

## ***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<sup>D</sup> 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: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_ Supervisee \_\_\_\_\_ Client \_\_\_\_\_  
 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 <sup>D</sup>	A. Attending																					
	B. S <sup>D</sup> 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 <sup>R</sup>																						
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<sup>D</sup> Attending:**

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

**3. S<sup>D</sup> as written:**

- a. Repeating the S<sup>D</sup> 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 3<sup>rd</sup> trial
- c. Involuntary cueing (pay attention to eye and hand movements; look for patterns)

**4. S<sup>D</sup> 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<sup>R+</sup> (Reinforcer) Timely:**

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

**10. S<sup>R+</sup> Effective:**

- a. Tutor presents a presumed "S<sup>R+</sup>" that the child refused on a previous trial

**11. S<sup>R+</sup> Descriptive:**

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

**12. S<sup>R+</sup> 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.