



# Participant Guide

## Links 2-Day Workshop

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Scan here to listen to *The Autism Annex: The STAR Support Podcast*

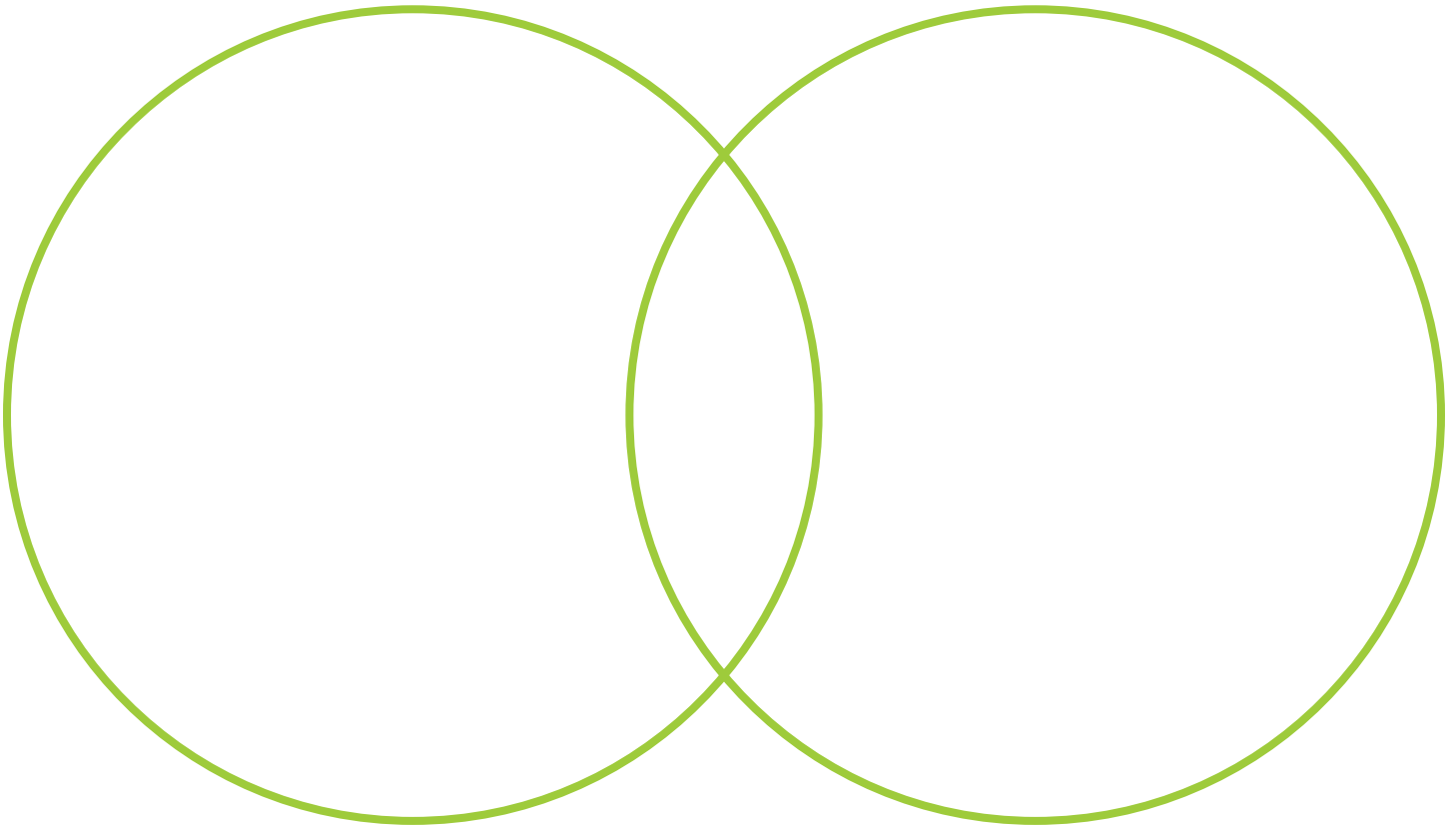
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## Workshop Objectives:

- Create task analyzed routines (using standard routines or developing individualized custom routines.)
- Complete an assessment using the on-line assessment and progress monitoring tools.
- Practice evidence-based strategies using the on-line lesson plans and specific protocol in the Links curriculum.
- Collect and use data to make instructional decisions.
- Use a variety of supports to increase fidelity and consistent implementation in the classroom and out in the community.

## Links Curriculum instructional components...



**Self-Reflection:** What am I excited about learning in this workshop?

What challenging behaviors affect the learning of your students?	What behaviors would you like to see?

**A**

**B**

**C**

## The Power of the Antecedent

- It allows you to predict when the \_\_\_\_\_ is going to occur.
- By changing the antecedent, you can change the behavior.

## The Power of the Consequence

- Behaviors that are followed by pleasant consequences are more likely to \_\_\_\_\_.
- It allows you to predict that the behavior will occur again.
- By changing the consequence, you can change the future behavior.

# Things to Remember about Consequences!

- Positive reinforcement: student gains something and the behavior increases
- Negative Reinforcement: student escapes a non-preferred activity and the behavior increases



Reinforcers always increase the likelihood of a behavior happening again!

- Extinction: a behavior is no longer reinforced, and the behavior decreases over time



## Reinforcement Ideas:

## ABC Sequence Example

### Antecedent

(Trigger)

- Patrick's teacher places a math worksheet in front of him and says, "Time for math."

### Behavior

- Patrick crumples up the math sheet and throws the paper.

### Consequence

(Maintains the behavior)

- The teacher says, "We do not throw" and ends the math lesson.

Change the Antecedent	Change the Consequence

**Self-Reflection:** Are there ideas I can bring back to share with my team?

**Participant Activity: Video Observation**

Partner A: Observe the Student	Partner B: Observe the teacher
<ul style="list-style-type: none"> <li>Identify the behaviors</li> <li>Identify the environmental supports</li> </ul>	<ul style="list-style-type: none"> <li>Identify what strategies they use to decrease the off-task behaviors and increase the desired behaviors</li> </ul>

**Video Debrief:** ABCs, Strategies Used in the Moment, Next Steps



**Self-Reflection:** What are some behavior strategies I want to share with my team?



## Identifying and Practicing the ABCs of Behavioral Principles

Practice and become more familiar with the ABC paradigm by reading the following scenarios and identifying the ABC components in each situation. For each scenario, focus on the behavior identified in bold. Identify relevant antecedent/s and consequences for this behavior.

Think about ways to react differently in the **moment** (if needed) and what are the **next steps**.

