It’s All About YOU!

Teaching Tools

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# TABLE OF CONTENTS

## DIFFERENT WAYS TO TEACH

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCRETE TRIAL TRAINING</td>
<td>1</td>
</tr>
<tr>
<td>INCIDENTAL TEACHING</td>
<td>2</td>
</tr>
<tr>
<td>NATURAL ENVIRONMENT TEACHING</td>
<td>3</td>
</tr>
</tbody>
</table>

## ANTECEDENT INTERVENTIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIRING</td>
<td>5</td>
</tr>
<tr>
<td>BEHAVIOR MOMENTUM</td>
<td>6</td>
</tr>
<tr>
<td>PRECORRECTION</td>
<td>7</td>
</tr>
<tr>
<td>INTERSPERSING TASKS</td>
<td>8</td>
</tr>
</tbody>
</table>

## REINFORCEMENT

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT PREFERENCE ASSESSMENT</td>
<td>9</td>
</tr>
<tr>
<td>INDIRECT PREFERENCE ASSESSMENT</td>
<td>10</td>
</tr>
<tr>
<td>PROMISE REINFORCER</td>
<td>11</td>
</tr>
<tr>
<td>GOOD BEHAVIOR GAME</td>
<td>13</td>
</tr>
</tbody>
</table>

## PROMPTING PROCEDURES

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMULTANEOUS PROMPTING</td>
<td>15</td>
</tr>
<tr>
<td>MOST-TO-LEAST &amp; LEAST-TO-MOST</td>
<td>17</td>
</tr>
<tr>
<td>TIME DELAY</td>
<td>19</td>
</tr>
<tr>
<td>CHAINING</td>
<td>21</td>
</tr>
</tbody>
</table>

## MEASUREMENT

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQUENCY AND RATE</td>
<td>26</td>
</tr>
<tr>
<td>CUMULATIVE DURATION</td>
<td>28</td>
</tr>
<tr>
<td>LATENCY</td>
<td>30</td>
</tr>
<tr>
<td>PARTIAL INTERVAL</td>
<td>32</td>
</tr>
<tr>
<td>WHOLE INTERVAL RECORDING</td>
<td>34</td>
</tr>
<tr>
<td>MOMENTARY TIME SAMPLING</td>
<td>36</td>
</tr>
<tr>
<td>PERMANENT PRODUCT</td>
<td>38</td>
</tr>
<tr>
<td>OPPORTUNITY RECORDING</td>
<td>39</td>
</tr>
<tr>
<td>TRIALS TO CRITERION</td>
<td>40</td>
</tr>
</tbody>
</table>

## RESOURCES

<table>
<thead>
<tr>
<th>Method</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB LINKS</td>
<td>42</td>
</tr>
<tr>
<td>SOURCES</td>
<td>44</td>
</tr>
</tbody>
</table>
Discrete Trial Training

**WHAT IS IT?** DTT involves the following:
- Breaking a skill into smaller parts
- Teaching each part to mastery
- Providing concentrated teaching
- Providing prompting and fading as necessary, and
- Using reinforcement procedures

**WHY IS IT IMPORTANT?**
- Most students with ASD do not naturally gain information from their environment, listening to others, or modeling others’ behavior.
- The DTT method enables instructors to systematically analyze tasks that student needs to learn, break them down into small, defined steps, and systematically teach them to a student in incremental elements that he can more easily learn.
- Enables different teachers to be consistent in their instruction by clearly writing out the procedures for implementing a discrete trial.

**WHEN CAN IT BE USED?**
- For any behavior or skill that has a clear beginning and end.
- Academic examples: Picture naming, word recognition and oral reading, addition facts, money selection and counting, time telling and science vocabulary.
- Communication examples: Yes/no responses, question asking, requesting and manual signs.
- Self-help examples: Drinking from a cup and cooking.
- Social Skills: Waiting one’s turn, social initiations, and saying “please”.
- Leisure Skills: Soccer, basketball, and toy activation using a switch.

**HOW TO IMPLEMENT?**

1. Identify discrete behavior.
2. Present instruction in a concise manner, consistently across all instructors, only when student is attending and motivated, only once, and without using the student’s name.
3. Provide immediate reinforcement for a correct response, and to avoid inadvertent reinforcement of an incorrect response.
4. Use prompts to prevent errors and plan to fade them out when student demonstrates success.
5. Record data on discrete behavior and graph results. This is to monitor progress.

**REFERENCES**
Incidental Teaching Procedures

WHAT IS IT? It is a teaching procedure whereby new behaviors are taught within the context of natural environments, during the course of typical events, at times the behaviors naturally occur.

WHY IS IT IMPORTANT?

- Natural reinforcers are tied directly to the task or desired behavior. For example, after you set the table for snack, you get to eat.
- Increased likelihood for generalization, increased motivation to learn, and functional relationships between desired behavior and outcomes.
- IT procedures encourage involvement of parents, peers, and siblings in instructional activities and treatment.

WHEN CAN IT BE USED?

- Behaviors and skills taught using IT occur during the natural course of events, that is, when they would occur naturally in an appropriate environment.
- Examples: A behavior that is classroom related (e.g., math), would be taught in the classroom at the typical time it occurs; a behavior that is home related (e.g., a dinnertime task), would be taught at home in the evening; and behavior that naturally occurs in both environments (e.g., toileting) would be taught in both environments.
- The instructor may have to embed learning opportunities by rearranging the natural environment. For example, if a goal is teach a child to increase spontaneous speech and verbally request toys, the instructor may place toys out of reach, or in clear plastic tubs for the child to request.

HOW TO IMPLEMENT?

1. Choose a target behavior and define it in measurable, observable, and specific terms.
2A. Identify Learning Opportunities: it is important to identify people and a variety of settings to teach the skill. This will increase the likelihood of generalization.
2B. Embed Learning Opportunities if none of few exist: If the student is learning to greet others, the instructor could embed opportunities to greet the office staff, school counselor, and the cafeteria staff.
3. Determine what teaching procedure to use.
4. Use natural reinforcers (e.g., praise)
5. Collect data in the natural environment and graph results to assess treatment effectiveness.

REFERENCES

Natural Environment Teaching (NET)

**WHAT IS IT?** Using applied behavior analysis principles to teach the student within the real world, the natural environment, rather than in the more artificial environment of sitting at a table such as in DTT. It differs from incidental teaching as you pre-plan instruction within the natural environment.

**WHY IS IT IMPORTANT?**
- To generalize skills within the natural environment.
- Skills being taught are portable and can be implemented within the natural environment.
- Uses student's motivation to maintain interest.
- Not dependent on a table or particular set of materials.

