



Participant Guide

STAR 2-Day Workshop

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Annex: The STAR
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Workshop Objectives:

1. Use behavioral strategies to increase desired behaviors and decrease challenging behaviors
2. Complete an assessment to identify individual lessons
3. Implement evidence-based strategies using the lesson plans and specific protocol in the STAR Curriculum
4. Collect and use data to make instructional decisions
5. Use a variety of supports to increase fidelity and consistent implementation in the classroom

STAR Program Students Learn to . . .

Level 1

- Use _____ language concepts
- Make _____ requests
- Accomplish simple routines independently
- Engage in _____ play/social skills
- Use pre-academic skills

Level 2

- Expand language concepts to include new _____, _____, and _____.
- Use _____ language throughout the day
- Become independent in typical daily school routines
- Use basic _____, _____, and _____ academic skills
- Play with others at school

Level 3

- Understand _____ language concepts
- Academic skills including reading a simple _____, writing from _____, _____, _____, and _____ / _____.
- Generalize skills in _____ settings

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

Receptive Language (DT)		Expressive Language (PRT)		Functional Routines (FR)		Preacademic (DT)		Play and Social Interaction (PRT/FR)	
Lesson	Sequence	Lesson	Sequence	Lesson	Sequence	Lesson	Sequence	Lesson	Sequence
1. Come Here	1	1. Readiness Skills:		1. Arrival	1	1. Use of Token Board	1*	1. Readiness for Play (PRT)	
2. Attending	1*	Attending	1	2. Departure	1	2. Matching Colors	1	Sharing	1
3. Receptive Actions on a Walk	1	Babbling		3. Transition Between Activities	1	3. Matching Shapes	1	Turn Taking	2
4. Social Communication	1*	Sound Pairing	2	4. Hand Washing	1	4. Coloring/Scribbling	1	2. Initial Play Skills (PRT)	
5. Nonverbal Imitation: Gross Motor	1	2. Initial Requesting:		5. Snack	1			Initial Imitated Actions	3
6. Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	6. Restroom Use	1			Initial Play Commands	4
7. Matching: Object to Object	1**	Spontaneous Words	4	7. Going on a Walk	1			3. Independent Play (FR)	3
8. Matching: Picture to Picture	2	3. Phrases for Requests:		8. Circle	1			4. Play with Adult (FR)	4
9. Matching: Object to Picture	3	Requests using "Want x."	5	9. Centers/Choice	2				
10. Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	10. Learning to Work with Teacher	1				
11. Labels of Objects	5	"More x"	6	11. Work with Teacher	2				
12. Labels of Pictures	6	"No x" for rejecting	6	12. Simple Art Activity	2				
13. Identification of Body Parts	5			13. Independent Work	2				
14. Actions: One-Step	5								

Receptive Language (DT)		S e q u e n c e
Lesson		
1. Expanded Labels	1	
2. Accelerated Labels	2	
3. Identification of People	1	
4. Actions: Pictures	2	
5. Actions: Two-Step Commands	2	
6. Locations and Commands	3	
7. Sorting Categories	2	
8. Picture Sequencing	3	
9. Identification of Items in Books	4	
10. Expanded Book Use	5	
11. Emotions	3	

Expressive Language (DT)		S e q u e n c e
Lesson		
1. Labels	1	
2. Expanded Labels	2	
3. Accelerated Labels	2	
4. Identification of People	2	
5. Actions: Pictures	3	
6. Actions: People	4	
7. Picture Sequencing	5	
8. Identification of Items in Books	6	
9. Expanded Book Use	7	
10. Emotions	4	
11. Social Questions	4	

Spontaneous Language (PRT)		S e q u e n c e
Lesson		
1. Expanded Requesting		
Expanded Vocabulary	1	
Expanded Phrases	1	
2. Initial Commenting		
Labeling	1	
Narration	2	
Exclamation	2	
3. Answering Questions		
Expressive Labels (What is this?)	2	
Person ID (Who is this?)	2	
Action ID (What is he doing?)	3	
Pronouns (Whose turn?)	4	
Quantity (How many?)	3	

Functional Routines (FR)		S e q u e n c e
Lesson		
1. Arrival	1	
2. Departure	1	
3. Transition Between Activities	1	
4. Transition by Walking in Line	2	
5. Transition between School Locations	3	
6. Circle	1	
7. Snack	1	
8. Restroom Use	1	
9. Independent Work	1	
10. Classroom Job	2	
11. Move from Center to Center	2	
12. Small-Group Work	2	

Preacademic (DT)		S e q u e n c e
Lesson		
1. Math: Rote Counting 1-10	1	
2. Math: Counting 1 to 10 Objects	1	
3. Math: Receptive Identification of Numbers 1 to 10	2	
4. Math: Expressive Identification of Numbers 1 to 10	3	
5. Math: Receptive Counting Sets of Objects	3	
6. Math: Matching Sets of Objects with Numbers 1 to 10	4	
7. Reading: Receptive Identification of Letters	1	
8. Reading: Expressive Identification of Letters	2	
9. Reading: Receptive Identification of First Name	1	
10. Reading: Receptive Identification of First Name, Match to Picture	2	
11. Reading: Sight Word Reading and Match to Picture	3	
12. Writing: Tracing Name, Letters and Numbers	1	
13. Writing: Coloring Within Lines and Attention to Task	1	
14. Other: Cutting and Pasting	1	

Play and Social Interaction (PRT/FR)		S e q u e n c e
Lesson		
1. Expanded Imitated Actions (PRT)	1	
2. Expanded Play Commands and Sustained Independent Play (PRT)	2	
3. Play with Adult (FR)	1	
4. Play with Adult and Peer (FR)	2	
5. Play Game with Peer (FR)	3	

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

Receptive Language (DT)	
Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Possessives	3
7. First, Next, Last (Location)	3

Preacademic (DT)	
Lesson	Sequence
1. Math: Rote Counting	1
2. Math: Receptive Identification of Numbers	1
3. Math: Expressive Identification of Numbers	2
4. Math: Counting Objects Using Numbers	3
5. Math: Adding One-Digit Numbers	4
6. Math: Subtracting One-Digit Numbers	5
7. Math: Identification of Money and Use of Money	4
8. Math: Time Telling	5
9. Reading: Receptive Identification of Letter Sounds	1
10. Reading: Expressive Identification of Letter Sounds	1
11. Reading: Identification of First and Last Names	1
12. Reading: Sight Words	1
13. Reading: Reading a Simple Book	2

Expressive Language (DT)	
Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Pronouns: He and She	3
7. Extend Sentences with Descriptors	2
8. Expanded Social Questions	1
9. Discriminating Wh- Questions	2
10. Pronouns: My and Your	4
11. Yes or No for Facts	3
12. Recall Past Events	3
13. Student Asks Wh- Question	3
14. First and Last (Temporal Order)	4
15. Commenting Using Phrases	4

Preacademic (continued) (DT)	
Lesson	Sequence
14. Writing: Tracing and Copying Words	1
15. Writing from Dictation	2
16. Writing from Memory	3
17. Other: Coloring, Cutting and Pasting	1

