

# Links EC DT Strategy Part 1

## Partner Practice



### Partner Practice Instructions:

1. When at the center, find a partner to practice lesson EC 4 Model Object Use (attached).
2. Gather materials needed.
3. One person should be the teacher and the other person the student. Follow the student/teacher role-play suggestions below.
4. Practice the lesson using the sequential learning steps until 4 items are randomly rotated (step 9).
5. Reverse roles so each person has practice being the student and the teacher.
6. Complete the reflection sheet and discuss observations during group discussion.

Student	Teacher
Do not always be the perfect student. Demonstrate some mild off task behaviors.	Practice positive behavior strategies to get the student back on task.
Make some correct responses.	Practice delivering the reinforcer immediately after a correct response.
Make some errors.	Practice <ol style="list-style-type: none"> <li>1. Repeat the cue</li> <li>2. Prompt the student to make a correct response</li> <li>3. Immediately repeat the cue again to get an independent response</li> <li>4. Reinforce an independent response</li> <li>5. Take data</li> </ol>
Make a correct response after prompting by an adult (the next module will discuss what to do if the student continues to make errors).	Practice only giving the reinforcer after an independent response.
Be interested in a variety of motivators but change interests frequently.	Offer the student a choice of motivators every 3 to 5 trials.

Materials Needed	Coach Responsibility	Personal Reflection	Group Discussion
<ol style="list-style-type: none"> <li>1. Four small objects</li> <li>2. Variety of reinforcers</li> <li>3. Sequential Learning Steps and DT Procedure charts from assignment 5A.1</li> <li>4. Data collection forms</li> <li>5. Self-Assessment Checklist (provided during module 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide access to a location for partner practice.</li> <li>2. Provide at least four small objects for practice.</li> <li>3. Provide access to a variety of typical student motivators.</li> </ol>	Complete the attached reflection form.	Discuss your observations, comments, and questions.

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### Reflection Form

Procedure	Observation	Corresponding Self-Assessment Checklist number?	Do I need more information/practice to meet fidelity? yes/no
Follow the lesson plan including cue-response-consequence			
Sequential learning steps with a distractor			
Correct response			
Correction procedure			
Data collection procedure			
Correct response			
Correction procedure			
Reinforces responses appropriately			
Varies motivators			
Uses appropriate behavior strategies to reduce off-task behavior			