- NET is less structured than discrete trial training (DTT), and involves presenting programming targets within more natural contexts, such as during play or typical daily activities. As such, it allows us to focus on generalization of skills.
- Whether to use DTT or NET depends on your individual student’s needs, learning style, rate of skill acquisition, and ability to generalize skills from one setting to another.

**WHEN CAN IT BE USED?**

<table>
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<tr>
<th>Highly structured</th>
<th>Uses both</th>
<th>Less Structured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires Pre-planning</td>
<td>Follow student’s lead &amp; interest.</td>
<td></td>
</tr>
<tr>
<td>Uses contrived reinforcers</td>
<td>Uses Natural reinforcers</td>
<td></td>
</tr>
</tbody>
</table>

**Discrete Trial Teaching (DTT)**

**Incidental Teaching**

**Natural Environment Teaching**

**HOW TO IMPLEMENT?**
1. Choose a target behavior and define it in measurable, observable, and specific terms.
2. Schedule when target skill will be used within the natural environment.
3. The curriculum should focus on a student’s specific needs and embedded within his/her interests.
4. Characteristics of NET also include capturing motivation through pairing.
5. Use errorless learning to teach.
6. Reinforce correct responses using natural reinforcers whenever possible.
7. Collect probe data prior to teaching session and record what the student can perform correctly and incorrectly. Data collection is not required during the teaching session.
8. Graph probe data to monitor results.

Pairing

WHAT IS IT? When two items or activities are consistently experienced together the perceived value of one will influence the perceived value of the other. This is done by consistently pairing yourself with your student’s favorite things. Pairing causes the value of these reinforcing objects to be transferred to your student’s perceived value of you.

WHY IS IT IMPORTANT?

- To establish yourself as a reinforcer.
- To establish the work area as reinforcing, not aversive.
- Once your interaction is paired with fun activities, the student will begin to see your interaction as a fun activity worth making behavioral adjustments to maintain.
- The student will desire to keep your interaction and will begin to make choices designed to maintain it.

- It can be used with everyone!
- When developing a relationship with students, staff, family, and friends.
- To maintain instructional control.

WHEN CAN IT BE USED?

- It can be used with everyone!
- When developing a relationship with students, staff, family, and friends.
- To maintain instructional control.

HOW TO IMPLEMENT?

1. It is recommended that 75% of every interaction should be reserved for the process of pairing yourself with fun activities and known reinforcement. For example, if it takes 15 seconds for your student to answer three instructions, you should then spend about 45 seconds reinforcing and sharing in a fun activity with him before introducing your next set of instructions.
2. Pairing activities should be led by the student’s motivation and should include only non-verbal (“ooohs” and “ahhhhs”) and declarative language (“Wow, this is fun!” “Thank you” and “I love playing cars!”).
3. To pair yourself with reinforcement, allow the student access to play with anything he is interested in as long as you are allowed to play along with him. Make the student’s playtime more fun because you are a part of it. For example, if he wants music, you should be the one to provide the music. In addition, you could hold him, bounce and dance with him while he is listening.
4. Declarative language is language that asks for nothing of your student. You should practice sharing your thoughts and ideas with your student in creative and exciting ways without requiring anything in return.
5. Avoid asking questions or making requests during pairing. Saying “Your turn,” “Look at this” and “Try this” all ask for something for the student and can take away from your attempts to pair with reinforcement.
6. Don’t let the student leave the pairing area with a toy to play alone. The student can have access to the item as long as you are a part of the activity.

To view a short video, scan here:

REFERENCES


Schramm, R. & Miller, M. (2014). The seven steps to earning instructional control: A program guide for developing learner cooperation. Pro-ABA.
Behavior Momentum

WHAT IS IT? Also known as, High-Probability Command Sequence (HPCS) is an effective antecedent strategy that increases compliant behaviors.

WHY IS IT IMPORTANT?
- For behavior compliance, the child is likely to follow directions because they are getting reinforced for easy behaviors.
- Reduces frustration levels, because students are having success on easy tasks, increasing the likelihood that they will try harder behaviors.
- Prior to any difficult or low-probability behavior or task.
- To regain attention.
- To increase motivation.

WHEN CAN IT BE USED?
- Identify low-p behaviors. Researchers typically identify low-p behaviors as complying with directives 50% or less. Researchers conducted 10 trials per behavior (low-p and high-p) to determine this percentage.
- Identify high-p behaviors. Researchers typically identify high-p behaviors as complying with directives 80% or better. Develop a list and vary the high-p requests given. Avoid repeating identical high-p chains.
- Deliver 3-5 high-p requests rapidly just prior to administering a low-p request.
- Deliver verbal or gestural praise (thumbs up, waving hands in the air) for each response to a high-p request.
- Deliver the low-p request within 5 seconds of reinforcing a response to the last high-p request. Delaying the low-p request (e.g., 20 second delay) can decrease the likelihood of compliance.
- The topography of high-p requests may need to be altered to be consistent with the student’s age and functioning level.
- Generalize behavior with other instructors.
- Program to fade out high-p requests slowly. One study faded from 3 high-p’s to 1 high-p prior to delivering 1 low-p.
- Record data on the target low-p behavior to monitor progress.

HOW TO IMPLEMENT?
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REFERENCES


Pre-Correction

WHAT IS IT? An antecedent strategy where the teacher reminds or teaches the students the expectations or rules prior to the start of an activity to prevent an error.

WHY IS IT IMPORTANT? • More time is spent teaching positive behaviors and less time is spent giving students consequences and reacting to their failures. • Students are provided with a new set of academic and social skills as opposed to being punished for their academic and social-skills deficits.

WHEN CAN IT BE USED? It requires teachers to anticipate the conditions under which errors or inappropriate behaviors are highly likely to occur, teach the student how to avoid the mistake, and then teach the student what is expected.

HOW TO IMPLEMENT?

1. Identify the context and the predictable behavior of concern. Example: Running in hallway.
3. Modify the context. Example: Visual supports for hallway behavior posted in the hallway and by the classroom door to remind the students about walking in hallway with hands to self.
4. Conduct behavior rehearsals. Example: Students should practice walking in the hallway and be reminded about hallway behavior prior to any transitions. For a student who runs frequently, give reminders or additional instruction using visual supports prior to transitioning.
5. Provide strong reinforcement for expected behaviors. If the new behavior isn’t paired with reinforcement, the child might revert back to inappropriate behavior because the reinforcing value is greater.
6. Prompt expected behaviors before performance. Prompting expected, appropriate behaviors serves as a reminder to students of what is expected of them. Thus, the teacher focuses her attention on appropriate student behaviors rather than on inappropriate student behaviors. Providing reminders to students may increase the likelihood that the desirable behavior will occur again and increases the likelihood of success for the student.
7. Monitor the plan. Example: The teacher records whether or not the student who engages in hallway running is complying with her prompts. If, after a few days, the student does not appear to be responding to prompts, the teacher may alter the nature of the reinforcer and/or the schedule of the reinforcer.