---

### Example

As Tom arrives at school, a preferred adult says, "Hey, Tom!" **Tom greets him using his augmentative communication device.** The adult responds with a high five and continues the conversation for a few minutes. Tom continues walking to his classroom and completes the arrival routine.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What are some next steps?**

### Scenario #1

Raul is participating in the lunch routine with his classmates. When the class is told that there are no more chips, one of his classmates pounds his fists on the table. Raul covers his ears and says, "**I want to leave.**" His teacher tells him he can move to another table in the cafeteria.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What are some next steps?**



## Scenario #2

Alex and his classmates are participating in a bowling simulation. In preparation for bowling, the teacher has asked Alex and two other classmates to set up one bowling lane each. Alex finished setting up his lane and began to set up a second lane. His teacher tells him no and redirects him to wait. **Alex screams and attempts to hit the teacher.** His teacher, not wanting to get hit or screamed at, allows him to set up the rest of the lanes.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What should you do in the moment?**

**What are some next steps?**

## Scenario #3

During a break, Josiah is using the iPad. When his break is finished, his teacher asks him to turn off the iPad and put it away. **Josiah slams his fist on the table and yells, "That's not fair!" and ignores his teacher.** The teacher decides not to push it and lets Josiah use the iPad longer.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What should you do in the moment?**

**What are some next steps?**

#### Scenario #4

Imani has earned a break and chooses to watch some of her favorite videos with Ellie, a preferred peer. Ellie turns away to talk to another classmate and **Imani lightly grabs a fistful of Ellie's hair**. Ellie turns back around and says, "I'm watching, Imani," and continues sitting next to her to watch videos.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What should you do in the moment?**

**What are some next steps?**

#### Scenario #5

George is working on a large group instruction routine in his gen ed classroom. **He makes loud clicking noises with his tongue**. The teacher ignores the tongue-clicking and continues with the lesson. Over time, George stops making the clicking noises.

**Antecedents:**

**Consequences:**

**Is this an example of positive reinforcement, negative reinforcement, or extinction?**

**What should you do in the moment?**

**What are some next steps?**

# Routines

## Why are routines important?

- Decrease prompt dependency
- Teach students to \_\_\_\_\_ taught.
- Create \_\_\_\_\_ throughout the school day.
- Provide predictable events that tell students what “\_\_\_\_\_”.
- Provide \_\_\_\_\_ to general education and typical peers.
- Assist families with community activities and home routines
- Lead to success in \_\_\_\_\_ settings

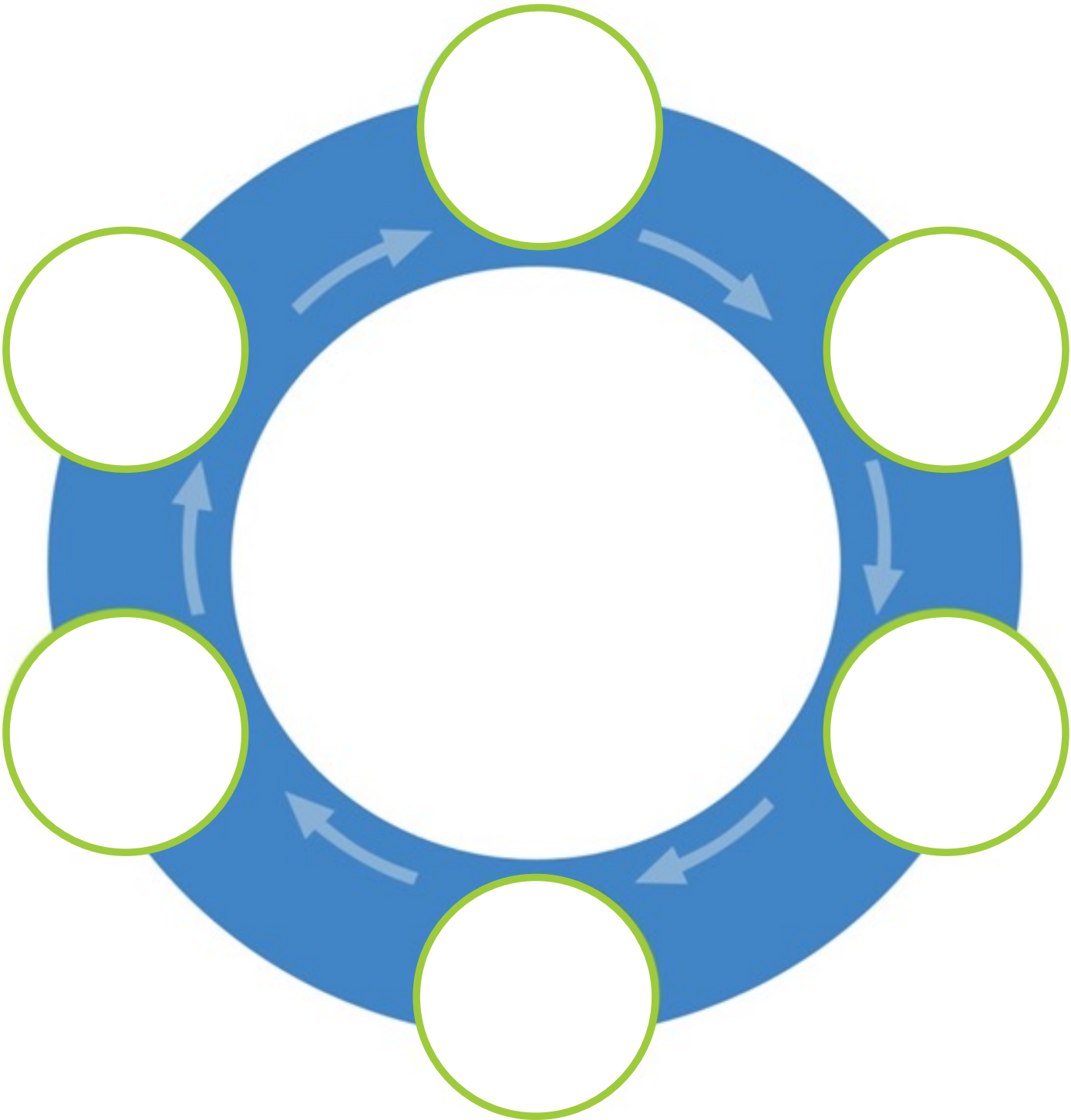
- What routines are a challenge for your students?
- What routines do your students complete independently?
- Circle three classroom or individual routines that you want to work on using the Links Curriculum.
- Discuss what routines you chose and why.



