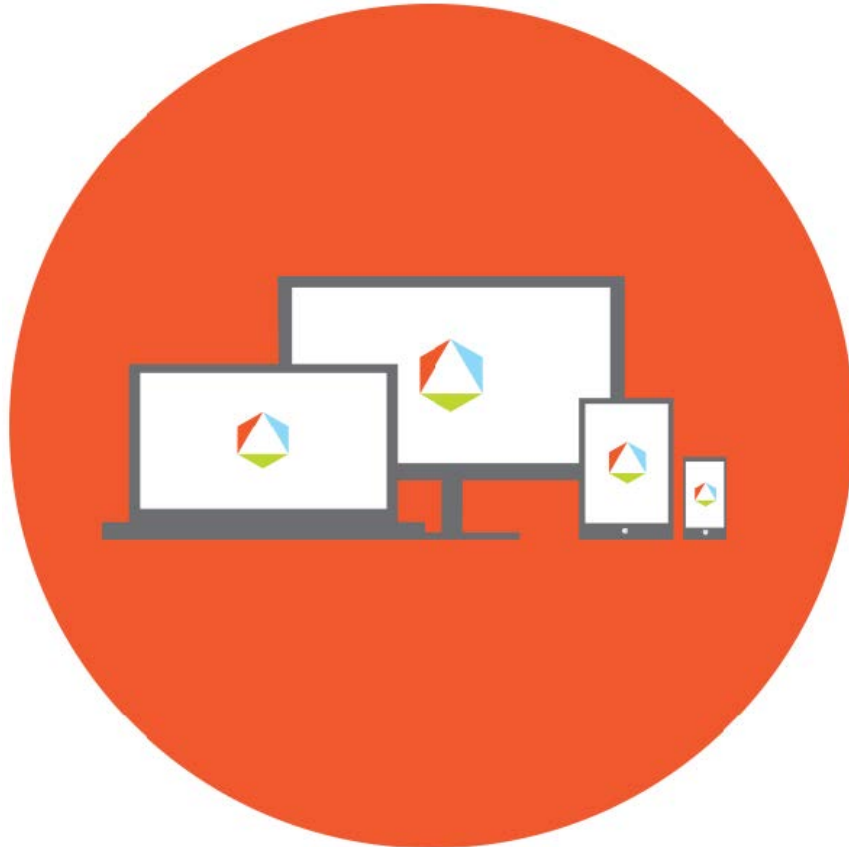




FIRSTPATH
AUTISM



Data Sheet
66. Number ID
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Number ID

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: Number Identification	
Teaching format(s):	Prompting System: less intrusive to most intrusive following the Prompt Hierarchy
Developmental Norm:	Materials: Initially, one complete set of number flash cards, up to 100, is ideal. In this initial set of flashcards, the numbers should be depicted in a very simple, clear font, black-and-white format, without extra embellishment. (For later generalization purposes, the representation of the numbers on the flashcards can become more elaborate/fancy.)
Example Trial: Teacher: "Touch '1'." Child: Touches the correct number, '1'. Teacher: "Great job!"	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: "Touch"						
1. 1						
2. 2						
3. 3						
4. 4						
5. 5						
6. 6						
7. 7						
8. 8						
9. 9						
10. 10						
Generalize 1-10						
11. 11						
12. 12						
13. 13						
14. 14						
15. 15						
16. 16						
17. 17						
18. 18						
19. 19						
20. 20						
Generalize 11-20						
21. 21						
22. 22						
23. 23						
24. 24						
25. 25						
26. 26						
27. 27						
28. 28						
29.29						
30. 30						
Generalize 21-30						
31. 31						
32. 32						
33. 33						
34. 34						
35. 35						
36. 36						
37. 37						
38. 38						
39. 39						
40. 40						
Generalize 31-40						

Target	Intro MT	Mastery RR	Mastery Materials Set 2	Mastery Materials Set 3	Mastery SD 2	Mastery SD3
SD: "Touch"						
41.41						
42.42						
43.43						
44.44						
45.45						
46.46						
47.47						
48.48						
49.49						
50.50						
Generalize 41-50						
51.51						
52.52						
53.53						
54.54						
55.55						
56.56						
57.57						
58.58						
59.59						
60.60						
Generalize 51-60						
61.61						
62.62						
63.63						
64.64						
65.65						
66.66						
67.67						
68.68						
69.69						
70.70						
Generalize 61-70						
71.71						
72.72						
73.73						
74.74						
75.75						
76.76						
77.77						
78.78						
79.79						
80.80						
Generalize 71-80						

Target	Intro MT	Mastery RR	Mastery Materials Set 2	Mastery Materials Set 3	Mastery SD 2	Mastery SD3
SD: "Touch"						
81. 81						
82. 82						
83. 83						
84. 84						
85. 85						
86. 86						
87. 87						
88. 88						
89. 89						
90. 90						
Generalize 81-90						
91. 91						
92. 92						
93. 93						
94. 94						
95. 95						
96. 96						
97. 97						
98. 98						
99. 99						
100. 100						
Generalize 91-100						

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.)