

Behavior Skills Training Script for Errorless Teaching

Thank you for meeting with me today for a demonstration of Behavioral Skill Training (BST). I am completing this assignment as part of my current graduate course and will need to keep a record of progress which will entail a video recording and a performance monitoring checklist. Do you mind if I record our session and keep track of the skills training?

You are a veteran teacher and you may already know about Errorless Teaching, but I wanted to show how to go through the steps in the BST framework. There are four phases to the BST training: Instruction, Modeling, Rehearsal, and Feedback. Are you ready to begin?

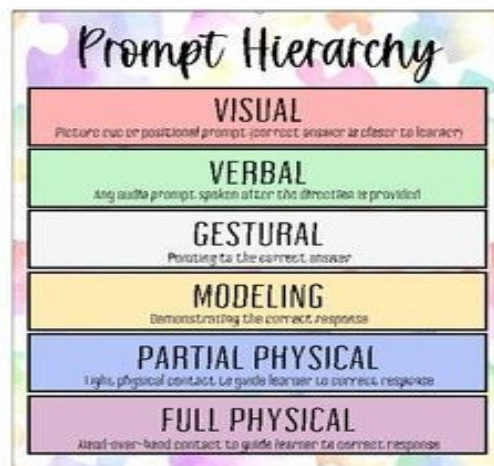
Instruction

Errorless teaching and learning is a technique first developed by Charles Ferster in the 1970's. The aim is to show that learning and skill acquisition can occur without making the trial-and-error mistakes that most of us use to "figure something out." Simply stated, the idea is to guide the learner through the steps of learning without the U-turns, extra questions, or confounding variables. Errorless teaching has been used successfully with all ages and types of learners. This technique works particularly well with young children, special needs children, and persons who have neurocognitive complications. Before we begin errorless teaching here is a quick video that shows an example:

<https://youtu.be/JkQc0YcFr1w?si=SH9auCvWqFkCSNoj>

Prompting Hierarchy

The sequence of errorless teaching we will be using today requires us to use the prompting hierarchy with the learner. I will explain the most to least prompting for better understanding and you can refer to this diagram at any time.



Training Steps

1. Prepare the learning materials on the table
2. Ensure the learner is attending to the learning environment (no other distracting stimuli)
3. Begin Errorless Teaching Sequence (i.e., Model, Prompt, Check, Distract, Check) see scripted instructions below
4. Provide Reinforcement (e.g., praise, edible, et al.)
5. Continue to next trial and repeat previous steps

Modeling

In this exercise we will be using simple discrimination for learning the name of coins. Errorless teaching consists of four steps: prompt, transfer, distract, and check. Depending on the learners skill set, this may have to include more intrusive prompting, more trials, or modified depending on the task demands. Let me show you how to implement all four of these steps for the listener responding with a quarter.

Model: “Touch quarter.” (teacher touches quarter also)

Gestural: “Touch quarter.” (teacher gestures toward quarter)

Verbal: “Touch quarter.” (teacher gives no other prompt)

Distract: “Do this.” (teacher claps hands)

Verbal: “Touch quarter.” (teacher gives no other prompt)







Reinforcement: “Great job!” (teacher gives high-five)

That was an example of errorless teaching. It is simple, powerful, and attempts to leave no room for error for the learner. For this exercise we will only trial a quarter of the three coin array. If the student is successful in learning the quarter, the next phase may be to teach the other coins in the same manner. The system is very simple and follows a prompting hierarchy. As an additional check, you may want to rearrange the coins to ensure the learner is not responding solely on the order the coins were presented. Because you have an acquired learning history of coins, there was no need to begin with the highest level of prompting. If your learner is having difficulty, it would be advised to repeat the trials, but begin at a higher intensity level of prompting. The prompting hierarchy for this exercise may include: full physical, partial physical, then pick up the modeling, gestural, and verbal order that we just rehearsed. As a comprehension check, can you tell me what prompt you will begin with? When the learner has accomplished the task, what procedure would you administer to them? Do you have any questions up to this point or would you like to go through the steps again?

Rehearsal

I would like for us to go through the motions of the errorless teaching model that we just enacted in case you ever encounter a learner that would benefit from this strategy. In this instance you will be the teacher and I will be the learner. I have provided the order of operations and a checklist to guide you through the

process. Remember, mistakes and questions are great ways to gain more knowledge and understanding. To remember your steps you can refer to this diagram:

ERRORLESS TEACHING ORDER of OPERATIONS and CHECKLIST		
	1. “Touch quarter.” (teacher touches quarter also)	<input checked="" type="checkbox"/>
	2. “Touch quarter.” (teacher gestures toward quarter)	<input checked="" type="checkbox"/>
	3. “Touch quarter.” (teacher gives no other prompt)	<input checked="" type="checkbox"/>
	4. Distract: “Do this.” (teacher claps hands)	<input checked="" type="checkbox"/>
	5. “Touch quarter.” (teacher gives no other prompt)	<input checked="" type="checkbox"/>
	6. “Great job!” (teacher gives high-five)	<input checked="" type="checkbox"/>

Feedback

- That was a great job! You followed the correct order of procedures and executed the prompts correctly. You kept the instruction-directives to a minimum and kept away the unnecessary extraneous variables. Your instructions were clear and you prompted in the correct order and delivered reinforcement.
- Now that you have executed the model correctly, let us role play again and this time I will give you the wrong response. Remember, once started explanations to the learner are not always necessary. The best rule of thumb is to A.) start over, or B.) start over using a higher level prompt. Do you have any questions?
- That was executed very well! Just for good measure, let's try the original procedure one more time for good measure. Okay?