### Links® Routines: Stage I-III

Stage I	Stage II	Stage III
<b>School Routines</b>	<b>School Routines</b>	<b>School Routines</b>
Going to School Leaving School Changing Activities Eating During Lunch Using the Restroom Dressing for Outside Individual Lesson/Activity Classroom Free Time Activity Attending a Schoolwide Activity Small Group Activity Fire Drill Independent Work Washing Hands	Changing Activities Between Locations Personal Hygiene Dressing for Physical Education Using a Computer Using the Library Playing a Game Socializing with Friends Recreational Activity Brushing Teeth Brushing/Combing Hair Using a Tissue	Transitioning Between Multiple Locations Listening in a Group Setting Occupying Free Time Outside of the Classroom Participating in Group-Directed Project/Activity Turning Class Assignments in on Time Transitioning from Class to Class Completing Homework Socializing in a Small Group Resolving Conflicts with Peers
<b>Community/Vocational Routines</b>	<b>Community/Vocational Routines</b>	<b>Community/Vocational Routines</b>
Riding in a Vehicle Parking Lot Safety Vending Machine Purchase Purchasing an Item at the School Store Classroom Job Laundry	Crossing the Street Purchasing an Item in the Community School Job Making a Phone Call for Safety Walking to a Community Location Going to the Office (School Nurse) Cleaning Personal Classroom Space (at the end of the day) Eating at a Fast Food Restaurant Cooking Recycling	Eating at a Sit-Down Restaurant with a Peer Making a Phone Call (to a Friend) Drafting an Email Using Public Transportation Working in the Community Information Interviewing Job Shadowing Filling out an Application Creating a Resume Identifying Job Opportunities (Using Resources) Interviewing for a Job Withdrawing/Depositing Money at the Bank

# Links Curriculum Process



# Login

**\*Log into your Links account or use Referral code**

<https://starautismsupport.com/links-preview-sign>



**Links Preview Sign Up**

Contact Information

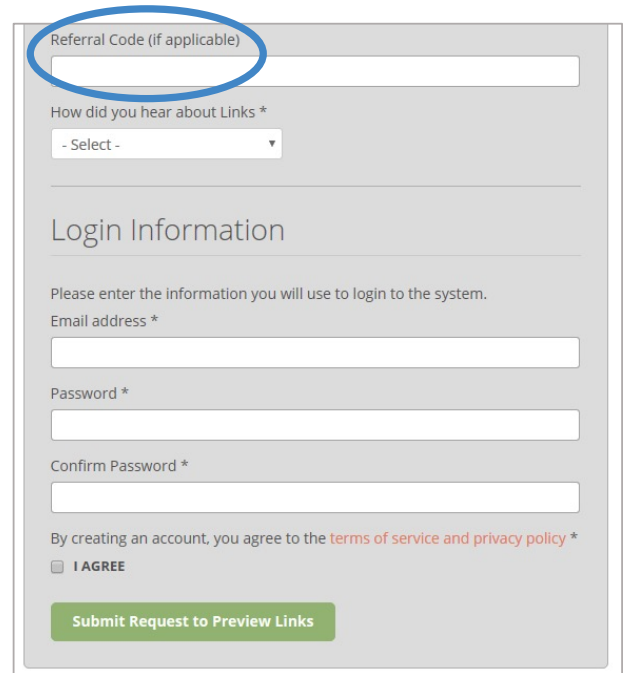
Please enter your contact information below

First Name \*

Last Name \*

Title

Organization \*



Referral Code (if applicable)

How did you hear about Links \*

- Select -

Login Information

Please enter the information you will use to login to the system.

Email address \*

Password \*

Confirm Password \*

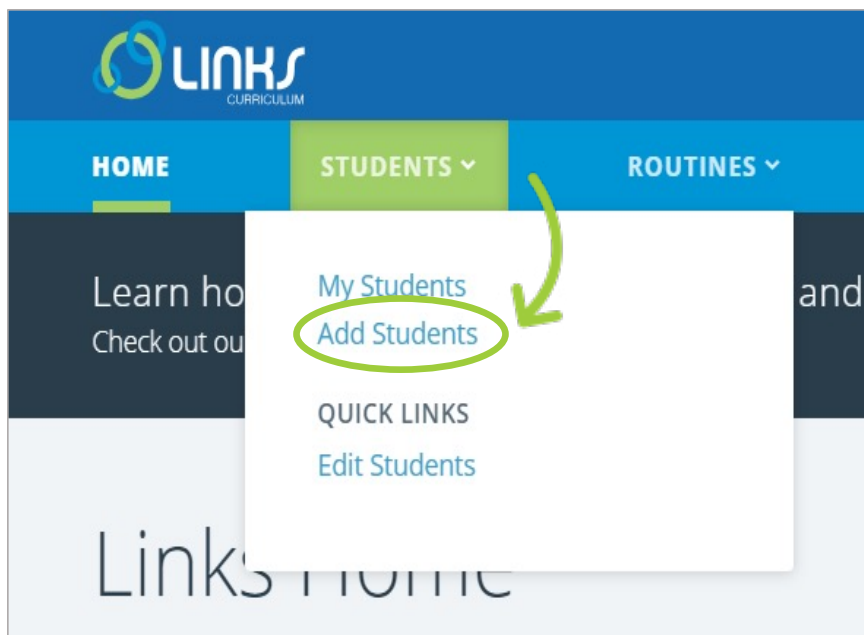
By creating an account, you agree to the [terms of service and privacy policy](#) \*

