

Program Title	Subtitle	Target Tips	Data Acquisition Type	Input Data Manually?	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Functional Reading A	Letter/Sound Identification	Use the Assessment Dashboard to determine which letters to start with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of letters you want your student to work on during a session.	Select 2 for tracking letter recognition and sound simultaneously. Select 1 for tracking just letter recognition or letter sound and make a note in the Notes section.	N/A	It is recommended you indicate whether the student is working on uppercase, lowercase, or both.	
Functional Reading B	Name Identification	Insert the PLACE HOLDER target. Once you finish the configuration process, you will be able to go back and add custom targets. Make the targets the student's first and last name.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1 to work on first name only or 2 to work on first and last name simultaneously.	Select 3 to track the student's name written in all 3 forms (i.e., all uppercase, first letter capped, cursive).	N/A	Customize notes as needed.	You need to click Next and finish the initial program configuration before you can add Custom Targets (see Quick Reference Sheet) with the student's first and last name.
Functional Reading C	Sight Words (Phase I)	Select sight words from the words provided or add customized sight words appropriate for your individual student.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of words you want your student to work on during a session.	Select 3 to track words written in all three forms (i.e., all uppercase, first letter capped, all lowercase).	N/A	Customize notes as needed.	Remember to add Custom Targets/sight words as you individualize for each student.
Functional Reading D	Sight Words (Phase II)	Select sight words from the words provided or add customized sight words appropriate for your individual student.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of words you want your student to work on during a session.	Select 3 to track words written in all three forms (i.e., all uppercase, first letter capped, all lowercase).	N/A	Customize notes as needed.	Remember to add Custom Targets/sight words as you individualize for each student.

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Functional Reading E	Reading Comprehension	Select the "WH" questions your student will be working on.	Natural Environment	Off	What percentage does your student need in order to master this?	For how many days?	Select the number of "WH" questions you want your student to work on during a session. It is recommended you work on different "WH" questions simultaneously.	Select 1. You will be able to add additional trials as needed when running the program. For example, if you have more than one <i>who</i> question in a comprehension activity, you can add another trial under <i>who</i> for that session.	You do not need to select a prompt for this program.	Customize notes as needed.	Because you can assign rules to <i>where</i> , <i>when</i> , and <i>who</i> , they are easier to teach than <i>what</i> and <i>why</i> . As a result, some students might experience more success beginning with these three questions.
Functional Reading F	Building Proficiency	For this Program, you will give your student a worksheet/activity to complete. The target is generic due to the varying number of questions per worksheet/activity. Simply select Building Proficiency Question(s). Once your student is finished, you will enter the total correct and incorrect in order to generate an overall score.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select 1. This will allow you to type in the number of questions the student answered correctly and incorrectly, generating an overall percentage for that activity.	You do not need to select a prompt for this program.	Consider adding a note requesting staff indicate which worksheet/activity your student is working on under session Comments.	If you prefer, you can add worksheet/activity titles as customized targets in order to assign data to specific activities. For example, instead of the generic Building Proficiency Question(s), you could add Reading Menus, Activities, School Connection, etc. Create a PLACE HOLDER in order to select just the specific worksheet/activity you are working on for that session.

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Colors A	Matching Colors	Use the Assessment Dashboard to determine which colors to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of colors you want your student to work on during a session.	Select the number of times you will present each color per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.
Colors B	Identifying Colors	Use the Assessment Dashboard to determine which colors to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of colors you want your student to work on during a session.	Select the number of times you will present each color per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.
Colors C	Color-to-Word Comprehension	Use the Assessment Dashboard to determine which colors/words to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of colors/words you want your student to work on during a session.	Select 2. First, track whether or not the student knows the correct color word. Second, track whether or not the student matches the word to the color correctly.	N/A	Customize notes as needed.	Select 3 to track the student's name written in all 3 forms (i.e., all uppercase, first letter capped, cursive).

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Shapes A	Matching Shapes	Use the Assessment Dashboard to determine which shapes to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of shapes you want your student to work on during a session.	Select the number of times you will present each shape per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.
Shapes B	Identifying Shapes	Use the Assessment Dashboard to determine which shapes to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of shapes you want your student to work on during a session.	Select the number of times you will present each shape per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.
Shapes C	Shape-to-Word Comprehension	Use the Assessment Dashboard to determine which shapes/words to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of shapes/words you want your student to work on during a session.	Select 2. First, track whether or not the student knows the correct shape word. Second, track whether or not the student matches the word to the shape correctly.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.

