STAR
Autism Support

Participant Guide

STAR Consistency Workshop

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Discrete Trial (DT)

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Workshop Objectives:

1. Identify current strengths and challenges in your classroom
2. Review behavioral strategies to increase desired behaviors and decrease challenging behaviors
3. Understand assessment procedures and identifying lessons
4. Learn and practice evidence-based strategies using the advanced lesson plans and specific protocol in the STAR Curriculum
5. Analyze data to make instructional decisions
6. Explore additional supports to increase fidelity and consistent implementation in the classroom

Self-Reflection: Celebrations and Challenges:

What strategies or supports are working in your classroom?

What more do you need to know?

What issues or questions do you have?

STAR Program Quick Guide Checklist

	Activity	Completed	To-do	Action Plan
1	Complete the Student Learning Profile on identifed students.			
2	Gather STAR lessons and materials for identifed students and organize materials in a bin/file/notebook.			
3	Select reinforcers for each student that are only available during 1:1 times.			
4	Set up an organized classroom schedule (including time for 1:1, group and daily functional routines).			
5	Create a visual or written schedule for each student. Post student schedules in an easily accessible place for independent access.			
6	Arrange the classroom environment to provide physical space for instruction and promote student independence.			
7	Collect data, monitor progress and revise instruction based on data.			
8	Focus on fidelity of implementation through self-assessment.			
9	Communicate with families about their child's learning goals and progress.			

STAR Program Guide

Receptive Language (DT)	Sequence	Expressive Language (PRT)	Sequence	Functional Routines (FR)	Sequence	Preacademic (DT)	Sequence	Play and Social Interaction (PRT/FR)	Sequence
Lesson		**Lesson**		**Lesson**		**Lesson**		**Lesson**	
1. Come Here	1	**1.** Readiness Skills:		**1.** Arrival	1	**1.** Use of Token Board	1*	**1.** Readiness for Play (PRT)	
2. Attending	1*	Attending	1	**2.** Departure	1	**2.** Matching Colors	1	Sharing	1
3. Receptive Actions on a Walk	1	Babbling		**3.** Transition Between Activities	1	**3.** Matching Shapes	1	Turn Taking	2
4. Social Communication	1*	Sound Pairing	2	**4.** Hand Washing	1	**4.** Coloring/Scribbling	1	**2.** Initial Play Skills (PRT)	
5. Nonverbal Imitation: Gross Motor	1	**2.** Initial Requesting:		**5.** Snack	1			Initial Imitated Actions	3
6. Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	**6.** Restroom Use	1			Initial Play Commands	4
7. Matching: Object to Object	1**	Spontaneous Words	4	**7.** Going on a Walk	1			**3.** Independent Play (FR)	3
8. Matching: Picture to Picture	2	**3.** Phrases for Requests:		**8.** Circle	1			**4.** Play with Adult (FR)	4
9. Matching: Object to Picture	3	Requests using "Want x."	5	**9.** Centers/Choice	2				
10. Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	**10.** Learning to Work with Teacher	1				
11. Labels of Objects	5	"More x"	6	**11.** Work with Teacher	2				
12. Labels of Pictures	6	"No x" for rejecting	6	**12.** Simple Art Activitiy	2				
13. Identification of Body Parts	5			**13.** Independent Work	2				
14. Actions: One-Step	5								

STAR Program Guide ★ ★ Level 2

Receptive Language (DT) Lesson	Sequence
1. Expanded Labels	1
2. Accelerated Labels	2
3. Identification of People	1
4. Actions: Pictures	2
5. Actions: Two-Step Commands	2
6. Locations and Commands	3
7. Sorting Categories	2
8. Picture Sequencing	3
9. Identification of Items in Books	4
10. Expanded Book Use	5
11. Emotions	3

Expressive Language (DT) Lesson	Sequence
1. Labels	1
2. Expanded Labels	2
3. Accelerated Labels	2
4. Identification of People	2
5. Actions: Pictures	3
6. Actions: People	4
7. Picture Sequencing	5
8. Identification of Items in Books	6
9. Expanded Book Use	7
10. Emotions	4
11. Social Questions	4

SpontaneousLanguage (PRT) Lesson	Sequence
1. Expanded Requesting	
Expanded Vocabulary	1
Expanded Phrases	1
2. Initial Commenting	
Labeling	1
Narration	2
Exclamation	2
3. Answering Questions	
Expressive Labels (What is this?)	2
Person ID (Who is this?)	2
Action ID (What is he doing?)	3
Pronouns (Whose turn?)	4
Quantity (How many?)	3

Functional Routines (FR) Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition by Walking in Line	2
5. Transition between School Locations	3
6. Circle	1
7. Snack	1
8. Restroom Use	1
9. Independent Work	1
10. Classroom Job	2
11. Move from Center to Center	2
12. Small-Group Work	2

Preacademic (DT) Lesson	Sequence
1. Math: Rote Counting 1-10	1
2. Math: Counting 1 to 10 Objects	1
3. Math: Receptive Identification of Numbers 1 to 10	2
4. Math: Expressive Identification of Numbers 1 to 10	3
5. Math: Receptive Counting Sets of Objects	3
6. Math: Matching Sets of Objects with Numbers 1 to 10	4
7. Reading: Receptive Identification of Letters	1
8. Reading: Expressive Identification of Letters	2
9. Reading: Receptive Identification of First Name	1
10. Reading: Receptive Identification of First Name, Match to Picture	2
11. Reading: Sight Word Reading and Match to Picture	3
12. Writing: Tracing Name, Letters and Numbers	1
13. Writing: Coloring Within Lines and Attention to Task	1
14. Other: Cutting and Pasting	1

Play and Social Interaction (PRT/FR) Lesson	Sequence
1. Expanded Imitated Actions (PRT)	1
2. Expanded Play Commands and Sustained Independent Play (PRT)	2
3. Play with Adult (FR)	1
4. Play with Adult and Peer (FR)	2
5. Play Game with Peer (FR)	3

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

STAR Program Guide

★ ★ ★ Level 3

Receptive Language (DT)

Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Possessives	3
7. First, Next, Last (Location)	3

Preacademic (DT)

Lesson	Sequence
1. Math: Rote Counting	1
2. Math: Receptive Identification of Numbers	1
3. Math: Expressive Identification of Numbers	2
4. Math: Counting Objects Using Numbers	3
5. Math: Adding One-Digit Numbers	4
6. Math: Subtracting One-Digit Numbers	5
7. Math: Identification of Money and Use of Money	4
8. Math: Time Telling	5
9. Reading: Receptive Identification of Letter Sounds	1
10. Reading: Expressive Identification of Letter Sounds	1
11. Reading: Identification of First and Last Names	1
12. Reading: Sight Words	1
13. Reading: Reading a Simple Book	2

Expressive Language (DT)

Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Pronouns: He and She	3
7. Extend Sentences with Descriptors	2
8. Expanded Social Questionsz	1
9. Discriminationg Wh- Questions	2
10. Pronouns: My and Your	4
11. Yes or No for Facts	3
12. Recall Past Events	3
13. Student Asks Wh- Question	3
14. First and Last (Temporal Order)	4
15. Commenting Using Phrases	4

Preacademic (continued) (DT)

Lesson	Sequence
14. Writing: Tracing and Copying Words	1
15. Writing from Dictation	2
16. Writing from Memory	3
17. Other: Coloring, Cutting and Pasting	1

Spontaneous Language (PRT)

Lesson	Sequence
1. Advanced Expanded Requesting	
Expanded Vocabulary	1
Expanded Phrases	2
2. Advanced Commenting	
Narration	1
Asking Questions	1
3. Advanced Concepts	
Using Prepositions	1
Gender Identification	1
Pronouns	2
Recall Past Events	2
First and Last	3
Yes and No	3

Play and Social Interaction (PRT/FR)

Lesson	Sequence
1. Advanced Play (PRT)	
Advanced Functional Play	1
Symbolic Play	
2. Play with Peer and Share Materials (FR)	1
3. Pretend Play with Peer (FR)	2
4. Recess: Individual or Independent (FR)	1
5. Recess with Peer (FR)	2

Functional Routines (FR)

Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition Between Locations	2
5. Large-Group: Opening Activities	2
6. Large-Group: Story Time	3
7. Cafeteria Lunch	1
8. Restroom Use with Classmates	1
9. Academic Seatwork	2
10. Classroom Job with Peer	3
11. Occupy Free Time in Classroom	1
12. Computer/iPad/Tablet Use	2
13. Music Class	2
14. Library Class	3
15. PE Class	2
16. Group Academic Instruction	3

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

Assessment

★ **Level I**

Receptive Language [DT]

Criteria is 4/5 times without a prompt.

