CEU COMPANION · EP 56 · ASSESSMENT GUIDE

# BRIEF ERROR-CORRECTION ASSESSMENT & PROGRAM WRITE-UP

*From the CEU "Your Error Correction Sucks: Error-Correction Assessments, Trials to Mastery, and Learner-Informed Procedures" · Instructors: Sean Yocum, MA, BCBA, LBA; Michael Carrero, BCBA, LBA*

NO FLUFF. NO SUGAR-COATING. JUST RESULTS. · PRESENTED BY **HICKORY LEARNING GROUP**

## RAD N BAD RULE

*An error is information about our teaching, not a flaw in the learner. Assess the correction, use the least intrusive one that works, write it down, train it, and let the learner help choose.*

HOW TO USE THIS: Use this when a learner acquires slowly, has many programs ahead, or shows escape behavior after corrections. Keep it simple enough for RBTs to collect on paper.

## 1. IS IT WORTH ASSESSING?

- ☐ Slow acquisition across programs
- ☐ Many acquisition programs still ahead
- ☐ Escape or problem behavior shortly after corrections
- ☐ Staff give different answers to 'What do you do when he gets this wrong?'

## 2. PICK 2-3 PROCEDURES TO COMPARE

| Procedure | What it looks like |
|---|---|
| Re-present with a prompt | Repeat the trial with a prompt, then fade |
| Model + single repetition | Model the answer; learner repeats it once |
| Multiple-response repetition | Learner repeats the correct response several times |
| Move on and return | Continue, then re-present the target later |
| Brief feedback + next trial | Neutral 'no' or feedback, then the next trial |

## 3. RUN IT

- ☐ Choose similar targets of comparable difficulty, one set per procedure
- ☐ Rotate or counterbalance procedures across sessions
- ☐ Within a condition, correct every error the same way
- ☐ Collect on a simple paper sheet if your app can't do it

## 4. MEASURE

- ☐ Trials or sessions to mastery (the deciding measure)
- ☐ Total instructional time
- ☐ Problem behavior within a few trials after a correction (yes/no)
- ☐ Procedural integrity: is each correction run as written?

## 5. PICK, WRITE, TRAIN

- ☐ If two procedures work about the same, use the less intrusive one
- ☐ Write the chosen procedure into the program in one sentence
- ☐ Train it with BST; check integrity and IOA
- ☐ Where the learner can choose, offer the procedures that worked
- ☐ Recheck if acquisition slows

## RED FLAGS

- ✦ One house-style correction for every learner and target
- ✦ Three staff, three different corrections
- ✦ Only percent correct is reviewed, never trials to mastery
- ✦ The learner looks away, pushes materials, or slows down after corrections

## DISCLOSURES

Sean Yocum owns Hickory Learning Group (HLG), the CE provider for this event. Neither instructor has a financial interest in Disrupt ABA, Alan Fullbright or Attend Behavior. HLG has a non-financial business relationship with Attend Behavior. The episode includes a promotional read for Disrupt ABA 2026, where Sean is a presenter, and a read for these OpenCEU events; neither is counted as instructional time. Safety-Care is mentioned in passing as a staff-training example; no commercial products are promoted.

## THE RECEIPTS · REFERENCES


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