

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
Can request using "I want X" but is not able to request using a different phrase.	<p>Suggestions for EC35: Requesting in a Variety of Ways</p> <ul style="list-style-type: none"> • look expectantly at the student and wait for the student to ask for the item • if a student uses the same 2-3 word phrase to request each time, encourage the student to use a different phrase to request by prompting one of the phases listed on the lesson plan prior to the student response.
Can play independently but does not describe or talk about their play	<p>Suggestions for EC36: Describing Play</p> <ul style="list-style-type: none"> • engage the student in a play activity • block the student and prompt them to describe what they are doing
Can follow one step play directions but is not yet following 2 or 3 step play directions.	<p>Suggestions for EC72: Following Multiple Step Play Directions</p> <p>use the play activity in EC36 and provide the student 2-3 step play directions</p>
Can play independently but is not yet playing interactively with an adult and is not taking turns.	<p>Suggestions for EC73: Playing with a Teacher or Parent</p> <p>identify an activity in which the student and teacher can play together and take turns. Teach the student to wait their turn and attend to your actions when it is your turn.</p>

Materials Needed	Coach / Trainer Responsibility	Personal Reflection	Group Discussion
<ol style="list-style-type: none"> 1. A few toys 2. PRT Teaching Procedures chart from assignment 6A.1 3. Priming chart 	<p>Provide:</p> <ol style="list-style-type: none"> 1. access to a location for partner practice 2. toys for practice 3. the following lesson plans: EC35, EC36, EC72, EC73 	<p>Write down any questions you have about the PRT strategy and discuss with the coach.</p>	<p>Discuss your observations, comments, and questions</p>

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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	