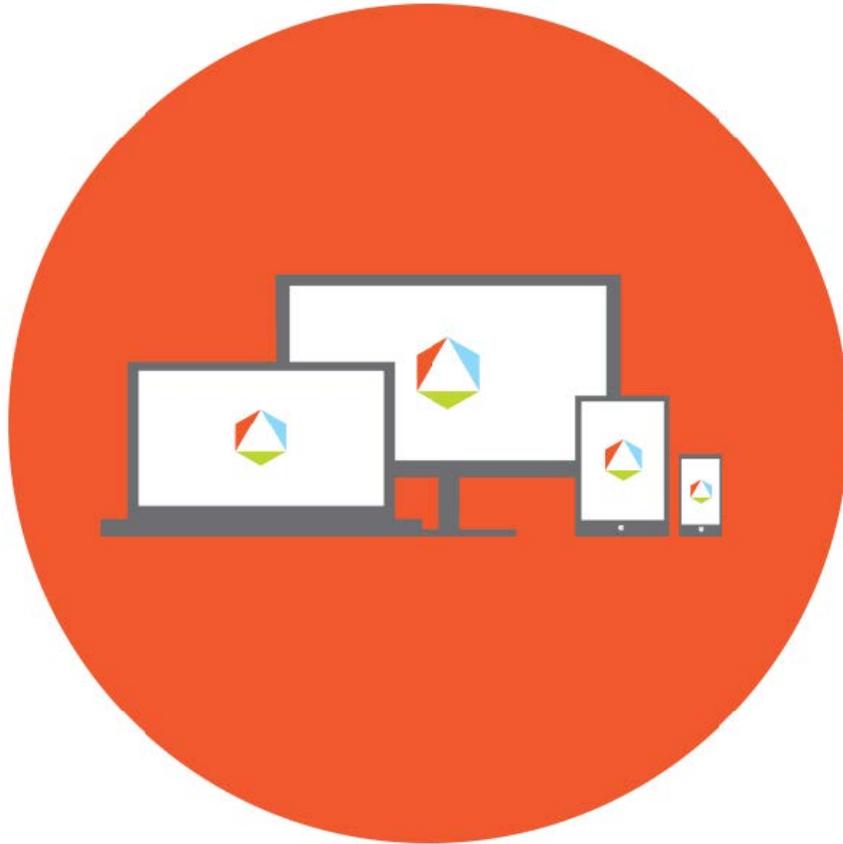




FIRSTPATH
AUTISM



Data Sheet

Conversation Training: Familiar Fill-ins

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Conversation Training: Familiar Fill-ins

Teaches the very basic beginning concept of "when I say something you respond"; "when you say something, I respond."

Receptive Discriminative Stimulus (SD): Say something where the child can respond (e.g. "The wheels on the ...").

Correct Response: Child says "bus!"

Teacher "... go round and round! Round and round! Round and Round!"

Target	Intro MT*	Mastery RR**	Target	Intro MT*	Mastery RR**
1. (While singing) "The itsy bitsy ___ (spider)"			21.		
2. (while singing) "The wheels on the ____ (bus)"			22.		
3. (while singing) "If you're happy and you know it ____ (clap your hands)"			23.		
4.			24.		
5.			25.		
6.			26.		
7. "Time to eat! Wash your ___ (hands)."			27.		
8. "We're going outside! Put on your ___ (Shoes)."			28.		
9. "Look! It's Thomas the ___ (train)"			29.		
10. "You have Winnie the _____(Pooh)."			30.		
11. "I see Dora the _____(Explorer)."			31.		
12. "A duck says ___ (quack, quack)."			32.		
13. "I need you to sit criss-cross ___(applesauce)."			33.		
14.			34.		
15.			35.		



16.			36.		
17.			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.)