



PaTTAN Autism Initiative

PAI



PATTAN AUTISM INITIATIVE

EVIDENCE BASED PRACTICES LEARNING MODULES



PATTAN AUTISM INITIATIVE



PaTTAN Autism Initiative

PAI

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

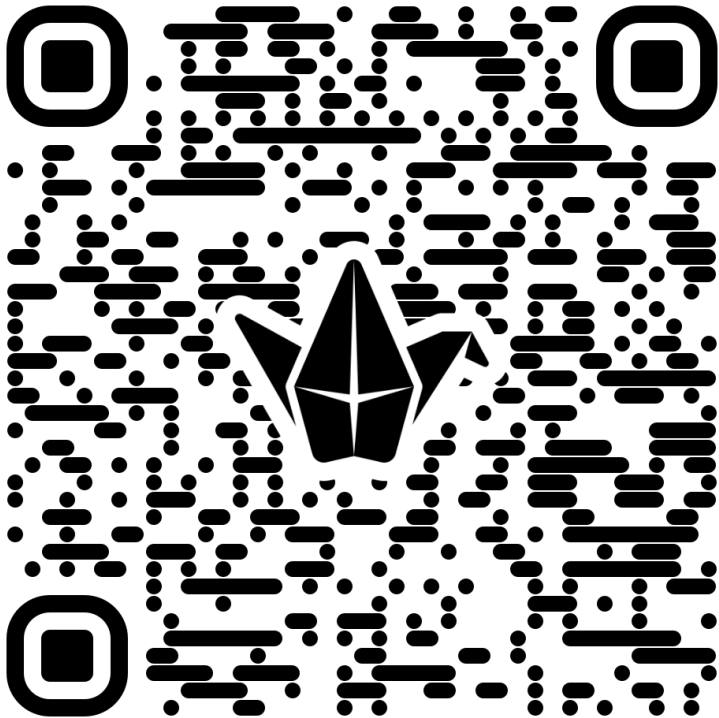
INTENSIVE TEACHING PROCEDURES/EXPLICIT INSTRUCTION

EVIDENCE BASED PRACTICES LEARNING MODULES

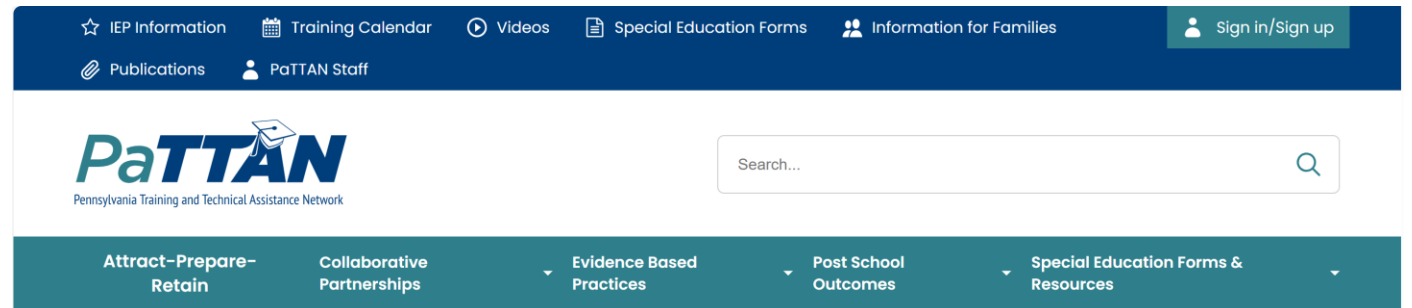


EVIDENCE BASED PRACTICES LEARNING MODULES-RESOURCES

Padlet Resources



PaTTAN Website



www.pattan.net



TRAINING MODULE OVERVIEW

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



BENEFITS OF INTENSIVE TEACHING

- Intensive teaching is synonymous to explicit instruction which is strongly supported in evidence for producing successful outcomes for all learners
- Systematic procedures and decision-making process for instructors to teach student skills
- Provides a systematic framework for teaching early developing language, communication, social and academic skills



WHEN TO USE INTENSIVE TEACHING?

- Foundational language, social, and pre-academic skills have not yet been established or developed atypically compared to typically developing school age peers
- Intensive teaching is used to teach students the component skills of language (verbal operants, verbal behavior, operant skills) and the various arrangements of using language skills, most commonly referred to as expressive and receptive communication
 - Examples of some operant skills:
 - **Language:** labeling, naming, following directions, answering questions, categorizing and sorting
 - **Social:** eye contact, joint attention and engagement with adults and peers, asking for things, asking for directions and information, engaging with others cooperatively, advocating for self
 - **Pre-academic:** mimicking and copying others movements and spoken words, independent and group skills, self care skills, matching, pre-Reading, Writing, Math, connecting and using language across people, places, settings

WHEN TO USE INTENSIVE TEACHING? CONTINUED

- Intensive Teaching is used to teach students to interact with and understand their environment and comprehend both spoken and written language which serves as the foundation for all academic learning
- Intensive Teaching can be used to teach language, communication, self-advocacy, self-help, independent skills, prevocational skills, and more




EXTENSIONS OF INTENSIVE TEACHING

- Intensive Teaching is synonymous to Explicit Teaching
 - Having a plan for what to teach and how to teach
 - Validated methodology effectiveness based on research
 - Systematic, efficient, effective, and produces meaningful outcomes
 - System of instruction dependent on student's instructional needs not a student's age
- Extensions or other Methods of Explicit Teaching
 - Model Lead Test (direct instruction/Direct Instruction methodology)
 - I do, We Do, You Do (Explicit Instruction methodology)
- PAI System of Explicit Instruction is called Intensive Teaching
 - Teaching Procedures are called Errorless Teaching and Error Correction Procedures
 - Modifications to errorless teaching and error correction procedures




COMPARISON OF EXPLICIT TEACHING PROCEDURES


	Errorless Teaching	Model-Lead-Test	I Do, We Do, You Do
Prompt	★	★	★
Transfer	★	★	★
Distract	★		
Check	★	★	★
Reinforce	★	★	★




INTENSIVE TEACHING FOUR-PILE CARD SORT




*Easy
Pictures*



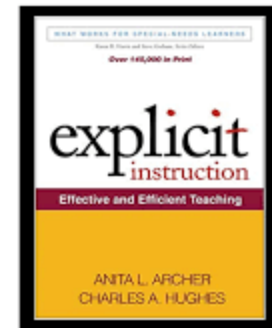
Easy 3 x 5



Target Pictures



Target 3 x 5



WHY INTENSIVE TEACHING SYSTEM AND EXPLICIT TEACHING PROCEDURES?

- **Leads to Faster Skill Acquisition**
 - Using the same steps, there is consistency with learning
- **Promotes Student Engagement**
 - Teaching in a clear, appropriate way helps meet the student's needs before challenging behaviors happen.
- **Makes Teaching Easier and More Predictable**
 - With a set of steps to follow, you don't have to guess—you know what to do and how to do it!
- **Supports Teamwork**
 - You're a key part of the team. When everyone teaches in the same way, the student gets strong, steady support!
- **Makes Progress Easy to See and Track**
 - A clear teaching plan helps everyone see what's working and what needs to be adjusted.
- **Helps You Feel More Confident in Your Role**
 - Being trained on the steps and procedures gives you the tools you need to support the student well.



BENEFITS OF ERRORLESS TEACHING PROCEDURES

- Involves instructors supporting the student in practicing correct responding and fading to student responding correctly and independently
- Reduces opportunity for student to make or repeat errors
- Provides the student the opportunity to be successful and correct in their responding under the right circumstances and conditions for responding
- Associated with faster learning and acquisition of new skills and decreases in challenging behavior




WHY IS IT CALLED AN ERRORLESS TEACHING PROCEDURE?

- The procedure is considered errorless because
 - The instructor has already determined the skill is not yet established in the learners repertoire
 - The instructor is prepared with a procedure to teach the skill and avoid the student having the opportunity to make an error
 - The instructors errorless teaching procedure begins with a Prompt to ensure the student does not make an error and instead produces the desired response on the first teaching trial
- An errorless procedure ensures immediate student success and then systematically fades prompts or supports until the student is independently responding
 - Local teams determine criteria for mastery of skills for individual students. This criteria should also include level of independence



PREPARE TO TEACH

1. Complete an assessment of skills
 - Identify skill strengths and needs
2. Determine what skills to teach
 - Teams should determine priorities for instruction
3. Determine the student's mode of communication (response form)
 - Vocal responding and/or alternate methods of speaking
4. Prepare your teaching Plan
 - Sequence instruction to be systematic in building foundational or pre-requisite skills before complex skills; sequence skills to teach from easiest to hardest when possible
 - Errorless Teaching and Error Correction Procedures
5. Monitor Student Progress and adjust instruction as needed 




