

**Imitate Advanced Words - Imitation  
PROCEDURE SHEET**

<b>Pupil:</b>		<b>Teacher:</b>	
		<b>Procedure Writer:</b>	<b>ND</b>
		<b>Date Written:</b>	<b>9/30/14</b>
<b>IEPC Goal:</b>			
<b>Objective:</b>			
<b>Materials:</b>	Specified Imitation Targets		
<b>Reinforcer:</b>	See student's reinforcer list.		
<b>Data collection:</b>	<p>10 trials, (+) for correct and (-) for incorrect, (excluding all OT and N trials).</p> <ul style="list-style-type: none"> <li>● If student is off-task or does not respond, <i>don't</i> code as a (-), instead, please code:             <ul style="list-style-type: none"> <li>→ "OT" for off-task behavior, such as tantruming</li> <li>→ "N" for no response</li> </ul> </li> </ul>		

Phase		Correct Response		Incorrect Response		Criteria for Change
		Pupil Behavior	Tutor Behavior	Pupil Behavior	Tutor Behavior	
1	The tutor establishes eye contact with the student. The tutor says, say "... " and inserts a word from the student's vocabulary list. The tutor may repeat the word up to 3 times if needed	Student repeats or approximates word within 5 seconds of S <sup>D</sup> .	Descriptive praise paired intermittently with edibles/ tangibles.	Student does not repeat or approximate word within 5 seconds of initial S <sup>D</sup> .	<ul style="list-style-type: none"> <li>● Repeat S<sup>D</sup> for the 5<sup>th</sup> time, then:</li> <li>● If student makes any response other than the given S<sup>D</sup> within 5 secs, turn away for 3 sec.</li> </ul>	80% or > for 3 or 90% or > for 2 consecutive sessions.

Phase		Correct Response		Incorrect Response		Criteria for Change
		Pupil Behavior	Tutor Behavior	Pupil Behavior	Tutor Behavior	

					<ul style="list-style-type: none"> <li>• If child does respond to repeated S<sup>D</sup> correctly, give minimal reinforcement and code as incorrect.</li> </ul>	
2	The tutor establishes eye contact with the student. The tutor says, say “...” and inserts a word from the student’s vocabulary list. The tutor may repeat the word up to 2 times if needed.	Student repeats or approximates word within 4 seconds of S <sup>D</sup> .	Descriptive praise paired intermittently with edibles/tangibles.	Student does not repeat or approximate word within 4 seconds of initial S <sup>D</sup> .	Repeat S <sup>D</sup> for the 4 <sup>th</sup> time, then: <ul style="list-style-type: none"> <li>• If student makes any response other than the given S<sup>D</sup> within 4 secs, turn away for 3 sec.</li> <li>• If child does respond to repeated S<sup>D</sup> correctly, give minimal reinforcement and code as incorrect</li> </ul>	80% or > for 3 or 90% or > for 2 consecutive sessions.
3	The tutor establishes eye contact with the student. The tutor says, say “...” and inserts a word from the student’s vocabulary list. The tutor may repeat the word once if needed.	Student repeats or approximates word within 3 seconds of S <sup>D</sup> .	Descriptive praise paired intermittently with edibles/tangibles.	Student does not repeat or approximate word within 3 seconds of initial S <sup>D</sup> .	Repeat S <sup>D</sup> for the 3 <sup>rd</sup> time, then: <ul style="list-style-type: none"> <li>• If student makes any response other than the given S<sup>D</sup> within 3 secs, turn away for 3 sec.</li> <li>• If child does respond to repeated S<sup>D</sup> correctly, give minimal reinforcement and code as incorrect</li> </ul>	80% or > for 3 or 90% or > for 2 consecutive sessions.

Phase		Correct Response		Incorrect Response		Criteria for Change
		Pupil Behavior	Tutor Behavior	Pupil Behavior	Tutor Behavior	

4	<p>The tutor establishes eye contact with the student. The tutor says, say “...” and inserts a word from the student’s vocabulary list.</p> <p>*This phase should be done with a <b>variety</b> of tutors.</p>	Student repeats or approximates word within 3 seconds of S <sup>D</sup> .	Descriptive praise paired intermittently with edibles/tangibles.	Student does not repeat or approximate word within 3 seconds of initial S <sup>D</sup> .	<p>Repeat S<sup>D</sup>, then:</p> <ul style="list-style-type: none"> <li>● If student makes any response other than the given S<sup>D</sup> within 3 secs, turn away for 3 sec.</li> <li>● If child does respond to repeated S<sup>D</sup> correctly, give minimal reinforcement and code as incorrect</li> </ul>	80% or > for 3 or 90% or > for 2 consecutive sessions.
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\* SCs after your student has mastered this procedure make sure to conduct the Echoic Behavior Post-Test as a maintenance check and follow the directions on the test to either move onto imitate phrases or work on maintenance of the previous sounds/words.