I AGREE

Submit Request to Preview Links

## Adding Students

- Add students to your classroom page:
- Enter one “fake” student for practice

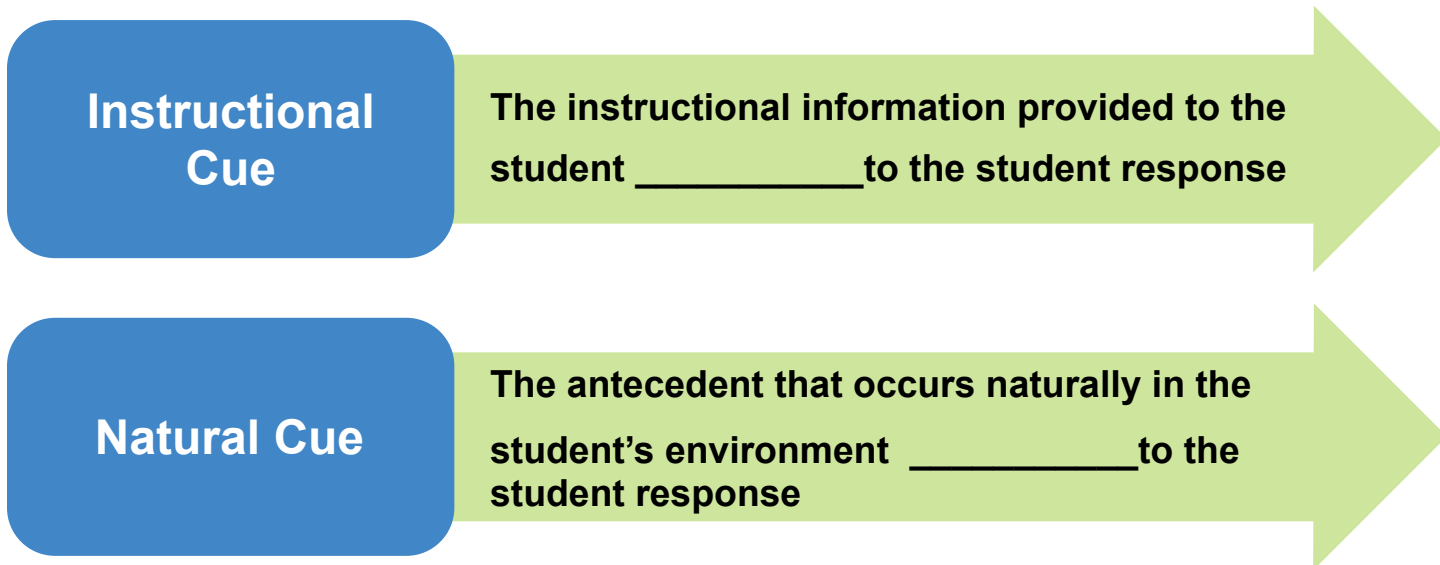


# Individualizing the ORA

## Observed Routine Assessment Form

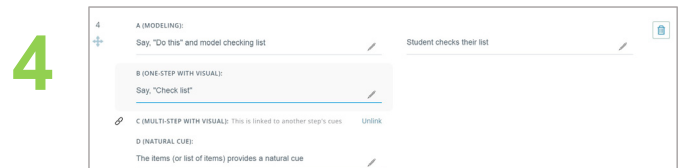
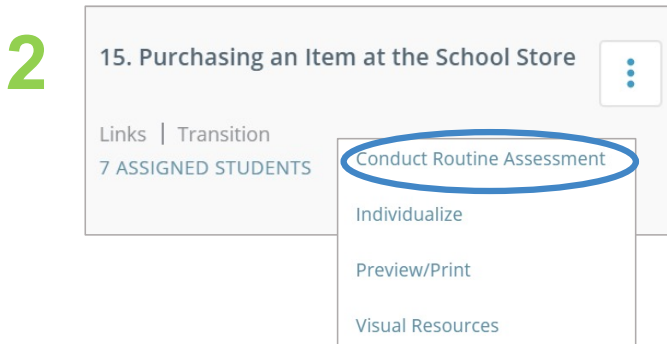
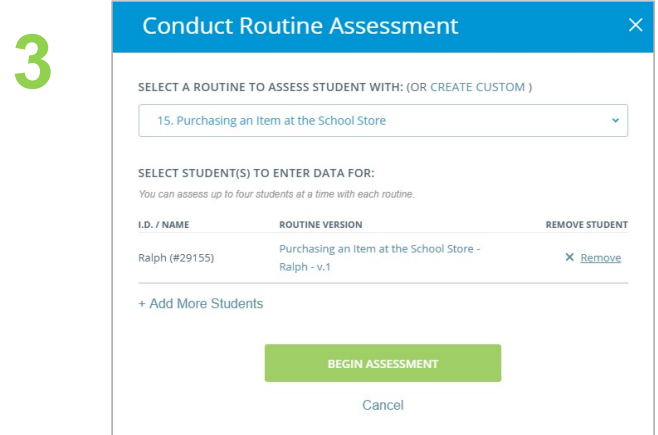
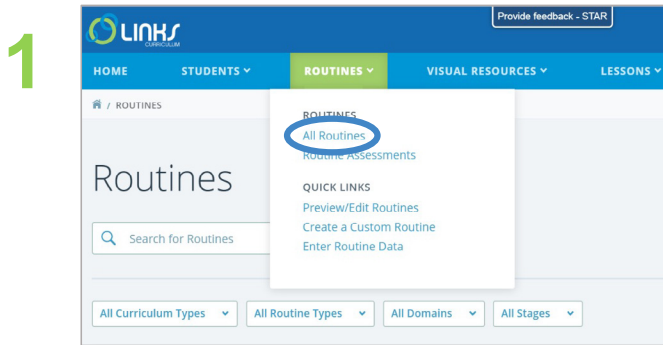
The links system allows the user to select:

- Natural cue
- Three choices of \_\_\_\_\_ cues
- A unique instructional cue created by the user



### *Instructional and Natural Cues A-D*

Cue		Links Instructional and Natural Cue Type Descriptions
A	Modeling	A level cues typically utilize a verbal cue such as “do this”, followed by <b>modeling</b> the expected behavior by instructional staff
B	One-Step Direction	B level cues typically utilize a <b>verbal cue</b> describing the expected behavior, followed by a <b>visual cue</b> . B level cues also emphasize one-step directions.
C	Two-Step Directions	C level cues typically utilize a verbal cue and <b>multiple-step directions</b> . If a visual cue is provided, the cue is faded as instruction progresses.
D	Naturally Occurring Cues	D level cues utilize natural verbal, visual, and gesture cues by adults and peers, as well as natural cues in the environment. D level cues are necessary for any student so that s/he can meet adult/peer expectations in school and community contexts.



# Individualizing a Routine

## Purchasing an Item

- Modify the Purchasing an Item Routine for your Fake Student
- Follow these steps:
  1. Change # 1 “Student identifies location of the store” to Cue level B
  2. Delete #4 “Student checks his/her list”
  3. Change next #4 “Student communicates item choice to appropriate person” to Cue level B
  4. Change step #8 “Student obtains correct amount of money (or debit/credit card) for item” to Cue level B
  5. Change step #9 “Student gives money (or debit/credit card) to cashier” to Cue level B
  6. Delete 12-15 (about cc and receipt)
  7. Delete 13-14 (about exit)
  8. Change next 3 steps (greeting, requesting assistance, and responding to clerk) to Cue level B
  9. Add a step: Student finds the table and sits down. Cue level D: Tables in the cafeteria provide a natural cue.