INTENSIVE TEACHING


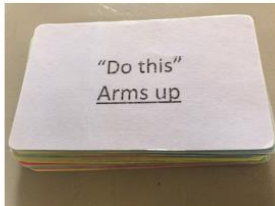


ERRORLESS TEACHING PROCEDURES



5 STEPS OF THE ERRORLESS TEACHING PROCEDURE

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



5 STEPS OF ERRORLESS TEACHING

1. PROMPT

2. TRANSFER

3. DISTRACT

4. CHECK

5. REINFORCE

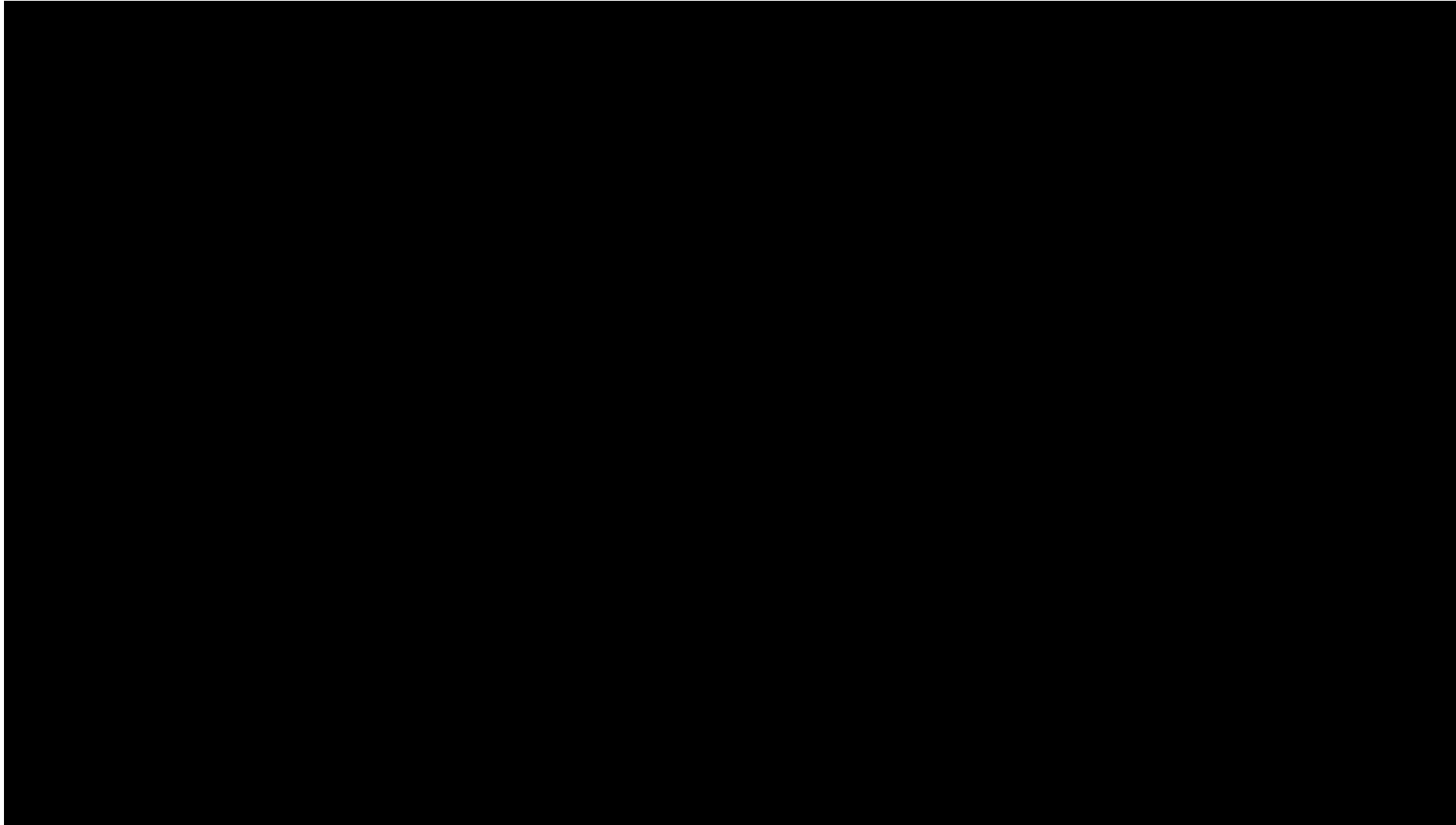


STEP 1: PROMPT

- **Prompted Trial**: The instructor **provides the instruction**, does not allow wait time for the student to respond, immediately provides a prompt to ensure the student produces the correct response
 - Student required to respond correctly with/immediately following the instructor's prompt
 - Prompted Trials should always lead to the student producing the correct response
 - Prompts should be least intrusive and most effective
 - Prompts are most often selected from other known skills that serve as a pre-requisite to the target skill



ERRORLESS TEACHING PROCEDURES: TACT (LABELING) 2D (VOCAL SPEECH)-PROMPT



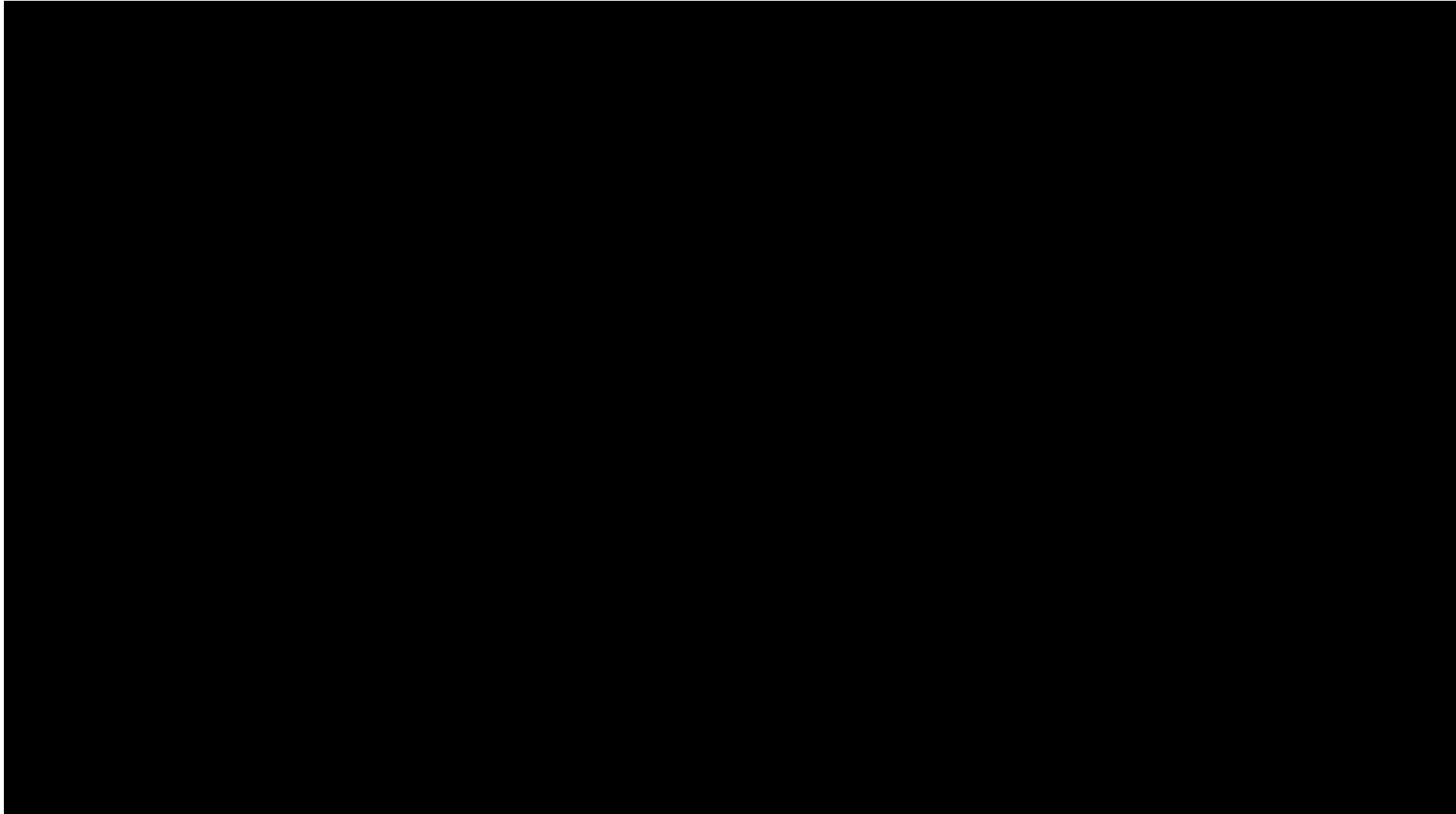
Tact (Labeling): Vocal Learner/Target: Locker

ERRORLESS TEACHING PROCEDURES: TACT 2D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the picture card and says "What is it?"</u> Locker"	Says "locker"
Transfer		
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (SIGN LANGUAGE)-PROMPT