REFERENCES

**INTERSPERSING TASKS**

**WHAT IS IT?** Interspersing means mixing mastered tasks in with new or unlearned tasks.

**WHY IS IT IMPORTANT?**
- Children learn new skills in fewer trials or faster when mastered tasks are interspersed with new tasks.
- For behavior compliance, the child is likely to follow directions because they are getting reinforced for easy behaviors. It creates behavior momentum.
- Reduces frustration levels, because students are having success on easy tasks, increasing the likelihood that they will try harder tasks.

**WHEN CAN IT BE USED?**
- During any academic task (e.g., spelling, math, sequencing cards, labeling items, etc.).
- Used for discrete behaviors. Not as effective on chained behaviors such as reading a paragraph.
- Behavior compliance — mix easy behaviors (high probability, e.g., touch nose, pick up pencil, give me five) with behaviors that are more difficult or less likely to be successful (low probability, e.g., sit down, open book to page 10 and begin reading).

**HOW TO IMPLEMENT?**
- Can be used with similar tasks (e.g., spelling mastered words with new words) or with dissimilar tasks (e.g., spelling unlearned words with labeling known animal pictures).
- Determine what reinforcement will be given for correct responses (e.g., praise, tickles, edibles, material item, etc.).
- Determine the ratio of mastered tasks with new or unlearned tasks. For example for every three mastered task items, introduce one new, or unlearned task or task step.
- Another strategy is to place easier or mastered questions or equations at the beginning of a task and gradually increase task difficulty.
- Provide more reinforcement for correct responses on the new, unlearned tasks, than for correct responses on the known tasks. Differentiate your praise, “Excellent! You’re so smart!” If using tangible or edible reinforcers, it is recommended to deliver them for correct responses on new, unlearned task steps. It is recommended to continue to praise correct responses on mastered task steps, but save the most powerful reinforce for unlearned behaviors.
- You have the flexibility to intersperse as needed for each student. The goal is to reduce errors, increase time on task, and to encourage learning new skills.

**REFERENCES**


Direct Preference Assessments

**WHAT IS IT?** Identifies objects, items, or activities that are reinforcing or have been reinforcing in the past for individual learners. Direct Assessments are more accurate when compared to indirect assessments due to testing vs. asking.

**WHY IS IT IMPORTANT?**
- Identify what a person prefers.
- Identify the preference value (high vs. low).
- Identifies conditions under which those preference value changes.
- Gives direct feedback from the student’s perspective.
- A reinforcement program will not be successful unless the learner is highly motivated by the reinforcers.

**WHEN CAN IT BE USED?**
- When students do not respond to rewards or cannot express to which item they would like to work for.
- When nothing seems to motivate the student.
- When a student is disinterested in school work, following directives, rules, expectations, etc.
- As part of developing a Behavior Intervention Plan (BIP).

**HOW TO IMPLEMENT?**
- Select 6-8 items to use for the assessment.
- Make a data sheet.
- When doing assessments stick with food with food, drinks with drinks, tangible items with tangible. Avoid intermixing type of items.
- If using tangible items set a time limit for minimum and maximum time to manipulate or play with item.
- **Single-Stimulus (Successive Choice)** - target stimuli across all sensory systems. Present each item at a time in random order. Record student’s reaction to each item. Present each item several times (2-5). Record yes/no, frequency, or duration.
- **Forced Choice** - Randomly assign the stimuli numbers from 1-8 and write the names on the data sheet. Have items readily available but out of reach of your participant. Present two items or activities simultaneously. All items are paired systematically with every other item in a random order to ensure completeness. For each pair of items, the individual is asked to choose one.
- **Multiple Choice** - Provide an array of items. Rank order what the student engages in first and the time spent with the item. You can choose to remove the item once done or re-arrange the array of items to see if student chooses the same again.
- The most frequently selected item or most time spent with an item will likely be your most potent reinforcer.

**REFERENCES**

To view a short video, scan here:
INDIRECT PREFERENCE ASSESSMENTS

WHAT IS IT? Identifies objects, items, or activities that are reinforcing or have been reinforcing in the past for individual learners.

WHY IS IT IMPORTANT?
- Identify what a person prefers.
- Identify the preference value (high vs. low)
- Identifies conditions under which those preference value changes.
- Gives direct feedback from the student’s perspective
- A reinforcement program will not be successful unless the learner is highly motivated by the reinforcers.

WHEN CAN IT BE USED?
- Anyone can administer the survey or the student can take it on their own
- When students do no respond to rewards or cannot express to which item they would like to work.
- When nothing seems to motivate the student.
- When a student is disinterested in school work, following directives, rules, expectations, etc.
- As part of developing a Behavior Intervention Plan (BIP).

HOW TO IMPLEMENT?
- **Interview** - Ask the participant open ended, choice format, and rank ordering questions. Ask parents, family members, teachers, staff and other caregivers if the child cannot tell you. It is also a good idea to verify the information the caregiver gave you.
- **Choice** - Offer the student a choice before starting a task. “When you finish ______ what do you want to do?” You can use verbal responses or have them picked from pictures or a list.
- **Rank Order** - have participants rank items on a list from most preferred to least preferred.
- **Observation** - Place the child in an environment with many potential reinforcers available and observe him. The item the student chooses might serve as reinforcers.

REFERENCES

Promise Reinfencer

**WHAT IS IT?** Involves showing the learner a preferred item prior to presenting the instruction. The Promise Reinfencer establishes motivation to comply with the requested transition. This will ensure that the value of problem behavior does not come to strength.

**WHY IS IT IMPORTANT?**
- To increase compliance during transitions.
- To reduce frustration when giving up highly preferred activities.
- Pairing non-preferred areas with reinforcement to reduce escape or avoidant behaviors.

**WHEN CAN IT BE USED?**
When it is time to transition to a less preferred activity or area. It is used with individuals that frequently display patterns of problem behavior (i.e., crying, dropping to the ground, running away, refusal) during transitions or when giving up highly preferred activities.

