

SEQUENTIAL TEACHING PROGRAM/PROMPT HIERARCHY

SUMMER QUARTER, 20__

GOAL 1:

T.B. will respond to his name when called by an adult or child, in the therapy room or at school, by orienting his face and/or body to the speaker and responding appropriately (i.e. “What?”, “Huh?”), within two times that his name is called, as judged by the clinician, during 80% of the times that his name is called, across two observation periods.

STEPS:

1. physical prompt to orient body/face, full verbal (say “What”)
 - (+) praise, (-) say his name again, repeat prompts
 - 4/5 times, across 2 sessions go to step 2
 2. partial physical prompt to orient body, visual prompt (round mouth for “Wh.....at?”)
 - (+) praise, (-) repeat name, (-- go to step 1
 - 4/5 times, across 2 sessions go to step 3
 3. verbal reminder (“You need to look at me”) then (“What do you need to say?”)
 - (+) praise, (-) repeat name, (-- go to step 2
 - 4/5 times, across 2 sessions, go to step 4
 4. no verbal cues, must respond within second calling of name
 - (+) praise, (-) repeat name louder/more firmly, (-- go to step 3
 - 4/5 times, goal mastered
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GOAL 2:

T.B. will demonstrate the ability to independently maintain conversational topics by producing appropriate, topically related questions or comments, for at least three of six exchanges (3 TB, 3 conversation partner), during a conversation with the clinician, in the therapy room, during 4 out of 5 conversations, across two sessions.

STEPS:

1. visual cue (picture of topic, written or visual cues for statements)
 - (+) praise, (-) verbal model
 - 4/5 conversations, across 2 sessions, go to step 2
 2. visual cue (topic card)
 - (+) praise, (-) visual cue of statements (step 1), (--) verbal model
 - 4/5 conversations, across 2 session, go to step 3
 3. verbal reminder (“What are we talking about?”.....”stay on topic”)
 - (+) praise, (-) go to step 2
 - 4/5 conversations across 2 sessions, go to 4
 4. visual cue (time out sign with hands)
 - (+) praise, (-) re-direct, match with verbal (“stop....what are we talking about”)
 - 4/5 conversations across 2 sessions, go to 5
 5. no cues or prompts
 - (+) praise, (-) go to 4 (--) go to 3
 - 4/5 conversations, goal mastered
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GOAL 3:

T.B. will demonstrate the ability to maintain appropriate social distance while interacting with others (not standing too close or too far away from others), in the therapy room and at school, as judged by the clinician, during 80% of opportunities, across two consecutive observations periods.

STEPS:

1. physical prompt/verbal reminder
 - (+) praise, (-) full model
 - 80% opportunities, across 2 sessions, go to step 2
 2. direct verbal prompt (“You need to get close to the person you talk to”)
 - (+) praise, (-) physical prompt
 - 80% opportunities, across 2 sessions, go to step 3
 3. partial verbal reminder (“What do you need to do?”)
 - (+) praise, (-) direct verbal prompt, (--) physical prompt
 - 80% opportunities, across 2 sessions, go to step 4
 4. visual prompt (point closer to person)
 - (+) praise, (-) verbal reminder, (--) direct verbal prompt
 - 80% opportunities, across 2 sessions, go to step 5
 5. expectant look
 - (+) praise, (-) visual prompt, (--) verbal reminder
 - 80% opportunities, across 2 sessions, go to step 6
 6. no prompts
 - (+) praise, (-) expectant look, (--) visual prompt
 - 80% opportunities, across 2 sessions, goal mastered
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GOALS 4 and 5:

T.B. will demonstrate the ability to appropriately and spontaneously enter into cooperative play with peers,(walk around the room, watch what other children are doing, get a toy, do what the other child is doing, and suggest an idea), at school and in the therapy room, at least 2 times in a 50 minute observation, across two consecutive observation periods.

T.B. will spontaneously initiate play with a peer (approach the peer, maintain appropriate social space, look at the child, say the child's name, wait for the child to respond, then suggest something to play or show the peer an object), at school and in the therapy room, at least 2 times in 50 minute observation, across two observation periods.

STEPS:

1. visual prompt (card with each step), full verbal
 - (+) praise, (-) full model
 - 4/5 times, across 2 sessions, go to step 2
 2. visual prompt (cards with each step), partial verbal
 - (+) praise, (-) go to step 1
 - 4/5 times, across 2 sessions, go to step 3
 3. visual prompt (cards with each step), gestural (point to each card)
 - (+) praise, (-) partial verbal ("First.....") (--) direct model
 - 4/5 times, across 2 sessions, go to step 4
 4. visual prompt (cards with each step)
 - (+) praise, (-) gestural cue, (--) verbal cues
 - 4/5 times, across 2 sessions, go to step 5
 5. partial verbal ("What do you need to do first?")
 - (+) praise, (-) visual cue, (--) visual with gestural
 - 4/5 times, across 2 sessions, go to step 6
 6. expectant look, gestural cues (body language)
 - (+) praise, (-) partial verbal, (--) visual
 - 4/5 times, across 2 sessions, go to step 7
 7. no prompts
 - (+) praise, (-) expectant look, (--) partial verbal
 - 2 times in 50 minute observation, goal mastered
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