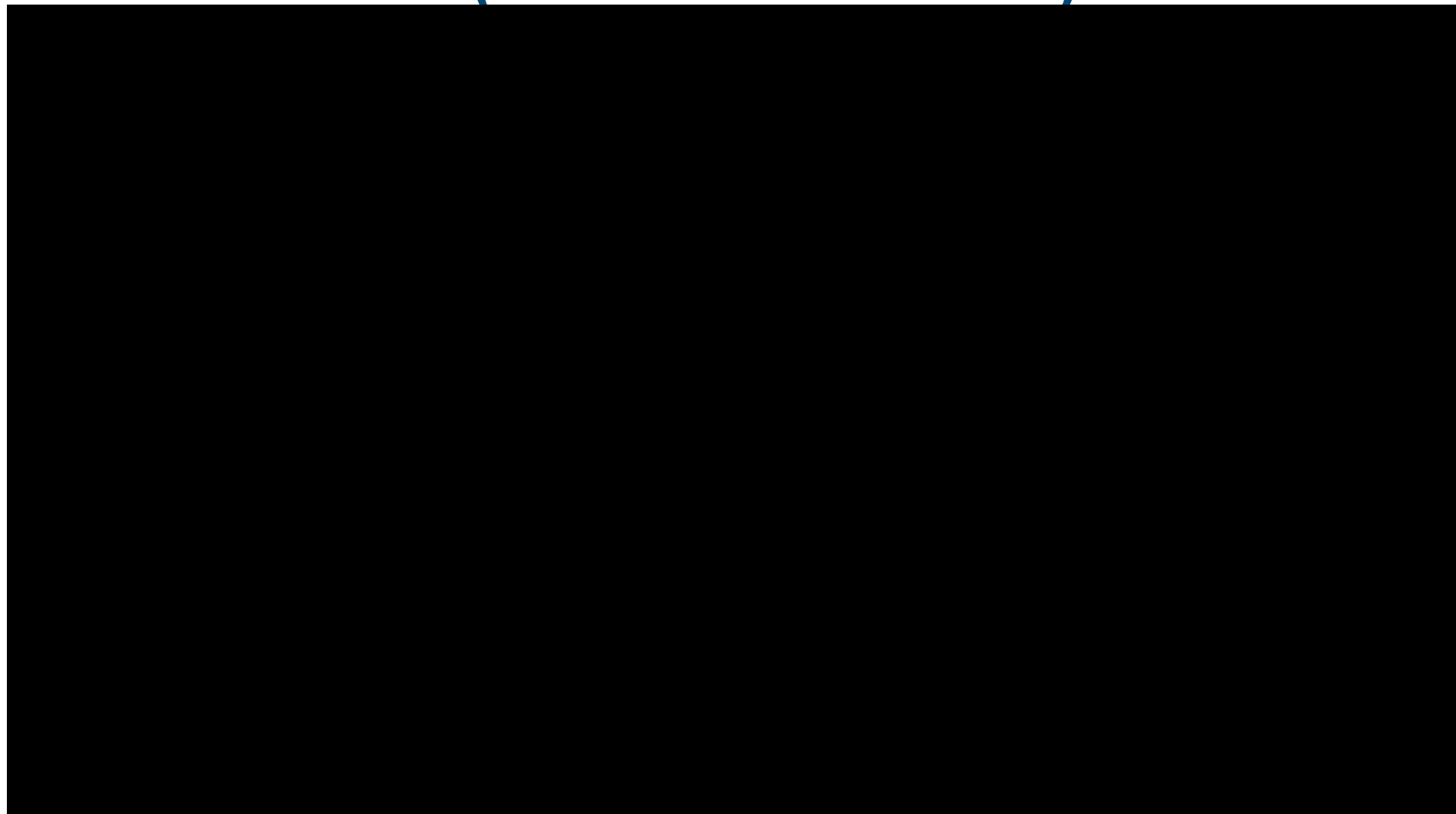
Tact (Labeling): Sign Language Learner/Target: Cup

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says</u> <u>“What is this? cup” and signs cup</u>	Signs to Say “cup”
Transfer		
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (TYPING TO RESPOND)-PROMPT

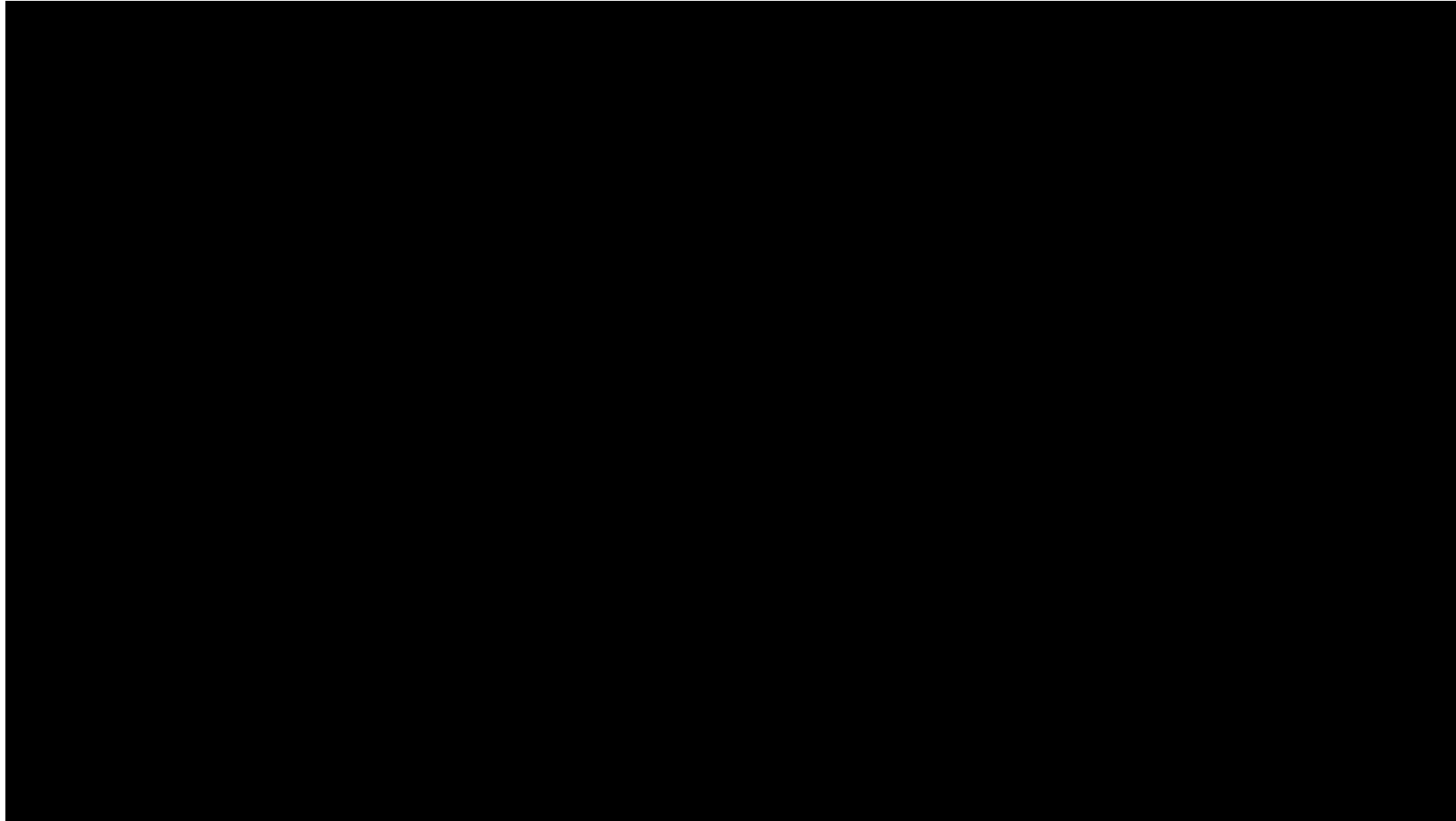


ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says</u> <u>“What is this?”</u> and <u>shows text prompt-cup</u>	Types to say “cup”
Transfer		
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-PROMPT

