

Brief Performance Feedback Intervention Script INTRAVERBAL

Step	Correct Performance	Incorrect Performance
1. Presents verbal SD (e.g., tell me something you eat)	It was really good the way that you presented verbal SD (e.g., tell me something you eat; evaluative). You clearly delivered the verbal instruction student. You did not provide any form of assistance (descriptive).	The verbal SD was not presented correctly (evaluative). Remember that once selected the target to teach, clearly present verbally the instruction or SD to the student. This must NOT be accompanied by any form of assistance (descriptive). Let's rehearse this step...
2. Presents 0-second delay prompt (i.e., imitative)	You did a great job presenting the tact prompt immediately following presentation of the verbal SD (evaluative). Immediately following presentation of the verbal direction (e.g., tell me something you eat) you provide the corresponding tact prompt by presenting the picture of the target item (descriptive)	The tact prompt was not presented immediately following the verbal SD or direction (evaluative) Remember as immediately (within one second) following the presentation of the verbal direction (SD) you want to present the tact prompt. This is done by presenting the picture of the target item immediately following the SD (descriptive). Let's practice this step...
3. Re-state verbal SD (e.g., touch nose) with NO prompt and contingent upon correct response on prompted trial	You did excellent re-presenting verbally and clearly the target SD (e.g., tell me something you eat) with NO assistance of any kind (evaluative). You represented verbally the target SD and did not provide any form of assistance. This allowed for the prompt to be faded completely (descriptive)	The verbal SD (e.g., tell me something you eat) was not correctly presented/OR without prompts. Remember that following the student responding to the tact prompt in the previous step, you want to verbally and clearly re-state the SD (e.g., tell me something you eat). At this point no form of assistance is provided or picture is presented (descriptive). Let's rehearse this step...
4. Presents 2 easy or mastered trials from the student's pile of mastered skills	You did very well with the presentation of 2 easy of mastered trials following student's correct responding on the previous	The presentation of easy trials following student's correct responding on the previous steps was not correctly performed

	step (evaluative). Once correct responding of the student on the previous step, you selected one skill for the pile of mastered skills. Once the student correctly responded to the first easy trial presented, then you presented the second easy trial from the student's pile of easy skills (cards; descriptive).	(evaluative). Remember that following the student's response on the previous step, you must select a trial from the student's pile of easy skills. Then, immediately (within 1-2 seconds) following correct responding on easy trial, you will present a second trial to the student. Remember that all easy trials presented must come from the student's pile of easy or mastered skills (descriptive). Let's practice this step...
5. Re-state verbal SD/instruction (e.g., touch nose) with no prompt and contingent upon correct response on easy trials	Great job!! re-presenting the verbal SD (e.g., tell me something you eat) following correct performance on the easy trials. You did great not presenting any prompting or assistance to the student (evaluative). Following correct performance on easy trials, you presented very clearly the verbal SD (e.g., tell me something you eat). You refrained from providing any form of assistance or picture as a form of prompt at this point (descriptive).	The verbal SD was not correctly/clearly presented OR without presentation of any assistance (evaluative). Remember that following correct student's performance on easy trials, you must re-state the verbal SD; e.g., tell me something you eat). Remember that during this step you do not want to present a picture as a tact prompt or any other form of assistance (descriptive). Let's practice this step...
6. Delivers the preferred item/reinforcer to the student	You did really well delivering the preferred item or reinforcer following the student's correct response on the target tact (evaluative). Immediately following the student's response on the target tact, you praised the student for correct responding and delivered the preferred item or reinforcer. This was done within one second or	The preferred item/reinforcer was not delivered (or not delivered correctly) following student's correct response on the target tact (evaluative). Remember that you need to deliver the preferred item/reinforcer following correct student's performance on the target tact. You can do this by immediately (within 1-3

	student's correct response (descriptive)	seconds) following correct responding, provide praise (e.g., great labeling cookie) and delivering the preferred item (descriptive). Let's practice this step...
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