SKILLS Cold Probe Protocol

LEARNER: *John Smith*

Mastery Criteria: *3 consecutive days @100% correct within a 2-sec time delay.*

SKILL CODE	TARGET SKILL	Prior C'S	M: *3/12*		T: *3/13*		W: *3/14*		TH: *3/15*		F: *3/16*	
T	*"What is it" bird (pic)*	2	Ⓒ	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC
			IC		IC		IC		IC		IC	
LR	*"Touch the pencil" (object)*	1	Ⓒ	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC
			IC		IC		IC		IC		IC	
LR	*"point to bird" (pic)*		C	NR LT SⓇL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC
			ⒾC		IC		IC		IC		IC	
LR	*"Show me standing"*		C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC
			ⒾC		IC		IC		IC		IC	
MI	*"Do this" raise your hand*		Ⓒ	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC	C	NR LT SRL SFC
			IC		IC		IC		IC		IC	

(A B S E N T written vertically across the T: 3/13 column)

Description: The **Skills Cold Probe** data collection form aids in gathering daily response data on targeted skills selected for intensive instruction. The cold probe is a method of intermittent data collection, NOT trial by trial data (Cumming, 2004; Dollins & Carbone, 2003; Sundberg & Hale 2003)*. It serves to determine response strength and correctness after some time has lapsed, typically a day. The probe is conducted as the first **non-teaching** trial of the day. The instructor then evaluates the response to determine its correctness or error type and records this information on the form.

Goal: Data collected using this form can guide the sequencing of educational programs and skills taught within the programs, enable analysis of error patterns that may lead to instructional changes, show progress toward the pre-established mastery criteria, and aid in data-based decision making.

Mastery criteria: The learner's current assessed instructional level and effectiveness with the communication mode used should be carefully evaluated when setting mastery criteria. A starting guideline for mastery is **three consecutive days at 100% correct responding within a 2-second time delay.** An absence or no school are NOT considered disruptions in the consecutive day sequence since there was no opportunity for a probe to occur. Note: Some symptoms of a disability can significantly impair vocalizations and/or physical movements, therefore other more intensive instruction and data collection methods may be necessary. See other instructional information.

*Cummings, Anne Rena, *"Evaluating Progress in Behavioral Programs for Children with Pervasive Developmental Disorders: Continuous Versus Intermittent Data Collection"* (2004); 1088; Dollins, P., & Carbone, V. J. (2003, May). Using probe data recording methods to assess learner acquisition of skills. In V. J. Carbone (Chair), *Research related to Skinner's analysis of verbal behavior with children with autism;* Sundberg, M. L., & Hale, L. (2003, May). Using textual stimuli to teach vocal intraverbal behaviors. In A. I. Petursdottir (Chair), *Methods for teaching intraverbal behavior to children.*

Skills Cold Probe Data Collection Protocol

Steps	Record	Procedures
1	**Name**	• Record the learner's name at the top left of the document.
2	**Mastery Criteria**	• Record the mastery criteria for target skills listed. See suggested mastery criteria on pg. 1.
3	**Dates for the Week**	• Record the dates for the week data is being collected. If the learner is absent or there is no school on any of the days, record "absent" or "no school" across the day's column (see example on diagram). When using consecutive day mastery criteria, this day will not be counted in your mastery criteria since there was no opportunity to probe the target. Tracking this information will allow you to observe patterns related to number of teaching opportunities.
4	**Skill Code**	• Record a code that corresponds to the skill targeted. Skill code examples are **T** for tact, **LR** for listener responding, **MI** for motor imitation, **IV** for intraverbal, **E** for echoic, **MS** for match to sample/visual perception, etc. • Coding provides an "at a glance" summary of the skill types targeted. Use the code to locate a specific target, review balance of program targets, and guide the transfer of mastered skills to the corresponding Skills Progress Monitoring forms and graphs.
5	**Target Skill**	• Record the skill targeted for intensive instruction. Include the S^D and correct response required. Underlining the correct response is helpful though optional. Example: "what is it" <u>bird</u> (Pic); "touch the <u>pencil</u>" (object); "do this" <u>clap</u>, "show me <u>standing</u>". etc. This information guides the instructor and correlates with the skill code provided. (i.e. MI - "do this" <u>clap</u>,)

