

# GUIDELINES FOR USING TRIALS TO CRITERION

**Trials to Criterion:** Number of responses, instructional trials, or practice opportunities needed to reach a predetermined performance criterion.

## WHEN TO USE IT

When the student is working toward a goal and the teacher wants to assess the efficiency of one or more instructional strategies

- Define behavior and criterion for success, then observe
- Count each student trial until the criterion is reached
- Once the criterion is reached, record the total number of trials

## HOW TO USE IT

### EXAMPLES

- Number of trials to reach 80% mastery of hand washing behavior
- Number of trials to reach 100% mastery of spelling words
- Number of trials to reach 50% accuracy with math facts

### ADVANTAGES

- Monitors efficiency of instruction
- Allows for comparison of different types of instruction
- Does not require reversal of improved behavior

### DISADVANTAGES

- Only useful for monitoring trials to a criterion
- The target behavior must already be in student's repertoire

### MATERIALS

Some manner of recording the number of trials a student makes

### CONSIDERATIONS

- The Criterion for mastery is set by the teacher in accordance with the student's progress through a lesson
- The criterion should be a reachable challenge for the student

### DATA LABEL

Number of trials attempted prior to reaching the criterion

To view a short video, scan here:

