Dot-Number-Total: Set A

Target Behavior

Dot-Number-Total: Set A was designed to be used with both individuals and groups of students who need to develop the skills to describe, compare and manipulate numbers and their associated quantities. Students will also expand the math related vocabulary necessary to perform and describe these tasks across contexts and within the classroom curriculum. Students will demonstrate their knowledge of one-to-one correspondence, sets to numerals and number combinations.

Materials

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

Dot-Number-Total: Set A Procedures: Student

1. Student looks at the Dot-Number-Total: Set A domino and counts the number of dots in the top box.

2. Then student writes the numeral in the box that represents the first set of dots

3. Student counts the number of dots in the bottom box. Then student writes the numeral in the box that represents the second set of dots.

4. Student circles the sign. Student solves the problem based on the addition sign to find a total.

Dot-Number-Total: Set A Procedures: Teacher

1. Teacher training: Read MIND: EN packet.

2. Obtain Dot-Number-Total: Set A probes.

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

Dot-Number-Total: Set A
Student Training Protocol

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

1. Pass out the Dot-Number-Total: Set A 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 solve math problems with dots. Look at your worksheets. On the worksheet you will see a domino (point) with two sets of dots. First I want you to count aloud how many dots are in the first box on the top (point)."

(Pause for task completion)

"How many dots are in the top box?"

(Pause for response)

"Good Job/Try. There are ___ dots. Write a ___ next to the box (point to the right). Now count aloud how many dots are below in the second box (point below)."

(Pause for task completion)

"How many dots are in the bottom box?"

(Pause for response)

"Good Job/Try. There are ___ dots. Write a ___ next to the box (point to the right). Now circle the plus sign (point). When we see the "plus" sign that means we are adding the numbers to get a total. What does it mean when we see the "plus" sign?"

(Pause for response)

Praise if correct. If incorrect offer correction and repeat question; "What does it mean when we see the "plus" sign?"

"Good Job. Add those numbers together so we get a total."

(Pause for task completion)

"Good Work. _____ (point to number) plus (point to sign) _____ (point to number) equals (point to bar) _____ (point to number)."

3. Continue, "I am going to set a timer and I want you to continue working the Dot-Number-Total problems until the timer goes off. Work the problems across the page (make left to right motion). If you write the wrong number put an "X" through the number and write the answer you want. 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 intervention have the student circle the set of dots in the domino that is larger. Complete this **after** the timed portion of the intervention.

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

Dot-Number-Total: Set A
Treatment Integrity Protocol

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

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

Materials

Required:

□ Dot-Number-Total: Set A 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-Total: Set A probe to students and have them put their name and date at the top of the page. Read the student training protocol script.

3. After students have demonstrated independent functioning on the intervention the directions can be overviewed and shortened. **Do not discontinue the review of "Total" and "Addition/Plus Sign" and the Task Expansion.**

4. After timing ends student is instructed to circle the bigger/larger set of dots in the domino.

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

6. Provide corrective feedback when necessary.

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

Dot-Number-Total: Set A   Set 2 Example 2

Name: _____   Date: _____

1.
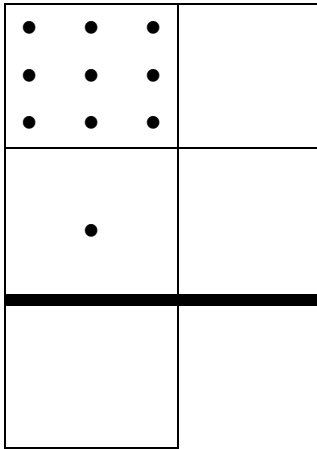
2.
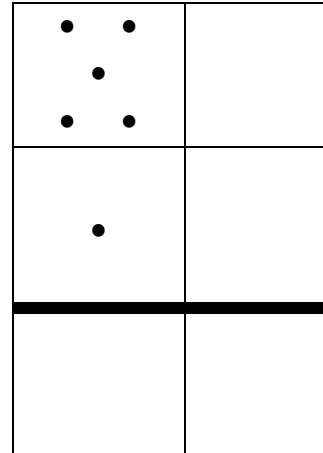
Dot-Number-Total: Set A
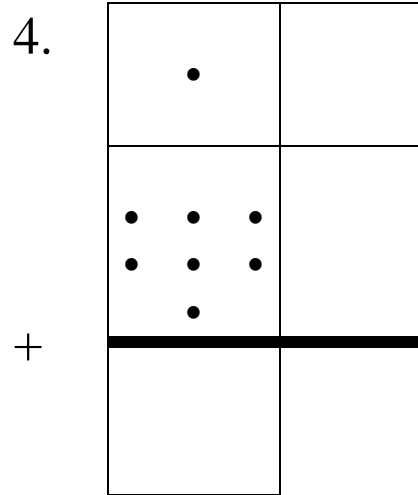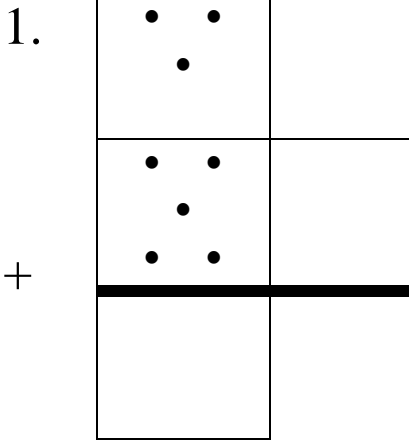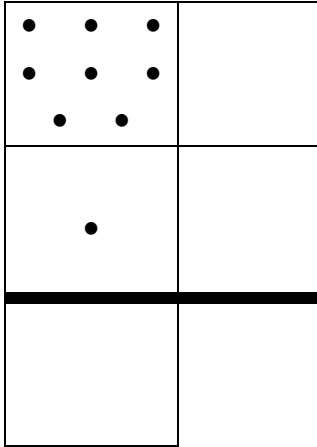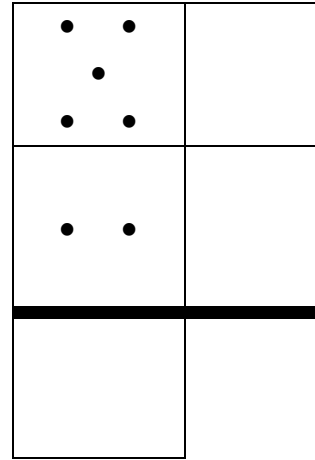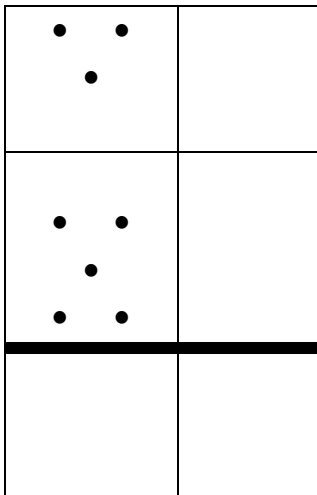
Set 2 Probe 1