Location Concepts

Recommended Program Configuration - **ELEMENTARY LEVEL**

Program Title	Subtitle	Target Tips	Data Acquisition Type	Input Data Manually?	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Location Concepts A	Tiers 1-4	Use the Assessment Dashboard to determine which concepts to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of concepts you want your student to work on during a session.	Select the number of times you will present each concept per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.
Location Concepts B	Concept-to-Word Comprehension	Use the Assessment Dashboard to determine which concepts/words to work on.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of concepts/words you want your student to work on during a session.	Select 2 in order to track location concept cards and natural environment simultaneously.	N/A	Customize notes as needed.	Make a note under session Comments when testing for generalization.

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Technology ALL	Managing Accessibility Options	Use the PLACE HOLDER to begin with then add Customized Targets to indicate the specific accessibility options your student is using or learning to use.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the total number of accessibility options your student is working on throughout the day.	Select 1 and take data at the end of the day. Use a (+) to indicate the student is using that accessibility option independently throughout the day and a (-) when prompts or reminders are needed. NOTE: another option would be to add more concurrent trials and take data throughout the day.	N/A	Make a note to indicate which other programs these targets are embedded within.	
Technology A1	Using a Tablet for Leisure	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.
Technology B1	Using a Tablet for Daily Tasks	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.

Technology (Phone)

Recommended Program Configuration - **ELEMENTARY LEVEL**

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Technology A2	Having Phone Conversations	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.
Technology B2	Making Emergency Calls	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.
Technology C2	Texting	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Technology A3	Matching Letters	Use the Assessment Dashboard to determine which letters to start with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of letters you want your student to work on during a session.	Select the number of times you will present each letter per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	Remember you can add uppercase letters, combination letters, and lowercase letters all as targets at the same time and adjust the Concurrent Target number and order so it makes sense for your student. This way, once a student masters uppercase letters, for example, the combination letters will automatically be added as targets and so on.
Technology B3	Typing	Select one speed and one accuracy goal as your targets (e.g., 5-11 WPM with 80%-90% accuracy). Use the Assessment data to determine where to begin.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2 in order to track speed and accuracy.	Select 1.	N/A	Indicate the amount of time the student should set the timer for.	If your student scores over 80% and you would like him or her to increase typing speed and/or accuracy, assign this program.
Technology C3	Operating a Computer	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.
Technology D3	Emailing	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.

Technology (Computer)

Recommended Program Configuration - **ELEMENTARY LEVEL**

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Technology E3	Safe and Appropriate Online Practices	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.
Technology F3	Using the Internet	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.

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Writing A	Name	It is recommended you work on first and last name simultaneously.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select the number of targets you want your student to work on during a session.	Select 1. This will allow you to type in the number of times the student correctly and incorrectly writes names, generating an overall percentage.	You do not need to select a prompt for this program.	Indicate whether the student is tracing, using a model, or writing his or her name independently.	
Writing B	The Alphabet (Phase I)	It is recommended you begin with the letters that make up the student's first and last name. Once these letters have been mastered, refer to the Letter Group Chart and the Assessment Dashboard to determine which letters to work on next.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select the number of letters you want your student to work on during a session.	Select 1. This will allow you to type in the number of letters the student writes correctly and incorrectly, generating an overall percentage for that letter.	You do not need to select a prompt for this program.	Customize notes as needed.	Remember, you can adjust the order of targets to align with the letters in your student's name and then the Letter Group Chart. Or you can adjust them in any order you want to present them. Once a student masters a letter, a new letter will pop up in the order you indicate.
Writing C	Numbers (Phase I)	It is recommended you begin with the numbers that make up the student's address and/or phone number. Once these numbers have been mastered, refer to the Assessment Dashboard to determine which numbers to work on next or continue by teaching in the following order: 1 0 7 9 6 8 2 3 4 5.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select the number of numbers you want your student to work on during a session.	Select 1. This will allow you to type in the number of numbers the student writes correctly and incorrectly, generating an overall percentage for that number.	You do not need to select a prompt for this program.	Customize notes as needed.	Remember, you can adjust the order of targets to align with the numbers in your student's address and/or phone number. Or you can adjust them in any order you want to present them. Once a student masters a number, a new number will pop up in the order you indicate.

