**Guidelines for teaching students with a low VR**

Maintaining a low variable ratio (VR) can be a challenge. However, **it is especially critical for students with a low VR.** To accomplish this, staff members need to make dynamic decisions about when to reinforce

Although the errorless teaching procedure includes the 4 steps of prompt, transfer, distract, and check (likewise the error correction has EPTDC) that does not mean we always have to go through the entire sequence before reinforcing. In fact, that would make it difficult to maintain a low VR (2-4). So it is often necessary to make one of the following decisions in order to maintain the VR and not stretch a run for too long (this makes it too effortful and may result in escape-problem behaviors):

* + Reinforce on the transfer trial and then do your check trial on the next run.
	+ If it is likely that the student will error on the check trial because the break between the reinforcement and the check trial is too long, it is okay to provide a partial prompt on the check trial or even a full prompt if necessary to avoid the error.
	+ You do not have to teach a target in every run through. It is okay to present just one or two easy trials on a run through and reinforce. This is a good thing to do following a run where you teach a target with the full sequence (PTDC) or where you had to do error correction. This will give the student the opportunity to respond to some easy trials and access reinforcement quickly.
	+ If the student makes an error on a transfer trial, you can go ahead and re-present the SD with a “0” second delay prompt (errorless) and reinforce a bit (less than if they would have gotten the transfer trial). But avoid hammering a target and allowing repeated errors to occur just for the sake of sticking to a procedure.
	+ Likewise, if the student makes an error on the check trial, you can go right into a prompt-transfer and reinforce without running the distracter and check trials.
	+ Of course, as is always the case, you will continue throughout the day/week to fade prompts so that they are eventually providing the independent response (and when this occurs remember to deliver **DIFFERENTIAL REINFORCEMENT**)