**HOW TO IMPLEMENT?**
1. Determine a reinforcer that the student will want at that moment. (Example: The student just had a salty snack and likes to have a drink).
2. Hold the reinforcer so the student can see it but do not make it too obvious. (You don’t have to wave it around and say “Look what I have, etc.”)
3. Give the instruction (Example: “It’s time to __________”., or “Come here we’re going __________”).
4. If student follows the direction, deliver the reinforcer. If using an activity/material reinforcer, a timer or some other cue will need to be used to indicate when the activity is over.
5. If the student doesn’t follow through the first time the direction is given, he/she does not get the reinforcer, but the direction needs to be followed. Prompt the student as needed to complete activity.
6. Initially practice short distances frequently throughout the day. For example, position chairs a few feet away and practicing moving from one chair to the other chair. Lengthen the distance over time when the student is successful.
7. Fade the promise reinforcer once the student masters transition criteria set by the instructor.
8. When giving up a preferred activity/object, the promise reinforcer can be use to increase compliance. To be effective, the promise reinforcer should match the value of the current reinforcer. For example, hold up small edible and say, “Give me car.” If the car is given after the first directive, deliver the reinforcer. It is recommended to begin this procedure with a less valued reinforcer and move towards higher valued reinforcers over time. It is less effort to give up items of less value. When compliance is paired with reinforcement, desirable behavior will increase.

**REFERENCES**
Video Link: Pennsylvania Training and Technical Assistance Network, Retrieved from: http://frameweldworkshop.s3.amazonaws.com/media/4f5e004c0c1c44d876000125/4fd9fbd8b03320c700003c535a712d8b03327a558b4567/2014/04/25/535a712d8b03327a558b4567.mp4
Good Behavior Game

WHAT IS IT? The Good Behavior Game (GBG) is a user-friendly, preventive intervention that is applied class-wide. The purpose of the game is to reduce disruptive behaviors during academic periods while increasing on-task behavior. The components of the GBG are based on sound behavioral principles (i.e., differential reinforcement of low rates of behavior, clear expectations, monitoring of behavior, and frequent feedback) that are not age limited (Mitchell, Tingstrom, Dufrene, Ford, & Sterling, 2015).

WHY IS IT IMPORTANT?

• Easy-to-implement intervention with demonstrated effectiveness in decreasing problem behavior (Lannie & McCurdy, 2007).
• Increase in instructional time as the teacher can focus on teaching and less time on addressing problem behavior.
• High acceptability for the intervention among teachers and students.

WHEN CAN IT BE USED?

1. Identify and define what behaviors are disruptive (e.g., call outs, talking to other students, name calling, out-of-seat, throwing objects). Choose 2-3 behaviors that are most problematic. Identify and define what on-task behaviors you want to occur (e.g., looking at the teacher during lecture, writing answer to math worksheet).

2. Identify reinforcers that will be valuable to the students. Have the students fill out a reinforcer survey by rank ordering their preferences (e.g., free time, school supplies, edibles, five extra minutes at recess, homework passes, extra credit/bonus points). This may increase buy-in to the game.

3. Determine when the Game will be played. The teacher has flexibility of choosing what activities and how often the game will be played.

4. Determine the criterion for earning a reward. Gather baseline data to make your decision. For example, when students are divided into groups, if you count on average five disruptive behaviors, set your criterion slightly below the current average (e.g., 4 or less).

5. Prior to implementing the Good Behavior Game, explain the rules of the game to the class. For example, raise your hand and wait be called on; keep hands, feet, and objects to self; remain in seat. Tell the students the criterion for earning a reward.

HOW TO IMPLEMENT?

1. Identify and define what behaviors are disruptive (e.g., call outs, talking to other students, name calling, out-of-seat, throwing objects). Choose 2-3 behaviors that are most problematic. Identify and define what on-task behaviors you want to occur (e.g., looking at the teacher during lecture, writing answer to math worksheet).

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5. Prior to implementing the Good Behavior Game, explain the rules of the game to the class. For example, raise your hand and wait be called on; keep hands, feet, and objects to self; remain in seat. Tell the students the criterion for earning a reward.
6. Divide the class into equal teams (e.g., 2 or more). Balance the teams to ensure each team has a chance to succeed. If a team breaks a rule, the teacher reminds the team the behavior he/she would like to see instead. For example, if a student on Team 2 calls out an answer instead of raising his hand, the teacher could respond by saying, “Team 2, I am looking for hand’s raised when answering questions.”

7. Start the Game, Set a Timer, Record Data, and REWARD: Set a timer or clearly state when the game will start and end. For secondary learners, it may be more age respective to call the game a “competition”. Record data by adding a tick mark next to the team’s name when a rule is broken. We want low scores! The teams that meet criterion, earn a reward.

8. It is important not to single out one student’s behavior when playing the Good Behavior Game. Focus on what behaviors you want the students to engage in instead, and remain neutral when giving a team a mark for breaking a rule.

9. Keep record of the teams that earn rewards. If you observe that a team doesn’t often earn rewards, investigate the barriers. Team members may need to be split up and changed to a different team or a particular student may need an individualized reinforcement program that doesn’t penalize the rest of the group.

10. Have fun and Praise, Praise, Praise! This game is meant to be fun for all involved, including the teacher. Be enthusiastic and provide behavior specific praise by telling students what behaviors they are doing well. For example, “Wow! You are sitting there so quietly.” This will increase the probability of those behaviors increasing in the future.

References


Simultaneous Prompting

**WHAT IS IT?** An errorless teaching procedure. A variation of Constant Time Delay procedure. The controlling prompt is always delivered at a zero-second delay to reduce errors. Probe sessions are conducted prior to teaching sessions to check for skill mastery.

**WHY IS IT IMPORTANT?**
- To teach new skills.
- To reduce errors.
- To teach efficiently.

**WHEN CAN IT BE USED?**
- To teach discrete behaviors (e.g., a small unit of behavior)
- To teach chained skills (e.g., a chain of behaviors that make up a complex skill). A task analysis is required for chained behaviors (e.g., dressing, purchasing, vocational skills, etc.)

**HOW TO IMPLEMENT?**
- The controlling prompt is always delivered at a 0-second delay, or immediately after the target stimulus (cue) is delivered to prevent or reduce errors from occurring.
- “How does the teacher know the students are learning anything?” To answer that question the teacher conducts test trials or probes immediately before each instructional session to test mastery of targeted skills previously taught.
- For example, a teacher might present a picture and ask, “What is this?” but provide no prompts. This probe session tests whether or not the student has acquired the material. Instruction ends when the learner reaches a criterion level (e.g., 100% correct for 3 consecutive days) during probe sessions.
- The primary advantage of simultaneous prompting, compared to time delay procedures, is that a learner doesn’t need to have the prerequisite skill of waiting for a prompt if he/she cannot independently emit the behavior.
- It’s also a less complicated procedure for teachers, paraprofessionals, or peer tutors to use due to fewer response variations (e.g., unprompted corrects and unprompted incorrects are not possible) and fewer prompt variations (e.g., no need to vary prompt intrusiveness or delay).

**REFERENCES**


MOST-TO-LEAST & LEAST-TO-MOST PROMPTING

WHAT IS IT?  An errorless learning teaching procedure.