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Writing D	Personal Information (Phase I)	Select the PLACE HOLDER target. Next, select personal information from the targets provided.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select 1. The PLACE HOLDER will allow you to select the specific section(s) the student is working on for each session.	Select 1.	You do not need to select a prompt for this program.	Indicate whether the student is tracing or using a model to write personal information.	IMPORTANT: To ensure the Place Holder never meets criteria, always select 1 correct and 1 incorrect. This will not affect your data.
Writing E	The Alphabet (Phase II)	Refer to the Letter Group Chart and/or the Assessment Dashboard to determine which letters to work on.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select the number of letters you want your student to work on during a session.	Select 1. This will allow you to type in the number of letters the student writes correctly and incorrectly, generating an overall percentage for that letter.	You do not need to select a prompt for this program.	Customize notes as needed.	Remember, you can adjust the order of targets to align with the Letter Group Chart. Or you can adjust them in any order you want to present them. Once a student masters a letter, a new letter will pop up in the order you indicate.
Writing F	Numbers (Phase II)	Refer to the Assessment Dashboard to determine which numbers to work on or continue by teaching in the following order: 1 0 7 9 6 8 2 3 4 5.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select the number of numbers you want your student to work on during a session.	Select 1. This will allow you to type in the number of numbers the student writes correctly and incorrectly, generating an overall percentage for that number.	You do not need to select a prompt for this program.	Customize notes as needed.	Remember, you can adjust the order of targets in any order you want to present them. Once a student masters a number, a new number will pop up in the order you indicate.

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Writing G	Personal Information (Phase II)	Select the PLACE HOLDER target. Next, select personal information from the targets provided and/or add customized information appropriate for your individual student. For students at this level, consider adding additional information such as learning to write parent names and phone numbers, friends, and other family member names, etc.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select 1. The PLACE HOLDER will allow you to select the specific section(s) the student is working on for each session.	Select 1.	You do not need to select a prompt for this program.	Customize notes as needed.	IMPORTANT: To ensure the Place Holder never meets criteria, always select 1 correct and 1 incorrect. This will not affect your data.

Time Telling

Recommended Program Configuration - **ELEMENTARY LEVEL**

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Time Telling A	Using a Schedule	Select both targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2. First track whether or not the student tells/matches the correct time. Second, track whether or not the student states/points to the corresponding activity.	The number of Concurrent Trials should match the number of activities on the student's schedule.	N/A	Customize notes as needed.	
Time Telling B1	Matching Time (Analog)	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different times to match per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Time Telling B2	Digital Time	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different digital times per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	

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Time Telling C	Telling Analog Time	Use the Assessment Dashboard to determine what level target to begin with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1. This will allow your student to master one level (e.g., telling time by hours) before moving on to the next level (e.g., telling time by hours and half hours).	Select the number of times you will present different analog times per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	This lesson is sequenced in such a way that you are building on skills previously learned. As your student progresses from one target level to the next, be sure to continue to practice skills from prior levels.

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Calendar A	Days and Months	Use the Assessment Dashboard to determine which days and months to begin with and whether to start with matching or identifying.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select the number of days/months you want your student to work on during a session.	Select 3 to track days/months written in all three forms (i.e., all uppercase, first letter capped, italicized).	N/A	Customize notes as needed.	It is recommended you teach days and months simultaneously, however, it is okay to begin with one or the other.
Calendar B	Calendar Concepts	Select the target. If necessary, create Custom Targets in order to collect data on specific concepts.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1 or more if using Custom Targets.	Select the number of times you will present different calendar concepts (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Calendar C	Identifying Dates	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different dates (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	

Money Math (Calculator)

Recommended Program Configuration - **ELEMENTARY LEVEL**

Program Title	Subtitle	Target Tips	Data Acquisition Type	Input Data Manually?	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Calculator A1	Entering Numbers	Use the Assessment Dashboard to determine which target to begin with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2 to track both single and double digit numbers. Select 1 to track just single or double digit numbers.	Select 5 if you are tracking 2 Concurrent Targets. Select 10 if you are tracking one Concurrent Target.	N/A	Customize notes as needed.	
Calculator B1	Adding and Subtracting Numbers	Select all targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 4.	Select 5.	N/A	Customize notes as needed.	Adjust the number of Concurrent Trials depending on your student.
Calculator C1	Entering Prices	Select the targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2.	Select 5.	N/A	Customize notes as needed.	You do not need to teach in any particular order and you may switch between the two.
Calculator D1	Adding Prices	Select all targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 4.	Select 5.	N/A	Customize notes as needed.	Adjust the number of Concurrent Trials depending on your student.
Calculator E1	Subtracting Prices	Select all targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 4.	Select 5.	N/A	Customize notes as needed.	Adjust the number of Concurrent Trials depending on your student.

