

**Before Starting
 Errorless Learning**

1. Are all prerequisites met?
2. Are you doing the correct response effectively?
 - a. Do you have highly motivating items (reinforcers)?
 - b. Are you reinforcing often enough for the difficult skill?
 - c. Do you have the student's attention before giving the cue?
 - d. Are you giving the student enough time to respond to the cue (1-2 sec)?
 - e. Are you pairing the motivator with the correct response immediately?
3. Are you doing the error correction effectively?
 - a. Is there a clear difference in reinforcement between the correct response and the error correction?
 - b. Removing the items after an error (level 1) or covering items (level 2,3) and restarting the trial?
 - c. Error correction needs to make it clear to the child that they did not make the correct choice (mild social praise, if needed).

**Errorless Learning
 – Remember**

1. Are you doing number 2 above? The strategies for a correct response need to be in place for errorless learning also.
2. Are you doing “quick tests” after at least 5 trials to see if you can move to a lesser prompt?
3. Have you been in the same prompting level for more than 2 weeks?
 - a. Try gradually reducing the prompt level, for example from 100% to 90% (FP 100% to FP 90% to FP 80%.....)
 - b. It is possible to have different prompt levels in random rotation. The child may need a lesser prompt (or no prompt) for known items but a full prompt for the newest item or several items. Notate prompt levels on the data sheet for each item when prompt levels might be different.
 - c. Is it a scanning problem (change the field to 3 or 4)?
4. Has the student mastered the skill independently before moving on to the next step
 - a. Example: In matching shapes, the student must master random rotation of 4 shapes independently (no prompts) before adding a 5th shape.
5. Do you need to generalize the skill during DT (people ID-give me “John” and then go find “John”)
 - a. Try teaching the skill during a routine (small group, circle, snack) to see if the child can learn the skill in context.

**If suggestions
 above have not
 been successful
 in lessening/or
 getting out of the
 prompting level or
 errorless learning:**

1. Consult the lead teacher and/or the coach.
2. If there are alternative strategies with the lesson (bridging lessons), try these strategies.
3. Consider alternative prompting strategies such as visual prompts, gestural prompts, or positional prompts. Make sure to notate these other prompting strategies:
 - a. VP-Visual Prompt
 - b. GP-Gestural Prompt
 - c. POP-Positional Prompt