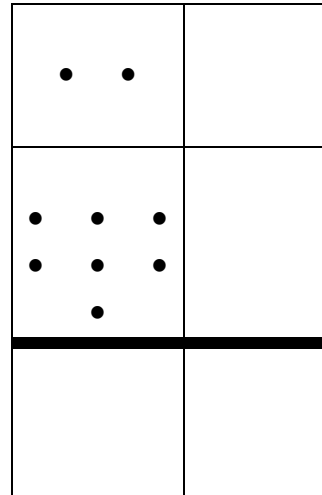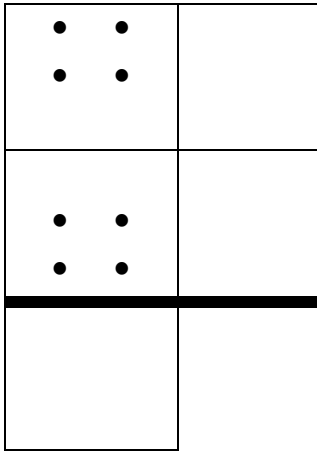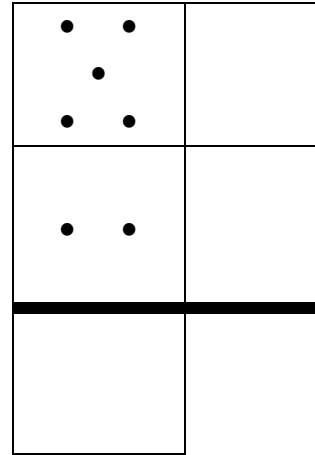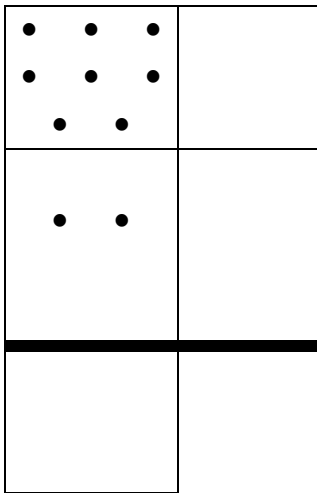Name: _____   Date: _____

1.

2.

3.

