



ERRORLESS TEACHING:

A 4-step process to increase skill acquisition and decrease problem behaviors

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OBJECTIVES

Participants will be able to:

- Select student skills appropriate for errorless teaching
- Name and use the 4 steps in the errorless teaching procedure
- Demonstrate an understanding of the errorless teaching correction procedure

ERRORLESS TEACHING IS EFFECTIVE TEACHING

- Errorless teaching is an effective teaching technique within the framework of applied behavior analysis (ABA), a scientifically valid methodology for education and behavior management (Simpson, 2016).
- ABA, when implemented with fidelity, is an evidence-based research practice for individuals with autism regardless of age (Ivy & Schreck, 2016).
- Errorless learning and backward chaining have proven to be valuable behavioral treatment procedures when teaching target skills (Jerome, Frantino, & Sturmey, 2007).

FIRST THINGS FIRST...

- Pair teaching with improving conditions!
 - Pair instruction with positive reinforcement
 - Fade in demands gradually
 - Low response effort at first
 - Immediate delivery of reinforcement
 - Reduce learner errors
 - Fast-paced instruction
 - Intersperse easy and hard tasks
 - Teach to fluency

help reduce escape-based behavior

GETTING READY

- Teach skills to enhance cooperation
 - Ready hands
 - Wait
 - My turn (giving up reinforcers)
 - Smooth transitions
 - Accepting “no”
- Instructional control
 - Every time the child wants something, you have the opportunity to teach
 - Capitalize on “in the moment” motivation
 - Use what you know about the student to create a motivating context for learning

QUESTIONS WE WANT TO ANSWER

What is errorless teaching?

Why should we use errorless teaching?

What skills can be taught using errorless teaching?

How do we balance target and learned skills?

What is the errorless teaching procedure?

How do we correct errors?



ERRORLESS TEACHING

What is it?

- Errorless teaching is an instructional method for teaching new skills and monitoring learned skills.
- Errorless teaching involves using prompts that must be faded over time.

Why use it?

- Used for individuals with learning difficulties and problem behaviors
 - Faster acquisition of skills
 - More opportunities to access reinforcement
 - Positive learning environment
 - Engaging (fast-paced and varied tasks)

(Wayne, 2013)

PROMPT – TRANSFER – DISTRACT – CHECK

WHAT SKILLS CAN BE TAUGHT USING ERRORLESS TEACHING?

- Almost any skill can be taught through errorless teaching!
 - Daily Living
 - Verbal Behavior
 - Fine Motor Skills
 - Motor Imitation
- (Evans, 2000)

PROMPT – TRANSFER – DISTRACT – CHECK

HOW TO TEACH ERRORLESSLY

- Two types of skills
 - “Known” skills are previously-mastered items
 - “Target” skills are new skill items targeted for instruction
- 80:20 ratio of known skills to target skills (may vary by student)
 - Allowing for lots of student success minimizes frustration
 - Behavioral momentum helps keep it positive
 - Lots of opportunities for success

PROMPT – TRANSFER – DISTRACT – CHECK

PROMPT

- Prompts are part of the antecedent condition (before the student behavior occurs)
- We start with a prompted trial so the student gets the behavior correct.
- Choose the prompt that is least Intrusive but still ensures a correct response.
- You may need to do multiple prompt trials and fade slowly

PROMPT – TRANSFER – DISTRACT – CHECK

TRANSFER

- Prompts are faded through the use of a transfer trial.
- Ask the same question again but without the prompt.
- This is a trial to see if the student can give the desired response with no prompting.
- If the student gives the desired behavior, move forward to the distract trials.
- If the student does not give the desired behavior, move to the error correction procedure.

PROMPT – **TRANSFER** – DISTRACT – CHECK

DISTRACT

- Distract trials are used to place other responses between the prompt/transfer trials and the check trial.
- Think of it as “wiping the slate clean” and giving the student the chance to do some easier skills.
- Distracter trials come from your “known” skills – things the student has already mastered and can do easily.

PROMPT – TRANSFER – **DISTRACT** – CHECK

CHECK

- Check trials assess whether the student is still able to do the target skill after other things (the distractor trials) have occurred.
- There is no prompting during the check trial.
- Correct responses during the check trial indicate that the student is learning.
- Students receive reinforcement after the check trial for performing the desired behavior.
 - This gives the strongest reinforcement for the most independent performance.

PROMPT – TRANSFER – DISTRACT – **CHECK**

HOW DO WE CORRECT ERRORS?

- Students may make 3 types of errors
 - Incorrect
 - No response/too much time
 - Scrolling
- The error correction procedure is the same as the teaching procedure, but with an “End” step.
- End the trial wherever the student makes an error and go back to the beginning (the prompted trial) with a More Intrusive prompt.

END–PROMPT–TRANSFER–DISTRACT–CHECK

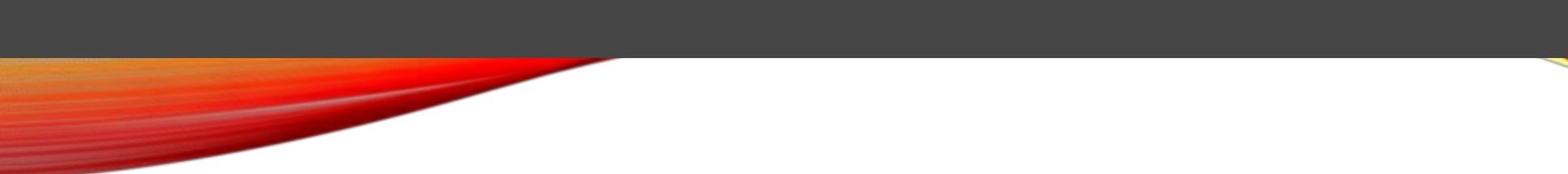
TAKE-AWAY POINTS

- Errorless teaching can be used for a wide variety of skills
- Errorless teaching is appropriate at nearly any age
- Reducing errors reduces problem behavior and keeps learning positive
- Prompt with the least intrusive prompt that still ensures a correct response
- Pick target skills that are appropriate and meaningful for each individual student
- Prompt-Transfer-Distract-Check!
- If an error occurs, End-Prompt-Transfer-Distract-Check!
- Take probe data every day and then errorlessly teach each target skill multiple times every day!

ERRORLESS TEACHING IN INTENSIVE TEACHING

The Nebraska ASD Network is providing multiple Intensive Teaching trainings:

- Introduction to Intensive Teaching of Verbal Behavior (3-day; pre-requisite)
- Establishing Basic Skills for Students with Autism (2-day)
- Advanced Intensive Teaching of Verbal Behavior Protocols (2-day)
- <http://events.unl.edu/asdnetwork/> (NE ASD Network Training Calendar)
- <http://www.pattan.net/Videos> (Errorless Teaching)



THANK YOU!

www.unl.edu/asdnetwork

REFERENCES

Evans, J.E., Wilson, B.A., Schuri, U., Andrade, J., et. al., (2000). A comparison of “errorless” and “trial-and-error”. *Learning Methods for Teaching Individuals with Acquired Memory Deficits. Neuropsychological Rehabilitation*, 10, 67-101.

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