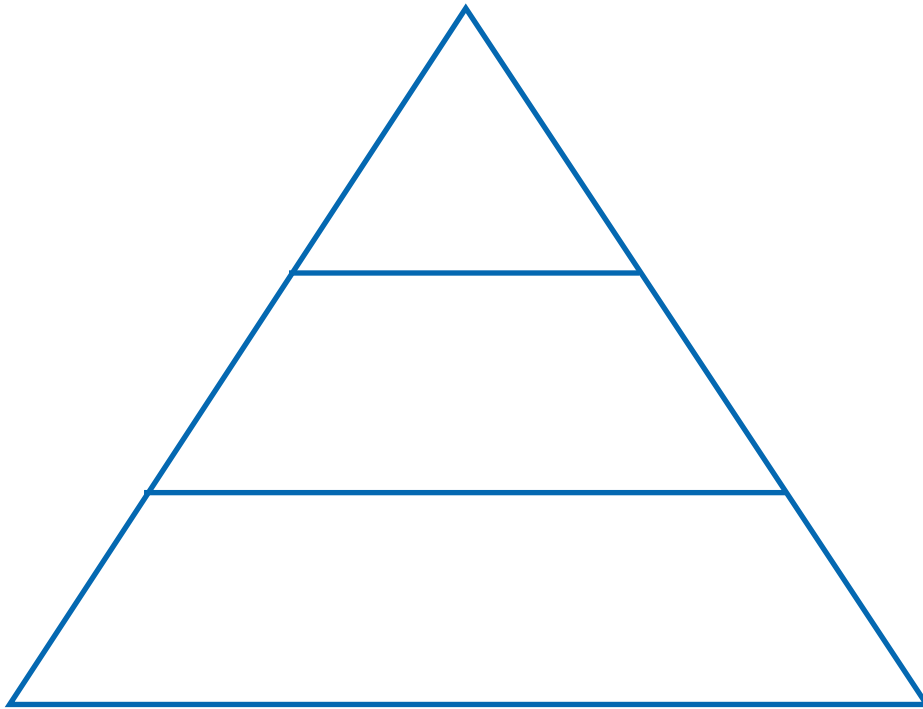
Spontaneous Language (PRT)	
Lesson	Sequence
1. Advanced Expanded Requesting	1
Expanded Vocabulary	1
Expanded Phrases	2
2. Advanced Commenting	
Narration	1
Asking Questions	1
3. Advanced Concepts	
Using Prepositions	1
Gender Identification	1
Pronouns	2
Recall Past Events	2
First and Last	3
Yes and No	3

Play and Social Interaction (PRT/FR)	
Lesson	Sequence
1. Advanced Play (PRT)	
Advanced Functional Play	1
Symbolic Play	
2. Play with Peer and Share Materials (FR)	1
3. Pretend Play with Peer (FR)	2
4. Recess: Individual or Independent (FR)	1
5. Recess with Peer (FR)	2

Functional Routines (FR)	
Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition Between Locations	2
5. Large-Group: Opening Activities	2
6. Large-Group: Story Time	3
7. Cafeteria Lunch	1
8. Restroom Use with Classmates	1
9. Academic Seatwork	2
10. Classroom Job with Peer	3
11. Occupy Free Time in Classroom	1
12. Computer/iPad/Tablet Use	2
13. Music Class	2
14. Library Class	3
15. PE Class	2
16. Group Academic Instruction	3

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

Teaching New Behaviors



Terms I want to Remember:

Self-Reflection: What are some behaviors that I want to teach? What strategies did I learn?

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.

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



Reinforcers always increase the likelihood of a behavior happening again!

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.

Reinforcement Ideas:

ABC Sequence Example



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">• Identify the behaviors• Identify the environmental supports	<ul style="list-style-type: none">• Identify what strategies they use to decrease the off-task behaviors and increase the desired behaviors

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

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

At snack time, Sarah's preschool teacher arranges two clear containers: one is filled with cookies and the other is filled with grapes, on the table and out of Sarah's reach. The teacher asks Sarah, "What do you want?" **Sarah says, "Grapes."** The teacher places a grape on Sarah's plate.

Antecedents:

Consequences:

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

What are some next steps?

Scenario #1

Paul's dad takes him to the grocery store. In the store, Paul runs to the candy aisle and grabs candy. Paul's dad says, "No candy today." **Paul drops to the floor screaming and crying.** His dad, quite embarrassed, allows Paul to choose candy and Paul immediately stops screaming.

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 #2

The teacher puts a cup and a spoon in front of Katie. The teacher says, "Give me the cup." **Katie hands the cup to the teacher.** The teacher says, "Cup! That's the cup," and gives Katie a small piece of pretzel.

Antecedents:

Consequences:

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

What are some next steps?

Scenario #3

During a PRT session, Tyler is playing with a dinosaur figure. The teacher reaches for the dinosaur and says, "My turn." **Tyler screams and begins to cry.** The teacher decides not to try to take the dinosaur right now and lets Tyler play for awhile 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

Talisa and her teacher are involved in a PRT session. The teacher holds Talisa's favorite book and models saying "open." **Talisa says, "Oh."** The teacher repeats, "Open" and then opens the book to show Talisa the first picture.