Lesson	Cue	Correct Response	Student Response (Date 5/22/15)			Student Response (Date __/__/__)			Student Response (Date __/__/__)			Notes
1. Come Here	"*Name*, come here."	Areas in class, student comes to teacher from ___ feet away.	0–2	3–6	(7–10)	0–2	3–6	7–10	0–2	3–6	7–10	
		In hallway, student comes to teacher from ___ feet away.	0–2	3–6	(7–10)	0–2	3–6	7–10	0–2	3–6	7–10	
		Outside, student comes to teacher from ___ feet away.	0–2	3–6	(7–10)	0–2	3–6	7–10	0–2	3–6	7–10	
2. Attending*	"Sit down."	Student sits down.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Hands down."	Student puts hands down.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Look at me."	Student looks at teacher.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Stand up."	Student stands up.	No	(Yes)	G	No	Yes	G	No	Yes	G	
3. Receptive Actions on a Walk	"Walk with me."	Student walks beside teacher (without holding hands).	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Stop."	Student stops.	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Wait."	Student waits (while standing).	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Sit down."	Student sits down.	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Stand up."	Student stands up from sitting.	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Jump."	Student jumps.	(No)	Yes	G	No	Yes	G	No	Yes	G	
	"Run."	Student runs.	(No)	Yes	G	No	Yes	G	No	Yes	G	
4. Social Communication*	"My turn."	Student gives up item.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Wave (with model)."	Student waves.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Give me five."	Student slaps hand with teacher.	No	(Yes)	G	No	Yes	G	No	Yes	G	
	"Break time."	Student gets up and leaves work space.	No	(Yes)	G	No	Yes	G	No	Yes	G	
5. Nonverbal Imitation—Gross Motor	Model action (e.g., clap hands) and say, "Do this."	Student imitates gross motor action. Note the number of actions.	(0) 1 2 3 4 5 G			0 1 2 3 4 5 G			0 1 2 3 4 5 G			
6. Nonverbal Imitation—Object	Model object action (e.g., rings bell) and say, "Do this."	Student imitates object action. Note the number of actions.	(0) 1 2 3 4 5 G			0 1 2 3 4 5 G			0 1 2 3 4 5 G			
7. Matching—Object to Object	Place 5 objects in front of student and 1 similar object 6–10 inches away. Say, "Match *x*."	Student places the like object on or near the example. Note the number of objects.	0 1 2 3 4 5 (G)			0 1 2 3 4 5 G			0 1 2 3 4 5 G			
8. Matching—Picture to Picture	Place 5 pictures of functional objects in front of student and 1 similar picture 6–10 inches away. Say, "Match *x*."	Student places the like picture on or near the example. Note the number of pictures.	(0) 1 2 3 4 5 G			0 1 2 3 4 5 G			0 1 2 3 4 5 G			
9. Matching "Object to Picture	Place 5 objects and 1 corresponding picture in front of student and say, "Match *x*."	Student picks up correct object and places it on top of picture. Note the number of objects.	(0) 1 2 3 4 5 G			0 1 2 3 4 5 G			0 1 2 3 4 5 G			

STAR Program Guide

★ **Level I**

Receptive Language (DT) Lesson	Sequence	Expressive Language (PRT) Lesson	Sequence	Functional Routines (FR) Lesson	Sequence	Preacademic (DT) Lesson	Sequence	Play and Social Interaction (PRT/FR) Lesson	Sequence
✓ Come Here	1	1. Readiness Skills:		1. Arrival	1	1. Use of Token Board	1*	1. Readiness for Play (PRT)	
✓ Attending	1*	Attending	1	2. Departure	1	2. Matching Colors	1	Sharing	1
(3.) Receptive Actions on a Walk	1	Babbling		3. Transition Between Activities	1	3. Matching Shapes	1	Turn Taking	2
✓ Social Communication	1*	Sound Pairing	2	4. Hand Washing	1	4. Coloring/Scribbling	1	2. Initial Play Skills (PRT)	
(5.) Nonverbal Imitation: Gross Motor	1	2. Initial Requesting:		5. Snack	1			Initial Imitated Actions	3
(6.) Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	6. Restroom Use	1			Initial Play Commands	4
✓ Matching: Object to Object	1**	Spontaneous Words	4	7. Going on a Walk	1			3. Independent Play (FR)	3
(8.) Matching: Picture to Picture	2	3. Phrases for Requests:		8. Circle	1			4. Play with Adult (FR)	4
9. Matching: Object to Picture	3	Requests using "Want x."	5	9. Centers/Choice	2				
10. Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	10. Learning to Work with Teacher	1				
11. Labels of Objects	5	"More x"	6	11. Work with Teacher	2				
12. Labels of Pictures	6	"No x" for rejecting	6	12. Simple Art Activitiy	2				
13. Identification of Body Parts	5			13. Independent Work	2				
14. Actions: One-Step	5								

Notes about Assessment and Baselining Skills:

Case Study Scenarios: Partner Activity

- Read the information provided about your student
- Use this information and any other materials provided to complete the Student Learning Profile
- Identify current lessons and mastered lessons
  - O = current lessons
  - X or ✓ = mastered lessons
  - ? = Need more information or Probe

  ***Pay attention to the Sequence Numbers and Prerequisites ***

- Suggested number of lessons:
  - 2 receptive language
  - 1 play/social interaction
  - 1 or 2 expressive language
  - 1 spontaneous language (if level 2/3)
  - 2 preacademic
  - 2 functional routines

Case Study # ___

What more information do I need to gather? What other questions can I ask?

Select lessons from each curricular area:

	Curricular Area	Lessons Selected
2	Receptive language	
1	Play/social interaction	
1 or 2	Expressive language	
1	Spontaneous language (if level 2/3)	
2	Preacademic	
2	Functional routines	

What visual supports or resources can I use from STAR, Media Center or SOLS?

Reflection: Pair and share

What did you already know about the STAR program? What did you learn in this activity? What more do you want to know?

2 Gather STAR lessons and materials for identifed students and organize materials in a bin/file/notebook.

Organizational ideas for my room:

3 Select reinforcers for each student that are only available during 1:1 times.

What items or activities are motivating to my students?

Reinforcement Inventory

Behavior Tools

Consumable Reinforcers

1. **Food** (Example: candy (note the type), chips, pretzels, goldfish, fruit, etc.)	2. **Drinks** (Examples: water, juice, milk, others.)
Note:	

Scan here for the Reinforcement Inventory Tool

SCAN ME

4 Set up an organized classroom schedule (including time for 1:1, group and daily functional routines).

Instructions:
1. Circle the day or days for which the rotation will be used.
2. Write the beginning and ending time for the activity. The suggested length of time for each activity is 20 minutes.
3. Fill in the activity such as DT, PRT, or FR (e.g., small-group routine).
4. Record the staff member(s) who will be present, location of activity, and name of student(s) participating during that session.

Rotation 1

Circle the Applicable Day(s): (Monday) (Tuesday) (Wednesday) (Thursday) (Friday)

	Activity ___DT___	Activity ___PRT___	Activity ___DT___	Activity ___Snack___
Staff	Teacher	Speech Pathologist	Instructional Assistant	Instructional Assistant/ Peer Buddy
Location	Red Table	Blue Table	Yellow Table	Large Group Table (Green)

Time Intervals	Students	Students	Students	Students
9:20–9:40	Amy	Eli and Ralph	Hassan	Nick, Rae, Will, Nicole, Moe
9:40–10:00	Will	Rae and Nicole	Nick	Amy, Eli, Hassan, Ralph, Moe
10:00–10:20	Eli	Amy and Hassan	Ralph	Rae, Nicole, Hassan, Moe, Will

What ideas can I use to support students in inclusive settings?

**5** Create a visual or written schedule for each student. Post student schedules in an easily accessible place for independent access.

6 Arrange the classroom environment to provide physical space for instruction and promote student independence.

Schedule and environment ideas for my classroom:

7	Collect data, monitor progress and revise instruction based on data.
8	Focus on fidelity of implementation through self-assessment.

Supports and Resources: To do's / Reminders

9	Communicate with families about their child's learning goals and progress.

Self-Reflection:

What squared with your thinking?
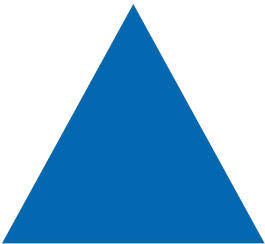
What pointed you in a new direction?
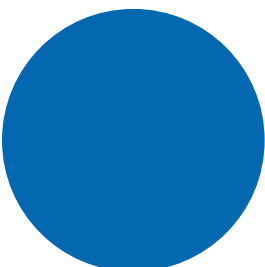
What is still rolling around in your head?

