

DISCRETE TRIAL TEACHING PROCEDURE

PROCEDURE STEP	OBSERVED					NOT OBSERVED				
Obtain attention. Therapist uses appropriate method to obtain student's attention where student makes a brief eye contact with the therapist or looks at the presented stimuli for at least 1 s	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Present SD. Therapist presents three stimuli in a row and alters the presentation positions of the stimuli each trial	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Give instruction. Therapist gives a clear and concise instruction with audible voice without repetition, and make sure student responds after the completion of the instruction	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Provide timely prompt or error correction. Correct response: Therapist provides prompts within 1 s of instruction at appropriate level Incorrect response: Therapist provides error correction within 1 s	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Use response specific feedback. Correct response: Therapist praises the student with a response specific feedback Incorrect response: Therapist provides no verbal feedback and proceeds to error correction procedure	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Deliver reinforcer. Correct response: Therapist delivers reinforcer within 2 s following the occurrence of a correct response with or without prompt; Incorrect response: No reinforcer within the trial following error	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Record data. Therapist records student's response on the recording form while the student is consuming the reinforcer	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Inter-trial interval. Therapist starts the next trial within 2 s when the student completes consuming the food reinforcer or have accessed to the object reinforcer for 5 s	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10

REFERENCE

Zhu, J., Hua, Y., & Yuan, C. (2020). Effects of remote performance feedback on procedural integrity of early intensive behavioral intervention programs in China. *Journal of Behavioral Education*, 29.

INCIDENTAL TEACHING PROCEDURE

PROCEDURE STEP	OBSERVED					NOT OBSERVED				
Present picture. Therapist presents a picture at a specific location before establishing motivation operation	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Establishing motivation. Therapist uses proper method to establish student's interest in the stimulus	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Start training. Therapist starts the training trial upon student's initiation	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Provide timely prompt or error correction. Therapist provides prompts at an appropriate level within 1 s of student's initiation Teachers provides a maximum of three prompts for each student's initiation, and the last prompt must ensure the correct response	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Use response specific feedback. Following a correct response with or without prompt, therapist provides reinforcer label	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Deliver reinforcer. Therapist deliver the reinforcer within 1 s of the correct response	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Manage time for contacting reinforcer. Correct response: Therapist delivers reinforcer within 2 s following the occurrence of a correct response with or without prompt; Incorrect response: No reinforcer within the trial following error	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10
Record data. Therapist records student's response on the recording form while the student is consuming the reinforcer	1	2	3	4	5	1	2	3	4	5
	6	7	8	9	10	6	7	8	9	10

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