION PROCEDURE ADAPTATIONS CONTINUES

- Breaking up the steps of the Error Correction Procedure
  - Individual student reinforcement schedules and instructional cooperation may require more frequent direct reinforcement
    - Attend to use of reinforcement for correct responding
    - Use differential reinforcement
      - → MORE & BETTER Reinforcement for correct and independent responses
      - → Less Reinforcement for prompted responses
    - If needed consider inserting direct reinforcement throughout the procedures:
      - After a transfer trial
      - After distract trial(s)
- Avoid eliminating steps of the procedure to ensure procedural integrity and efficacy 

# CLOSE IN ERROR TACT PART-WHOLE ERROR CORRECTION WITH CONTRAST TRIAL

Error Correction  
Tact Part  
“Close In” Error



# ERROR CORRECTION PROCEDURES WITH CONTRAST

	1. What the Instructor Says and Does	2. What the Students Says or Does
Trial	Presents the picture of a car and says “What is it? ”	Says “wheels”
END	Teacher recognizes error (wrong response-says part instead of name), pauses	No responding
Prompt	Presents the picture of a car and says “What’s this? <b>car</b> ”	Says “car”
Transfer	Presents the picture of a car and says “What’s this? ”	Says “car”
Distract Contrast Trial	Presents the picture of a car, points to the wheels and says “What part is this? ”	Says “wheels”
Distract	Says “bus”	Says “bus
Distract Contrast Trial	Presents the picture of a car, points to the wheels and says “What part is this? ”	Says “wheels”
Check	Presents the picture of a car and says “What’s this? ”	Says “car”
Reinforce Less	Says “yes, dog” (specific verbal praise) and plays high 5 hand game 1 (less valuable direct reinforcer)	Engages in high 5 hand game

# SUMMARY

## Errorless Teaching Procedure

1. PROMPT
2. TRANSFER
3. DISTRACT
4. CHECK
5. REINFORCE

## Error Correction Procedures

1. END
2. PROMPT
3. TRANSFER
4. DISTRACT
5. CHECK
6. REINFORCE Less





# THANK YOU!

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