**Observed Routine Assessment:**  
**Purchasing an Item at the School Store**  
**Cue Set:**

LINKS INDEPENDENCE SCORING SCALE					
0	1	2	3	4	N/A
Does not complete with any form of prompting	Continuous Physical	Intermittent Physical	Gesture, visual, or verbal prompt	Independent	Not applicable

#	CUE	EXPECTED BEHAVIOR	DATE AND SCORES				LESSON
			_/_/_/___	_/_/_/___	_/_/_/___	_/_/_/___	
1	<b>B:</b> Say "find the store"	Student identifies location of the store					<b>B: 35, 37, 39</b>
2	<b>D:</b> The school store provides a natural cue	Student moves toward the store					<b>D: 140, 137, 138</b>
3	<b>D:</b> The entrance to the school store provides a natural cue	Student enters the store					<b>D: 140, 138</b>
4	<b>B:</b> Ask "what do you want?"	Student communicates item choice to appropriate person					<b>B: 52, 68</b>
5	<b>D:</b> The location of the item provides a natural cue	Student moves toward correct item location in store					<b>D: 140, 138</b>
6	<b>D:</b> The item provides a natural cue	Student physically obtains item					<b>D: 140, 137, 138</b>
7	<b>D:</b> The cash register provides a natural cue	Student moves toward cash register					<b>D: 140, 137, 138</b>
8	<b>B:</b> Say "get ____ (form of payment)"	Student obtains correct amount of money (or debit/credit card) for item					<b>B: 35, 37, 39, 63</b>
9	<b>B:</b> Say "give ____ (form of payment) to the cashier"	Student gives money (or debit/credit card) to cashier					<b>B: 35, 37, 39, 63</b>
10	<b>D:</b> The change presented to the student provides a natural cue	Student obtains change					<b>D: 140, 137, 138</b>
11	<b>D:</b> The change obtained by the student provides a natural cue	Student verifies the correct change is received					<b>D: 140, 137, 138, 151</b>
12	<b>D:</b> Receipt of the item provides a natural cue	Student places item(s) in the appropriate location (e.g. pocket, backpack)					<b>D: 140, 137, 138</b>
13	<b>B:</b> Say "hi" to _____ (peers/clerk)	Student greets peers/clerk					<b>B: 35, 38, 45, 49, 66</b>
14	<b>B:</b> Ask "what do you need?"	Student requests assistance					<b>B: 52, 37, 39, 55</b>
15	<b>B:</b> Clerk asks the student a simple question	Student responds to clerk					<b>B: 53, 37, 39</b>
16	<b>D:</b> Tables in the cafeteria provide a natural cue.	Student finds the table and sits down.					<b>D: 139, 140, 141, 143</b>

Observe student performing the Purchasing an Item at the School Store - Student T (#36352) routine in the natural environment. Cue the student with the selected cues and score the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, you may return to Links online and enter data for this routine. Use this data to identify steps for instruction and teach the corresponding lessons (bolded lessons are priority lessons).



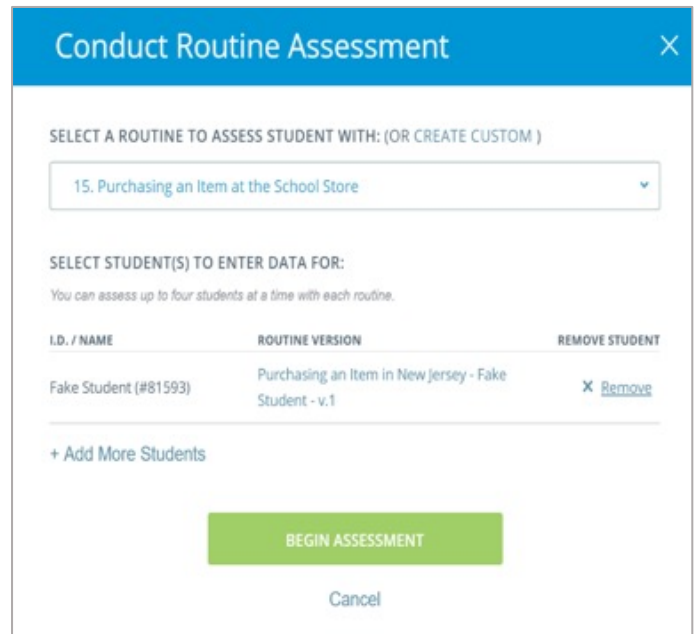
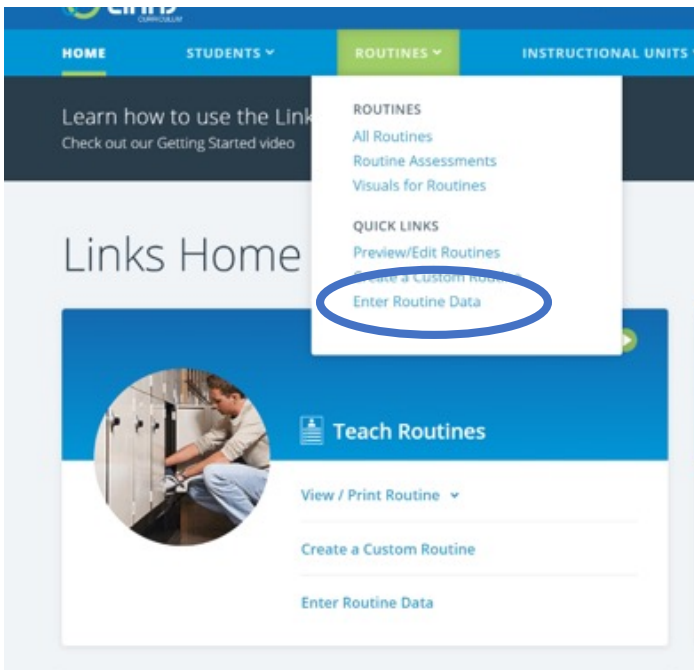
# Assessing Routines

## Independence Scoring Scale

Score	Links Independence Scoring Scale Description	
0	Does not complete with any form of prompting	Even with continuous physical assistance, the student cannot complete the routine activity, step, or skill
1	Continuous physical assistance	The student needs continuous physical assistance to complete the routine activity, step, or skill (may also include gesture, visual, or verbal prompt)
2	Intermittent physical assistance	The student needs intermittent physical assistance to complete the routine activity, step, or skill (may also include gesture, visual, or verbal prompt)
3	Gesture, visual, verbal prompt	The student needs a gesture, visual, and/or verbal prompt to complete the routine activity, step, or skill
4	Independent	The student can complete the entire routine activity, step, or skill without physical, gesture, and/or verbal prompting

Note. A student may receive a score of N/A if a particular routine activity, step, or skill is not applicable to the student.

