

Brief Performance Feedback Intervention Script LR actions

Step	Correct Performance	Incorrect Performance
1. Presents verbal SD or instruction (e.g., touch nose)	It was really good the way that you presented verbal SD or direction (e.g., touch nose; evaluative). You clearly delivered the verbal instruction or direction to the student. You did not provide any form of assistance (descriptive).	The verbal SD or verbal direction was not presented correctly (evaluative). Remember that once selected the target to teach. Clearly present verbally the instruction or direction to complete by 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 imitative prompt immediately following presentation of the verbal SD (evaluative). Immediately following presentation of the verbal direction (e.g., touch nose) you provide an imitative prompt by modeling the movement to be performed (descriptive)	The imitative 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 imitative prompt. This is done by modeling the movement associated with the direction (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 direction (e.g., touch nose) with NO assistance of any kind (evaluative). You represented verbally the target instruction and did not provide any form of assistance. This allowed for the prompt to be faded completely (descriptive)	The verbal SD or direction (e.g., touch nose) was not correctly presented/OR without prompts. Remember that following the student imitating the correct movement, you want to verbally and clearly re-state the direction (e.g., touch nose). At this point no form of assistance is provided (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 step (evaluative). Once	The presentation of easy trials following student's correct responding on the previous steps was not correctly performed (evaluative). Remember that

	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).	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 verbally the direction to be performed following correct performance on the easy trials. You did great not presenting any prompting or assistance to the student (evaluative). You presented verbally the instruction or directive very clearly. You refrained from providing any form of assistance or modeling at this point (descriptive).	The verbal instruction or directive (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 verbally the direction (SD; e.g., touch nose). Remember that during this step you do not want to model the movement associated with the direction presented (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 student's correct response (descriptive)	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 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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