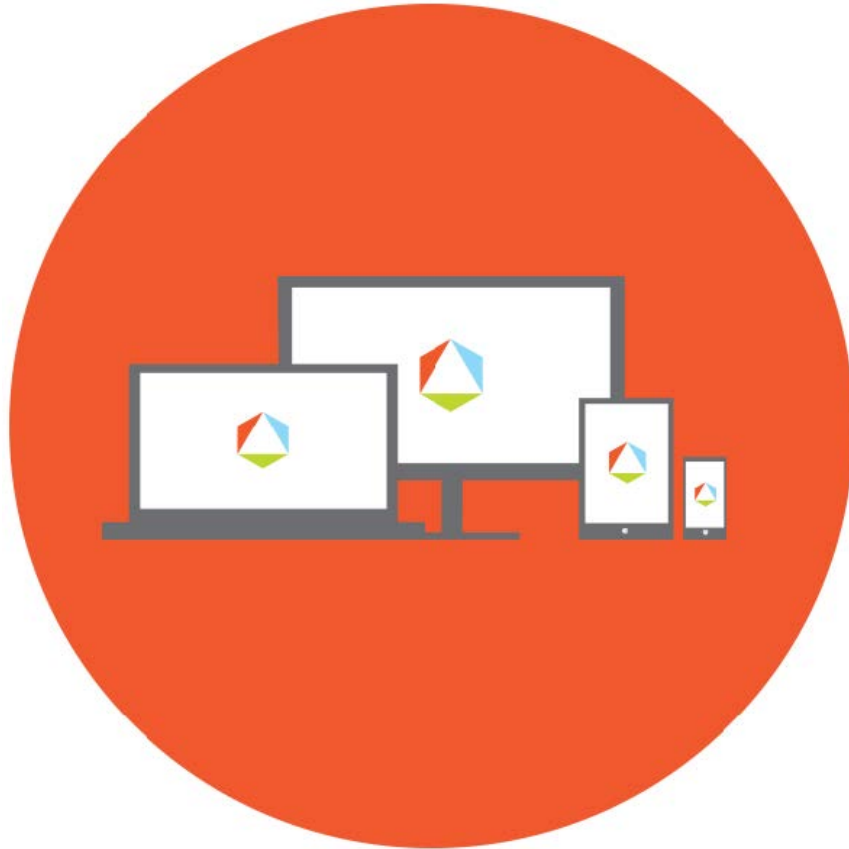




FIRSTPATH
AUTISM



Data Sheet

68. More than/Less than (Basic)

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More than/Less than (Basic)

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: (Math Skills) MORE THAN / LESS THAN | |
| Teaching format(s): | Prompting System: less intrusive to most intrusive following the Prompt Hierarchy |
| Developmental Norm: | Materials: Various 3D and 2D manipulatives (examples: counting bears, unifix cubes, marbles, flashcards depicting groups of identical items, flashcards with numerals). In addition, a dry erase board can be very helpful in this lesson (for the teacher to express the number equations utilizing the "<" , ">" , and "=" symbols, as well as for the more advanced student to repetitively practice expressing those symbols and number sentences. |
| Example Trial: Teacher: (presents 2 images/collections of objects) "Which is MORE?" Child: (Points to correct answer) "That one." Teacher: "That's right! This is MORE." | 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: "Which is MORE?" | | | | | | |
| Identify which is "MORE" (sets of 1-10 objects, <u>clear</u> difference in quantity) | | | | | | |
| 1. Pile 1 > Pile 2 | | | | | | |
| 2. Pile 3 > Pile 4 | | | | | | |
| 3. Pile 5 > Pile 6 | | | | | | |
| 4. Pile 7 > Pile 8 | | | | | | |
| 5. Pile 9 > Pile 10 | | | | | | |
| 6. | | | | | | |
| Identify which is "LESS" (sets of 1-10 objects, <u>clear</u> difference in quantity) | | | | | | |
| 7. Pile 1 < Pile 2 | | | | | | |
| 8. Pile 3 < Pile 4 | | | | | | |
| 9. Pile 5 < Pile 6 | | | | | | |
| 10. Pile 7 < Pile 8 | | | | | | |
| 11. Pile 9 < Pile 10 | | | | | | |
| 12. | | | | | | |
| Identify "EQUAL" (sets of 1-10 objects) | | | | | | |
| 13. 1=1 | | | | | | |
| 14. 2=2 | | | | | | |
| 15. 3=3 | | | | | | |
| 16. 4=4 | | | | | | |
| 17. 5=5 | | | | | | |
| 18. 6=6 | | | | | | |
| 19. 7=7 | | | | | | |
| 20. 8=8 | | | | | | |
| 21. 9=9 | | | | | | |
| 22. 10=10 | | | | | | |
| Identify which is "MORE" (numerals 1-10) | | | | | | |
| 23. 10 > 1 | | | | | | |
| 24. 9 > 2 | | | | | | |
| 25. 8 > 3 | | | | | | |
| 26. 7 > 4 | | | | | | |
| 27. 6 > 2 | | | | | | |
| 28. 5 > 1 | | | | | | |
| Identify which is "LESS" (numerals 1-10) | | | | | | |
| 23. 10 < 1 | | | | | | |
| 24. 9 < 2 | | | | | | |
| 25. 8 < 3 | | | | | | |
| 26. 7 < 4 | | | | | | |
| 27. 6 < 2 | | | | | | |

| Target | Intro MT | Mastery RR | Mastery Materials Set 2 | Mastery Materials Set 3 | Mastery SD 2 | Mastery SD3 |
|--|----------|------------|-------------------------|-------------------------|--------------|-------------|
| SD: "Which is MORE?" | | | | | | |
| 28. $5 < 1$ | | | | | | |
| Identify "EQUAL" (numerals 1-10) | | | | | | |
| 29. $1 = 1$ | | | | | | |
| 30. $2 = 2$ | | | | | | |
| 31. $3 = 3$ | | | | | | |
| 32. $4 = 4$ | | | | | | |
| 33. $5 = 5$ | | | | | | |
| 34. $6 = 6$ | | | | | | |
| 35. $7 = 7$ | | | | | | |
| 36. $8 = 8$ | | | | | | |
| 37. $9 = 9$ | | | | | | |
| 39. $10 = 10$ | | | | | | |
| 40. Identify which is "MORE" (sets of 1-10 objects, <u>minimal</u> difference in quantity) | | | | | | |
| 41. Identify which is "LESS" (sets of 1-10 objects, <u>minimal</u> difference in quantity) | | | | | | |
| 42. Expressive/writing the "more than" (>) and "less than" (<) symbols in context of a number sentence.* | | | | | | |
| 43. Expressive/writing the "equal to" (=) symbol in context of a number sentence. | | | | | | |
| 44. Continue mastered targets with greater quantities and/or numerals if needed | | | | | | |

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.)