- GREAT JOB! Would you feel comfortable using this instruction strategy or would you like to rehearse again?
- Errorless teaching can be used to teach echoics, tacting, and listener responding and other discriminations. In music we can use this to teach parts of instruments, note names, or other expressive icons.
- As a follow up, do you feel comfortable using this model of teaching? Great!
- Do you believe I explained everything to you in a concise manner and answered all of your questions pertaining to the model? Great!
- Do you have any questions? Wonderful!
- Thank you for participating today and I hope I explained everything thoroughly. I am happy to answer any questions or rehearse with you at any time.

Behavioral Skills Training (BST) Performance Monitoring Checklist (PMC)

Behavioral Skills Training (BST) Performance Monitoring Checklist (PMC)	
Name: _____ K. R. _____ Date: _____ 4.21.2024 _____	
Skill: _____ Errorless Teaching (quarter in an three coin array) _____	STATUS (+, -)
Phase 1: Baseline	
(1) Informed the trainee of the training topic	+
(2) Asked the trainee if he or she has any experience with the specific procedure (a) If trainee says no, proceeded to step 3 (b) If trainee says yes, completed performance monitoring checklist (PMC) for procedure	+
(3) Informed trainee of his or her performance (a) If trainee meets criteria, move to generalization phase (b) If trainee does not meet criteria, move to instructions phase	+
Phase 2: Instruction	
(1) Delivered written instructions to the trainee	+
(2) Written instructions presented steps in a sequential manner	+
(3) Written instructions contained no instances of mentalistic language	+
(4) Written instructions contained all required steps for the procedure	+
(5) Language used was appropriate for the individual being trained on the procedure	+
(6) Delivered the rationale for the procedure to the trainee	+

(7) Delivered a comprehension check for trainee's understanding of instructions	+
(8) Solicited questions about the procedure from the trainee	+
Phase 3: Modeling	
(1) At least two individuals participated in the model of the procedure	2+ (live and video)
(2) Used a script to organize the model for the trainee	+
(3) Model included all steps from the written instructions	+
(4) Model included steps to take for all likely responses from participant	+
(5) If mistake was made during model, the trainee was corrected immediately and the step was repeated	+/- (see below)
(6) Completed a comprehension check regarding at least two portions of the model	+
(7) Solicited questions about the model from the trainee	+
Phase 4: Rehearsal	
(1) Set criteria for movement to generalization phase (e.g., 3 opportunities at 100% fidelity)	+++ 100%
(2) Informed trainee of criteria and showed trainee PMC being used to evaluate performance	+
(3) Took data on trainee's rehearsal using a PMC	+
(4) Rehearsal contained opportunities for trainee to respond to all likely responses from participant	+
(5) Delivered feedback on each error made in rehearsal (80% or more errors based on supervisor's observations)	-(No errors observed in the period of filming. The error was noticed afterwards during review of the recording around the 10:00 minute mark. The learner added a modeling prompt instead of ending with verbal only)
(6) Feedback covered items found on PMC	+
(7) Rehearsal continued until criteria for moving to generalization were met	+
Phase 5: Feedback	
1) Delivered empathic statement at start of feedback	+
2) Reviewed trainee's response to previously delivered feedback (e.g., was previous feedback implemented correctly)	+

(3) Delivered a minimum of one statement regarding each aspect of the rehearsal done well	+
(4) Feedback delivered with specific language and praise (e.g., “Great work with arranging the field again after an incorrect response”)	+
(5) No occurrences of a “but” or “however” statement (e.g., “You did really well with thing X BUT you did thing Y poorly”)	+
(6) Delivered a minimum of one statement regarding each aspect of the rehearsal that can be improved	-(No errors observed in the period of filming. The error was noticed afterwards during review of the recording around the 10:00 minute mark. The learner added a modeling prompt instead of ending with verbal only)
(7) Accurately identified an area for improvement to trainee	-(No errors observed in the period of filming. The error was noticed afterwards during review of the recording around the 10:00 minute mark. The learner added a modeling prompt instead of ending with verbal only)
(8) Following identification of area, gave instructions and/or a model for how to improve	-(No errors observed in the period of filming. The error was noticed afterwards during review of the recording around the 10:00 minute mark. The learner added a modeling prompt instead of ending with verbal only)
(9) Solicited questions from trainee regarding feedback delivered	+
10) Completed a comprehension check of trainee understanding of feedback	+
(11) Solicited questions from trainee regarding feedback	+
(12) Trainee repeated rehearsal opportunity to implement feedback	+
(13) Noted if feedback was implemented accurately by the trainee	+
14) Produced a permanent product of all feedback to be delivered to trainee	+