

## **Trials to Criterion Recording**

<b>When to Use</b>	<ul style="list-style-type: none"><li>• When the student is working toward a goal and the teacher wants to assess the efficiency of one or more instructional strategies</li></ul>
<b>How to Use</b>	<ol style="list-style-type: none"><li>1. Define behavior and criterion for success, then observe</li><li>2. Count each student trial until the criterion is reached</li><li>3. Once the criterion is reached, record the total number of trials</li></ol>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Number of trials to reach 80% mastery of hand washing behavior</li><li>• Number of trials to reach 100% mastery of spelling words</li><li>• Number of trials to reach 50% accuracy with math facts</li></ul>
<b>Advantages</b>	<ul style="list-style-type: none"><li>• Monitors efficiency of instruction</li><li>• Allows for comparison of different types of instruction</li><li>• Does not require reversal of improved behavior</li></ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"><li>• Only useful for monitoring trials to a criterion</li><li>• The target behavior must already be in student's repertoire</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Some manner of recording the number of trials a student makes</li></ul>
<b>Considerations</b>	<ul style="list-style-type: none"><li>• The criterion for mastery is set by the teacher in accordance with the student's progress through a lesson</li><li>• The criterion should be a reachable challenge for the student</li></ul>
<b>Data Label</b>	<ul style="list-style-type: none"><li>• Number of trials attempted prior to reaching the criterion</li></ul>

Updated by TASN 9-11-15

Scott, T. M. (2015). Data Measurement Summaries: Frequency Recording Summary. Unpublished document. University of Louisville: Louisville, KY.