***Procedures for Teaching Labeled Responses***

1. Conduct a concept analysis
	1. Identify relevant and irrelevant features of the stimulus class
	2. Identify the range of variation in the class
2. Select and sequence instructional examples
	1. Identify positive examples that sample the range of variation in the relevant features.
	2. Negative examples are not included in the sequence when teaching labeling!
	3. Expose student to range of variation in positive examples during each session.
	4. Related concepts should be introduced cumulatively to students.
	5. After the labeling responses have been mastered, the student should be required to discriminate between related concepts.
3. Develop response prompting and fading procedures
	* Use time delay
	* Provide a model of the correct labeling response and solicit an imitative response.
	* Yes/no can be introduced immediately after the labeling response has been mastered.
4. Selecting and sequencing examples
	* Positive examples that sample the range of variation in relevant and irrelevant dimensions
	* Negative examples that sample range of variation in irrelevant dimensions
	* Cumulatively introduce related concepts
5. Response prompting and fading procedures
	1. Time delay with a model of the target response.
	2. Teach “yes” response first presenting a positive example.
	3. Teach “no” response using negative examples.
	4. Finally, require student discriminate “yes” or “no” by randomly presenting a positive and negative example.
6. Complete program format with three parts:
	1. Instructional program sheet
	2. Raw data sheet
	3. Data summary = graph

Illustrative Labeling Program

Instructional Objective: When shown flash cards in the classroom, John will name the shapes square, circle, triangle, and rectangle with 80% accuracy on two consecutive instructional sessions.

Concept Analysis: Relevant dimension: Shape.

Irrelevant dimensions: Fill color, size, line color, background.

Phases (Response prompts and fading procedures)

1. What is this?/Name this?/ What’s this called?” and flash card.

0 second delay - Immediately model the name of the shape.

1. What is this?/Name this?/ What’s this called?” and flash card.

1 second delay - Immediately model the name of the shape.

1. What is this?/Name this?/ What’s this called?” and flash card.

2 second delay - Immediately model the name of the shape.

1. What is this?/Name this?/ What’s this called?” and flash card.

3 second delay - Immediately model the name of the shape.

Steps (Instructional sequence)

1. Square (Vary irrelevant dimensions across trials).
2. Circle (Vary irrelevant dimensions across trials).
3. Square or circle (Vary irrelevant dimensions across trials).
4. Triangle (Vary irrelevant dimensions across trials).
5. Square, circle, or triangle (Vary irrelevant dimensions across trials).
6. Rectangle (Vary irrelevant dimensions across trials).
7. Square, circle, triangle, or rectangle (Vary irrelevant dimensions across trials.)

Error Correction

1. “No, this is a (shape). Say (shape) after me.”
2. “What is this?” and provide model.”
3. “That’s right, this is a (shape).”

Reinforcement:

1. Praise: “Good that is a (shape).”

Illustrative Yes/No Program

Instructional Objective: When shown flash cards in the classroom and asked “Is this a (shape).”, John will when answer yes/no when presented with the shapes square, circle, triangle, and rectangle with 80% accuracy on two consecutive instructional sessions.

Concept Analysis: Relevant dimension: Shape.

Irrelevant dimensions: Fill color, size, line color, background.

Phases (Response prompts and fading procedures)

* + 1. “Is this a (shape)?” and flash card of a positive example.
1. 0-sec delay model yes.
2. 1-sec delay model yes.
3. 2-sec delay model yes.
4. 3-sec delay model yes.

II. “Is this a (shape)?” and flash card of a negative example.

1. 0-sec delay model no.
2. 1-sec delay model no.
3. 2-sec delay model no.
4. 3 sec delay model no.

III. “Is this a (shape)?” and flash card.

1. 0-sec delay model yes or no.
2. 1-sec delay model yes or no.
3. 2-sec delay model yes or no.
4. 3 sec delay model yes or no.

Steps (Instructional sequence)

* 1. Square (Vary irrelevant dimensions across trials).
	2. Circle (Vary irrelevant dimensions across trials).
	3. Square or circle (Vary irrelevant dimensions across trials).
	4. Triangle (Vary irrelevant dimensions across trials).
	5. Square, circle, or triangle (Vary irrelevant dimensions across trials).
	6. Rectangle (Vary irrelevant dimensions across trials).
	7. Square, circle, triangle, or rectangle (Vary irrelevant dimensions across trials.)

Error Correction

“No, this is/is not a (shape). Say (yes/no) after me.”

“Is this a (shape)?” and provide model of yes/no.

“Yes/no this is a (shape).”

Reinforcement:

Praise: “Good that is a (shape).”