Antecedents:

Consequences:

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

What are some next steps?

Scenario #5

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® for a while 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?

Discrete Trial Training (DT)

Getting Started with the Student Learning Profile:



Partner Practice: Correct Response

- Teacher provides options of reinforcers (get creative!)
- Teacher says, “Do this” and models an action with an object
- Student imitates the action
- Teacher labels the action (e.g., “Shaking keys!”)
- Teacher provides social praise and a reinforcer



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



Rules/Suggestions about the Distractor:



Quick Check: Intro Procedures – 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:



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

DT Introduction Procedures Identifying and Discriminating New Items

Procedure A: To introduce items that can be displayed simultaneously, such as objects or pictures.

Step	Item(s)	Presentation	Criteria
1	1 st item	Alone	3/3 correct responses
2	1 st item with D	Vary the positions	3/3
3	2 nd item	Alone	3/3
4	2 nd item with D	Vary the positions	3/3
5	1 st and 2 nd items	Randomly request items; vary the positions	3/3 on both 1 st and 2 nd items for 2 consecutive days
6	3 rd item	Alone	3/3
7	3 rd item with D	Vary the positions	3/3
8	1 st , 2 nd , and 3 rd items	Randomly request items; vary the positions	3/3 on newest item (3 rd item) and 3/3 on previously learned set of items (1 st and 2 nd items) for 2 consecutive days
9	Introduce new items sequentially, following the procedures shown in Steps 6, 7, and 8.	See Steps 6, 7, and 8; up to a field of 5 items	See Steps 6, 7, and 8

D = Distractor: Cannot be the correct response or an item currently being taught and should be of low interest to the student. The distractor should be an object if the lesson uses objects and a photo if the lesson uses photos.

Procedure B: To introduce items that cannot be displayed simultaneously, such as gross motor imitation or rote counting.

Step	Item(s)	Presentation	Criteria
1	1 st item	Alone	3/3 correct responses
2	2 nd item	Alone	3/3
3	1 st and 2 nd item	Randomly presented	3/3 on both 1 st and 2 nd item for 2 consecutive days
4	3 rd item	Alone	3/3
5	1 st , 2 nd , and 3 rd item	Randomly presented	3/3 on newest item (3 rd item) and 3/3 on previously learned set of items (1 st and 2 nd items) for 2 consecutive days
6	Introduce new items sequentially, following the procedures shown in Steps 4 and 5	See Steps 4 and 5; up to a field of 5 items	See Steps 4 and 5

Self-Reflection: What are some things I need to set-up my DT area?

Reinforced Learning Trial (RLT) Procedure

Date	Task	Data							Comments
4/7	Bell w/d	+	∅	∅	∅				3 error corrections- go to Reinforced Learning Trial (RLT)
	Bell w/d	+	+	+					RLT – PP (Partial Physical Prompt)
	Bell w/d	+	+	+					RLT – TP (Touch Prompt)
	Bell w/d	+	+	+					No Prompt – NP (No Prompt)

Notes about RLT:

Quick Check: When should I use Reinforced Learning Trials (RLT)? Circle one.

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

Partner Practice: Matching Lesson and Intro Procedures

Steps 1-5

- Teacher provides choices of reinforcers
- Teacher uses cue “Match . . . ” and places cards on the table
- Student scans first, then picks up and matches
- Teacher labels the item (e.g. “bowl!”)
- Teacher gives social praise and a reinforcer, token or sticker



Date	Task	Data	Comments

Data Collection: + Correct Response Ø Error Correction

I'm working for...

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Receptive Language [DT]

Criteria is 4/5 times without a prompt.