## Entering Routine Data



# Custom Routines

## Delivering the Mail Steps:

Cues	Expected Behaviors

## How to Teach Routines:

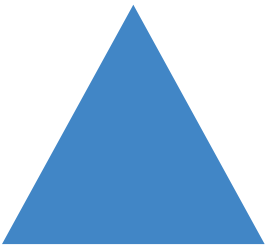
Student Response	Pre-Teaching	During Routine Teaching	Environmental Supports
What step do you want the student to complete?	Skill acquisition:	Routine instruction should include:	Provide supports throughout the routine:

**To Do's:** What visual supports do I want to add to my classroom? Are there Routine Teaching Units I want to explore?

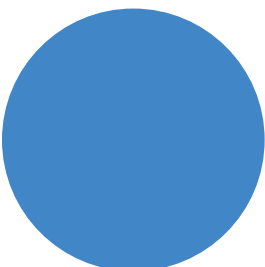
**Self-Reflection and Action Plan:** Reflect on Today's Learning and Practice



**What squared with your thinking?**



**What pointed you in a new direction?**



**What is still rolling around in your head?**

# Links Lessons

## Why Is Pre-Teaching Necessary?

- Difficult to “teach” skills in the \_\_\_\_\_
- Addresses foundational skills and prerequisites needed to perform behaviors within routines more independently
- Teaches \_\_\_\_\_ that impact \_\_\_\_\_ routines through generalization
- Saves time and resources by using evidence-based strategies and data to drive individual instruction
- Supports \_\_\_\_\_ goals and objectives in all curricular areas

## Completing the Assessment: 3 Phases

### Phase 1:

Identify student’s beginning level.

### Phase 2:

Use the following logic to conduct the initial assessment:

Basal=3/3 “Yes” answers

Ceiling=3/3 “No answers

### Phase 3:

Update progress and continue the assessment to identify new lessons.

## Partner Practice: Correct Response

- Teacher uses the cue, “Give me penny” and holds hand out to receive (keep hand in a neutral position, as to not accidentally prompt the correct answer)
- Student makes correct response
- Teacher labels item, then provides social praise and reinforcement after every correct response

(Place penny on table)



“Give me penny”



“Penny”



“Good job”



Following the Sequential Learning Steps (SLS) enables instructors to teach new concepts and skills to students. Listed below you will see two options: Sequential Learning Steps with and without distractors. Utilize the SLS with a distractor to teach a concept or skill that involves objects and pictures (e.g. Responding to Language and Functional Academics). Utilize the SLS without a distractor to teach a concept or skill that does not involve physical objects (e.g. Communicating with Others). Review the “Introducing New Concepts” section of the Links™ Lessons to determine if the SLS are relevant to a particular lesson. See the Links™ Implementation Guide for additional instructions and an example of the SLS procedures.

*Sequential Learning Steps **with** Distractor: Teach new concepts or skills that use objects or pictures **with** a distractor prior to random presentation with a second object or picture.*

Step	Presentation of New Objects (D=distractor)	Evaluation Criteria
1	Present the “first object” by itself.	3/3 correct responses
2	Present the “first object” with “D” as a distractor (vary the location of the objects).	3/3 correct responses
3	Present the “second object” by itself.	3/3 correct responses
4	Present “second object” with “D” as a distractor (vary the location of second object and D).	3/3 correct responses
5	Randomly present the “first and second” objects. Make both objects available to the student but ask for them one at a time in a random presentation format (vary the location of the first and second object each trial).	3/3 correct responses on the first and second object (when randomly presented) for 2 consecutive days
6	Present the “third object” by itself.	3/3 correct responses
7	Present the “third object” with “D” as a distractor (vary the location of third object and D).	3/3 correct responses
8	Randomly present the three objects. Request the “first and second” object ~ 50% of the time and the “third” object the remaining 50% of the time. Make all three objects available to the student but ask for them one at a time (vary the location of the objects each trial).	3/3 correct responses on the third object and 3/3 correct responses on the set of the first and second objects for 2 consecutive days
9	Continue introducing one new object until criteria has been met for at least 5 objects following steps 6-8. After 5 objects are learned, continue to teach new objects as directed in the Links™ Lesson, rotating new objects with previously learned objects in sets of 5.	Same as Steps 6-8

*Sequential Learning Steps **without** Distractor: Use this procedure when it is not possible to use a distractor to teach new concepts/skills.*

Step	Presentation of New Concepts	Evaluation Criteria
1	Present the “first concept/skill” only.	3/3 correct responses
2	Present the “second concept/skill” only.	3/3 correct responses
3	Randomly present the “first and second” concepts/skills.	3/3 correct responses on both the first and second items for 2 consecutive days
4	Present the “third concept/skill” only.	3/3 correct responses
5	Randomly present the three concepts/skills. Present the “first and second” concept/skill ~ 50% of the time and the “third” concept/skill the remaining 50% of the time.	3/3 correct responses on the third item and 3/3 correct responses on the set of the first and second items for 2 consecutive days
6	Continue introducing one new concept/skill until at least 5 concepts/skills are learned using steps 4 & 5 above. After 5 concepts/skills are learned, continue teaching new concepts/skills as directed in the Links™ Lesson, presenting new concepts/skills with previously learned concepts/skills in groups of 5.	Same as Steps 4 & 5 (see the specific Links™ Lesson)

## Rules/Suggestions about the Distractor:



**Quick Check: Sequential Learning Steps** – What step do you repeat for 2 consecutive days? (circle one)

All steps

1st item

All steps with distractors

1st item and 2nd item in random rotation

## Data Collection Tips:

<b>+</b>	<p><b>Correct Response</b></p> <ul style="list-style-type: none"> <li>★ Provide immediate reinforcement</li> <li>★ Following a correct response, move items.</li> </ul>
<b>Ø</b>	<p><b>Error Correction</b></p> <ul style="list-style-type: none"> <li>★ Stop: clear materials and restart the trial</li> <li>★ Repeat the cue</li> <li>★ Prompt: use just enough assistance to get a correct response</li> <li>★ Reinforce with social praise only</li> <li>★ Repeat the trial without the prompt (ready to reinforce with tangible or token reward)</li> </ul>

## Partner Practice: Correct and Incorrect Response

- Lesson 63: Identification of Money
- Cue “Give me X [coin]”
- Student makes correct and incorrect responses
- Use Sequential Learning Steps with Distractor
- Use token board
- Take data on data collection form
  - + = correct response
  - Ø = incorrect/no response, and then corrected with a prompt
  - O = incorrect/no response; not able to correct even with a prompt

**Self-Reflection:** What did I learn from practicing DT? What more do I want to learn?

Student: \_\_\_\_\_ Lesson \_\_\_\_\_ :

**Instructions:**

1. Review the Links™ Lesson and identify the targeted skills to be taught to this student.
2. Follow the Instructional Set-up and Teacher Cues outlined on each Links™ Lesson and provide instruction.
3. Use the Data Collection Coding System to record data and refer to the Sequential Learning Steps for instructional decision-making.
4. Follow the Correction Procedure (listed on Links™ Lessons) if the student makes an error during instruction.
5. If the student has difficulty or needs the Correction Procedure 2 or 3 consecutive times, advance to the Errorless Learning Procedure and record the level of prompting needed in the Errorless Learning Code column.