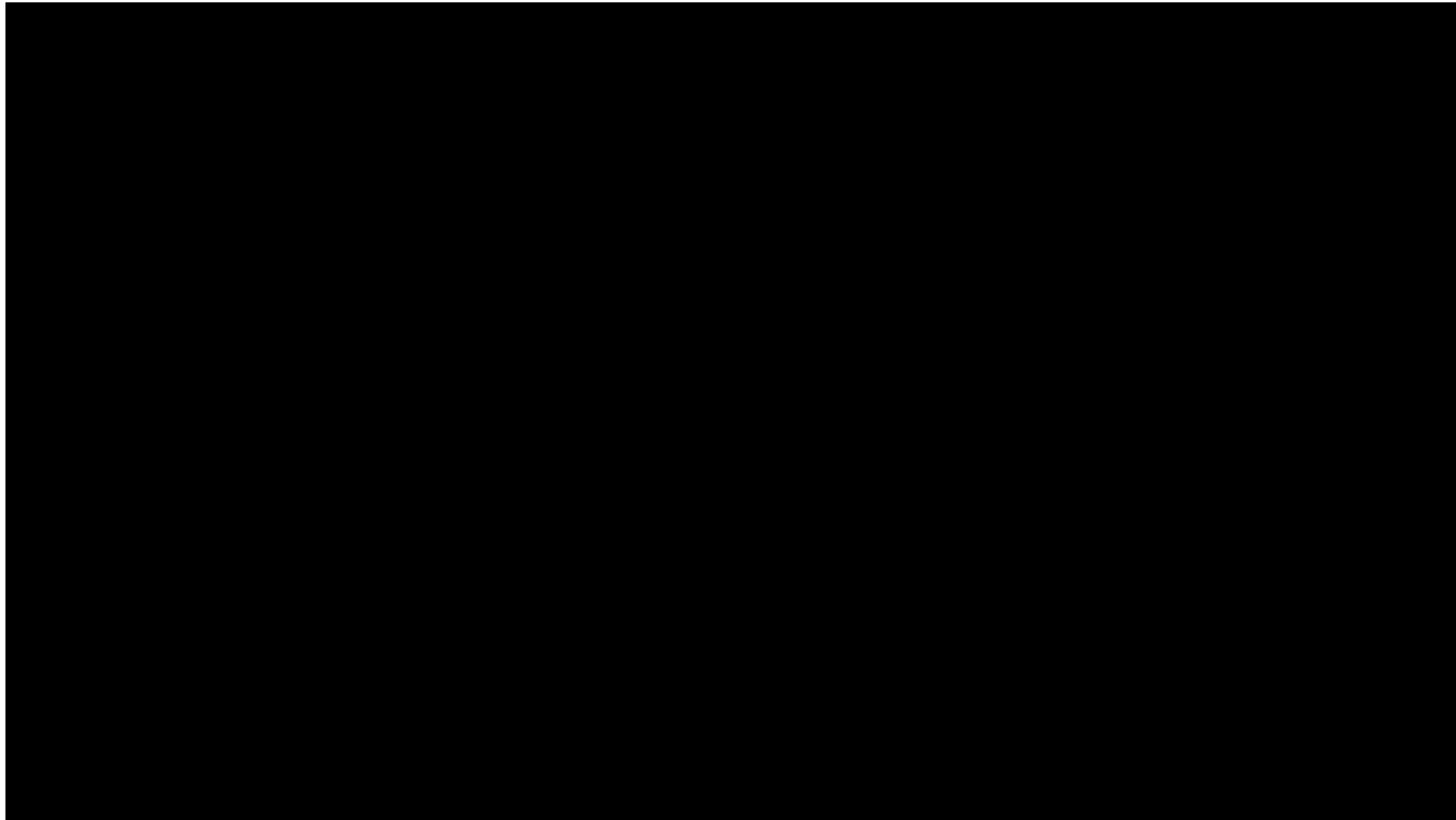


ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-GROSS MOTOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says “Do this” and <u>models tapping table</u> while simultaneously physically prompting	Mimics tapping table
Transfer		
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: LR ACTION-PROMPT

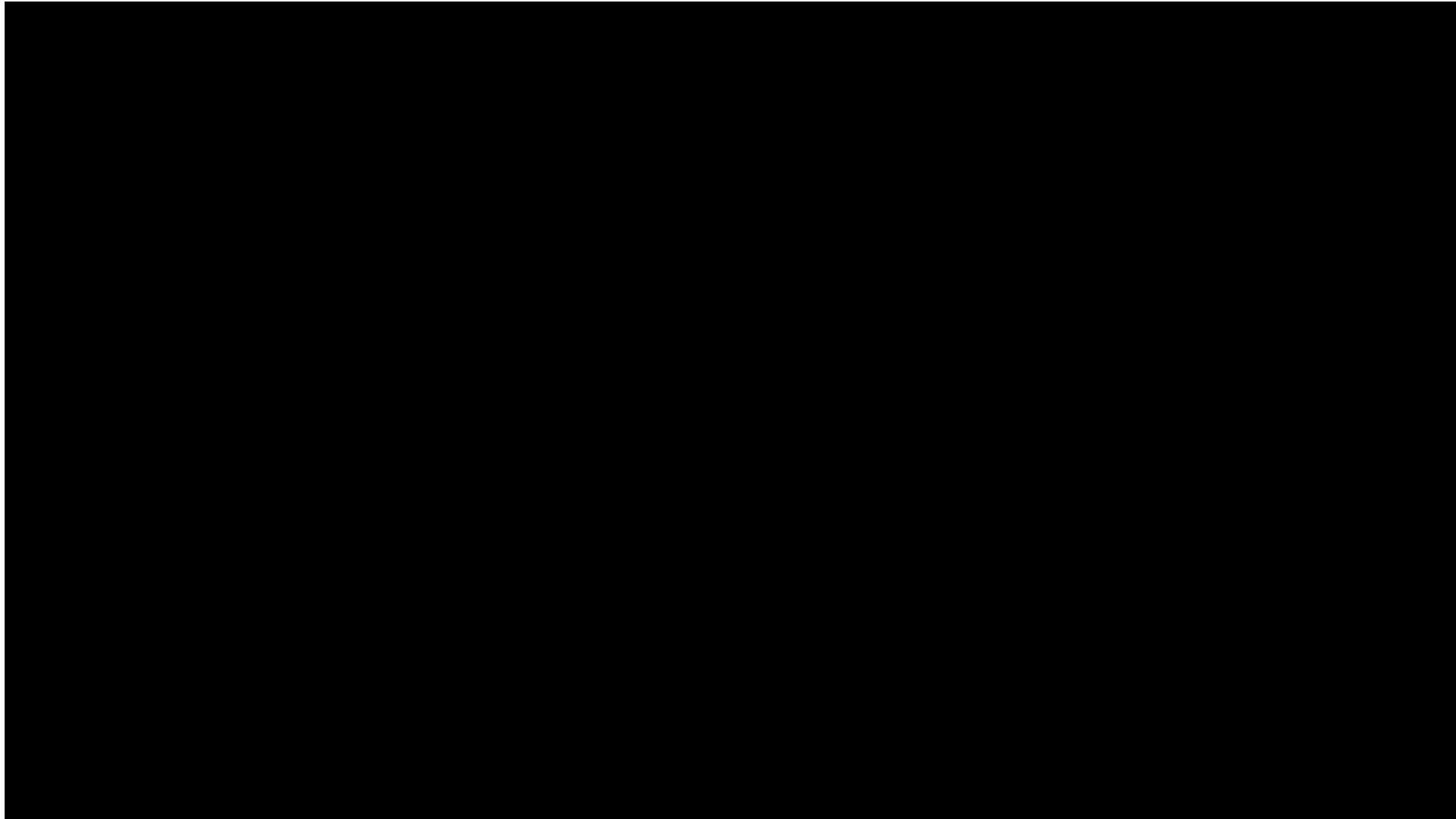


ERRORLESS TEACHING PROCEDURES: LR ACTION-CLAPPING

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says "Show me clapping" then models clapping	Claps
Transfer		
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: LR SELECTION FROM A FIELD-PROMPT



LR Selection: For all response forms/Target: Touches Pig

ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Instructor arranges the array of 4 cards, Says</u> <u>"Find pig"</u> and <u>points to the pig card</u> <i>(imitation prompt)</i>	Points to the pig card
Transfer		
Distract		
Check		
Reinforce		

ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

Instructional Considerations

- **Array/Field size should be a minimum of 3 cards**
 - reduces correct responding by chance
- **Ensure the array has at minimum 2 cards in the field that are unknown to the student**
 - ensures the opportunity for discrimination which requires attending to what is known and unknown, comparing what is being taught to what is known and unknown
 - Ensuring the selection response is accurate and under the students control
- **Keep eye contact with the learner**
 - Inadvertent eye gaze towards the correct response may cue the student in how to respond
- **Avoid positional biases by shuffling all of the cards between trials**
 - Not shuffling the cards may promote repeating responding to a certain location without visual scanning or attending
 - Ensures all skills needed to follow a verbal direction, look and scan, and select a correct response are accounted for when the student responds
- **Array/Field are synonyms**



5 STEPS OF ERRORLESS TEACHING

1. PROMPT

2. TRANSFER

3. DISTRACT

4. CHECK

5. REINFORCE



STEP 2: TRANSFER TRIAL

- Prompts must eventually be faded.
- We fade prompts through the use of a transfer trial.
- The transfer trial means we transfer from the prompted to unprompted condition.
- After running a prompted trial, we immediately run a transfer trial to fade the prompt.



STEP 2: TRANSFER TRIAL CONTINUED

- Prompts must systematically be faded- a full fade is not always possible
- Transfer trials provide a framework for decision making in which the instructor selects a level of prompt fading for this trial
 - **Full Fade of the Prompt:** The instructor requests the target response and allows wait time up to 2 seconds for the student to respond independently
 - **Partial Fade of the Prompt:** The instructor requests the target response and provides a lesser prompt of the response to ensure the student responds correctly and does not error
 - **Repeated Prompt:** The instructor requests the target response and immediately provides the same level of prompting from the Prompted Trial



STEP 2: TRANSFER TRIAL

FADING PROMPTS DECISION MAKING

- Transfer trials provide a framework for decision making in which the instructor selects a level of prompt fading for this trial
 - **Full Fade of the Prompt:** The instructor requests the target response and allows wait time up to 2 seconds for the student to respond independently
 - Generally, first consideration due to the student having just responded correctly on the prompted trial, making it more likely they will be able to respond again due to very little time between trials
 - Independent correct response is generally the **goal for mastery** and speeds rate of skill acquisition
 - **Partial Fade of the Prompt:** The instructor requests the target response and provides a *lesser* prompt of the response to ensure the student responds correctly and does not error
 - Generally, second consideration when:
 - New skills are first introduced and being taught, skills are difficult for the student
 - The prompted trial was effortful for the student
 - The instructor predicts based on student response history they are likely to error without support



