

ABA Programming: Writing a Teaching Procedure

Goal Example:

"Given a field of 4 objects, the learner will correctly identify 6 colors by receptive identification (point to/touch) in 80% of opportunities, across 3 consecutive sessions, with 2 different instructors."

Example:

Program: Receptive ID Colors

Program Purpose: To teach receptive identification skills

Special Considerations: Run a minimum of 10 trials per session (spread throughout session)

Materials: Field of 4 objects (rotating non-target items), current target color card/object, data sheet

S^D: "Touch (color)"

Response: Learner IDs target color by pointing or touching

Program Instructions:

1. Place a field of 4 different colored objects in front of the learner (i.e. different colored markers)
2. Deliver the **S^D**: "Touch red"

Example: SD: "Touch Red" Response: Learner touches red object

Non-Example: SD: "Touch Red" Response: Learner touches blue, then green, then red

Prompting Hierarchy: Model Prompting for first two trials, then fade to Gesture Prompting for the next two trials, then fade to independent

Reinforcement: Immediate praise, delivered within 3 seconds of the response

Error Correction: If incorrect or no response within 5 seconds, model the correct response by following the prompt hierarchy

Data Collection: Score each trial as +/independent, P/prompted, or – /incorrect), tallied toward the 80% criterion across the session.

ABA Programming: Teaching Procedure Checklist

- ☐ Program Name
- ☐ Program Purpose stated
- ☐ Special Considerations noted (trial count, session structure, etc.)
- ☐ Materials listed
- ☐ SD written exactly as it will be said out loud
- ☐ Numbered, sequential program instructions
- ☐ Prompting hierarchy
- ☐ Reinforcement
- ☐ Error correction procedure specified
- ☐ Data collection method

ABA Programming: Defining Each Step

1. Program Name

States the name of the program/lesson

2. Program Purpose

States the “why” behind the program in one sentence. What skill does this build? What is the program intended to teach?

3. Special Considerations

Any session specific logistics that don't fit into any other sections of the plan. This could be environmental notes, session structure, etc.

4. Materials Listed

Everything needed to run the specific lesson

5. SD (Discriminative Stimulus) / Antecedent

The exact instruction, worded exactly like it would be spoken. If the goal is taught using naturalistic teaching, you could include the antecedent here instead, which describe what happens, specifically, before the targeted behavior. (i.e. "Instructor walks by with bag of new toys")

6. Program Instructions

The sequential steps of how the trial is ran. Written clearly enough that a new staff member could run it without any guesswork.

7. Prompting Hierarchy

The specific levels of support, and how/when they are faded out.

8. Reinforcement

Describe what reinforcement is delivered, for which responses, and within what time frame.

9. Error correction procedure specified

The exact steps taken when a response is incorrect or there is no response. This usually follows the same hierarchy as the prompting hierarchy used to teach the skill.

10. Data collection method

Describe how each trial is scored. The data type here should match what the goal's criterion actually measures. (frequency, duration, Trial-by-Trial %, Task Analysis steps). State if data is collected using (+, -, P), or if the data needs more specific prompt levels state (+, -, VP(verbal prompt), GP (Gesture Prompt)).