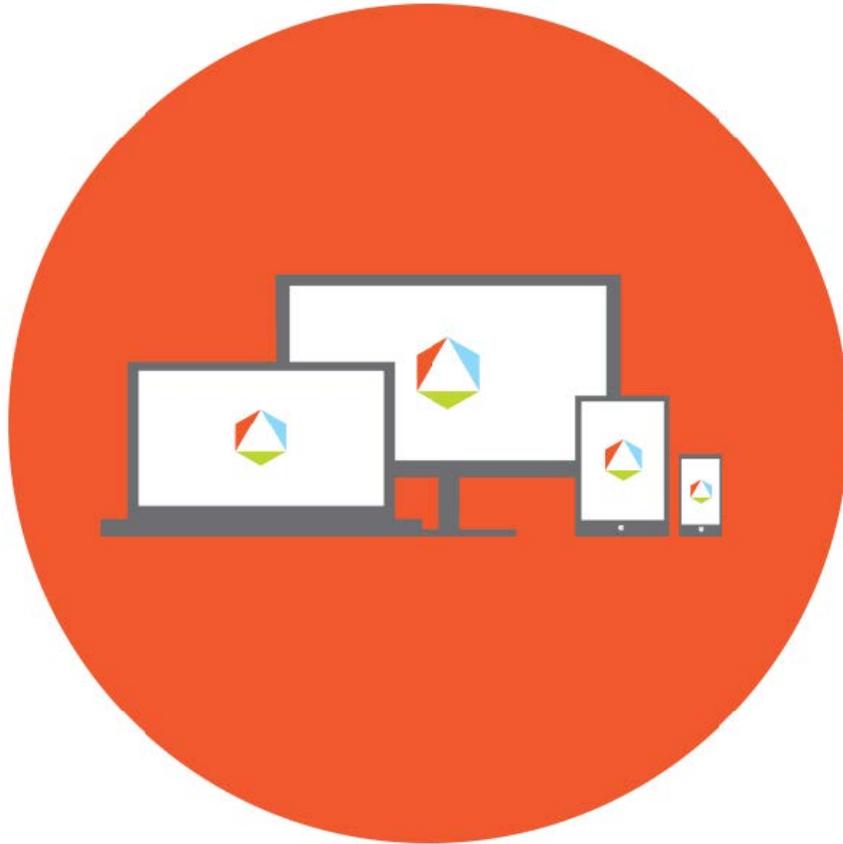




FIRSTPATH
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Data Sheet

46. Conversation (Advanced): Measuring exchanges

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Measuring exchanges

Reminders:

- **MT** = Mass Trials (one target until 3 independent, correct responses in a row)
 - **RR** = Random Rotation (target presented randomly, with other targets in RR phase)
 - **Intro MT**: The date the target was introduced to the child
 - **Mastery RR**: Is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.
 - **Materials Set 2 & 3** = NEW set of materials/cards, different than original set
 - **Discrete trial teaching**: This technical term means the breaking a task down into smaller, more teachable components, and teaching each component separately.
 A cue is given → the child responds → a reward is given for a correct response
 (SD) → (R) → (Sr)
- The cue or prompt, referred to as a discriminative stimulus (SD), is a specific environmental event or condition in response (R) to which a child is expected to exhibit a particular behavior and (SR) is the stimulus reinforcement.
- **SD 2 & 3** = NEW instruction that means the same thing, but using different words (examples: "Show me", "Where's the", "Give me", "Touch")

Student: _____ LESSON: Conversation (Advanced): Measuring exchanges	
Teaching format(s):	Prompting System: less intrusive to most intrusive following the Prompt Hierarchy
Developmental Norm:	Material(s): Typically, no physical materials are required to conduct this lesson, as it is vocally-based.
Example Trial: Teacher: "Hey, what are you drawing?" Child: "An octopus." (1 exchange) Teacher: "Oh, cool. How many legs does an octopus have?" Child: "Eight legs." (2 exchanges) Teacher: "I wish I had eight legs." Child: "Me too! Then I could run really fast." (3 exchanges)	Reinforcer(s): Child preferences and/or what the child has chosen to earn.

Target	Intro MT	Mastery RR	Mastery Materials Set 2	Mastery Materials Set 3	Mastery SD 2	Mastery SD3
Measuring exchanges:						
1. Conversation of 3 full exchanges						
2. Conversation of 6 full exchanges						
3. Conversation of 10 full exchanges						
Measuring specific identified deficits by frequency of occurrence during a specified quantity (# of exchanges) or duration (# of minutes) of conversation (Examples of deficits: interrupting, staying on topic, etc.)						
5. # of minutes						
6. Interruptions						
7. Staying on topic						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
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18.						
19.						
20.						

Maintenance: When all targets are mastered, reduce frequency of the presentation of the program to child systematically, ensuring that the child maintains skills by maintaining mastery scores of 80-100% before decreasing frequency further. (e.g. 5 times per week to 4 times per week for a month, to 3 times per week for a month to 2 times per week for a month, to once a week for a month, to generalized settings.)