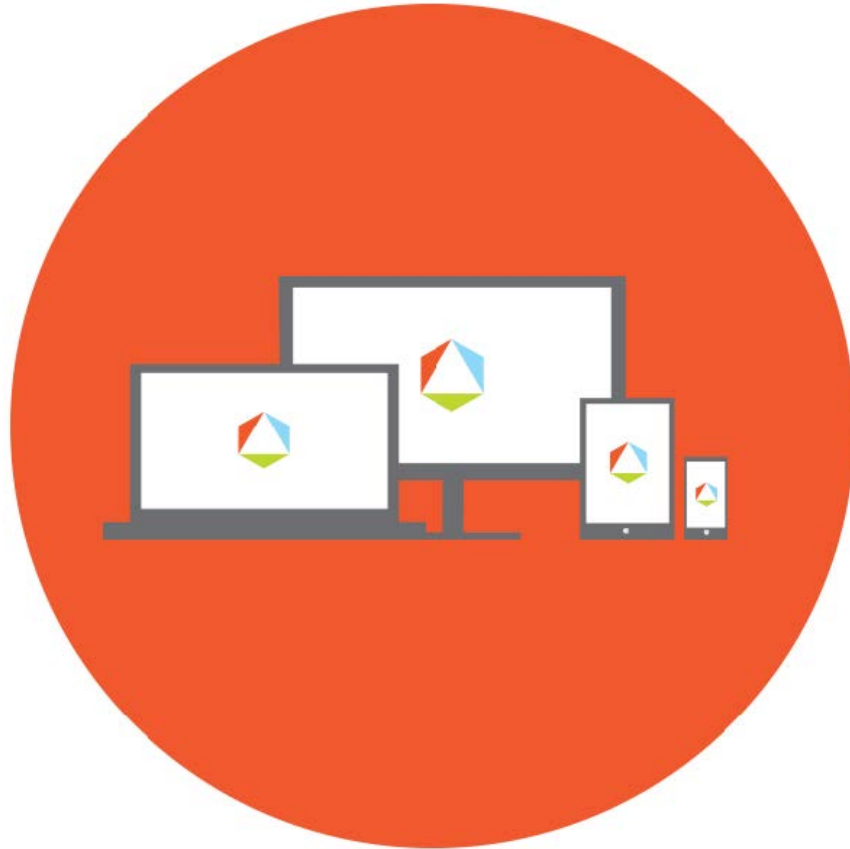




FIRSTPATH
AUTISM



Data Sheet

65. 1:1 Correspondence: Counting objects

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1:1 Correspondence: Counting objects

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: Pre-math skills—1:1 Correspondence (Counting, Objects, Terminal)	
Teaching format(s):	Prompting System: less intrusive to most intrusive following the Prompt Hierarchy
Developmental Norm: ABLLS-R R4, HELP Dev. Norm (36-42 mon.)	Material(s): Various 3D manipulatives to provide hands-on learning (examples: counting bears, unifix cubes, marbles).
Example Trial: SD: "Put 1 apple in the basket" Response: Child counts "1" as he/she puts apple in basket.	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
1. (Put) 1 in the _____						
2. (Put) 2 in the _____						
3. (Put) 3 in the _____						
4. (Put) 4 in the _____						
5. (Put) 5 in the _____						
6. (Lets take out) 6						
7. (Lets take out) 7						
8. (Lets take out) 8						
9. (Lets take out) 9						
10. (Lets take out) 10						
11. (Show me) 11 ____						
12. (Show me) 12 _____						
13. (Show me) 13 _____						
14. (Show me) 14 _____						
15. (Show me) 15 _____						
16. (Give me) 16 _____						
17. (Give me) 17 ____						
18. (Give me) 18 _____						
19. (Give me) 19 _____						
20. (Give me) 20 _____						

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.)