- Most-to-Least Prompting (MTL): Uses a high level of support (prompting) when teaching a new skill, and then systematically fades towards less restrictive prompts as the learner masters the skill.

- Least-to-Most Prompting (LTM): This is the opposite of MTL prompting. The teacher gives the participant an opportunity to perform the response with the least amount of assistance on each trial and moves to the next prompt in the hierarchy if the student performs an incorrect response.

WHY IS IT IMPORTANT?

- To teach new skills.
- To reduce errors.
- Greater opportunity for reinforcement due to fewer errors, and consequently, reduced frustration for the student.

WHEN CAN IT BE USED?

- You can use MTL and LTM prompting when teaching discrete (e.g., short, single responses) and chained behaviors (e.g., a series of behavior that make up a complex skill).
- A task analysis will be required for chained behaviors such as hand washing.

HOW TO IMPLEMENT?

Prompting Hierarchy

Natural Cue
Gesture
Verbal
Visual/Picture
Model
Physical (partial, full)
Full Physical

LEAST-TO-MOST
MOST-TO-LEAST
HOW TO IMPLEMENT CONTINUED

• Gain attention prior to delivering the cue.
• Wait for the learner to respond if using LTM.
• Allow 3-5 seconds of response time between prompt levels.
• Respond to correct responses with reinforcement.
• Gradually fade out prompts when students demonstrate independence.
• Respond to incorrect responses by moving up the prompt hierarchy.
• Avoid repeating the same prompt more than once. For example, don’t give 4 gestural prompts on the same teaching step. Instead, give one gestural prompt if the student doesn’t respond, move to the prompt level (e.g., partial physical prompt).
• Avoid overusing verbal prompts. After giving one verbal prompt, silently move to the next prompt level in the hierarchy. Too much talking can confuse and frustrate the learner. Also, verbal prompts are difficult to fade and dependency on the instructor can occur with over usage of verbal prompts.

WHICH ONE DO I USE?

• Individualized to the learner.
• MTL is preferable if errors have been found to impede a child’s learning or to increase problem behavior.
• MTL is preferable when a child’s learning history is unknown.
• LTM may be preferable for students who make fewer errors and show rapid acquisition when using LTM.
• LTM may be preferable to those who do not like to be touched and benefit from modeling over full physical prompts.
• Consider the task being taught, for example, the learner may readily answer questions with LTM but require MTL when learning to button a shirt.

REFERENCES

Time Delay

WHAT IS IT? An errorless teaching procedure. An interval of time is systematically inserted between the cue/signal and the controlling prompt. There are two types of time delay procedures, Constant Time Delay and Progressive Time Delay.

WHY IS IT IMPORTANT? • To teach new skills. • To reduce errors. • To teach efficiently.

WHEN CAN IT BE USED? • To teach discrete behaviors (e.g., a small unit of behavior). • To teach chained skills (e.g., a chain of behaviors that make up a complex skill). A task analysis is required for chained behaviors (e.g., dressing, purchasing, vocational skills, etc.).

HOW TO IMPLEMENT?

How and When to Use Constant Time Delay (CTD) or Progressive Time Delay (PTD) Procedure:
1. Define the target skill that you want to teach.
2. Choose a controlling prompt. Use the least intrusive prompt needed to teach the skill.
3. Initially, both CTD and PTD procedures start with a 0-second time delay after the presentation of the discriminative stimulus (cue) and the prompt. For example, immediately after the teacher says, “What is this?” while showing a picture of car, the instructor gives the student the correct answer “car”.
4. After a pre-specified number of trials (e.g., a session typically comprising of 10 trials when using discrete trial training), the prompt is delayed.
5. When using CTD the prompt delay remains the same during all teaching sessions (e.g., 3-5 seconds). When using PTD the prompt delay is gradual and systematic. For example, the teacher would first wait 1 second, then 2 seconds, gradually extending the time delay in 1-second intervals. The time delay can be extended after a specific number of presentations, after each session, after a specific number of sessions, or after meeting a performance criterion.

Example: Delay by session for CTD and PTD

<table>
<thead>
<tr>
<th>Session</th>
<th>CTD Delay</th>
<th>PTD Delay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 sec</td>
<td>0 sec</td>
</tr>
<tr>
<td>2</td>
<td>3 sec</td>
<td>1 sec</td>
</tr>
<tr>
<td>3</td>
<td>3 sec</td>
<td>2 sec</td>
</tr>
<tr>
<td>4</td>
<td>3 sec</td>
<td>3 sec</td>
</tr>
<tr>
<td>5 and remaining sessions</td>
<td>3 sec</td>
<td>4 sec</td>
</tr>
</tbody>
</table>

6. To avoid errors, tell the student to wait if they need help answering the question correctly. It is better to help the student, then to allow them to practice errors. If the child has difficulty waiting for a prompt, PTD may be a better choice as a prompting strategy because of the gradual fade of prompts.
7. Reinforce correct responses only.
8. Record data to monitor your progress and to decide when to fade out time delayed prompts.
### Example: Trial during an initial session of CTD or PTD to teach naming of objects

<table>
<thead>
<tr>
<th>Prompt Level</th>
<th>Teacher Behavior</th>
<th>Learner Behavior and Consequence</th>
<th>Learner Behavior and Consequence</th>
<th>Learner Behavior and Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompted with 0-second delay. (No opportunity for independence.)</td>
<td>“What is this? Car.” while showing picture of car.</td>
<td>Correct Response: Repeats teacher’s response, “Car”</td>
<td>Incorrect Response: Teacher corrects error and says “car” (no reinforcement)</td>
<td>No Response: Ignore and provide no reinforcement</td>
</tr>
</tbody>
</table>

### Example: Trial during a subsequent session of CTD or PTD to teach naming of objects

<table>
<thead>
<tr>
<th>Prompt Level</th>
<th>Teacher Behavior</th>
<th>Learner Behavior and Consequence</th>
<th>Learner Behavior and Consequence</th>
<th>Learner Behavior and Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>“What is this? Car.” while showing picture of car. (Waits specified time; e.g., 3 seconds)</td>
<td>Unprompted Correct: “Car”  (provide reinforcer)</td>
<td>Unprompted Incorrect: “Train” (remind to wait for a prompt if s/he doesn’t know the answer)</td>
<td>No Response (provide prompt)</td>
</tr>
<tr>
<td>Prompted</td>
<td>“What is this? Car.” while showing picture of car. (Waits specified time; e.g., 3 seconds)</td>
<td>Prompted Correct: “Car”  (provide reinforcer)</td>
<td>Prompted Incorrect: “Train” (no reinforcement)</td>
<td>No Response (ignore and provide no reinforcement)</td>
</tr>
</tbody>
</table>

### REFERENCES


Chaining

WHAT IS IT?  An errorless learning teaching procedure. 3 Types of Chaining Procedures:

- **Backward Chaining:** A chaining procedure that begins with the last element in the chain and progresses to the first element. In backward chaining the learner continues to perform the skill in sequential order; however, you teach the elements or links of the chain in reverse order, meaning, the last step in the chain is taught first.

