Dot-Number Intervention

Target Behavior

Dot-Number was designed to be used with both individuals and groups of students who need to develop the skills to compare numbers and their associated quantities. Students will also expand the math related vocabulary necessary to perform and describe quantities across contexts and within the classroom curriculum. Students will demonstrate their knowledge of one-to-one correspondence.

Materials

Dot-Number Student Training Protocol
Dot-Number Treatment Integrity Protocol
Dot-Number Intervention Probes
Pencil with no eraser OR Pen

Dot-Number Procedures: Student

1. Student looks at the box with dots in it. They are instructed to count the dots in the box.

2. Student then write the numeral that represents the quantity of dots they just counted on the line.

Dot-Number Procedures: Teacher

1. Teacher training: Read MIND: EN Intervention Guide and Manual.

2. Obtain Dot-Number probes.

3. Give student Dot-Number probes. Provide student with procedural feedback as needed, collect completed probe, provide student with feedback on performance.

Dot-Number Intervention: Student Training Protocol

Use this to train student on how to use the Dot-Number procedures. The steps are as follows:

1. Pass out the Dot-Number probes to students and instruct them to write their names and date at the top of the paper.

2. Read the following directions:

"Today we are going to do something new. We are going to count dots and write the number that shows how many dots we counted. Look at your worksheets. On the worksheet you will see a box with dots (point). First, I want you to count aloud how many dots are in the box."

(Pause for task completion. Interventionist may need to cover up the empty boxes to prevent the student from continuing completion)

"How many dots were in the box?"

(Pause for response)

Offer praise or corrective feedback.

"Now write that number in this box (point to the right). If you write the wrong number put an "X" through that number and write the answer you want"

(Pause for students to write. Monitor students to ensure they understand task demands)

(Interventionist may need to cover up the empty boxes to prevent the student from continuing completion)

3. Continue, "I am going to set a timer and I want you to continue working the Dot-Number problems until the timer goes off. Work the problems across the page (make left to right motion). Let me know if you need help. Ready? Begin."

4. Start timer for one minute. When the timer goes off instruct the student to stop.

5. Repeat as necessary until students can independently complete the probe.

6. **Task Expansion:** Once student is comfortable with the procedure expand the task. Point to a row of boxes and ask the student which set of dots is larger, which set of dots is smaller, which set of dots has more, which set of dots has less.

This training script is generally successful for a majority of students. As you are reading the directions check for adherence to the protocol. If you are working with a small group, point out students who are doing the steps correctly and provide behavior specific praise for correctly implementing the steps.

© Brian C. Poncy & Janna M. Sanders

Dot-Number Intervention: Treatment Integrity Protocol

This is to be used by teachers when they are implementing the Dot-Number procedure. It is meant to ensure adherence to treatment and should be used when administering Dot-Number.

Student(s): _____Date: _____ Start/End Time: _____

Materials

Required:

☐ Dot-Number Protocol
☐ Integrity Protocol
☐ Pencil with no eraser OR Pen
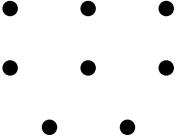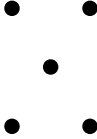
Intervention Procedures

1. Document date, start time and end time.

2. Pass out the Dot-Number probe to students and have them put their name and   date at the top of the page. Read the student training protocol script. After students have demonstrated independent functioning on the intervention the directions can be overviewed and shortened **but do not discontinue task expansion questions.**

3. Provide behavior specific praise to students who are adhering to the procedure.

4. Provide corrective feedback when necessary.

5. At the end: Inform student of their progress, offer verbal praise and present tangible reinforcement *if* used for student's intervention.

Dot-Number

Set 2 Example 2

Name: _____   Date: _____

•		• • • • • • • •		• • •	
• • • •		• •		• • • • •	
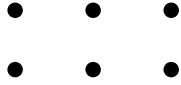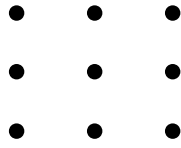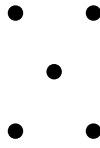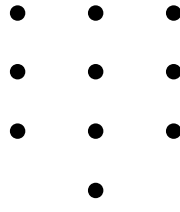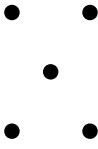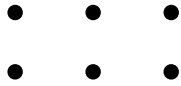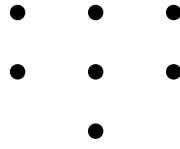
Dot-Number   Set 2 Probe 1

Name: _____   Date: _____
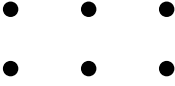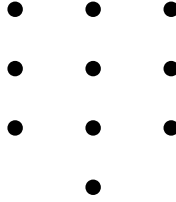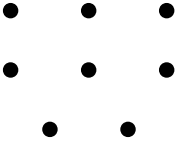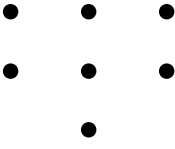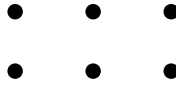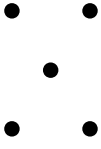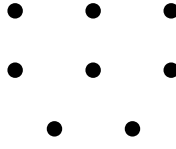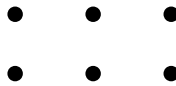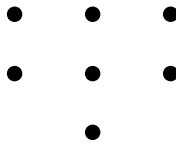
Dot-Number   Set 2 Probe 2

Name: _____   Date: _____
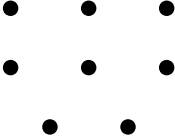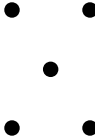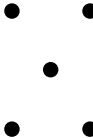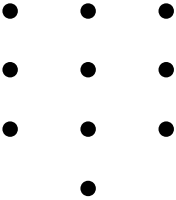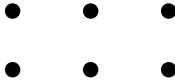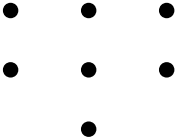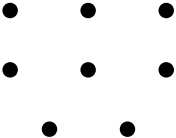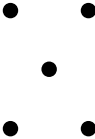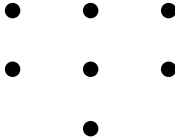
Dot-Number

Set 2 Probe 3

Name: _____   Date: _____
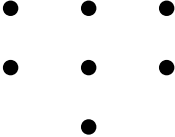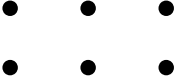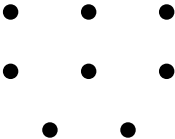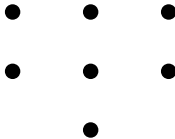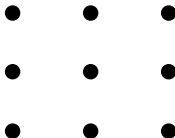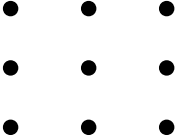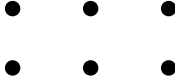
Dot-Number

Set 2 Probe 4

Name: _____   Date: _____

Dot-Number   Set 2 Probe 5

Name: _____   Date: _____