**Data Collection Coding System**

- + Correct Response
- ∅ Incorrect/No Response and the student made a correct response when provided with the Correction Procedure
- O Incorrect/No Response & NOT Correct even with the Correction Procedure

Date	Skills/Tasks/Steps	Instructional Session Data (+/∅/O only)								Errorless Learning Code* (See below)	Comments
		1	2	3	4	5	6	7	8		

**Errorless Learning Procedure**

**If the student has difficulty or needs the Correction Procedure (listed on each Links™ Lesson) 2 or 3 consecutive times, advance to the Errorless Learning Procedure:**

- Provide the level of prompting needed for the student to perform 3/3 correct responses.
- Insert the Errorless Learning Code (shown below) in the Errorless Learning Code column.
- After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical) until the student can correctly perform the skill without prompting (Code NP).
- Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt; 90% physical prompt; 80% physical prompt; etc) to successfully learn the task. Adjust the prompt levels according to your student's needs.
- Continue teaching the student new skills following the Sequential Learning Steps.

**Example Errorless Learning Codes**

NP = Independent (no prompt)    GP = Gesture/Visual/Verbal    IP = Intermittent Physical    CP = Continuous Physical  
*Note. Modify these Codes if needed to reflect an alternate prompt type used with the student. Describe the alternate prompt selected in the Comments column.  
 Refer to the Links™ Implementation Guide for more information about instructional strategies.*



## Errorless Learning Procedure (ELP)

Skill	Data							ELC	Comments
Penny w/ D	+	+	∅	∅	∅				3 errors – use ELP
Penny w/ D	+	+	+					CP	
Penny w/ D	+	+	+					IP	
Penny w/ D	+	+	+					NP	

### Notes about ELP:

**Quick Check:** When should I use Errorless Learning Procedure (ELP)? Circle one.

- As soon as the student makes an error
- After three consecutive errors
- After three days of errors

# Partner Practice: Generalizing Your Skills to New Lessons

## Using the Sequential Learning Steps (SLS)

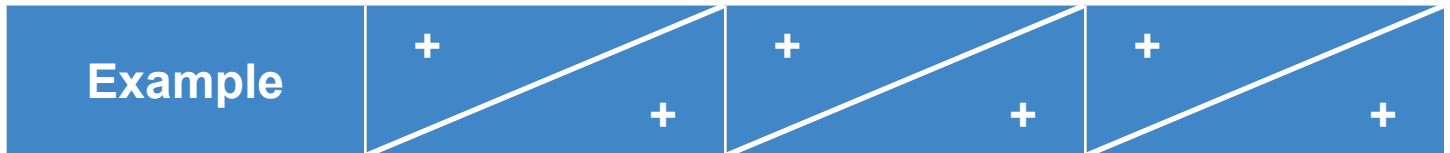
- Sequential Learning Steps (SLS) include two options: \_\_\_\_\_ and \_\_\_\_\_ distractors.
- Utilize the SLS with a distractor to teach a concept or skill that involves objects and pictures (e.g. Responding to Language and Functional Academics).
- Utilize the SLS without a distractor to teach a concept or skill that does not involve physical objects (e.g. Communicating with Others).

## Data Collection Review

+	
∅	
∅∅∅	

## Communicating with Others

- Several communicating with others lessons include the receptive and expressive cue.
- These lessons can be worked on simultaneously.



Things I want to remember from the demonstration or questions that I have for the trainer:

# Partner Practice

## Tools you will need:

- Links practice lessons:
  - Lesson 36: Following Two-Step Directions
  - Lesson 54: Answering Personal Questions
- Sequential Learning Steps (without a distractor)
- Data sheet
- Token board and/or reinforcers

## “Student” should make a few errors to practice:

- Error correction procedure
- Errorless learning procedure

<b>+</b>	<p><b>Correct Response</b></p> <ul style="list-style-type: none"> <li>★ Provide immediate reinforcement</li> <li>★ Following a correct response, move items.</li> </ul>
<b>Ø</b>	<p><b>Error Correction</b></p> <ul style="list-style-type: none"> <li>★ Stop: clear materials and restart the trial</li> <li>★ Repeat the cue</li> <li>★ Prompt: use just enough assistance to get a correct response</li> <li>★ Reinforce with social praise only</li> <li>★ Repeat the trial without the prompt (ready to reinforce with tangible or token reward)</li> </ul>
<b>Ø Ø Ø</b>	<p><b>Errorless Learning Procedure</b></p> <ul style="list-style-type: none"> <li>★ Stop: clear materials and restart the trial</li> <li>★ Repeat the cue</li> <li>★ Prompt: determine appropriate prompt level to ensure a correct response and reinforce prompted response with tangible or token (indicate RLT and prompt levels on data sheet)</li> <li>★ After 3 correct responses, move to a lesser prompt level</li> <li>★ Continue changing prompt level to a lesser prompt until student is able to perform skill independently</li> <li>★ Return to general correct response/error correction procedure</li> </ul>
<b>Prompt Levels</b>	<p><b>Gesture / Visual / Verbal Prompt (GP)</b></p> <ul style="list-style-type: none"> <li>★ Gesture or provide an additional visual or verbal prompt</li> </ul> <p><b>Intermittent Physical Prompt (IPP)</b></p> <ul style="list-style-type: none"> <li>★ A physical prompt where the student does some part of the response by her/himself</li> </ul> <p><b>Continuous Physical Prompt (CP)</b></p> <ul style="list-style-type: none"> <li>★ Full physical prompting throughout the response</li> </ul>

Student: \_\_\_\_\_ Lesson \_\_\_\_\_ :

**Instructions:**

1. Review the Links™ Lesson and identify the targeted skills to be taught to this student.
2. Follow the Instructional Set-up and Teacher Cues outlined on each Links™ Lesson and provide instruction.
3. Use the Data Collection Coding System to record data and refer to the Sequential Learning Steps for instructional decision-making.
4. Follow the Correction Procedure (listed on Links™ Lessons) if the student makes an error during instruction.
5. If the student has difficulty or needs the Correction Procedure 2 or 3 consecutive times, advance to the Errorless Learning Procedure and record the level of prompting needed in the Errorless Learning Code column.

## Data Collection Coding System

- + Correct Response
- Ø Incorrect/No Response and the student made a correct response when provided with the Correction Procedure
- O Incorrect/No Response & NOT Correct even with the Correction Procedure

Date	Skills/Tasks/Steps	Instructional Session Data (+ / Ø / O only)								Errorless Learning Code* (See below)	Comments
		1	2	3	4	5	6	7	8		

## Errorless Learning Procedure

**If the student has difficulty or needs the Correction Procedure (listed on each Links™ Lesson) 2 or 3 consecutive times, advance to the Errorless Learning Procedure:**

- Provide the level of prompting needed for the student to perform 3/3 correct responses.
- Insert the Errorless Learning Code (shown below) in the Errorless Learning Code column.
- After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical) until the student can correctly perform the skill without prompting (Code NP).
- Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt; 90% physical prompt; 80% physical prompt; etc) to successfully learn the task. Adjust the prompt levels according to your student's needs.
- Continue teaching the student new skills following the Sequential Learning Steps.