- **Forward Chaining:** In forward chaining, you start teaching at the first step within the chain. Once the learner is able to perform the first step independently, you have them perform the first and second steps and reinforce at the completion of the second step. In forward chaining, you add more elements of the task once the student has learned the previous steps. For the steps of the chain the student is not actively being instructed, the teacher can guide the learner through the rest of the chain, or model the task steps depending on what skill is being taught.

- **Total Task Chaining:** Also called total-task presentation or whole-task presentation is a variation of forward chaining in which the learner receives training on each step in the task analysis during every session. Trainer assistance is provided using prompts with any step that the learner is not able to perform. Examples of prompts could be verbal instructions, modeling, and physical guidance. The chain is trained until the learner performs all the behaviors in the sequence to criterion.

WHY IS IT IMPORTANT?

- To teach new skills.
- To reduce errors.
- Greater opportunity for reinforcement due to fewer errors, and consequently, reduced frustration for the student.

WHEN CAN IT BE USED?

- Used to teach chained behaviors (e.g., a series of behavior that make up a complex skill).
- A task analysis will be required for chained behaviors such as hand washing.

HOW TO IMPLEMENT?

Backward Chaining:

- Deliver cue to student.
- Provide hand over hand guidance through task until teaching step (e.g., last step of task).
- Release hands at teaching step to allow for independence.
- Follow prompt hierarchy to teach step.
- Allow 3-5 seconds of response time between prompt levels.
- Reinforce at the completion of the task.
- Move to the second to the last step of the chain once student meets criterion.
- Record data only on the teaching step you are working on.
• Avoid repeating the same prompt more than once. For example, don’t give 4 gestural prompts on the same teaching step. Instead, give one gestural prompt if the student doesn’t respond, move to the prompt level (e.g., partial physical prompt).
• Avoid overusing verbal prompts. After giving one verbal prompt, silently move to the next prompt level in the hierarchy. Too much talking can confuse and frustrate the learner. Also, verbal prompts are difficult to fade and dependency on the instructor can occur with over usage of verbal prompts.

HOW TO IMPLEMENT?

Forward Chaining:
• Deliver cue to student.
• Allow for independence on the first teaching step.
• Allow 3-5 seconds of response time between prompt levels.
• Respond to incorrect responses by moving up the prompt hierarchy.
• On all other steps of the chain, provide guidance or model the task steps being taught.
• Record data only on the teaching step you are working on.
• Avoid repeating the same prompt more than once. For example, don’t give 4 gestural prompts on the same teaching step. Instead, give one gestural prompt if the student doesn’t respond, move to the prompt level (e.g., partial physical prompt).
• Avoid overusing verbal prompts. After giving one verbal prompt, silently move to the next prompt level in the hierarchy. Too much talking can confuse and frustrate the learner. Also, verbal prompts are difficult to fade and dependency on the instructor can occur with over usage of verbal prompts.

HOW TO IMPLEMENT?

Total Task Chaining:
• Deliver cue to student.
• Allow for independence on each teaching step.
• Determine and follow prompt hierarchy on each teaching step.
• Allow 3-5 seconds of response time between prompt levels.
• Respond to incorrect responses by moving up the prompt hierarchy.
• Record data on each task step.
• Avoid repeating the same prompt more than once. For example, don’t give 4 gestural prompts on the same teaching step. Instead, give one gestural prompt if the student doesn’t respond, move to the prompt level (e.g., partial physical prompt).
• Avoid overusing verbal prompts. After giving one verbal prompt, silently move to the next prompt level in the hierarchy. Too much talking can confuse and frustrate the learner. Also, verbal prompts are difficult to fade and dependency on the instructor can occur with over usage of verbal prompts.
• Currently, there are no research studies to support which chaining procedure should be the method of first choice.
• Each chaining procedure can be effective if matched appropriately to the learner’s individualized needs.
• A student that is likely to make many errors, and has few of the prerequisite skills to perform the task, would likely benefit from a backward or forward chaining procedure.
• One advantage of a backward or forward chaining procedure, the learner is only required to learn a small portion of the chain, and gradually build upon those skills. This reduces the task load and may help to reduce frustration when learning a complex task.
• Although overwhelming conclusive data do not favor one chaining method over another, anecdotal evidence and logical analysis suggest that total-task chaining may be appropriate when the student can a.) perform many of the tasks in the chain, but needs to learn them in sequence; b.) has an imitative repertoire; c.) the learner doesn’t make many errors; and d.) when the task sequence or cycle is not very long or complex (Cooper, Heron, & Heward, 2007).


MEASUREMENT
GUIDELINES FOR USING FREQUENCY AND RATE RECORDING

**Frequency**: A tally or count of behavior or skill observed.

**Rate**: Frequency over time.

### WHEN TO USE
- When there is time to observe the student continuously
- Want to assess how many times a student engages in behavior

### HOW TO USE
- Define behavior and observe
- When behavior occurs, make a tally mark
- Add up all tally marks at the end of the observation (optional) divide by total observation time to get rate.

### EXAMPLES
- Number of times student makes noises
- Rate per minute of student’s correct answers
- Number of time student used the restroom (if of equal length)

### ADVANTAGES
- Most direct measure — involves tally of each instance of behavior
- Conversion to a rate per minute standardizes for comparisons
- Requires continuous direct attention
- Behaviors must all last about the same length of time
- Not all behaviors can be counted (e.g., some happen too fast)

### DISADVANTAGES
- Some manner of recording frequency (e.g., tally on paper, move paper clips from one pocket to another, golf counter).
- Timing device if you wish to convert to rate.

### MATERIALS
- Most direct measure – involves tally of each instance of behavior
- Conversion to a rate per minute standardizes for comparisons
- Requires continuous direct attention
- Behaviors must all last about the same length of time
- Not all behaviors can be counted (e.g., some happen too fast)

### CONSIDERATIONS
- If the student’s behavior requires a signal or prompt then Frequency recording is inappropriate (see Opportunity Recording)
- If behaviors are of unequal duration then one of the Duration Recording Strategies or interval recording are indicated.
- Rate is calculated by dividing the total number of behaviors recorded by the total amount of time observed (e.g., 10 behavior in 5 minutes = rate of 2 per minute).

### DATA LABEL
- Frequency: Number of behaviors
- Rate: Behaviors per minute, per second, per day, etc.

[To view a short video, scan here]
GUIDELINES FOR USING CUMULATIVE DURATION RECORDING

Cumulative Duration: involves recording the cumulative amount of time a behavior occurs within a specified observation period, or, record total time the individual is engaged in an activity, or needs to complete a task, without a minimum or maximum observation period.

