

# Links EC PRT Level 1 (Essential)

## Partner Practice



### Partner Practice Instructions:

1. When at the center, find a partner to practice the PRT strategy.
2. Gather a few toy items.
3. One person should be the teacher and the other person the student. Follow the student/teacher role-play suggestions below.
4. Practice using the PRT Teaching Procedures Chart.
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.

### Role Play Instructions

Student	Teacher
You are just learning to say "I want x."	Note what item the student reaches for or looks at or give the student choices. Block access. Note: Do not let the student touch or grab the item.
Be interested and motivated by the toys but change interests frequently.	Provide a cue. Examples: <ul style="list-style-type: none"> <li>• look expectantly at the student and wait for the student to ask for the item</li> <li>• if a student uses a one word requests, model the phrase "I want x" and wait for the student to imitate the phrase before gaining access to the item.</li> </ul>
Move between spontaneous single word and phrases for requests.	Use the priming technique to encourage the student to spontaneously use three-word requests (I want x).
Show interest in toys but you do not yet know how to play with the toy.	Use the PRT play strategy to teach the student to play with the toy (imitation, one-step directions, turn-taking).

Materials Needed	Coach / Trainer Responsibility	Personal Reflection	Group Discussion
<ol style="list-style-type: none"> <li>1. A few toys</li> <li>2. PRT Teaching Procedures chart from assignment 6A.1</li> <li>3. Priming chart</li> </ol>	Provide: <ol style="list-style-type: none"> <li>1. access to a location for partner practice</li> <li>2. toys for practice</li> </ol>	Write down any questions you have about the PRT strategy and discuss with the coach.	Discuss your observations, comments, and questions

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Procedure	My Notes Do I understand and can perform this skill?	Corresponding self-assessment checklist number	Do I need more information/practice to meet fidelity? Yes/no
Follow the lesson plan including cue-response-consequence to teach language and play skills		10	
Allows practice partner to choose the object or activity and takes turns with the student		11	
Blocks access or sabotages to set up the cue.		10	
Uses priming technique to shape spontaneous language		10	
Frequency of language and play trials are at least 3 trials per minute		10	
Balance play and language cues		10	
Provide 50% of the cues as maintenance skills and 50% more difficult (target skills)		10	
Identifies a response that is related to the cue and activity		10	
Reinforces attempts, if needed		11	
Use motivation and interests during instruction		11	
Observes interest to identify if the next trial is language or play and determines the specific target skill based on the child's interests.		10	