STEP 2: TRANSFER TRIAL

FADING PROMPTS DECISION MAKING

- Transfer trials provide a framework for decision making in which the instructor selects a level of prompt fading for this trial
 - **Repeated Prompt:** the instructor requests the target response and immediately provides the same level of prompting from the Prompted Trial
 - New skills are first introduced and being taught, skills are difficult for the student
 - The prompted trial was effortful for the student
 - The instructor plans to provide repeated practice with a prompt to ensure correct responding then fade to independence over time
 - Generally, last considered practice as repeating the same prompt level leads to more difficulty in fading the prompt and establishing the skill at the independent level
- Transfer Trial: Instructors determine and implement a prompt fade
 - Generally, the level of Prompt Fade selected for the Transfer Trial is also used on the Check Trial



ERRORLESS TEACHING PROCEDURES: TACT 2D (VOCAL SPEECH) PROMPT- TRANSFER

Vocal Tact:
Prompt
Transfer

Tact (Labeling): Vocal Learner/Target: Locker

ERRORLESS TEACHING PROCEDURES: TACT 2D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the picture card and says “What is it? Locker”</u>	Says “locker”
Transfer	<u>Presents the picture card and says “What is it?”</u>	Says “locker”
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (SIGN LANGUAGE) PROMPT- TRANSFER

Sign to Tact:
Prompt
Transfer

Tact (Labeling): Sign Language Learner/Target: Cup

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says</u> <u>“What is this? cup” and signs cup</u>	Signs to Say “cup”
Transfer	<u>Presents the object, points to it and says</u> <u>“What is this?”</u>	Says “cup”
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (TYPING TO RESPOND) PROMPT- TRANSFER

Type to Tact:
Prompt
Transfer

Tact (Labeling): Typing Learner/Target: Cup

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says</u> <u>“What is this?”</u> and shows text prompt-cup	Types to say “cup”
Transfer	<u>Presents the object, points to it and says</u> <u>“What is this?”</u>	Types to say “cup”
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION PROMPT- TRANSFER

Motor Imitation:
Prompt
Transfer

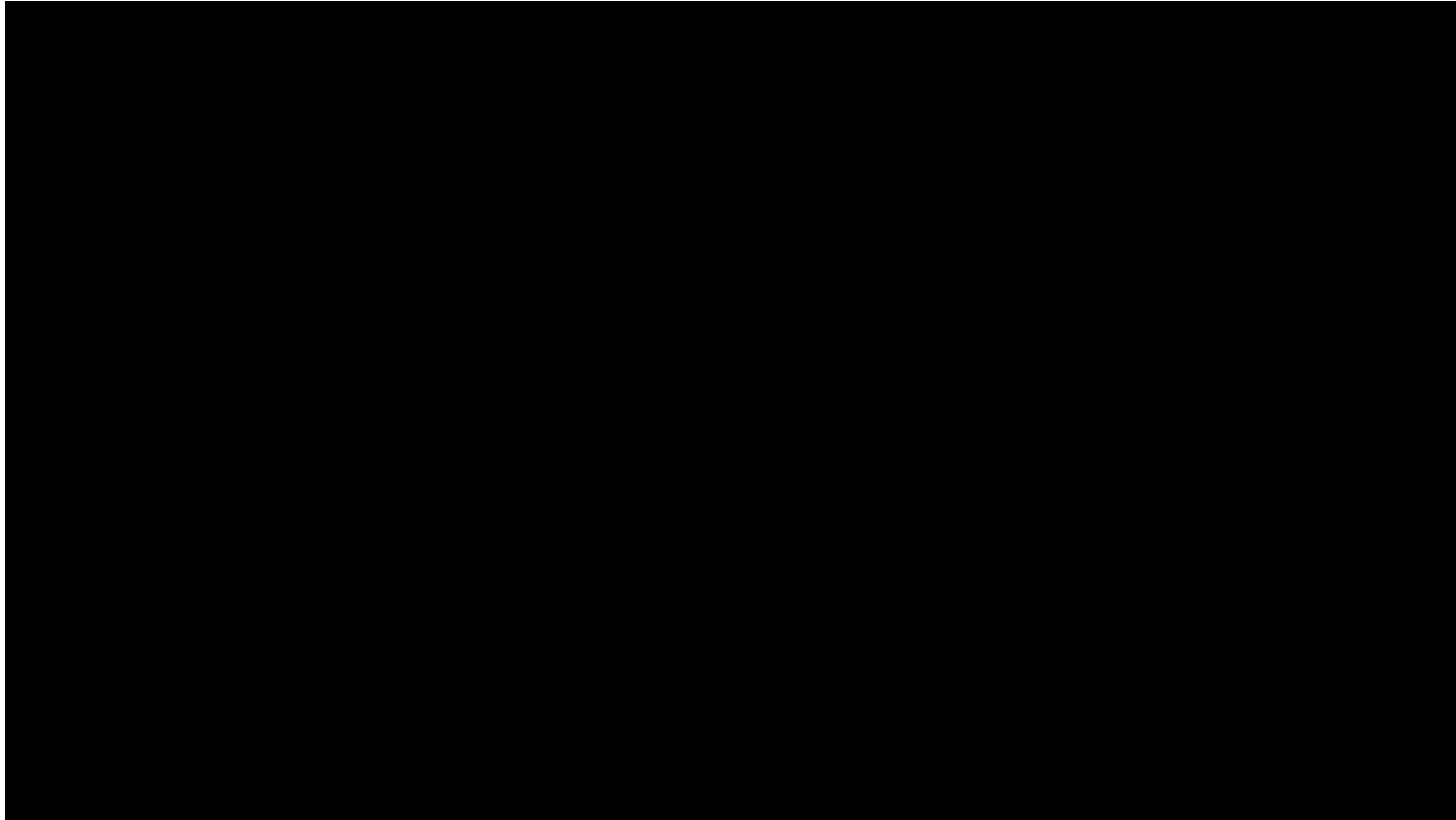
Motor Imitation: For all response forms/Target: Taps table

ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-GROSS MOTOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Says “Do this” and models tapping table</u> while simultaneously physically prompting	Taps table
Transfer	<u>Says “Do this” and models tapping table</u>	Taps table
Distract		
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: LR SELECTION FROM A FIELD PROMPT- TRANSFER



ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Instructor arranges the array of 4 cards, Says “Find pig” and points to the pig card (imitation prompt)</u>	Points to the pig card
Transfer	Waits for student to stop touching card or directs to ready hands position, then shuffles cards so target card is in a new position, <u>Says “Find toothbrush”</u>	Points to the pig card
Distract		
Check		
Reinforce		

ERRORLESS TEACHING PROCEDURES: LR ACTION PROMPT- TRANSFER

Listener Response Action:
Prompt
Transfer


LR Action: For all response forms/Target: Claps hands


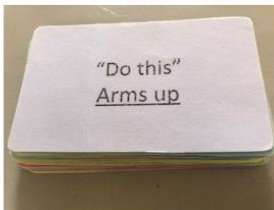


ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Instructor says <u>“Show me clapping”</u> then models clapping	Claps
Transfer	<u>Instructor says “Show me clapping”</u>	Claps
Distract		
Check		
Reinforce		

5 STEPS OF THE ERRORLESS TEACHING PROCEDURE

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



STEP 3: DISTRACT

- The distract trials are used to
 - provide a break in the errorless teaching sequence to ensure the student “remembers” the skills just taught
 - Provides opportunity for the student to practice skills that are already known to support maintenance and fluency
- The number of distract trials varies based on individual student needs
- Trials run from your known instructional materials
 - Individualized by student or group of students
 - Instructor prepared and selected during the session



CONSIDERATIONS FOR NUMBER OF DISTRACT TRIALS

- General Rule of thumb: 2-3 distract trials between the Transfer Trial and Check Trial
- Vary the type of distract trial each time, avoid using the same trial or type of trial as the distractor
- Avoid using the same number of trials
 - Select less than 2-3 distract trials when:
 - New items are first introduced
 - Difficult skill
 - Schedule of reinforcement
 - More than 2-3:
 - Student is demonstrating strong recall skills
 - Schedule of reinforcement



STEP 3: DISTRACT TRIAL PROCEDURE

Distracter Trial(s): The instructor selects and presents trials from the students mastered skills (easy/known) piles ensuring to vary these distracter trials every time this procedure is used. The student should be able to respond easily and correctly to these trials within 2 seconds.

However, should an error occur, an error correction procedure should be selected and used by instructors.