Review of Basic Behavioral Principles

Teaching New Skills
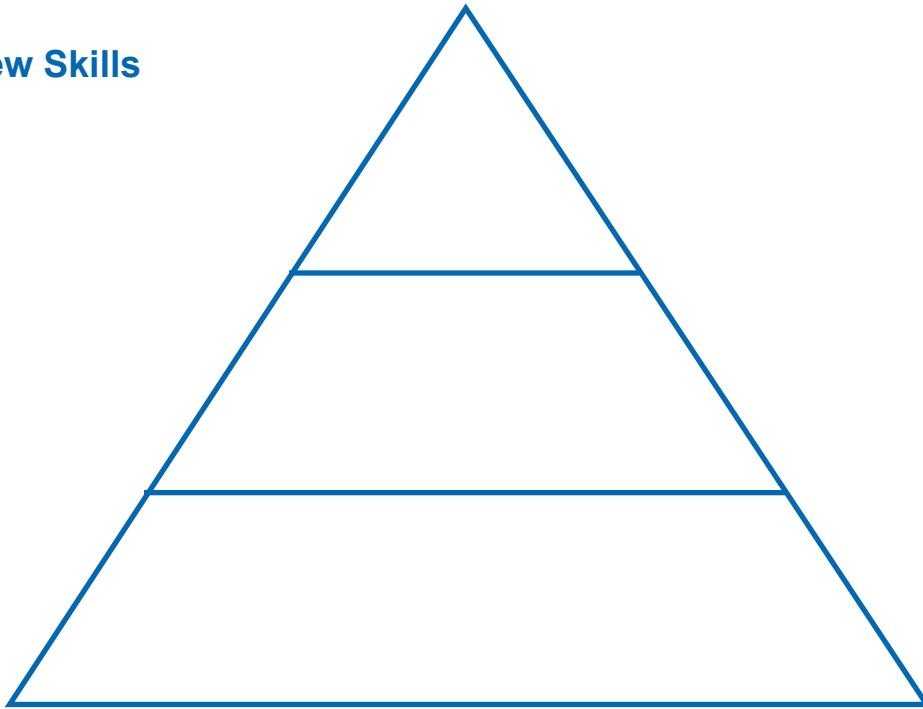
Terms I want to Remember:

Identifying Potential Reinforcers: Preference Assessment

Three Basic Methods:

- Ask the individual (interviews, surveys)
- Observe what the individual engages with (free operant)
- Trial-based presentations of stimuli

Free Operant Preference Assessment

- Present a _____ of items or _____ and observe
- Make all items available and within sight and reach
- Note the _____ or _____ of time items are manipulated
- Easy to conduct in five or less minutes in natural environment or when beginning DT

Trial Based Methods

- Potential reinforcers are present in _____ or _____
- Data are collected on the _____ and _____ of items chosen

Paired Stimuli	Multiple Stimuli
Which one?	**Which one?**
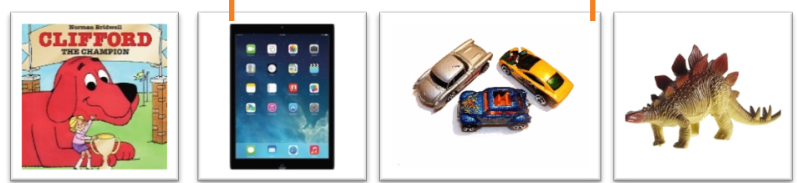
Self-Reflection: What are some behaviors that I want to teach?
What strategies did I learn?

Discrete Trial Training (DT)

Notes on the Student Learning Profile:

Review of Basic DT strategies

Correct Response
- What to do when the student gets it right.

Error Correction
- What to do when the student makes an error.

Reinforced Learning Trials
- What to do when the student makes several errors.

Delivery of Reinforcement
- Effective delivery of reinforcement

Partner Practice: Level 1 Lesson 12: Labels of Pictures

- Teacher places card on the table and says, "Give me X."
- Student makes the correct response
- Teacher labels the picture and provides reinforcement after every correct response

Place card on table, say "Give me bowl."

Student gives picture.

"Bowl! Good job!"

Procedure A: To introduce items that can be displayed simultaneously, such as objects or pictures.

Step	Item(s)	Presentation	Criteria
1	1st item	Alone	3/3 correct responses
2	1st item with D	Vary the positions	3/3
3	2nd item	Alone	3/3
4	2nd item with D	Vary the positions	3/3
5	1st and 2nd items	Randomly request items; vary the positions	3/3 on both 1st and 2nd items for 2 consecutive days
6	3rd item	Alone	3/3
7	3rd item with D	Vary the positions	3/3
8	1st, 2nd, and 3rd items	Randomly request items; vary the positions	3/3 on newest item (3rd item) and 3/3 on previously learned set of items (1st and 2nd items) for 2 consecutive days
9	Introduce new items sequentially, following the procedures shown in Steps 6, 7, and 8.	See Steps 6, 7, and 8; up to a field of 5 items	See Steps 6, 7, and 8

D = Distractor: Cannot be the correct response or an item currently being taught and should be of low interest to the student. The distractor should be an object if the lesson uses objects and a photo if the lesson uses photos.

Procedure B: To introduce items that cannot be displayed simultaneously, such as gross motor imitation or rote counting.

Step	Item(s)	Presentation	Criteria
1	1st item	Alone	3/3 correct responses
2	2nd item	Alone	3/3
3	1st and 2nd item	Randomly presented	3/3 on both 1st and 2nd item for 2 consecutive days
4	3rd item	Alone	3/3
5	1st, 2nd, and 3rd item	Randomly presented	3/3 on newest item (3rd item) and 3/3 on previously learned set of items (1st and 2nd items) for 2 consecutive days
6	Introduce new items sequentially, following the procedures shown in Steps 4 and 5	See Steps 4 and 5; up to a field of 5 items	See Steps 4 and 5

Rules/Suggestions about the Distractor:

Quick Check: Intro Procedures – What step do you repeat for 2 consecutive days? (circle one)

All steps   1st item   All steps with distractors   1st item and 2nd item in random rotation

Data Collection Tips:

+	**Correct Response** ★ Provide immediate reinforcement ★ Following a correct response, move items.
Ø	**Error Correction** ★ Stop: clear materials and restart the trial ★ Repeat the cue ★ Prompt: use just enough assistance to get a correct response ★ Reinforce with social praise only ★ Repeat the trial without the prompt (ready to reinforce with tangible or token reward)

DT Scenario: Error Correction

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Partner-Practice: Level 1 Lesson 12: Labels of Pictures

- Teacher places card on the table and says, "Give me X"
- Student makes the correct and incorrect responses

Date	Task	Data						Comments

Reinforced Learning Trial (RLT) Procedure

Date	Task	Data							Comments
4/7	Bell w/d	+	∅	∅	∅				3 error corrections- go to Reinforced Learning Trial (RLT)
	Bell w/d	+	+	+					RLT – PP (Partial Physical Prompt)
	Bell w/d	+	+	+					RLT – TP (Touch Prompt)
	Bell w/d	+	+	+					No Prompt – NP (No Prompt)

Notes about RLT:

