Receptively Identify concept of “clean” vs. “dirty”

Objective: LEARNER will receptively identify samples of toilet paper (with simulation materials for a BM) as either “clean” or “dirty” with at least 90% accuracy across three consecutive sessions.

Data Sheet: The sheet has a blank space for the two targets: (1) clean and (2) not clean. The data sheet has the following prompts: (F) for full physical prompt, (P) for partial physical prompt, (G) for a gestural prompt, and (I) for when the learner independently responds.

Materials: data sheet, laminator, sun butter (made from sunflower seeds), measuring spoons, ruler, and toilet paper.

Probe Trial: start each session with a probe trial for each target (so a separate probe trial will be necessary at the start of every new session and every new set). Probe trials are used to determine the appropriate level of prompting necessary to provide to the learner to ensure that he or she does not receive more assistance than needed, but also so that the learner will be the most successful in completing the response.
- To do this, deliver the $S^0$ and give the learner 2-3 seconds to respond independently.
- If the learner does not respond or responds incorrectly, then provide the next level prompt in the least to most prompting hierarchy.
- If the learner does not respond correctly to the first prompt, continue to move up the prompt hierarchy.
- Whichever level of prompting is needed will be utilized in the successive trials in the session as the prompt to use if the learner does not respond independently after 2-3 seconds of delivering $S^0$. This is called Most-to-Least prompting with a delay (MTLD) and is used after conducting the probe trial.

Sets and Phases: There is only one phase for this procedure, but there are multiple sets of materials (sets of three). On the session record log, progress will be denoted as “phase 1, set __”.

Set up: place the three laminated pieces on the desk in a horizontal array in front of the learner. One laminated piece will have a piece of toilet paper with sun butter on it, one laminated piece will have a clean piece of toilet paper in it and one piece of laminate will be empty (to serve as a distractor).

Phase 1: Have the learner face the tutor. Establish eye contact with the learner and deliver the specific instructions: “touch/show me/find/which one is clean” or “touch/show me/find/which one is not clean”
Data Collection:
- If the learner correctly and independently follows the instruction, immediately following the $S^D$ circle (I) on the data sheet.
- If the learner does not correctly respond immediately following the $S^D$, provide the probe level prompt and circle accordingly.
- If you cannot get the learner to comply then circle (-) on the data sheet

Set Change Criterion: three consecutive sessions of 90% or better, then move onto the next set.

Overall Mastery Criterion: set 4 with 3 consecutive sessions at 90% or better

Maintenance Probes: once the client has met mastery criterion (see above) a maintenance session should be conducted once a week. A maintenance session should be run with set 4 materials with no prompts and should be the full 10 trial session.

<table>
<thead>
<tr>
<th>Set</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set 1</td>
<td>Clean piece of toilet paper</td>
<td>2 pieces of toilet paper folded into thirds with a 1 inch by 2 inch smear made with $\frac{1}{4}$ teaspoon sun butter</td>
</tr>
<tr>
<td>Set 2</td>
<td>Clean piece of toilet paper</td>
<td>2 pieces of toilet paper folded into thirds with a 1 inch by $\frac{1}{2}$ inch smear made with a pea-sized amount sun butter</td>
</tr>
<tr>
<td>Set 3</td>
<td>Clean piece of toilet paper</td>
<td>Piece of toilet paper with a 1 inch by $\frac{1}{4}$ inch smear made with $\frac{1}{4}$ teaspoon of sun butter</td>
</tr>
<tr>
<td>Set 4</td>
<td>Clean piece of toilet paper</td>
<td>2 pieces of toilet paper folded into thirds with small circular smear the diameter of a pencil eraser made by stamping a pencil eraser in sun butter</td>
</tr>
</tbody>
</table>