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Bills A2	Number Identification	Use the Assessment Dashboard to determine whether to start with one or both targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1 or 2.	Select the number of times you will present each number per session. NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Bills B2	One-to-One Correspondence	Select all targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 3.	Select 5.	N/A	Customize notes as needed.	You do not need to teach in any particular order and you may switch between the three targets.
Bills C2	Rote Counting	Select the targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2. First, track whether or not the student identifies the correct number. Second, track whether or not the student counts correctly.	Select the number of times you will present different amounts to count per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Bills D2	Comparing Numbers	Select all targets ensuring the PLACE HOLDER is in the first position. Add Custom Targets for any additional worksheets you create.	Natural Environment	On	What percentage does your student need in order to master this?	For how many days?	Select 1. The PLACE HOLDER will allow you to select the specific worksheet(s) the student is working on for each session.	Select 1.	You do not need to select a prompt for this program.	Customize notes as needed.	IMPORTANT: To ensure the Place Holder never meets criteria, always select 1 correct and 1 incorrect. This will not affect your data.

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EXTRA LESSON	Matching Bills	Select the targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2. First, track whether or not the student matches the money on the shopping card. Second, track whether or not the student counts the money correctly.	Select the number of times you will present different amounts to match per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Bills E2	Next-Dollar Strategy	Use the Assessment Dashboard to determine what level target to begin with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1. This will allow your student to master one level (e.g., counting from \$0.01 to \$5.00) before moving on to the next level (e.g., counting by \$0.01 to \$10.00).	Select the number of times you will present different amounts per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	This lesson is sequenced in such a way that you are building on skills previously learned. As your student progresses from one target level to the next, be sure to continue to practice skills from prior levels.
Bills F2	Over-the-Amount	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different amounts per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	

Program Title	Subtitle	Target Tips	Data Acquisition Type	Input Data Manually?	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Coins A3	Matching and Counting Coins (Phase I)	Select the targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2. First track whether or not the student matches the pennies on the correspondence card. Second, track whether or not the student counts correctly.	Select the number of times you will present pennies to match and count per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Coins B3	Matching and Counting Coins (Phase II)	Select the targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 2. First track whether or not the student matches the coins. Second, track whether or not the student counts correctly.	Select the number of times you will present different coins to match and count per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Coins C3	Counting Coins	Use the Assessment Dashboard to determine what level target to begin with.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1 to 4 depending on which coins you are working on.	Select the number of times you will present each coin per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	You do not need to teach in any particular order and you may switch between coins.
Coins D3	Counting Coin Combinations	Select all targets.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 7.	Select 1.	N/A	Customize notes as needed.	

Program Title	Subtitle	Target Tips	Data Acquisition Type	Input Data Manually?	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
Coins E3	Counting Exact Change	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different amounts per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	
Coins F3	Counting Over-the-Amount	Select the target.	Probe	N/A	What percentage does your student need in order to master this?	For how many days?	Select 1.	Select the number of times you will present different amounts per session (recommended 5-10). NOTE: You can practice as much as you'd like, but you do not need to take data beyond the first 10 trials.	N/A	Customize notes as needed.	

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
ALL COMMUNITY-BASED PROGRAMS	ALL	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.

Independent Skills

Recommended Program Configuration - **ELEMENTARY LEVEL**

Program Title	Subtitle	Target Tips	Data Acquisition Type	Order Type	Percentage Correct	Consecutive Sessions	Concurrent Targets	Concurrent Trials/ Minimum Number of Trials	Prompts Available	Notes	Tips
ALL INDEPENDENT SKILLS PROGRAMS	ALL	Select all targets to begin with. Once you begin the program, you can adjust and customize targets as needed.	Task Analysis	Total Task	What percentage does your student need in order to master this?	For how many days?	N/A	N/A	Select Prompt OR Physical, Gesture, and Verbal.	Customize notes as needed.	Remember to customize targets/steps as you individualize for each student.