## Quick Check: When should I use Reinforced Learning Trials (RLT)? Circle one.
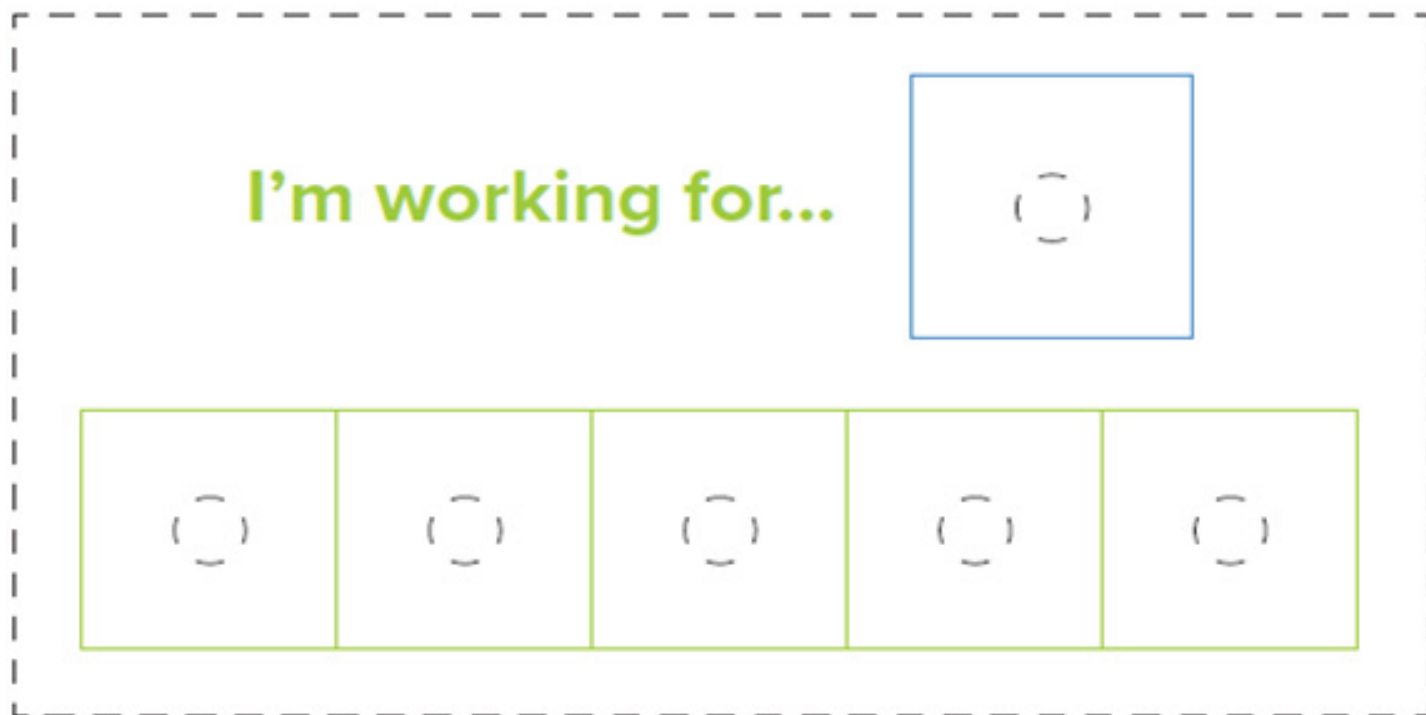
- As soon as the student makes an error
- After three consecutive errors
- After three days of errors

RLT Partner Practice: Level 1 Lesson 12: Labels of Pictures

- Teacher places card on the table and says, "Give me X"
- Student makes three incorrect responses in a row
- Teachers uses RLT and fades the prompt to teach the skill

Date	Task	Data						Comments

I'm working for...

DT Expressive Lesson Data

Level 2: Expressive Language

- A prerequisite is _____.
- Expressive lessons include the receptive cue and expressive cue.
- Lessons can be worked on simultaneously.

Bowl			

Partner Practice: Level 2 Expressive Language

Lesson 1: Labels

- Teacher uses cue "Give me X"
- Student gives picture
- Teacher immediately asks, "What is it?"
- Student labels the picture. Teacher repeats the label and gives the reinforcer with social praise.

## Partner Practice: Level 2 Expressive Language

Lesson 1: Labels

- Teacher uses cue "Give me X"
- Student gives picture
- Teacher immediately asks, "What is it?"
- Student labels the picture. Teacher repeats the label and gives the reinforcer with social praise.

Pivotal Response Training (PRT)

Notes on the pivotal areas addressed in PRT:

What are the Pivotal Areas:

Motivation	**Self-Management**	**Self-Initiation**	**Respond to multiple cues**
Emphasizes natural reinforcement and reinforcement of response attempts	Learning to self-monitor own target behaviors	Learning to self-initiate, increases opportunities for learning from their environment	Expands child's ability to learn in many learning situations
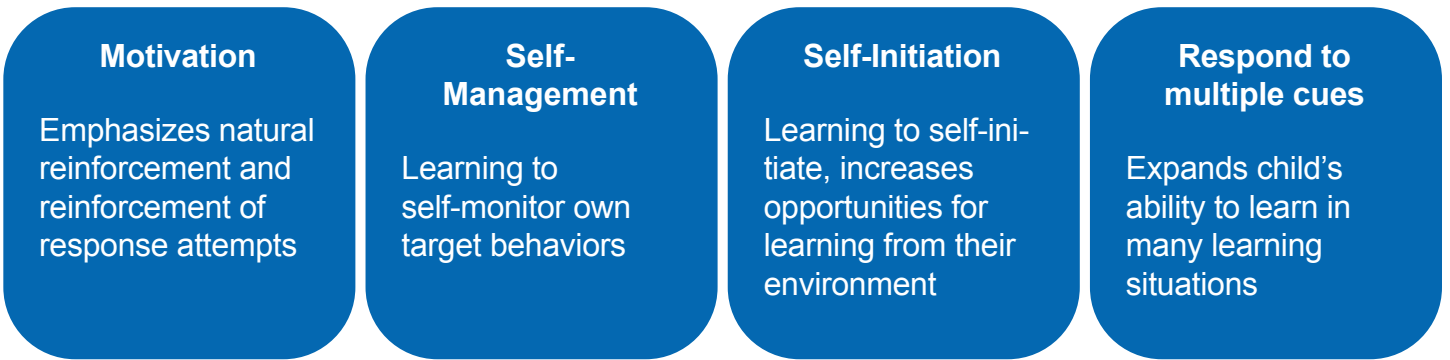
Pivotal Area Notes:

Motivational Variables

```
          Child Choice
      ↗                ↘
Maintenance        Reinforcing
  trials             attempts
      ↖                ↙
   Natural   ←   Task variation
 reinforcers
```
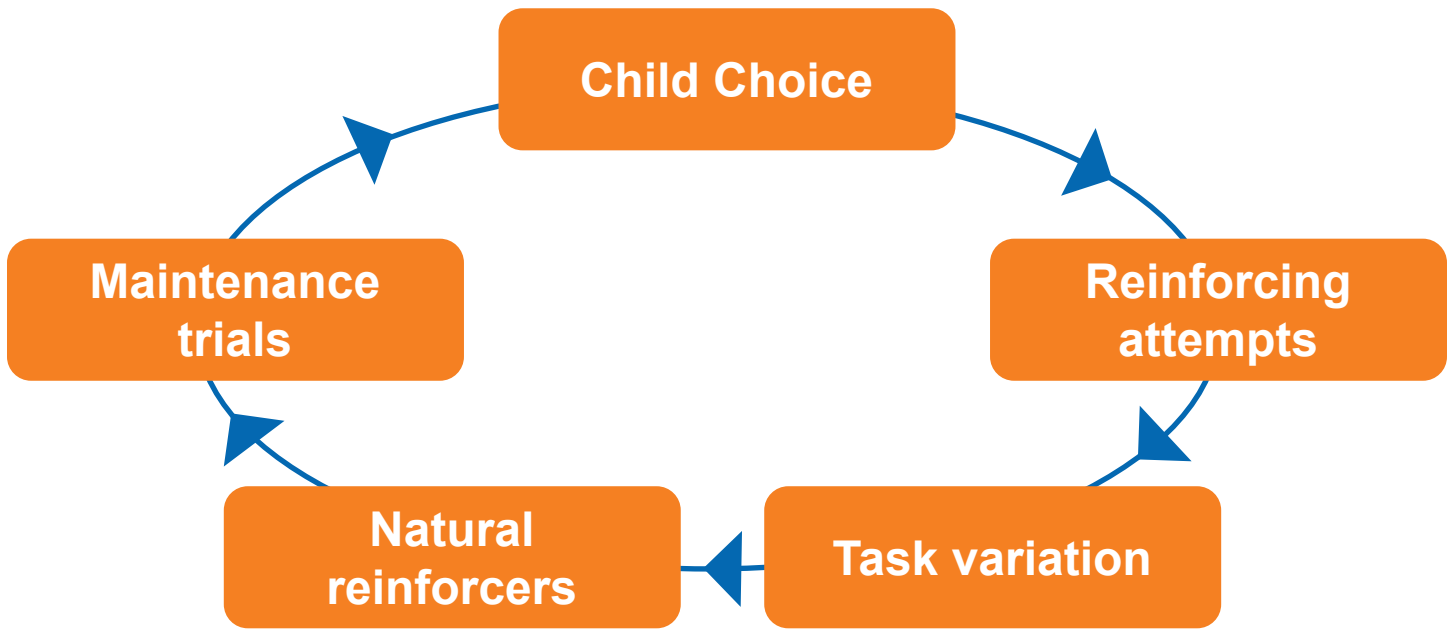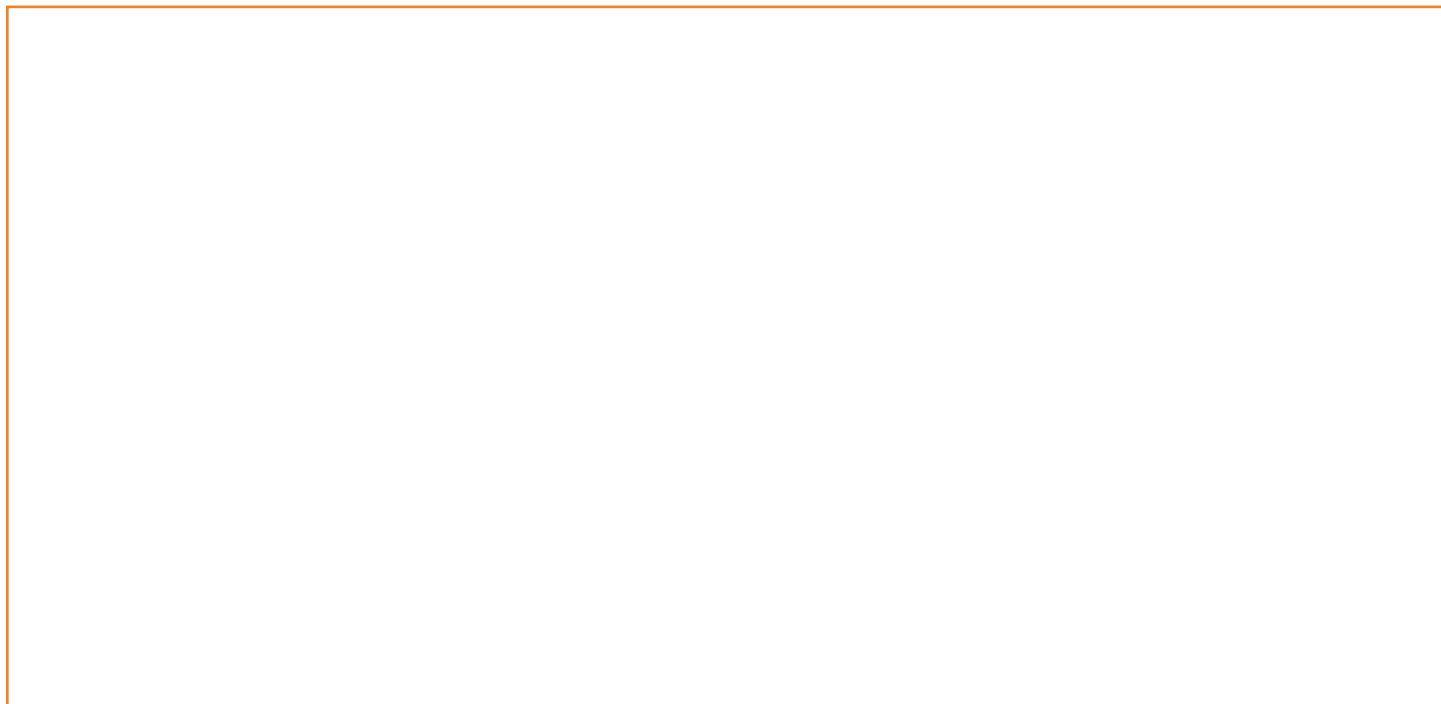
Quick Check: What is the PRT Process?

Cue			

Getting Started in PRT:
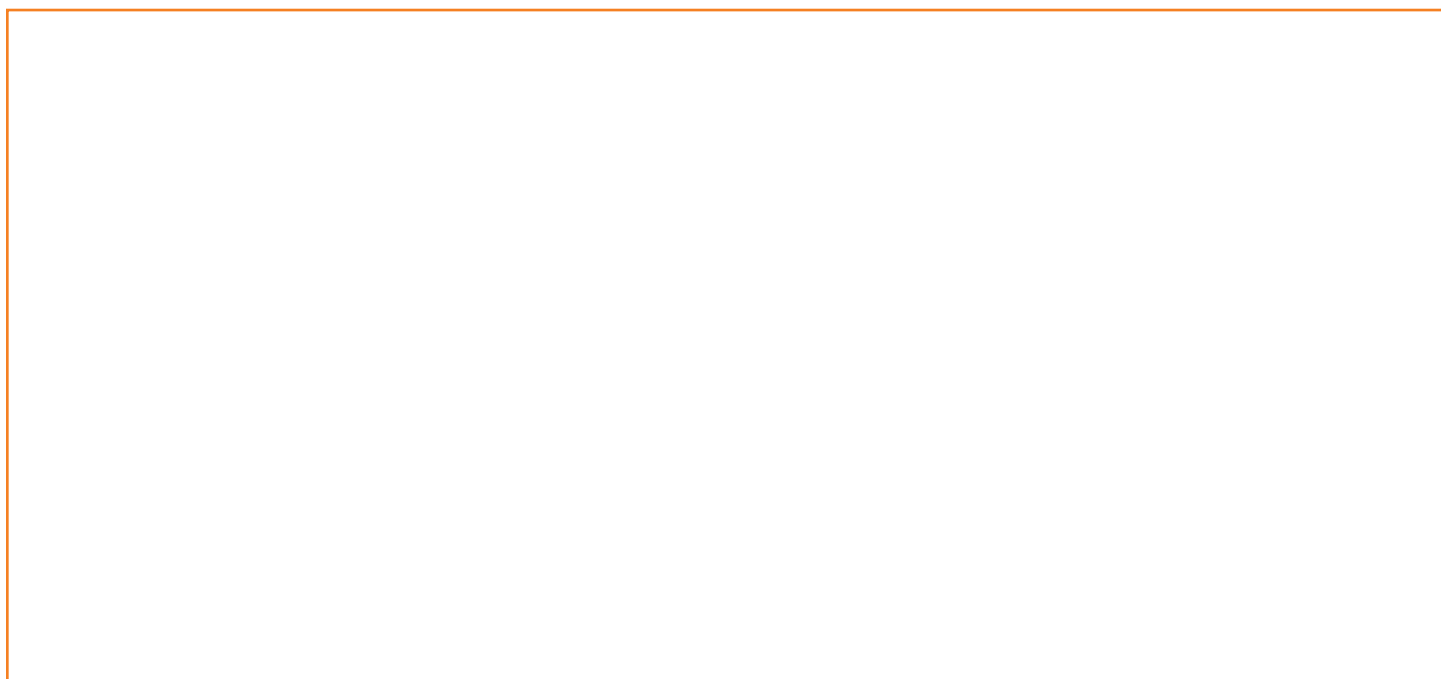
Notes on preparing for the cue:

Quick Check: What is the 50/50 rule in PRT?

- Provide 50% of the cues at an _____ level (maintenance skills) and 50% of the cues on a more _____ level (target skills).

Notes about Response:

**Incorrect or no response:
Was it a reasonable attempt?**

Yes

No

Give the student access to the toy or activity

Yes

Gain the student's attention, give the cue again*

***Give PP or FP, if needed**

**No
(After 2 incorrect responses)**

Either way the student should gain access to the toy or activity to keep the play session going while maintaining motivation