ERRORLESS TEACHING PROCEDURES: TACT 2D (VOCAL SPEECH) PROMPT- TRANSFER- DISTRACT

Vocal Tact:
Prompt
Transfer
Distract



Tact (Labeling): Vocal Learner/Target: Locker

ERRORLESS TEACHING PROCEDURES: TACT 2D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the picture card and says “What is it? Locker”</u>	Says “locker”
Transfer	<u>Presents the picture card and says “What is it?”</u>	Says “locker”
Distract-1	Says “do this” models 2 hands on head	Student imitates instructor 2 hands on head
Distract-2	Says “what’s this?”	Says “soap”
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (SIGN LANGUAGE) PROMPT- TRANSFER- DISTRACT

Sign to Tact:
Prompt
Transfer
Distract



Tact (Labeling): Sign Language Learner/Target: Cup

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says “What is it? cup” and signs cup</u>	Signs to Say “cup”
Transfer	<u>Presents the object, points to it and says “What is it?”</u>	Says “cup”
Distract	Says “do this” models raising both arms in air	Student imitates model raising both arms in air
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: TACT 3D (TYPING TO RESPOND) PROMPT- TRANSFER- DISTRACT

Type to Tact:
Prompt
Transfer
Distract



ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Presents the object, points to it and says <u>“What’s this?”</u> and shows text prompt-cup	Types to say “cup”
Transfer	Presents the object, points to it and says <u>“What’s this?”</u>	Types to say “cup”
Distract-1	Says “do this” models raising both arms in air	Student imitates model raising both arms in air
Distract-2	Presents bird picture card and says “what’s this?”	Types to say “bird”
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION FOR ALL PROMPT- TRANSFER-DISTRACT

Motor Imitation:
Prompt
Transfer
Distract

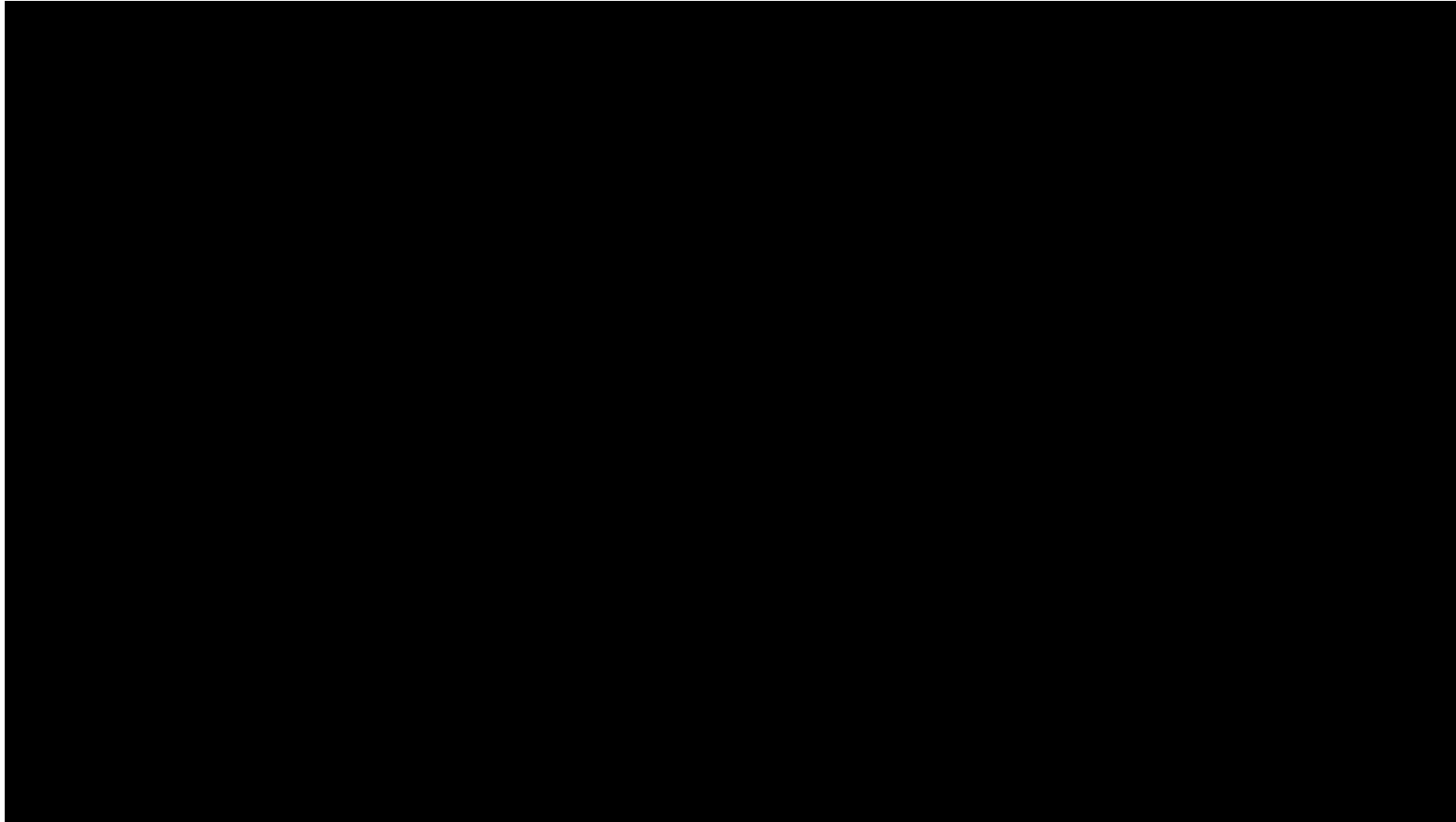


ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-GROSS MOTOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says <u>“Do this” and models tapping table</u> while simultaneously <u>physically prompting</u>	Taps table
Transfer	Says <u>“Do this” and models tapping table</u>	Taps table
Distract	Says “What’s this?”	Says “Oreo”
Check		
Reinforce		



ERRORLESS TEACHING PROCEDURES: LR SELECTION FROM A FIELD PROMPT- TRANSFER-DISTRACT



ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Instructor arranges the array of 4 cards, Says <u>"Find pig"</u> and points to the pig card (<i>imitation prompt</i>)	Points to the pig card
Transfer	Waits for student to stop touching card or directs to ready hands position, then shuffles cards so target card is in a new position, Says <u>"Find pig"</u>	Points to the pig card
Distract-1	Says "What's this?" while pointing to card in the field	Says "apple"
Distract 2	Says "Find car" (LR pic in field)	Points to the car card
Check		
Reinforce		

ERRORLESS TEACHING PROCEDURES: LR ACTION PROMPT- TRANSFER- DISTRACT

Listener Response Action:
Prompt
Transfer
Distract

ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says <u>“Show me clapping”</u> then models clapping	Claps
Transfer	Says <u>“Show me clapping”</u>	Claps
Distract-1	Presents a picture card of a pig and says “what’s this?”	Says “pig”
Distract-2	Says “do this” while modeling touching elbow	Mimics touching elbow
Distract-3	Presents a picture card of a phone and says “what’s this?”	Says “phone”
Check		
Reinforce		

5 STEPS OF THE ERRORLESS TEACHING PROCEDURE

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



STEP 4: CHECK

- The check trial serves to “check”, or assess in the moment, whether the student remains able to demonstrate the skill after other events occurred
- Correct performance on the check trial is sign that the student is learning!
- Check trials serve to build independent performance



STEP 4: CHECK TRIAL PROCEDURE

Check Trial: The instructor requests the target response matching their prompt level from the Transfer Trial and allows up to 2 seconds for the student to respond



ERRORLESS TEACHING PROCEDURES: TACT 2D (VOCAL SPEECH) PROMPT- TRANSFER- DISTRACT- CHECK

Vocal Tact:
Prompt
Transfer
Distract
Check



Tact (Labeling): Vocal Learner/Target: Locker

ERRORLESS TEACHING PROCEDURES: TACT 2D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the picture card and says “What is this? Locker”</u>	Says “locker”
Transfer	<u>Presents the picture card and says “What is this?”</u>	Says “locker”
Distract-1	Says “do this” models 2 hands on head	Student imitates instructor 2 hands on head
Distract-2	Says “what’s this?”	Says “soap”
Check	<u>Presents the picture card and says “What is this?”</u>	Says “locker”
Reinforce		

ERRORLESS TEACHING PROCEDURES: TACT 3D (SIGN LANGUAGE) PROMPT- TRANSFER- DISTRACT- CHECK

Sign to Tact:
Prompt
Transfer
Distract
Check

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says “What’s this? cup” and signs cup</u>	Signs to say “cup”
Transfer	<u>Presents the object, points to it and says “What’s this?”</u>	Signs to say “cup”
Distract	Says “do this” models raising both arms in air	Student imitates model raising both arms in air
Check	<u>Presents the object, points to it and says “What’s this?”</u>	Signs to say “cup”
Reinforce		

ERRORLESS TEACHING PROCEDURES: TACT 3D (TYPING TO RESPOND) PROMPT- TRANSFER- DISTRACT- CHECK

Type to Tact:
Prompt
Transfer
Distract
Check

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says “What’s this?”</u> and shows text prompt-cup	Types to say “cup”
Transfer	<u>Presents the object, points to it and says “What’s this?”</u>	Types to say “cup”
Distract-1	Says “do this” models raising both arms in air	Student imitates model raising both arms in air
Distract-2	Presents bird picture card and says “what’s this?”	Types to say “bird”
Check	<u>Presents the object, points to it and says “What’s this?”</u>	Types to say “cup”
Reinforce		