4.
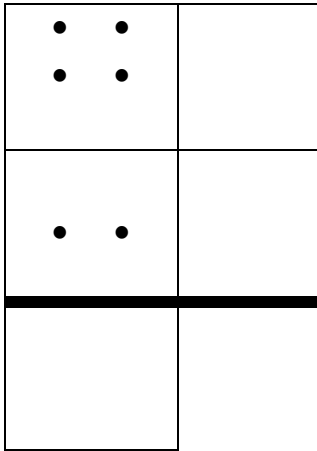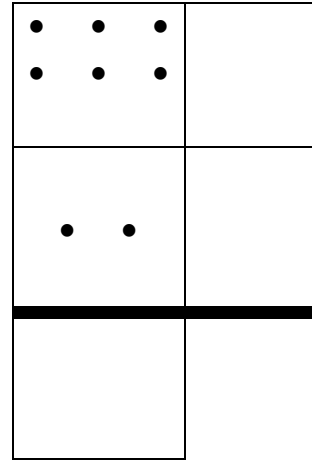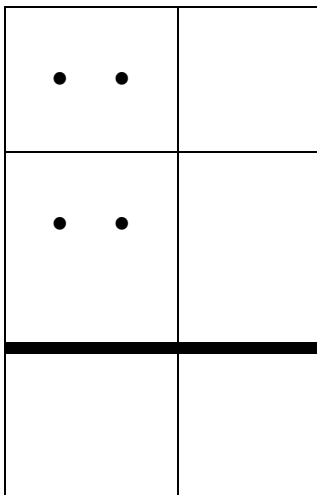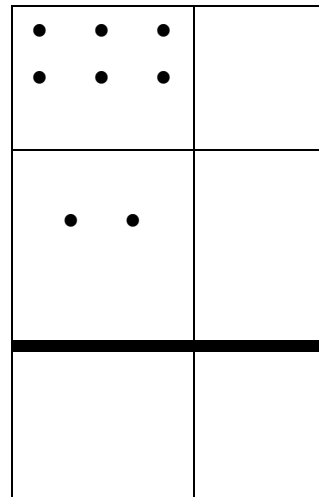
Dot-Number-Total: Set A

Set 2 Probe 2

Name: _____   Date: _____

1.

+

2.

+

3.

+

4.

+
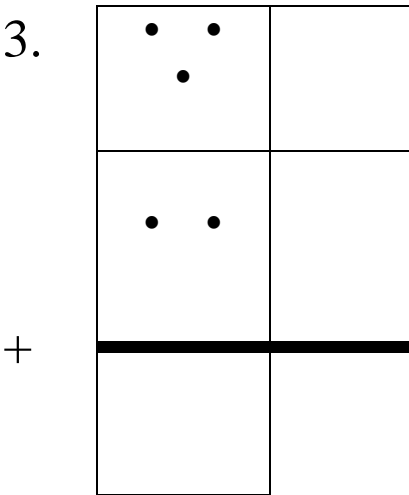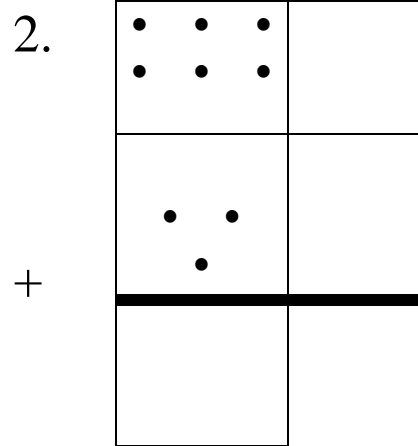
Dot-Number-Total: Set A

Set 2 Probe 3

Name: _____   Date: _____

1.

2.

3.

4.

Dot-Number-Total: Set A
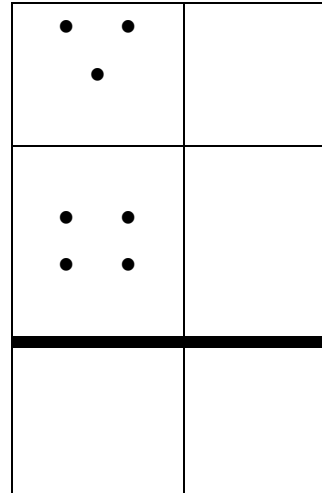
Set 2 Probe 4

Name: _____   Date: _____
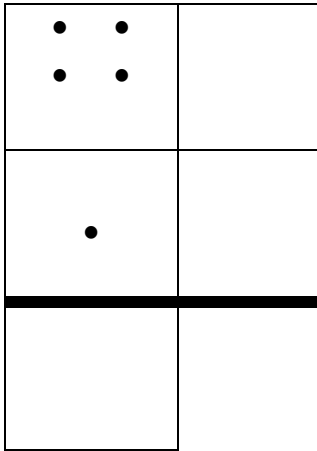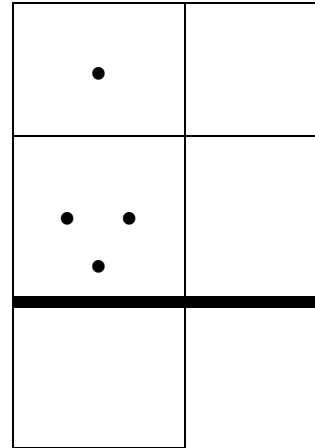
1.

2.

3.

4.

Dot-Number-Total: Set A   Set 2 Probe 5
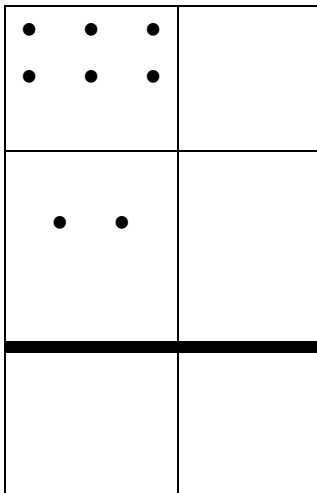
Name: _____   Date: _____

1.

2.

3.

4.