Give a cue for a maintenance skill
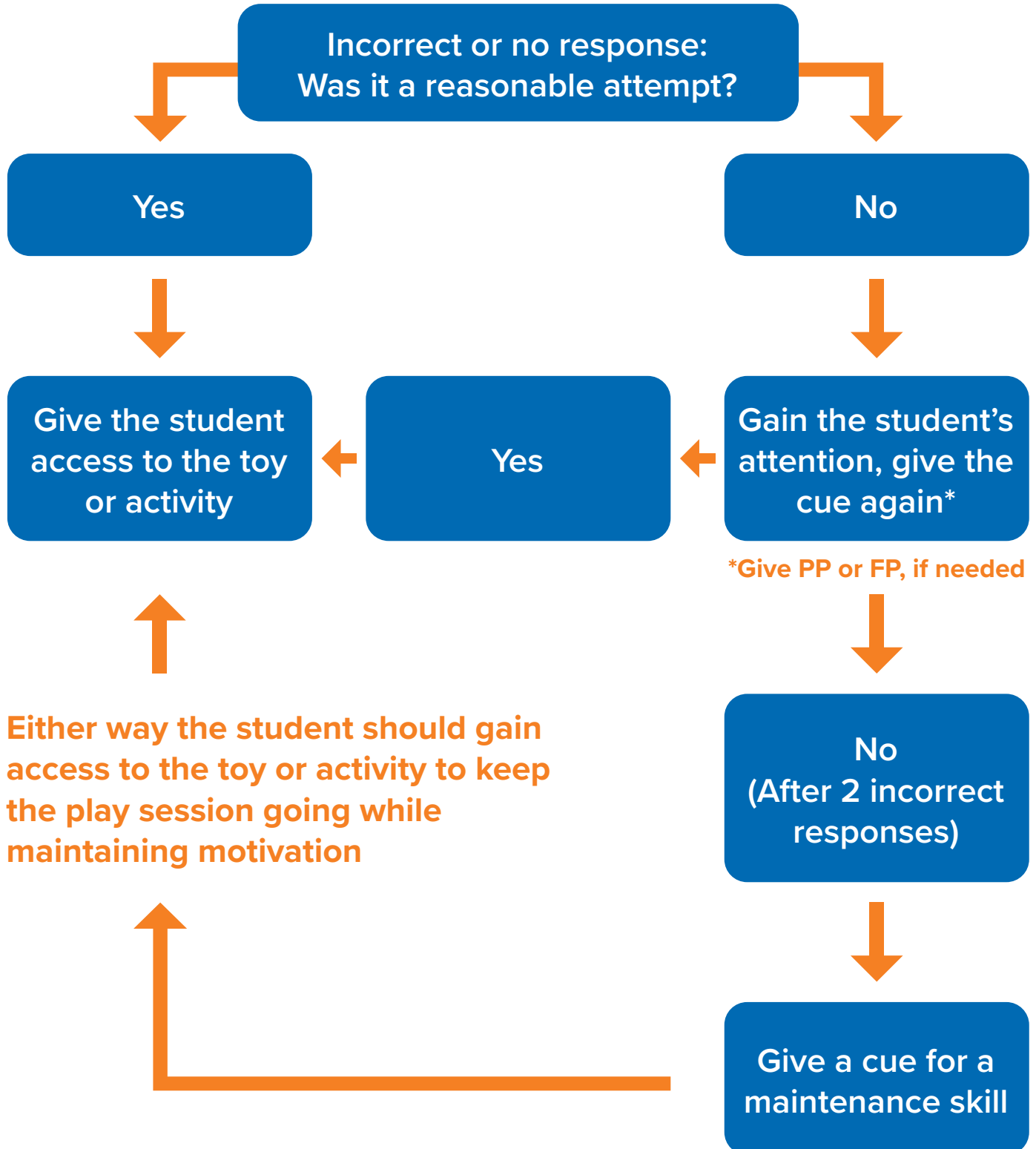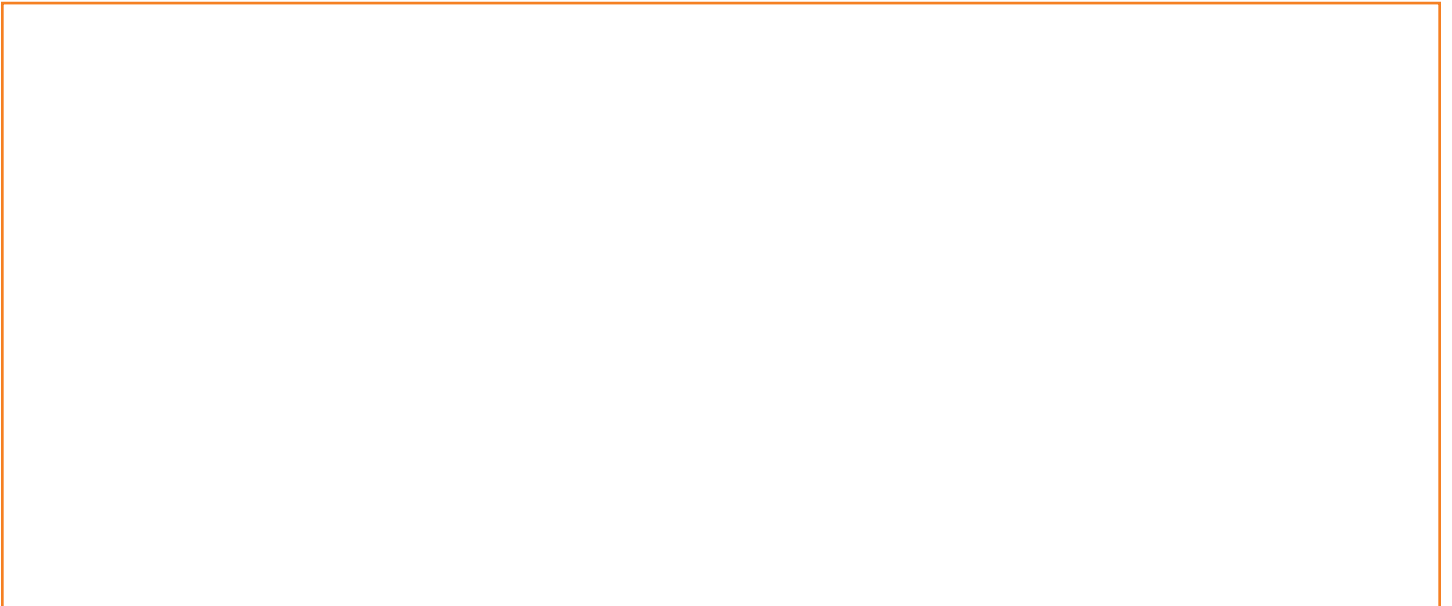
Notes about Consequence:

Notes about Pause:

Identifying Language and Play Goals:

- Acquisition skills
- Skills the child is beginning to learn
  - Language
  - Play/ social interaction
- Maintenance Skills
  - Tasks that the child can do easily or may be prompted to complete

Participant activity: Chose a student and identify one language goal and one play goal.

Student Name

LANGUAGE GOAL	PLAY GOAL

MAINTENANCE SKILLS

PRT Lesson Focus and Weekly Data Probe, Level I

Student name: _T.J._

Date of plan: _5-16_

Date data collected: _5-22_

Start time: _1:50_   End time: _2:00_

Recorded by _____

Interobserver Reliability? (Y) N

Curriculum Area	Level I Lesson	✓ A	✓ M	Target Skills	Probe Data (Record the first 10 responses for each target skill)										0	FP	PP	+	Tot	(+/Tot) × 100	Best Response (Record verbatim best response — No response = NA)
Expressive Language	1. Readiness Skills			Attending (responds to requests; e.g., "Hands down")																	
				Babbling (increases frequency and variety of sounds)																	
				Sound Pairing (vocalizes in response to teacher's verbal cue)																	
	2. Initial Requesting	✓		Initial Verbal Imitation (imitates all or part of verbal cue)	+	O	+	O	O	O	O	O	+	O	7			3	10	30%	
		✓		Spontaneous Words (without verbal cue)	+	+	+	+	+	+	+				0			7	7	100%	Help + Ball
	3. Phrases for Requests			Student produces common phrases: "Want x"	PP										0	0	1	0	1	0%	
				"I want x"																	
				"More x"																	
				"No x"																	
	Spontaneous Language (+/Tot) × 100																	10	18	56%	
Play & Social Interaction	1. Readiness for Play			Sharing (relinquishes toy/item)																	
			✓	Turn Taking (responds to "my turn")	+										0	0	0	1	1	100%	
	2. Initial Play Skills	✓		Initial Imitated Actions (imitates actions with "Do this" cue)	+	O	+	FP	+						1	1	0	3	5	60%	Waved for Hi
		✓		Initial Play Commands (follows one step commands)	+	+	O	+	PP						1	0	1	3	5	60%	Followed 1-step
	Play & Social Interaction (+/Tot) × 100																	7	11	78%	

Key

A - Acquisition: Choose at least one target skill from each curriculum area.
M - Maintenance: Practice these target skills 50% of the time.

0 - Opportunity given but incorrect or no response within 5 seconds.
FP - Full prompt preceded correct response (i.e., good attempt).
PP - Partial prompt preceded correct response (i.e., good attempt).

+ - Opportunity given and the correct response occurred (i.e., good attempt).
Tot - Total number of all responses, (0, FP, PP, and +).
(+/Tot) × 100 - Percentage of correct responses .

Note: See lessons for specific definitions and examples of "correct" and "incorrect" responses.

**Notes:** _Student needs to learn to imitate additional nouns._

Continue to work on "track", "go" and other words for requests during play.