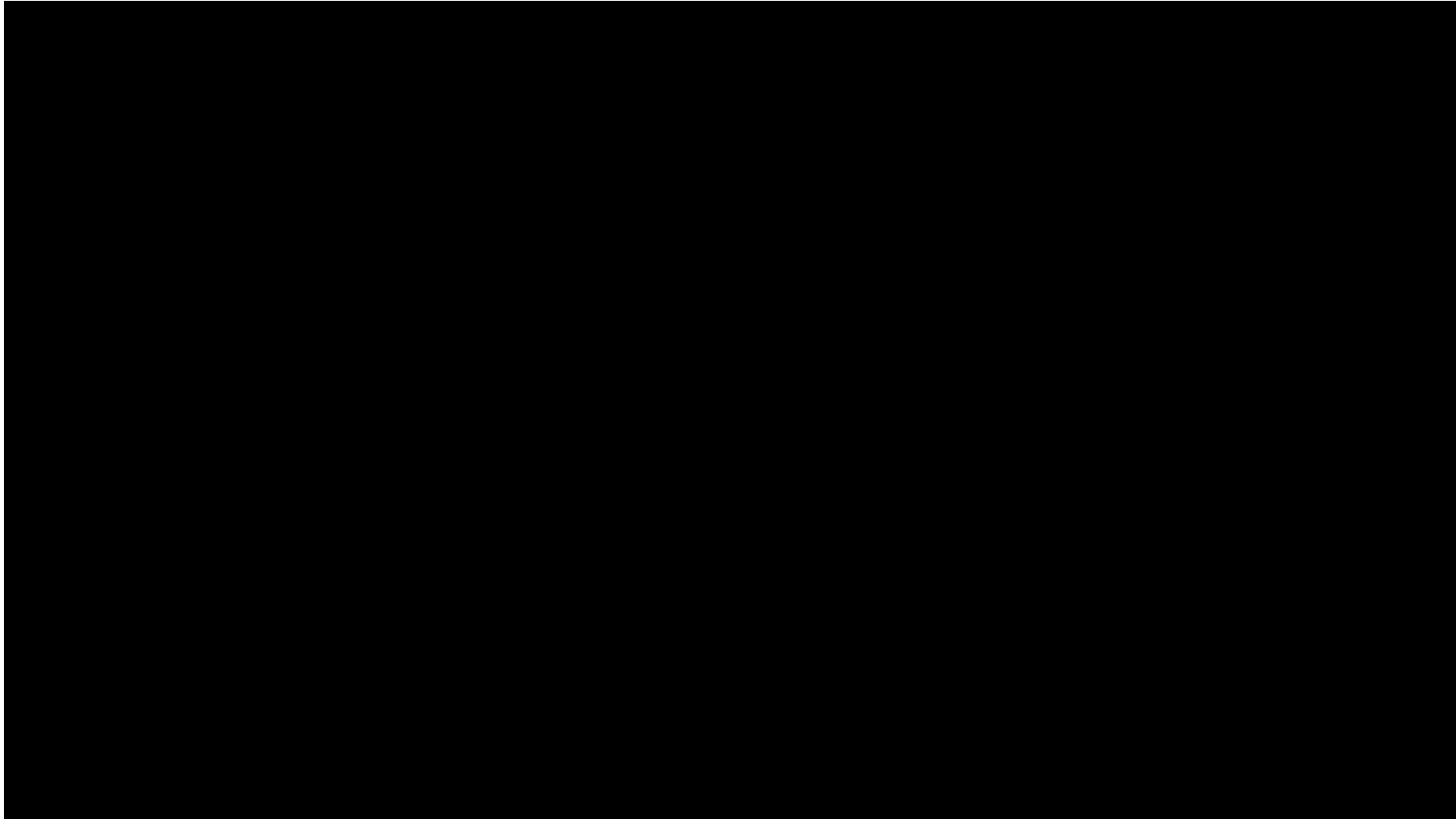
ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION PROMPT- TRANSFER- DISTRACT- CHECK

Motor Imitation:
Prompt
Transfer
Distract
Check

ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-GROSS MOTOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says “Do this” and models <u>tapping table</u> while simultaneously <u>physically prompting</u>	Taps table
Transfer	Says “Do this” and models <u>tapping table</u>	Taps table
Distract	Says “What’s this?”	Says “Oreo”
Check	Says “Do this” and models <u>tapping table</u>	Taps table
Reinforce		

ERRORLESS TEACHING PROCEDURES: LR SELECTION FROM A FIELD PROMPT- TRANSFER- DISTRACT- CHECK



ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Instructor arranges the array of 4 cards. Says <u>"Find toothbrush"</u> and <u>points to the pig card</u> (<i>imitation prompt</i>)	Points to the pig card
Transfer	Waits for student to stop touching card or directs to ready hands position, then shuffles cards so target card is in a new position, <u>Says "Find pig"</u>	Points to the pig card
Distract-1	Says "What's this?" while pointing to card in the field	Says "apple"
Distract 2	Says "Find car" (LR pic in field)	Points to the car card
Check	Shuffles cards so target card is in a new position, Says "Find the pig"	Points to the pig card
Reinforce		

ERRORLESS TEACHING PROCEDURES: LR ACTION PROMPT- TRANSFER- DISTRACT- CHECK

Listener Response Action:
Prompt
Transfer
Distract
Check

ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says <u>“Show me clapping”</u> then models clapping	Claps
Transfer	Says <u>“Show me clapping”</u>	Claps
Distract-1	Presents a picture card of a pig and says “what’s this?”	Says “pig”
Distract-2	Says “do this” while modeling touching elbow	Mimics touching elbow
Distract-3	Presents a picture card of a phone and says “what’s this?”	Says “phone”
Check	Says <u>“Show me clapping”</u>	Claps
Reinforce		

5 STEPS OF THE ERRORLESS TEACHING PROCEDURE

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



STEP 5: REINFORCE

- Plan and use specific, valuable, and direct reinforcement to establish new skills
 - Behavior Specific Praise **AND** Direct Reinforcement
 - **Remember:** For reinforcement to be effective, it must be of value to the student!
- Reinforcement increases whatever behavior happens right before it! Make sure the student response on the Check Trial is **correct**
- Deliver reinforcement immediately after the correct response
- If the student responds correctly and independently- reinforce more!
 - Check Trials that include the student responding with a prompt can be reinforced, but should receive less reinforcement than responses without any help (differential reinforcement)



ERRORLESS TEACHING PROCEDURES: TACT 2D (VOCAL SPEECH) PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE

Vocal Tact:
Prompt
Transfer
Distract
Check
Reinforce

Tact (Labeling): Vocal Learner/Target: Locker

ERRORLESS TEACHING PROCEDURES: TACT 2D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the picture card and says “What is this? Locker”</u>	Says “locker”
Transfer	<u>Presents the picture card and says “What is this?”</u>	Says “locker”
Distract-1	Says “do this” models 2 hands on head	Student imitates instructor 2 hands on head
Distract-2	Says “what’s this?”	Says “soap”
Check	<u>Presents the picture card and says “What is this?”</u>	Says “locker”
Reinforce	Says “Yes, Locker” (behavior specific praise) and delivers maraca and high 5 (student specific direct reinforcer)	Engages with high 5 and maraca reinforcer

ERRORLESS TEACHING PROCEDURES: TACT 3D (SIGN LANGUAGE) PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE

Sign to Tact:
Prompt
Transfer
Distract
Check
Reinforce

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says “What is this? cup” and signs cup</u>	Signs to Say “cup”
Transfer	<u>Presents the object, points to it and says “What is this?”</u>	Says “cup”
Distract-1	Says “do this” models raising both arms in air	Student imitates model raising both arms in air
Distract-2	Presents bird picture card and says “what’s this?”	Types to say “bird”
Check	<u>Presents the object, points to it and says “What is this?”</u>	Says “cup”
Reinforce	Says “Cup, you got it that is your cup” (behavior specific praise) and plays tug of war with pop tube (student specific direct reinforcer)	Engages with instructor and pop tube tug of war

ERRORLESS TEACHING PROCEDURES: TACT 3D (TYPING TO RESPOND) PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE

Type to Tact:
Prompt
Transfer
Distract
Check
Reinforce

ERRORLESS TEACHING PROCEDURES: TACT 3D

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	<u>Presents the object, points to it and says “What is this?”</u> and shows text prompt-cup	Types to say “cup”
Transfer	<u>Presents the object, points to it and says “What is this?”</u>	Types to say “cup”
Distract	Says “clap your hands”	Student claps hands
Check	<u>Presents the object, points to it and says “What is this?”</u>	Types to say “cup”
Reinforce	Delivers a student specific reinforcer (tug of war with pop tube)	Engages with reinforcer (tug of war with pop tube)

ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION

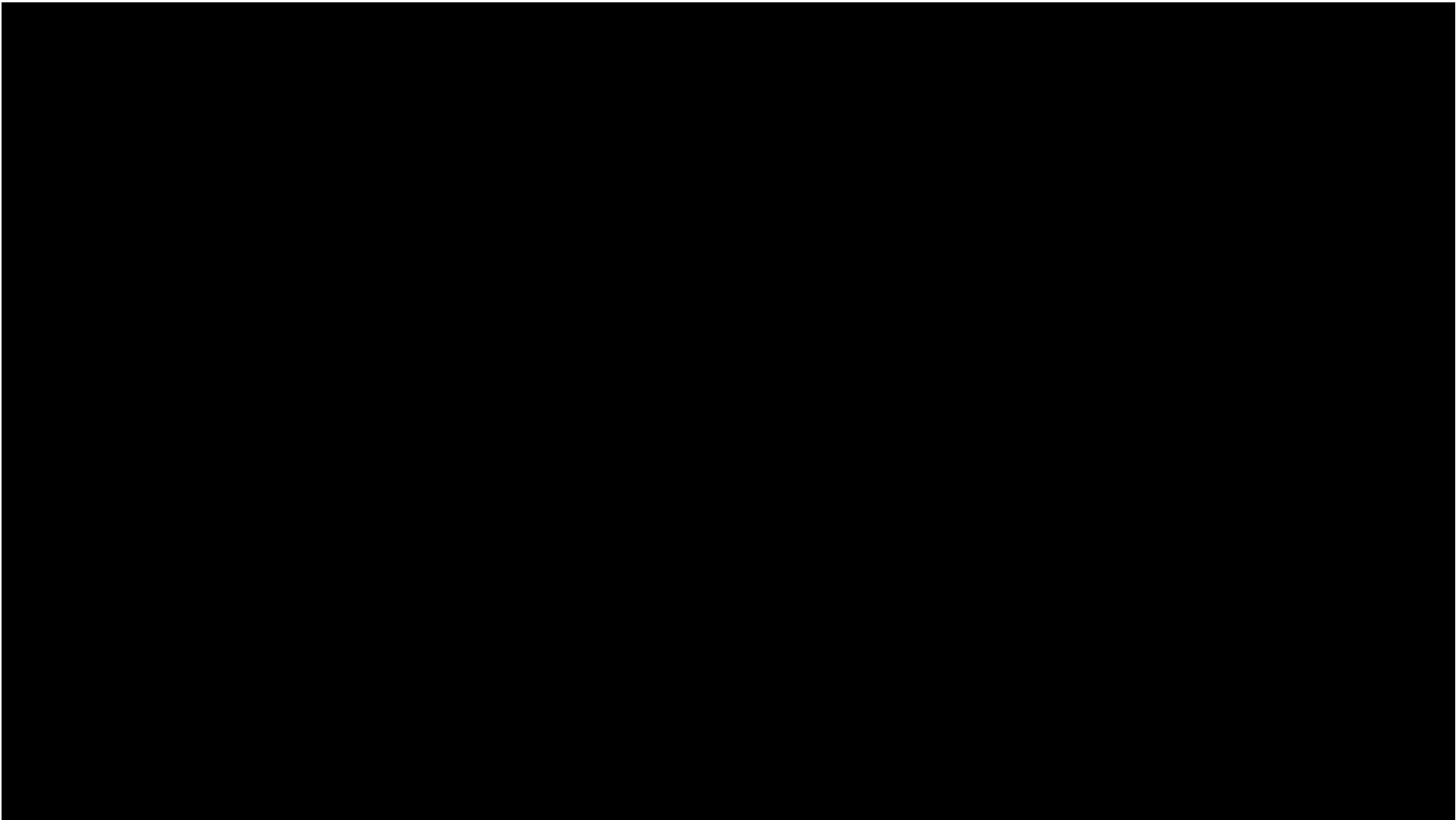
PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE

Motor Imitation:
Prompt
Transfer
Distract
Check
Reinforce

ERRORLESS TEACHING PROCEDURES: MOTOR IMITATION-GROSS MOTOR

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says “Do this” and <u>models tapping table</u> while simultaneously <u>physically prompting</u>	Taps table
Transfer	Says “Do this” and <u>models tapping table</u>	Taps table
Distract	Says “What’s this?”	Says “Oreo”
Check	Says “Do this” and <u>models tapping table</u>	Taps table
Reinforce	Says “That’s tapping table. Let’s play Block Blast” (behavior specific praise and delivers a student specific reinforcer)	Engages with reinforcer

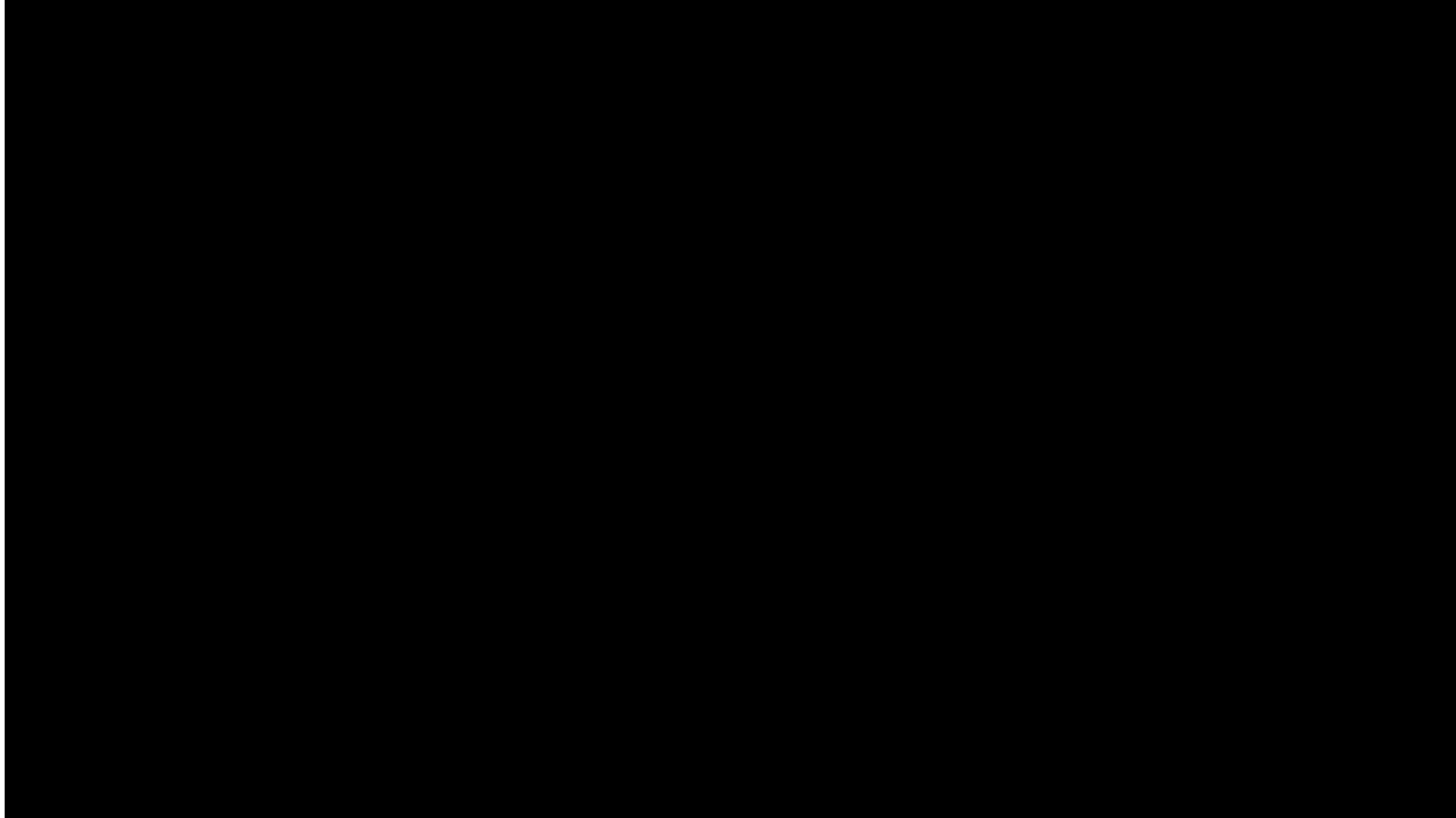
ERRORLESS TEACHING PROCEDURES: LR SELECTION FROM A FIELD PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE



ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Instructor arranges the array of 4 cards. Says <u>"Find toothbrush"</u> and <u>points to the pig card</u> (<i>imitation prompt</i>)	Points to the pig card
Transfer	Waits for student to stop touching card or directs to ready hands position, then shuffles cards so target card is in a new position, <u>Says "Find pig"</u>	Points to the pig card
Distract-1	Says "What's this?" while pointing to card in the field	Says "apple"
Distract 2	Says "Find car" (LR pic in field)	Points to the car card
Check	Shuffles cards so target card is in a new position, Says "Find the pig"	Points to the pig card
Reinforce	Says "Toothbrush, you found the tooth brush" (behavior specific praise and delivers a high 5 and toy (student specific reinforcers)	Engages with high 5 and toy reinforcer

ERRORLESS TEACHING PROCEDURES: LR ACTION PROMPT- TRANSFER- DISTRACT- CHECK- REINFORCE



LR Action: For all response forms/Target: Claps hands

ERRORLESS TEACHING PROCEDURES: LR PICTURE SELECTION IN AN ARRAY/FIELD (4)

	1. What the Instructor Says and Does	2. What the Students Says or Does
Prompt	Says <u>“Show me clapping”</u> then models clapping	Claps
Transfer	Says <u>“Show me clapping”</u>	Claps
Distract-1	Presents a picture card of a pig and says “what’s this?”	Says “pig”
Distract-2	Says “do this” while modeling touching elbow	Mimics touching elbow
Distract-3	Presents a picture card of a phone and says “what’s this?”	Says “phone”
Check	Says <u>“Show me clapping”</u>	Claps
Reinforce	Says “clapping, that’s how you clap” (behavior specific praise and “let’s build some Legos” delivers Legos (student specific reinforcer)	Engages with Legos

INTENSIVE TEACHING: ERRORLESS TEACHING MODULE SUMMARY

Overview

- Defined and discussed the benefits of intensive teaching
- Alignment of explicit instruction to errorless teaching procedure
- Demonstration and procedural review of the steps of errorless teaching

Errorless Teaching Procedure

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





THANK YOU!

[HTTPS://WWW.PATTAN.NET/EVIDENCE-BASED-PRACTICES/AUTISM](https://www.pattan.net/evidence-based-practices/autism)

