

Monitoring

Discrete Trial Teaching Session Monitoring Form

You will use this form to monitor the tutor's performance throughout the supervision process. The accuracy of the tutor's teaching is recorded for ten consecutive trials. Each column (1-10) lists all the areas of performance that are important to DTT (e.g., S^D as written). Each of these areas of performance is explained below (under the "monitoring/coding guidelines" heading).

Session Monitoring Form

Date: ___/___/___ Supervisee _____ Client _____
 Program _____
 Monitor _____ IOA: _____

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 Program _____
 Monitor _____ IOA: _____

Trial		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Set up of Materials	Materials used match program sheet and are set up according to phase/set number																				
S ^D	A. Attending																				
	B. S ^D as written																				
	C. Intonation																				
Response	Resp. Correct?																				
Correction	A. Timely																				
	B. Attending																				
	C. As written																				
	D. Intonation																				
Reinforcer	A. Immediate																				
	B. Effective																				
	C. Descriptive																				
	D. Intonation																				
	E. Affect/Play																				
Pacing	Adequate																				
Extra S ^R																					
Attention for disruptive behavior																					

Monitoring/Coding Guidelines:

Your supervisor will use the same guidelines to evaluate your performance and to code the discrete trials. These are common mistakes that tutors make.

1. Set up of Materials:

- a. Make sure that the materials that are listed in the program sheet are the ones being presented
- b. Make sure that the materials that are being used are from the proper set number of the program
- c. Make sure that the array on the desk (if applicable) has the correct number of stimuli as listed in the program sheet

2. S^D Attending:

- a. Child is playing with the stimulus materials before/during S^D delivery
- d. Early responding. The child responds before or during the verbal S^D (pay special attention to this when the child has mastered the procedure)
- e. Child is consuming food or has access to the S^{R+}
- f. Child is not looking at the tutor and/or the stimulus material

3. S^D as written:

- a. Repeating the S^D more often or less often than specified in the program.
- b. Placing learning materials (e.g. ID objects procedure) always in the same location.
Rotation should occur at least once every 3 trials no matter how many stimulus items are displayed. This rule might be useful:
 - (1) with 3 items: rotate every 1 or 2 trial
 - (2) with more than 3 items: rotate at least every 3rd trial
- c. Involuntary cueing (pay attention to eye and hand movements; look for patterns)

4. S^D intonation:

- a. The tone of voice is too excited
- b. The tone of voice sounds too low or quiet (it must be neutral)
- c. The tone of voice is harsh sounding

5. Correction Timely:

- a. As soon as the learner makes an error the correction procedure must be implemented following the correct prompt hierarchy
- b. Not implementing the correction procedure

6. Correction Attending:

- a. Child is not attending to the tutor when the tutor provides correction procedure.
- b. Child is tantruming

7. Correction as Written:

- a. Reinforcing an incorrect behavior
- b. Tutor performs the behavior, rather than prompting the child (In general, the child should behave during the correction and not simply watch "how it's done.")
- c. Tutor does not use the hierarchy of prompts.
- d. Tutor labels the incorrect behavior (e.g., "No, this is the shoe....and that is the banana" or "No, this is not a shoe...")

8. Correction Intonation:

- a. The tone of voice is excited indicating that they made a correct response, correction tone should be neutral

9. S^{R+} (Reinforcer) Timely:

- a. Delay between R and S^{R+} >2 s
- c. Tutor records child's response before delivering the S^{R+}
- d. Tutor does not use reinforcer because the child was "naughty" during previous trials

10. S^{R+} Effective:

- a. Tutor presents a presumed "S^{R+}" that the child refused on a previous trial

11. S^{R+} Descriptive:

- a. Tutor uses general praise. Use descriptive praise, the tutor should specify what they are praising. (ex. "Good touching your nose.")

12. S^{R+} Intonation:

- a. The tone of voice is neutral. This intonation is very important we want the student to discriminate a praise statement vs. instructional statement with tone of voice.

13. Affection and play:

- a. Tutor must use affection (high fives, pat on back, making funny faces, etc.) in addition to any social praise.
- b. Tutor must play with the toy when providing the item to the child. For example, run the car along the table and make car noises.

14. Pacing error:

- a. Searching for stimulus material between trials
- b. The ITI exceeds 5 sec., when the tutor is only using praise
- c. The ITI exceeds 25 sec. when the tutor is using and edible/tangible

15. Extra learning opportunities and access to social reinforcement

- a. Tutor must reinforce the child's other appropriate behaviors on the average of once every two trials in the booth.
- b. Tutor must reinforce the child's appropriate behaviors on the average of once every minute outside of the booth.

16. Attention for Disruptive Behavior

- a. When the child shows disruptive behavior, tutor should instruct the child to go back to the appropriate behavior by following the hierarchy of prompts: verbal, gestural, partial physical, and full physical prompts.
- b. Tutor should repeat verbal prompts (e.g., "get ready," "Sit down") only when following the hierarchy of prompts. Verbal prompts should not be repeated more than this.
- c. Try not to make any facial expressions following child's disruptive behavior
- d. Tutor should not make any unnecessary comments about child's disruptive behavior
- e. Tutor should not give a choice of reinforcers following disruptive behavior. If preference assessment is necessary, do it following appropriate behavior. Ask an easier question if it helps the child do appropriate behavior.