WHEN TO USE IT

When the teacher wants to assess the total amount of time the student spends engaged in a behavior.

• Define behavior and observe.
• When behavior occurs start timer then stop it when behavior ends.
• Repeat throughout observation period.
• Record the total amount of time elapsed during observation (optional) divide by total observation time to get percent of time.

HOW TO USE IT

EXAMPLES

• Total amount of time student spends out of seat during math.
• Total amount of time student spends engaged with peers.
• Total amount of time student spends arguing with the teacher.

ADVANTAGES

Can measure the total time a student spent engaged in a specific behavior.

DISADVANTAGES

• Requires continuous observation
• Requires timing device

MATERIALS

Some kind of timer (stopwatch, iPad, smartphone)

CONSIDERATIONS

If the behavior occurs in very frequent brief episodes or if time becomes an issue for the observer then Momentary Time Sampling may be more appropriate.

DATA LABEL

Total amount of time engaged in behavior or percent of observed time engaged in behavior.

To view a short video, scan here:
## Duration Data Collection

Directions: Record the behavior being observed and the date. Record the time the behavior begins in the Start box and the time the behavior stopped in the Stop box. Subtract the start time from the stop time to determine the duration.

<table>
<thead>
<tr>
<th>Behavior:</th>
<th>Start</th>
<th>Stop</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Activity:</td>
<td>Duration</td>
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Comments/Observations

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GUIDELINES FOR USING LATENCY RECORDING

LATENCY: Latency recording measures the amount of time that lapses between an antecedent (e.g., teacher's directive) and when the student begins to perform a specified behavior.

WHEN TO USE
When the teacher wants to know the average amount of time it takes a student to respond in a specified manner, after a signal or prompt.

HOW TO USE
- Define prompt and student behavior, then observe.
- When prompt occurs, start the timer then stop it when student engages in behavior.
- Repeat whenever prompt is provided.
- Sum all episode amounts and divide by the number of instances to get an average latency.

EXAMPLES
- Average time it takes student to be seated after a teacher request.
- Average time that it takes student to begin cleanup after request.
- Average time it takes student to disengage from other students once requested to move.
- Average time it takes for a student to begin eating once food is in front of him.

ADVANTAGES
- Provides a measure of the student's delay in engaging in behavior.
- Can be used to track response efficiency.

DISADVANTAGES
- Requires continuous observation once a request has been made.
- Requires timing device.

MATERIALS
- A timer of some sort (stopwatch, iPad, smartphone).
- Data Sheet

CONSIDERATIONS
If the teacher can provide the prompts then he/she can control when monitoring is to occur.

DATA LABEL
Average Latency (average amount of time between signal and behavior)

To view a short video, scan here:
**Latency Data Collection**

Directions: Record the date, activity, the direction that was given to the student (e.g., sit down, line up), and then the time the direction was given. Then record the time the student followed the direction. Subtract the time the direction was given from the time the student followed the direction to get the total time or latency.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Direction Given</th>
<th>Time Direction Given</th>
<th>Time Student Started Following Direction</th>
<th>Total Time (Latency)</th>
<th>Prompts Provided</th>
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</thead>
<tbody>
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<th>Date</th>
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**GUIDELINES FOR USING PARTIAL INTERVAL RECORDING**

**Partial Interval Recording** is observing whether a behavior occurs or does not occur during specified time periods.

### WHEN TO USE IT

- When the teacher does not have time to observe continuously but wishes to get an approximation of the degree to which a student engages in a low frequency behavior.
- Best for measuring a behavior you want to **DECREASE**.

### HOW TO USE IT

- Define behavior and interval length, then observe.
- At the end of each interval, record whether the behavior occurred **AT ANY TIME** during the interval (+ or 0).
- At the end of the observation period, count up all the positive occurrences (+) and divide by total intervals observed to get the percentage of intervals in which behavior occurred.

### EXAMPLES

- Percent of intervals in which student was in seat during reading.
- Percent of intervals in which student was writing in journal.
- Percent of intervals in which student was engaged in conflict with others at recess.
- Percent of intervals student engaged in rocking back and forth.

### ADVANTAGES

- Good with low rate behaviors (those that occur infrequently).
- Minimizes observation of student.

### DISADVANTAGES

- Approximation of behavior — will tend to overestimate.
- Requires timing device.

### MATERIALS

- Timer or some sort that can signal the observer to record at regular intervals and a recording sheet.

### CONSIDERATIONS

- The shorter the interval, the more accurate the data will be, but the more work that will be required by the observer. Interval length should be set to approximate baseline rates of behavior (if we think behavior tends to occur every 10 minutes then 5-10 minute intervals makes sense).
- If the behavior occurs on a high frequency then the Momentary Time Sampling is indicated.

### DATA LABEL

**Percentage of intervals** in which the behavior was observed to occur.

To view a short video, scan here:
Partial Interval Recording Form

Student's Name: ___________________ Teacher: __________________
Subject/Period: ___________________ Date(s): ___________________

Behavior Definition (in specific, observable, measurable terms):

________________________________________________________________________
________________________________________________________________________

Total Observation Time: ___________ Length of each interval: ___________

<table>
<thead>
<tr>
<th>Date</th>
<th>Interval #</th>
<th>Total times behavior occurred (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
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<tr>
<td>O or X</td>
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WHEN TO USE IT

- When the behavior you are looking at is not easily counted,
- It is difficult to tell exactly when the behavior begins or when it ends,
- The behavior occurs at such a high rate that it is difficult to keep count on it, or
- When you are interested in measuring ongoing behaviors that you know will continue across intervals.

Best for measuring a behavior you want to INCREASE.

GUIDELINES FOR USING WHOLE INTERVAL RECORDING

- Define behavior
- Record total observation time
- Divide total observation time into same length intervals; write down the length of each interval. Note: All intervals need to be the same length. Intervals can be from a few seconds long to a few minutes long. Total observation time and length of intervals need to be the same each time that you observe.
- At the end of each interval, record whether the behavior occurred throughout the entire interval. Record as (+ or 0).

HOW TO USE IT

EXAMPLES

- Attending to instruction
- Writing
- Walking
- Reading
- Working on a given assignment
- Cooperative Play

ADVANTAGES

- It provides an estimate of duration of a behavior.
- Provides information about where behaviors are occurring or not occurring across observational sessions.

DISADVANTAGES

Requires the observer’s undivided attention. (Teachers may need to ask someone else to observe and record data).

MATERIALS

Stop Watch, wrist watch or MotivAider.

DATA LABEL

Percentage of intervals in which the behavior was observed to occur.

