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| --- | --- | --- | --- | --- | --- |
| **Location:** |  | **Trainee Name:** |  | **Coach Name:** |  |

|  |  |  |
| --- | --- | --- |
| **Code:** | | |
| **1** | **2** | **3** |
| Developing skills in this area | Able to implement with on-going support | Implements independently with fidelity |

**Instructions:**

1. Use this self-assessment during all practice assignments and make comments in the trainee notes column if needed.
2. Once you feel confident in your skills, have a coach or trainer observe you and record a code in the coach/trainer checkoff column.

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| --- | --- | --- | --- | --- |
| **Area** | **Trainee Notes** | **Coach/Trainer Checkoff** | | |
| **Links Lesson Implementation (PRT)** | | | | |
| 1. Uses the data collection procedure for each lesson. |  | **Date:** | **Code:** | **Signature:** |
|  |  |  |
| 1. Implements the PRT strategy of cue-response- consequence to teach language and play skills. 2. Lessons implemented as per the lesson plan 3. Demonstrates the use of the priming technique (e.g. imitation to spontaneous language, commenting, describing play actions) 4. Frequency of language and play trials are at least 3 trials per minute 5. Balances play and language cues 6. Blocks access or sabotages to set up the cue 7. Provides 50% of the cues as maintenance skills and 50% more difficult (target skills). 8. Identifies a response that is related to the cue and activity 9. Observes interest to identify if the next trials is language or play and determines the specific target skill based on interest. |  |  |  |  |  |  |
| 1. Uses motivation and interests during instruction (practice partner should vary interests). 2. Uses a tub or container throughout the session as needed to encourage choosing another item and encouraging communication to open the container 3. Toys are appropriate for a variety of levels (e.g. level 2 and 3 toys are more complex and provide opportunities for pretend play). 4. Activities, food, and sensory items are included as motivational items during PRT. 5. Allows practice partner to choose the item or activity and takes a turn with the student 6. Reinforces attempts, if needed |  |  |  |  |
| 1. Uses the PRT strategy during routines to facilitate communication and social interaction. 2. Restricts access to snacks and items to obtain a communicative response; encourages communication during small group activities; etc. 3. Embeds a variety of natural language throughout all routines (not just requesting) for level 2 and 3. |  |  |  |  |
| 1. Uses appropriate behavioral strategies to reduce challenging behavior (practice partner occasionally engages in challenging behavior). 2. Does not reward crying, screaming, hitting behavior, etc. 3. Reinforces appropriate behavior throughout the PRT session |  |  |  |  |