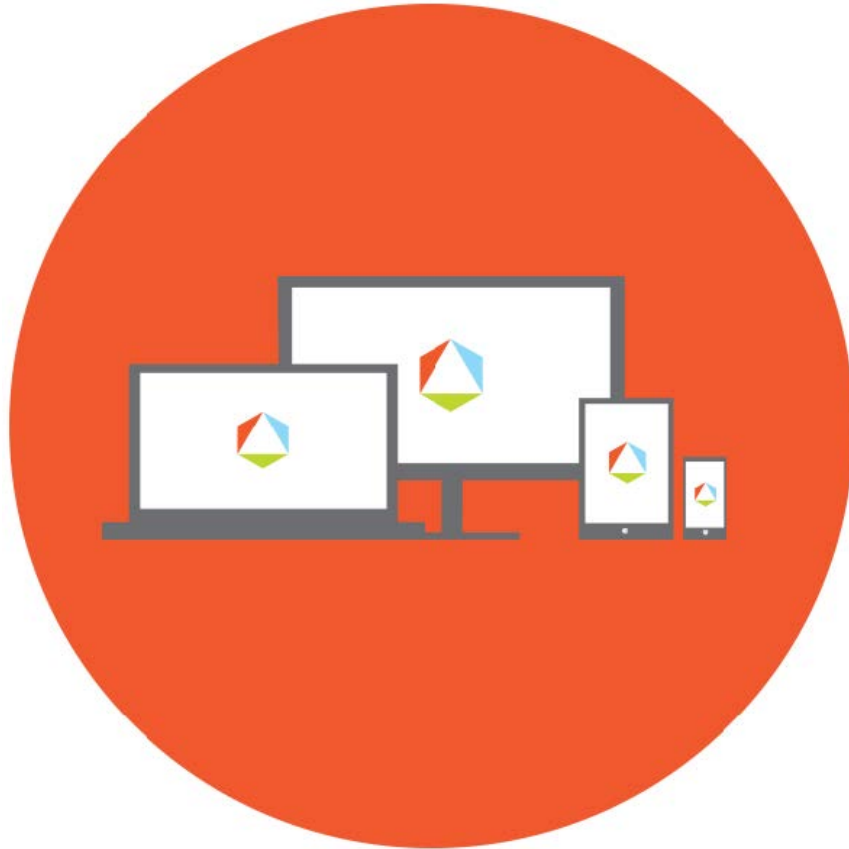




FIRSTPATH
AUTISM



Data Sheet

Advanced labeling: Prepositions

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Prepositions – Expressive

Discriminative stimulus (SD): Adult places item and asks “Where is the ___?” (e.g. Where is the ball?)”

Correct Response: Child answers using correct preposition. (e.g. “The ball is ON the box.”)

Target	Intro MT*	Mastery RR**	Target	Intro MT*	Mastery RR**
1. In			21.		
2. On			22.		
3. Under			23.		
4. By/ Next to			24.		
5. In front of			25.		
6. Behind			26.		
7. Around			27.		
8. Above			28.		
9. Below			29.		
10. Between			30.		
11. At			31.		
12. Beside			32.		
13. Off			33.		
14. Out			34.		
15. Over			35.		
16. Through			36.		
17. For			37.		
18.			38.		
19.			39.		
20.			40.		

* **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.

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.)



Lesson 16. Prepositions – Expressive

Discriminative stimulus (SD): Provide child with instruction. (e.g., "Put the ball ON the box.")

Correct Response: Child picks up ball and places the ball ON the box.

Target	Intro MT*	Mastery RR**	Target	Intro MT*	Mastery RR**
1. In			21.		
2. On			22.		
3. Under			23.		
4. By/ Next to			24.		
5. In front of			25.		
6. Behind			26.		
7. Around			27.		
8. Above			28.		
9. Below			29.		
10. Between			30.		
11. At			31.		
12. Beside			32.		
13. Off			33.		
14. Out			34.		
15. Over			35.		
16. Through			36.		
17. For			37.		
18.			38.		
19.			39.		
20.			40.		

***Intro MT:** This is the date the target was introduced to the child

****Mastery RR:** This is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.

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.)