## Example Errorless Learning Codes

NP = Independent (no prompt)      GP = Gesture/Visual/Verbal      IP = Intermittent Physical      CP = Continuous Physical  
*Note. Modify these Codes if needed to reflect an alternate prompt type used with the student. Describe the alternate prompt selected in the Comments column.  
 Refer to the Links™ Implementation Guide for more information about instructional strategies.*

# Notes about Finding Lessons and Updating Assessment



## Links® Getting Started Checklist

Activity	Completed	To-Do (Action Plan)
<b>1</b> Add students into the Links online system.		
<b>2</b> Select two priority routines per student.		
<b>3</b> Individualize the selected routines for each student. Identify the cue for each step, and modify steps if necessary.		
<b>4</b> Print off the Observed Routine Assessment (ORA) form.		
<b>5</b> Collect baseline data on each routine.		
<b>6</b> Complete the Lesson Assessment. Print: Lesson Plans, Instructional Data Forms, Sequential Learning Steps, and Links Lesson Summary. <i>Hint: Select at least one lesson in each of the five columns.</i>		
<b>7</b> Print and/or create visuals for each routine and lesson plan.		
<b>8</b> Provide staff and students a consistent daily schedule that reflects classroom and individual routines, and times for lesson instruction.		



**Observed Routine Assessment:**  
Crossing the Street - Ron - v.1 Cue  
Set:

LINKS INDEPENDENCE SCORING SCALE				
<b>0</b>	Does not complete with any form of prompting	<b>1</b>	Continuous Physical	<b>N/A</b> Not applicable
<b>2</b>	Intermittent Physical	<b>3</b>	Gesture, visual, or verbal prompt	
<b>4</b>	Independent			

#	CUE	EXPECTED BEHAVIOR	DATE AND SCORES				LESSON
			___/___/___	___/___/___	___/___/___	___/___/___	
1	<b>D:</b> Say "go to the crosswalk and wait for the 'walk' signal"	Student identifies location of the crosswalk					<b>D: 143, 22, 93, 137, 138, 140, 147</b>
2	<b>D:</b> Part of previous cue.	Student moves toward the crosswalk					<b>D: 35, 81, 87, 128</b>
3	<b>D:</b> The entrance to the crosswalk provides a natural cue	Student stops at the crosswalk					<b>D: 140, 22, 137, 138, 140, 141, 143</b>
4	<b>D:</b> The crosswalk signal provides a natural cue	Student reads the signal					<b>D: 140, 37, 39, 73, 93, 137, 138, 140</b>
5	<b>D:</b> The crosswalk signal (and previous verbal cue) provides a natural cue	Student waits for the signal to turn to walk					<b>D: 140, 35, 137, 138</b>
6	<b>D:</b> The crosswalk signal changes to "walk" and provides a natural cue	Student looks to the right for traffic					<b>D: 140, 81, 87, 128, 137, 138, 140, 141, 143</b>
7	<b>D:</b> The crosswalk signal changes to "walk" and provides a natural cue	Student looks to the left for traffic					<b>D: 140, 12, 137, 138, 140, 141, 143</b>
8	<b>D:</b> Ask "is it safe to cross?"	Student communicates that it is safe to cross the street					<b>D: 151, 35, 149</b>
9	<b>D:</b> The "walk" signal provides a natural cue	Student begins moving across the crosswalk					<b>D: 140, 22, 81, 87, 128, 137, 138</b>
10	<b>D:</b> The crosswalk provides a natural cue	Student stays within the crosswalk					<b>D: 140, 22, 137, 138</b>
11	<b>D:</b> The opposite side of the street provides the natural cue	Student reaches the other side of the street					<b>D: 140, 22, 81, 87, 128, 137, 138</b>

Observe student performing the Crossing the Street routine in the natural environment. Cue the student with the selected cues and score the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, you may return to Links online and enter data for this routine. use this data to identify steps for instruction and teach the corresponding lessons (bolded lessons are priority lessons).

# Example Classroom and Rotation Schedule:

## Example Classroom Schedule:

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION
8:30	- 8:45	<b>Arrival</b> Options for routine data collection: Going to School (#1), Changing Activities (#3)
8:45	- 9:00	<b>Grooming/Restroom</b> Options for routine data collection: Using the Restroom (#5), Personal Hygiene (#18)
9:00	- 9:30	<b>Morning Meeting</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Use Morning Meeting time to introduce components of the routine. Choose a new "Featured Routine" each month.
9:30	- 9:45	<b>Choice/Break</b> Options for routine data collection: Classroom Free-Time Activity (#8), Playing a Game (#22), Socializing with Friends (#23)
9:45	- 10:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)
10:45	- 11:45	<b>School Job</b> Options for routine data collection: Classroom Job (#16), School Job (#27)
11:45	- 12:15	<b>Lunch</b> Click on "view" for additional lunch routine supports.
12:15	- 12:45	<b>Leisure Activities</b> Options for routine data collection: Playing a Game (#22), Socializing with Friends (#23), Occupying Free Time Outside the Classroom (#36)
12:45	- 1:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)
1:45	- 2:45	<b>Routine Simulation</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Create a simulation and change simulations each month.
2:45	- 3:00	<b>Departure</b> Click on "view" for additional departure routine supports. Options for routine data collection: Leaving School (#2), Cleaning Personal Classroom Space (#31)

## Example rotation schedule:

STAFF	Teacher 1 @ Links Lessons	Para 1 @ Small Group/Simulation	Para 2 @ Independent Work	Related Service Staff @ Speech/OT/PT	Inclusion
9:45-10:00	Student A	Students B, C	Students D, E, F, G	Student H	Students I, J
10:00-10:15	Student B	Students D, E	Students H, A, C, G	Student F	Students I, J
10:15-10:30	Student C	Students I, J	Students B, D, E, F	Student A	Students G, H
10:30-10:45	Student D	Students A, F	Students I, C, J, E	Student B	Students G, H

## Self-Reflection: How Comfortable Am I . . .

4 = Ready to start!

3 = Eager to start, but might need some practice!

2 = I might need a little support on this one!

1 = I need a lot of help!

Implementing Routines, Lessons

Navigating the Links system

Setting up my classroom for success

Adding visual supports for my students

Finding the resources I need to use these strategies