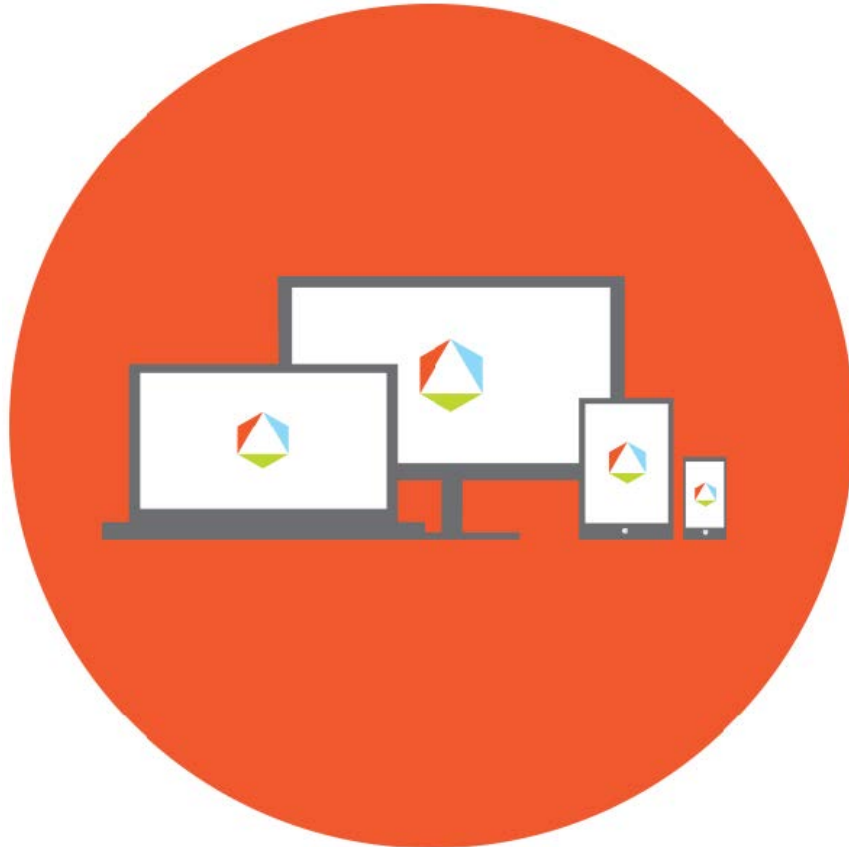




FIRSTPATH
AUTISM



Data Sheet

61. Letter identification: Upper- and lower-case

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Letter identification: Upper- and lower-case

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: _____	
LESSON: LETTER IDENTIFICATION (upper- and lower-case)	
Teaching format(s):	Prompting System: less intrusive to most intrusive following the Prompt Hierarchy
Developmental Norm:	Material(s): Initially, one complete set of 26 upper-case letter flash cards and 26 lower-case letter flash cards. In the initial set of flashcards, the letters should be depicted in a very simple, clear font, black-and-white format, without extra embellishment or distraction. (For later generalization purposes, the representation of the letters on the flashcards can become more elaborate/fancy.)
Example Trial: SD: "Touch uppercase A" Response: child – Child touches A from the array.	Reinforcer(s): 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
SD 1: Touch:						
1. A						
2. B						
3. C						
4. D						
5. E						
6. F						
7. G						
8. H						
9. I						
10. J						
11. K						
12. L						
13. M						
14. N						
15. O						
16. P						
17. Q						
18. R						
19. S						
20. T						
21. U						
22. V						
23. W						
24. X						
25. Y						
26. Z						

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.)