CONSIDERATIONS

- The shorter the interval, the more accurate the data will be, but the more work that will be required by the observer. Interval length should be set to approximate baseline rates of behavior (if we think behavior tends to occur every 10 minutes then 5-10 minute intervals makes sense).
- If the behavior occurs on a high frequency then the Momentary Time Sampling is indicated.
Interval Data Collection

Directions: Put a tally mark or X in the interval if a target behavior occurred during that time period.

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GUIDELINES FOR USING MOMENTARY TIME SAMPLING

Momentary Time Sampling is an interval recording strategy involves observing whether a behavior occurs or does not occur during specified time periods. The observer looks up and records whether a behavior occurs or does not occur at the very end of the interval.

WHEN TO USE IT
- When the behavior you are looking at is not easily counted.
- When it is difficult to tell exactly when the behavior begins or when it ends.
- When the teacher little or no time to observe continuously but wishes to get an approximation of the degree to which a student engages in a high frequency behavior.

HOW TO USE IT
- Define behavior and interval length, then observe.
- At the end of each interval, record whether the behavior is occurring AT THE END of the interval (+ or 0).
- At the end of the observation period, count up all the positive occurrences (+) and divide by total intervals observed to get the percentage of intervals in which behavior occurred.

EXAMPLES
- Percent of intervals in which student is cursing.
- Percent of intervals in which student was writing in journal.
- Percent of intervals in which student was engaged in conflict with others at recess.

ADVANTAGES
- Good with high rate behaviors (those that occur frequently).
- Minimizes observation of student (more than other interval recording techniques).

DISADVANTAGES
- Approximation of behavior – will tend to underestimate frequency of the behavior and overestimate the duration.
- Requires timing device.

MATERIALS
- Timer of some sort that can signal the observer to record at regular intervals and a recording sheet.

CONSIDERATIONS
- The shorter the interval the more accurate the data will be – but it will require more work by the observer.
- If the behavior occurs at a low frequency then partial interval recording is indicated.

DATA LABEL
Percentage of intervals in which the behavior was observed to occur.
MOMENTARY TIME SAMPLING

Student Name: ________________________  Teacher: ________________________

Subject/Period: ________________________  Date(s): ________________________

**Behavior Definition** (in specific, observable, measurable terms):

___________________________________________________________________________________

___________________________________________________________________________________

Total Observation Time: _____________  Length of each interval: _____________

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<tr>
<th>Date</th>
<th>Interval #</th>
<th>Total times behavior occurred (Y)</th>
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\text{IOA: } \frac{\text{(# of agreements)}}{\text{(total # of trials)}} \times 100 = \frac{\text{##}}{\text{##}} \times 100 = \% \text{ IOA}
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Percent: 

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Percent: 

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04-23-15

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GUIDELINES FOR USING PERMANENT PRODUCT RECORDING

**Permanent Product:** Recording tangible items or environmental effects that result from a behavior. It measures behavior after it has occurred.

**WHEN TO USE IT**
- When the teacher does not have time to observe continuously but wishes to get an approximation of the degree to which a student engages in a low frequency behavior.
- For behaviors that occur at inconvenient or inaccessible times and places.

**HOW TO USE IT**
- Define the behavior or skill.
- Determine when measurement will be taken.
- Record data

**EXAMPLES**
- Tests
- Worksheets
- Writing Samples
- Use for educational, vocational, domestic, and community environments
- Any activity where a product can be saved, evaluated and compared
- Number of assignments turned in

**ADVANTAGES**
- Permanent Product does not disappear before its occurrence can be recorded.
- Staff are free to do other tasks.
- Measurement may be more accurate, complete and continuous than other methods.

**DISADVANTAGES**
- Not the best use when moment-to-moment treatment decisions must be made during sessions.

**MATERIALS**
- Data Sheet
- If needed, audio or video recording equipment.

**CONSIDERATIONS**
- Compare skills that are the same.
- Conditions should be the same.
- Retain work samples on a regular and systematic basis.

**DATA LABEL**
Grading Percent correct
Rubrics
**GUIDELINES FOR USING OPPORTUNITY RECORDING**

**Opportunity Recording aka Duration Occurrence:** Record duration of time or each instance of the behavior; often reported by mean or median and range of durations per session.

### WHEN TO USE IT

When a situation creates an opportunity for the student to behave and the teacher wishes to assess the degree to which the student engages in an appropriate behavior across opportunities.

#### HOW TO USE IT

- Define opportunity and behavior and observe for opportunity
- When opportunity occurs note whether behavior was correct
- If yes, record +, if no, record 0
- Add up all + marks at the end and divide by + and 0 total

### EXAMPLES

- Percent of opportunities in which student responds verbally when asked a question
- Percent of opportunities in which student raises his/her hand Rather than yell out an answer
- Percent of opportunities in which student walked during hallway transition

### ADVANTAGES

- Controls for behaviors that are driven by opportunities
- Minimizes continuous observation

### DISADVANTAGES

- Only appropriate when an opportunity must precede behavior
- One opportunity occurs there must be continuous observation

### MATERIALS

- Some manner of counting opportunities and behavior.

### CONSIDERATIONS

If the teacher can control the opportunities (e.g., teacher questions to student) then the teacher can control when monitoring will occur.

### DATA LABEL

The percentage of opportunities in which behavior occurred.

To view a short video, scan here:
**GUIDELINES FOR USING TRIALS TO CRITERION**

**Trials to Criterion:** Number of responses, instructional trials, or practice opportunities needed to reach a predetermined performance criterion.

---

**WHEN TO USE IT**

When the student is working toward a goal and the teacher wants to assess the efficiency of one or more instructional strategies.

- Define behavior and criterion for success, then observe
- Count each student trial until the criterion is reached
- Once the criterion is reached, record the total number of trials

---

**HOW TO USE IT**

---

**EXAMPLES**

- Number of trials to reach 80% mastery of hand washing behavior
- Number of trials to reach 100% mastery of spelling words
- Number of trials to reach 50% accuracy with math facts

---

**ADVANTAGES**

- Monitors efficiency of instruction
- Allows for comparison of different types of instruction
- Does not require reversal of improved behavior

---

**DISADVANTAGES**

- Only useful for monitoring trials to a criterion
- The target behavior must already be in student’s repertoire

---

**MATERIALS**

Some manner of recording the number of trials a student makes

---

**CONSIDERATIONS**

- The Criterion for mastery is set by the teacher in accordance with the student’s progress through a lesson
- The criterion should be a reachable challenge for the student

---

**DATA LABEL**

Number of trials attempted prior to reaching the criterion

---

To view a short video, scan here:
## Web Links

**Ksdetasn.org**

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### PROMPTING PROCEDURES

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Sources


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