<table>
<thead>
<tr>
<th>Step</th>
<th>If error occurs at this step</th>
<th>Options</th>
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</table>
| Prompt | Problem with Instructional Control<br>Ineffective prompt<br>Instructional level is too hard | 1. Check instructional control; present several easy items if needed, then reinforce. Review VR & MO  
2. Be sure operant used as prompt is mastered  
3. Adjust prompt - teach prompt prior to teaching target or consider using a more intrusive prompt  
4. “Slice back” to appropriate instructional level- teaching item is too hard, because you have no way to prompt it |
| Transfer| Inadequate transfer from prompted to unprompted condition                           | 1. Run error correction procedure  
2. Use faded prompt transfer trial (but at check trial, check at faded prompt level)  
3. Use repeated prompt procedure (10-5-2 process) |
| Distract| Known/mastered item is either not mastered or not maintained                      | 1. Run error correction procedure for this item  
2. Monitor the number of trials - VR  
3. May have to end run-through on the transfer trial  
4. Adjust instructional sequence; may need to skip the check trial for target item  
5. Repeated errors need to be analyzed- consider is it fluent? Or does further teaching need to occur? |
| Check  | Recall problem: item not learned to the point that it can be evoked without prompt trial occurring close in time | 1. Run error correction procedure.  
2. Repeated errors: Run repeated prompt-transfer-distract sequence without running the check trial until set criteria is met, then reinsert the check trial when transfer response is strong. (10-5-2 process) |

This chart does not include full range of options.  
** Items underlined: suggested that these options be memorized (staff should be able to fluently state these options.)