6	**Prior Corrects "C"**	• Record the number of corrects ("C") being carried over from a previous week to track the consecutive day sequence (for "cold probe" data).
		    • If there are NO previous corrects, then leave this area blank.
		    • <u>**DO NOT**</u> add numbers to this box as corrects are scored. **It is only for carry over data from one week to the next.**
		    • If an "incorrect" is scored in the mastery sequence, this number is no longer used as it ends your opportunity for a consecutive day sequence.
		Example: *If a "C" was scored on the previous Friday, carry it over to the next week's Cold Probe form for that item. Record a "1" in the box next to the carried over skill yet to be mastered. Add this number to the next consecutive "correct" that occurs until mastery criteria is met (I.e. Friday, Monday, Tuesday = 3 consecutive days). If the learner scores an "incorrect" on Monday, this number is no longer used as it ends your opportunity for a consecutive day sequence.*

7	**Learner Response Type**	• Record responses as follows: (1) **Correct "C" or Incorrect "IC" or (2) Correct "C" or Incorrect "IC" <u>PLUS</u> include coding the error type using the error codes provided.** For instructors who are new at data collection and intensive instruction, recording Correct or Incorrect is an acceptable starting point. Being able to distinguish error types can expedite critical instructional changes, build awareness about instructional practices and improve these practices across staff. The following are definitions and procedures for data collection. It takes a conservative approach to learner responding to increase likelihood of skill mastery and retention.
		
		1. **Correct Response: Circle "C":** A correct response matches exactly the pre-established response within a 2-second time delay.
		
		2. **Incorrect Response: Circle "IC"**: **(1)** An incorrect response is one that does **NOT** match the pre-established response within a 2-second time delay or **(2)** a correct response **outside** of the 2-sec time day. (see the below definitions for clarification).
		
		   a. **Incorrect response**: **<u>Circle "IC" and record error in the blank box.</u>** This is a response that is not the targeted response within the 2-sec time delay. The instructor writes the incorrect response in the space provided.
		   Example:
		   • Teacher shows a picture of a book and asks "what is it" learner says "page" instead of "book". Record "page" in the blank box provided.
		   • Teacher asks "what your name?" and learner responds "what's your name". (learner repeats Sd). Record "what's your name" in the blank box.
		
		   b. **No response: <u>Circle IC and NR</u>** – NO response occurs within the 2- second time delay.
		
		   c. **Late response**: **<u>Circle IC and LT</u>** – A correct response occurs but shortly after the 2- sec time delay (5-10 secs late).
		
		   d. **Scroll: <u>Circle IC and SCL</u>** – Several responses chained together indiscriminately (randomly) with or without one of the responses being correct.
		   Examples:
		   • A picture of a <u>book</u> is presented and the learner is asked "What is this?" the learner responds "paper, book, truck" or "paper, truck, blue".
		   • A learner randomly points to ball, truck, and book in an array when asked to point to the book.
		
		   e. **Self-correction: <u>Circle IC and SFC, if possible record the error in blank box)</u>** – A self-correction is an intentional attempt by the learner to produce a correct response **immediately after an incorrect response** is given and <u>no prompting</u> from others has occurred to help produce the correction. (Example: No prompting such as facial gestures, looking at the correct items, comments, questioning or otherwise that causes the learner to change his/her answer to the correct answer).
		   Examples:
		   • Teacher shows a picture of a book and asks "what is it?" the learner responds, "movie, aah wait "book".
		   • Teacher says, "find the truck". The learner starts to touch the car and then stops abruptly, continues looking at the array and then quickly selects the truck with no prompting from the instructor.

| 8 | **Daily Progress Monitoring and Mastery** | **(1) When the pre-established mastery criterion is met for a skill, do the following:**
    a. Highlight the skill and its consecutive dates as shown in the example above.
    b. Record the date mastered on the corresponding Skills Progress Monitoring form for the specific skill(s) mastered.
    c. Record the number of skills mastered on the corresponding cumulative graph.
    d. Select a new item(s) to teach from the Skills Progress Monitoring form and add the start date(s).
    e. Add the new skill(s) selected to teach on the Skills Cold Probe data collection form in the next available row and begin teaching and collecting data.
    f. Ensure that the newly mastered skill(s) is demonstrating generalization to the natural environment (across people, environments and other similar items).

 (2) If NO skills were mastered for any specific item being taught, do the following:
    a. Find the corresponding graph for each item not mastered.
    b. Record the same number previously recorded to show no change in the data for that day.
    c. Continue teaching the item and reviewing data daily.
        a. If the item is two days past the mastery criteria established and showing great variability across data, an instructional review is warranted. |