PRT Lesson Focus and Weekly Data Probe, Level I

Participant Practice: Language and Play Correct Response

- Teacher shows student toys
- Student chooses a toy and begins to play
- Teacher notes language and play goals
- Follow the PRT interaction rules:
  - Practice reinforcing correct response and good attempts
  - Follow the child's lead
  - Reinforce attending commands/tell student what you want them to do
  - Remember the pause – limit talking
  - Highlight the play and language goals and collect data

Partner Practice
Incorrect and correct response: Language and Play

Joshua	
Student Name	
LANGUAGE GOAL	**PLAY GOAL**
Commenting/ Narration	Following 2-3 step play commands
MAINTENANCE SKILLS	
"I want X" and Expanded requesting, Labeling Following and imitating 1-step play commands, "Hands down" and "Look at me"	

PRT Lesson Focus and Weekly Data Probe, Level II

Student name: _____ Start time: _____ End time: _____

Date of plan: _____ Recorded by _____

Date data collected: _____ Interobserver reliability? Y N

Curriculum Area	Level II Lesson	A	M	Target Skills	Probe Data — Record the first 10 responses for each target skill											Summary					Best Response — Record verbatim best response (No response = NA)
																0	FP	PP	+	Tot	% = (+/Tot) × 100	
Spontaneous Language	1. Expanded Requesting			Expanded Vocabulary (student increases variety of words to make requests)																		
				Expanded Phrases (increases length of phrase, 2–3 words)																		
	2. Initial Commenting			Labeling																		
				Narration																		
				Exclamation																		
	3. Answering Questions			Expressive Labels (e.g., "What is this?")																		
				Person Identification (Who is it?)																		
				Action Identification (What is he doing?)																		
				Pronouns (Whose turn? Who has x?)																		
				Quantity (How many x?)																		

Spontaneous Language % = (+/Tot) × 100

Play and Social Interaction	1. Expanded Imitated Actions			Expanded Imitated Actions (2–3-step imitated play actions)																		
	2. Expanded Play Commands and Sustained Independent Play			Expanded Play Commands (2–3-step play commands)																		
				Sustained Independent Play (Students engage in independent Play)																		

Play and Social Interaction % = (+/Tot) × 100

Key

A - Acquisition: Choose at least one target skill from each curriculum area.
M - Maintenance: Practice these target skills 50% of the time.

0 - Opportunity given but incorrect or no response within 5 seconds.
FP - Full prompt preceded correct response (i.e., good attempt).
PP - Partial prompt preceded correct response (i.e., good attempt).
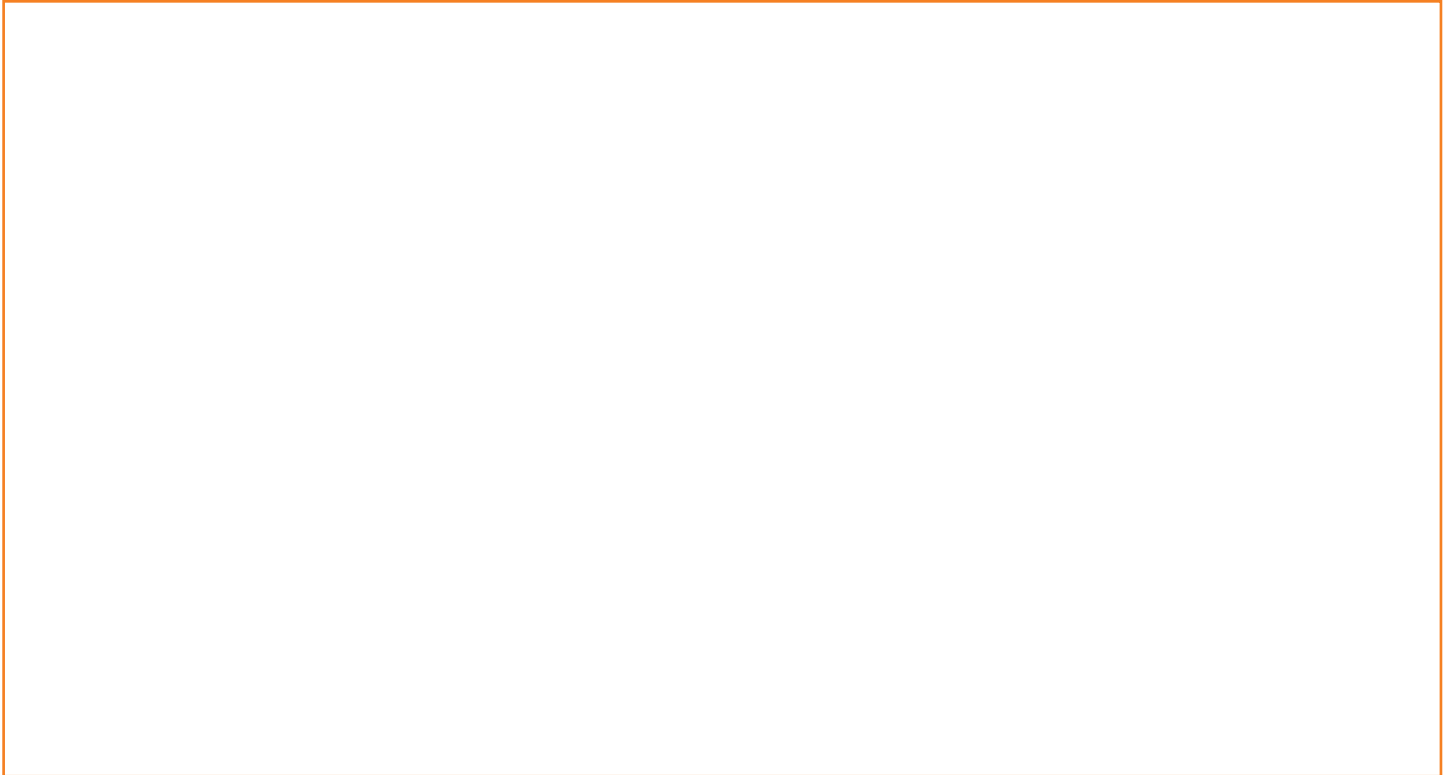
+ - Opportunity given and the correct response occurred (i.e., good attempt).
Tot - Total number of all responses, (0, FP, PP, and +).
% = (+/Tot) × 100 - Percentage of correct responses.

Note: See lessons for specific definitions and examples of "correct" and "incorrect" responses.
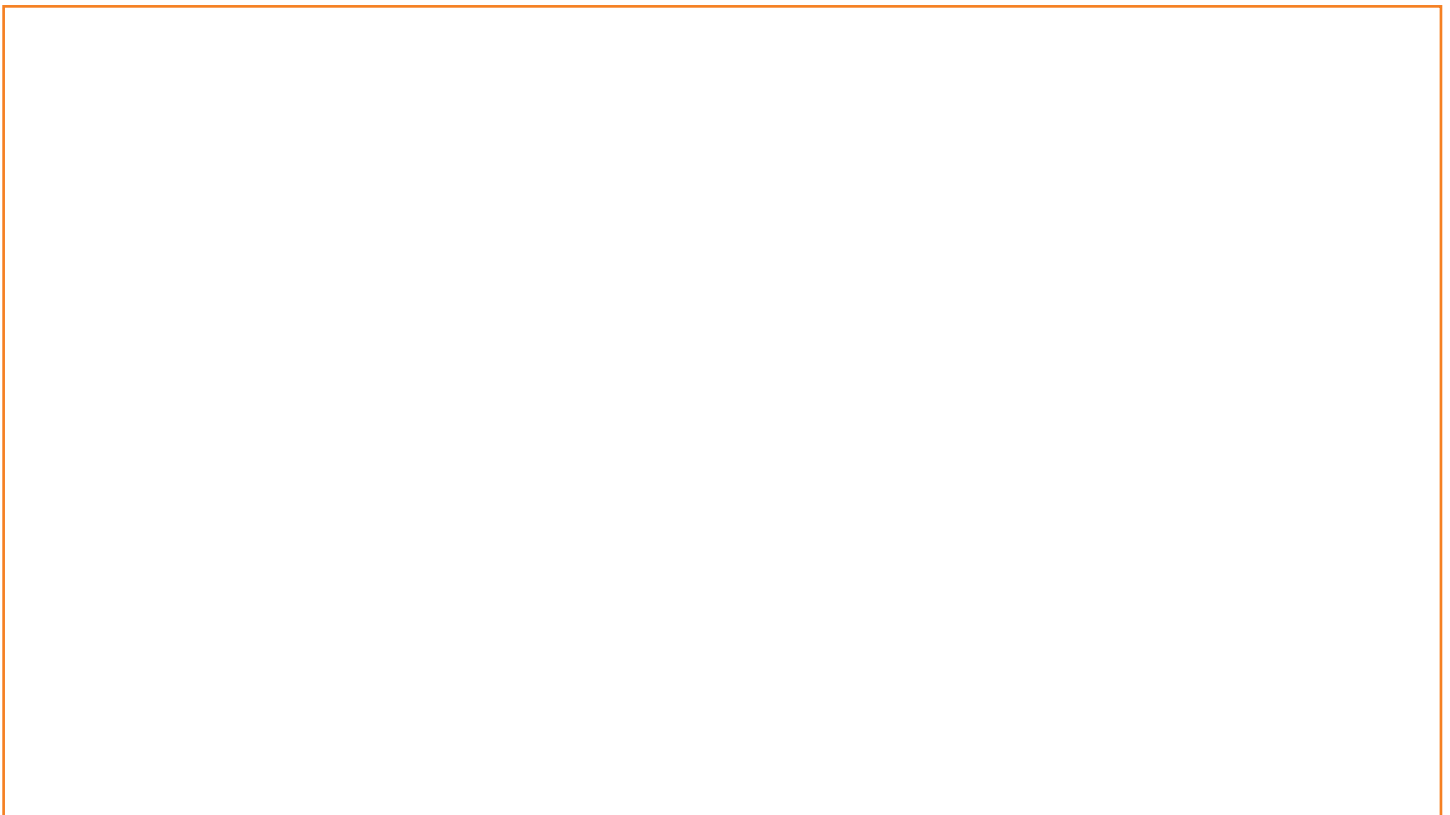
Notes:

Notes on roadblocks:

**How can I use PRT throughout the day?
During teachable moments?**

PRT PLAY INTERACTIONS

Possible Cues	Language Targets

Generalization/Expand Play	Play Targets

Functional Routines

Notes about Functional Routines:

Group Discussion: What routines do your students have challenges completing independently?

Group Discussion: What routines do your students complete independently?

Self-Reflection: Are there routines you want to work on with your whole class? Are there routines that could be addressed with individual students? Circle two routines you want to focus on in your classroom.

★ Level I

Functional Routines (FR) Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Hand Washing	1
5. Snack	1
6. Restroom Use	1
7. Going on a Walk	1
8. Circle	1
9. Centers/Choice	2
10. Learning to Work with Teacher	1
11. Work with Teacher	2
12. Simple Art Activitiy	2
13. Independent Work	2

★ ★ Level 2

Functional Routines (FR) Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition by Walking in Line	2
5. Transition between School Locations	3
6. Circle	1
7. Snack	1
8. Restroom Use	1
9. Independent Work	1
10. Classroom Job	2
11. Move from Center to Center	2
12. Small-Group Work	2

★ ★ ★ Level 3

Functional Routines (FR) Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition Between Locations	2
5. Large-Group: Opening Activities	2
6. Large-Group: Story Time	3
7. Cafeteria Lunch	1
8. Restroom Use with Classmates	1
9. Academic Seatwork	2
10. Classroom Job with Peer	3
11. Occupy Free Time in Classroom	1
12. Computer/iPad/Tablet Use	2
13. Music Class	2
14. Library Class	3
15. PE Class	2
16. Group Academic Instruction	3

Using a Task Analysis:

- All routine data sheets are found in the _____.
- It is recommended to take routine data _____.

How to Teach Routines:

Use this chart to take notes on strategies you can use to teach routines.

Student Response	Pre-Teaching	During Routine Teaching	Environmental Supports

Transition Routines: How can I prepare my environment to support transitions?

Self-Reflection: What supports can I use to help educators and students generalize skills into routines in my classroom? Where can I go for these supports? What do I want to look into further and/or print from Media Center?

Group Activity: Routine Planning Form

- Choose a routine that you are currently teaching or want to teach

- Use the blank from below

- Reference the following materials:

  - Current Student Learning Profiles
    - DT and PRT lessons
  - STAR Media Center
    - Routine Essentials

STAR® Autism Support

Teaching Routines Planning Form

Routine: _____

Evaluation Criteria: ◯ 100% ◯ 90% ◯ 80%

Teacher: _____ Student: _____ Date: _____ Level: _____

Instructions

The purpose of this form is to identify steps and skills that need to be pre-taught using instructional teaching strategies, like Discrete Trial and Pivotal Response Training, and to identify teaching strategies you can use while teaching the routine in the natural environment.

Environmental Set-up for this Routine

Items Needed (e.g. money, schedule)	Environmental & Visual Supports Needed	Reinforcement System	
		◯ Tangible ◯ Token Board 　◯ Penny 　◯ Dime 　◯ Quarter ◯ Social Only	*Identify Reinforcers:*

Specific Skills to Target
(e.g. commands -"walk with me"; objects -"backpack"; concepts -"numbers" 1-10)

1.	2.
3.	4.

Specific Instructions Related to This Routine
(e.g., use money template to verify change, prompt peer to obtain student attention)

1.

2.

3.

4.

General Prompting Strategies

- Review the Functional Routine Lesson Plan to identify the cues and the expected responses.
- After setting up the environment, provide the Instructional Cue and give the student time to complete the step independently (e.g. 5-10 seconds).
- If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:

Least to Most Prompting Strategy
1. Allow the student to complete step with only the cue
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompt
4. Use a continuous physical prompt

General Positive Behavior Strategies

- Provide the student with tangible reinforcement (e.g. tokens, preferred items) for difficult steps and skills.
- If needed, redirect or prompt the student before the student makes an error.
- If challenging behavior occurs:
  1. Use extinction (ignore the behavior) if the behavior does not compromise the safety of the student, peers, or adults in the environment.
  2. Direct the student to complete a simple part of the next step with a gesture, visual, or verbal prompt.
  3. Reinforce the appropriate skill as soon as it occurs.

Specific Behavior Strategies

Note: If the challenging behavior continues to occur, consider conducting a Functional Behavior Assessment and a Behavior Support Plan.

Student: _____   Date started: _____

Settings: _____   Date mastered: _____

	Date											

Cue	Response	Scores											
1. Adult says student's name and, after student looks, gives a consistent signal that transition time is coming (e.g., "Two more minutes," or "Circle time is finished").	Student looks at adult.												
2. Adult says, "Check your schedule" and gives student a transition symbol. Daily activity schedule is in a consistent location.	Student takes transition symbol and walks to daily activity schedule.												
3. There is a consistent place for the student to place the transition symbol near the daily activity schedule. This place is marked with a matching symbol.	Student places transition symbol in correct place and looks at appropriate daily activity schedule.												
4. Removable symbol (object, color code, or photograph) for next activity or location is next on daily activity schedule.	Student locates and takes symbol for next activity or location.												
5. Environmental arrangement includes consistent location for next activity. At that location is a place to put the activity symbol. This place is marked with a matching symbol.	Student goes to location and puts activity symbol in designated location.												
6. Environmental arrangement includes consistent and appropriate place for student to sit or stand for next activity.	Student enters area and sits or stands in an appropriate place.												
Summary Scores	Number of Steps Scored												
% of Independence	Number of 4s												
	Number of 4s ÷ Number of Steps Scored x 100												
Average Independence	Sum of Steps Scored												
	Sum of Steps Scored ÷ Number of Steps Scored												

Skills for Incidental Teaching

	Date											

Cue	Response	Scores											
A. Familiar objects are to be put away. Adult says, "Give me *x*."	Student gives correct object to adult.												
B. If student does a good job on a step in the routine or other skill target, adult says, "Give me five."	Student slaps hands with adult.												
C. Adult is in area for next activity and says, "*Name*, come here."	Student walks to within 2 feet of the adult.												
D. Student enters activity that requires sitting (chair or floor) or an activity segment that requires standing has ended. Adult says, "Sit down."	Student sits down on chair or floor.												

Scoring Key: NA = Not applicable and not counted in score calculations; 0 = No correct response, even with prompts; 1 = Correct response with full physical prompt for all of the step; 2 = Correct response with partial physical prompt for part of the step; 3 = Correct response with visual, verbal, or gesture prompts; 4 = Correct response with no prompts; Mastery = Correct response on 90% of steps, without prompts, on 2 consecutive weekly observations.

Tips for Routine Data Collection:

Quick Check:

How many times a week do I take routine data?

5   **3**   **1**   **2**

Self-Reflection: How Comfortable Am I . . .

4 = Ready to start!

3 = Eager to start, but still need some practice!

2 = I might need a little support on this one!

1 = I need a lot of help!

Identifying strengths and challenges in my classroom

Behavioral strategies to increase desired behaviors and decrease challenging behaviors

Understanding assessment procedures and identifying lessons

Implementing DT, PRT, FR

Analyzing data to make instructional decisions

Finding the resources I need to use these strategies to increase fidelity and consistency of implementation