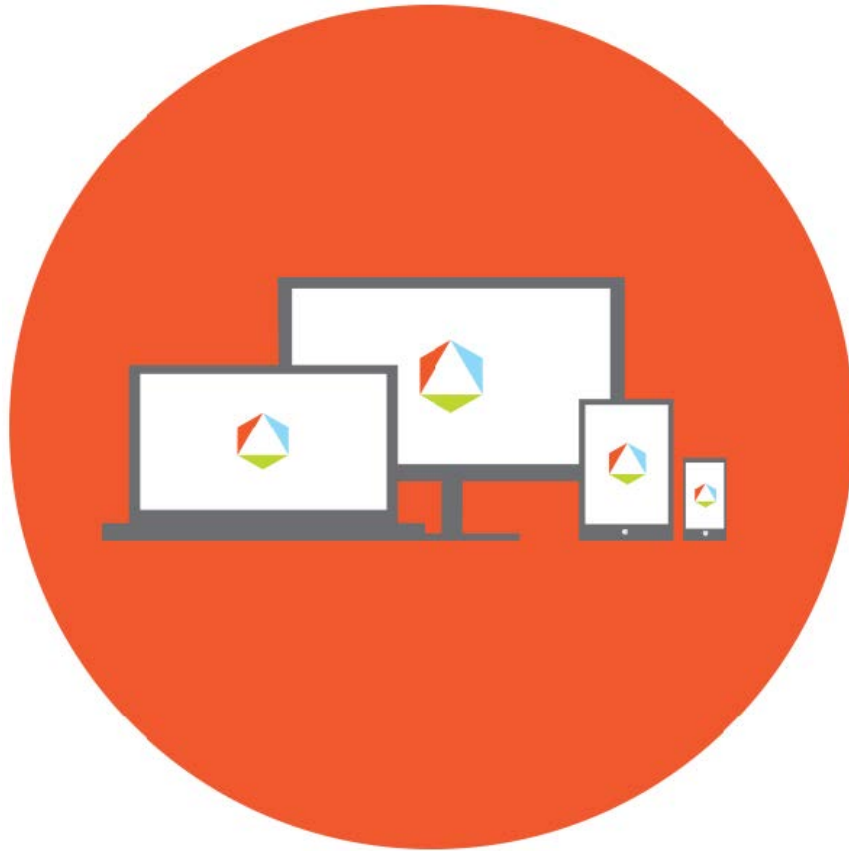




**FIRSTPATH**  
AUTISM



Data Sheet

# 55. Classroom Readiness: Basic writing (Writing/Art Skills)

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# Basic writing (Writing/Art Skills)

**Reminders:**

- **MT** = Mass Trials (one target until 3 independent, correct responses in a row)
  - **RR** = Random Rotation (target presented randomly, with other targets in RR phase)
  - **Intro MT**: The date the target was introduced to the child
  - **Mastery RR**: Is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.
  - **Materials Set 2 & 3** = NEW set of materials/cards, different than original set
  - **Discrete trial teaching**: This technical term means the breaking a task down into smaller, more teachable components, and teaching each component separately.  
 A cue is given → the child responds → a reward is given for a correct response  
 (SD) → (R) → (Sr)
- The cue or prompt, referred to as a discriminative stimulus (SD), is a specific environmental event or condition in response (R) to which a child is expected to exhibit a particular behavior and (SR) is the stimulus reinforcement.
- **SD 2 & 3** = NEW instruction that means the same thing, but using different words (examples: "Show me", "Where's the", "Give me", "Touch")

Student: _____ <b>LESSON: CLASSROOM READINESS: BASIC WRITING</b>	
<b>Teaching format(s):</b>	<b>Prompting System:</b> less intrusive to most intrusive following the Prompt Hierarchy
<b>Developmental Norm:</b>	<b>Material(s):</b> A pencil with pencil sharpener or pen will be necessary, as well as paper for the child to write on. For targets which require tracing, paper with numbers or letters written lightly over them should be prepared. For targets not focused on tracing, line ruled paper should be provided alongside line ruled paper with examples of the target to be copied.
<b>Example Trial:</b> <b>SD:</b> (presents paper and target example) "Let's practice writing number 1's!" <b>Response:</b> (correctly writes 1's as shown)	<b>Reinforcer(s):</b> Child preferences and/or what the child has chosen to earn.

Target	Intro MT	Mastery RR	Mastery Materials Set 2	Mastery Materials Set 3	Mastery SD 2	Mastery SD3
<b>SD 1-Trace</b>						
1. Trace 1						
2. Trace 2						
3. Trace 3						
4. Trace 4						
5. Trace 5						
6. Trace 6						
7. Trace 7						
8. Trace 8						
9. Trace 9						
10. Trace 10						
11. Trace 11						
12. Trace 12						
13. Trace 13						
14. Trace 14						
15. Trace 15						
<b>16. SD 2: Write</b>						
17. Write 1						
18. Write 2						
19. Write 3						
20. Write 4						
21. Write 5						
22. Write 6						
23. Write 7						
24. Write 8						
25. Write 9						
26. Write 10						
27. Write 11						
28. Write 12						
29. Write 13						
30. Write 14						
31. Write 15						

**Maintenance:** When all targets are mastered, reduce frequency of the presentation of the program to child systematically, ensuring that the child maintains skills by maintaining mastery scores of 80-100% before decreasing frequency further. (e.g. 5 times per week to 4 times per week for a month, to 3 times per week for a month to 2 times per week for a month, to once a week for a month, to generalized settings.)