Lesson	Cue	Correct Response	Student Response (Date 5/22/15)	Student Response (Date / /)	Student Response (Date / /)	Notes
1. Come Here	"Name, come here."	Areas in class, student comes to teacher from ___ feet away. In hallway, student comes to teacher from ___ feet away. Outside, student comes to teacher from ___ feet away.	0-2 3-6 7-10 0-2 3-6 7-10 0-2 3-6 7-10	0-2 3-6 7-10 0-2 3-6 7-10 0-2 3-6 7-10	0-2 3-6 7-10 0-2 3-6 7-10 0-2 3-6 7-10	
2. Attending*	"Sit down."	Student sits down.	No Yes G	No Yes G	No Yes G	
	"Hands down."	Student puts hands down.	No Yes G	No Yes G	No Yes G	
	"Look at me."	Student looks at teacher.	No Yes G	No Yes G	No Yes G	
	"Stand up."	Student stands up.	No Yes G	No Yes G	No Yes G	
3. Receptive Actions on a Walk	"Walk with me."	Student walks beside teacher (without holding hands).	No Yes G	No Yes G	No Yes G	
	"Stop."	Student stops.	No Yes G	No Yes G	No Yes G	
	"Wait."	Student waits (while standing).	No Yes G	No Yes G	No Yes G	
	"Sit down."	Student sits down.	No Yes G	No Yes G	No Yes G	
	"Stand up."	Student stands up from sitting.	No Yes G	No Yes G	No Yes G	
	"Jump."	Student jumps.	No Yes G	No Yes G	No Yes G	
	"Run."	Student runs.	No Yes G	No Yes G	No Yes G	
4. Social Communication*	"My turn."	Student gives up item.	No Yes G	No Yes G	No Yes G	
	"Wave (with model)."	Student waves.	No Yes G	No Yes G	No Yes G	
	"Give me five."	Student slaps hand with teacher.	No Yes G	No Yes G	No Yes G	
	"Break time."	Student gets up and leaves work space.	No Yes G	No Yes G	No Yes G	
5. Nonverbal Imitation—Gross Motor	Model action (e.g., clap hands) and say, "Do this."	Student imitates gross motor action. Note the number of actions.	0 1 2 3 4 5 G	0 1 2 3 4 5 G	0 1 2 3 4 5 G	
6. Nonverbal Imitation—Object	Model object action (e.g., rings bell) and say, "Do this."	Student imitates object action. Note the number of actions.	0 1 2 3 4 5 G	0 1 2 3 4 5 G	0 1 2 3 4 5 G	
7. Matching—Object to Object	Place 5 objects in front of student and 1 similar object 6–10 inches away. Say, "Match x."	Student places the like object on or near the example. Note the number of objects.	0 1 2 3 4 5 G	0 1 2 3 4 5 G	0 1 2 3 4 5 G	
8. Matching—Picture to Picture	Place 5 pictures of functional objects in front of student and 1 similar picture 6–10 inches away. Say, "Match x."	Student places the like picture on or near the example. Note the number of pictures.	0 1 2 3 4 5 G	0 1 2 3 4 5 G	0 1 2 3 4 5 G	
9. Matching—Object to Picture	Place 5 objects and 1 corresponding picture in front of student and say, "Match x."	Student picks up correct object and places it on top of picture. Note the number of objects.	0 1 2 3 4 5 G	0 1 2 3 4 5 G	0 1 2 3 4 5 G	

STAR Program Guide

Receptive Language (DT)	Sequence	Expressive Language (PRT)	Sequence	Functional Routines (FR)	Sequence	Preacademic (DT)	Sequence	Play and Social Interaction (PRT/FR)	Sequence
1. Come Here	1	1. Readiness Skills:		1. Arrival	1	1. Use of Token Board	1*	1. Readiness for Play (PRT)	
2. Attending	1*	Attending		2. Departure	1	2. Matching Colors	1	Sharing	1
3. Receptive Actions on a Walk	1	Babbling	1	3. Transition Between Activities	1	3. Matching Shapes	1	Turn Taking	2
4. Social Communication	1*	Sound Pairing	2	4. Hand Washing	1	4. Coloring/Scribbling	1	2. Initial Play Skills (PRT)	
5. Nonverbal Imitation: Gross Motor	1	2. Initial Requesting:		5. Snack	1			Initial Imitated Actions	3
6. Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	6. Restroom Use	1			Initial Play Commands	4
7. Matching: Object to Object	1**	Spontaneous Words	4	7. Going on a Walk	1			3. Independent Play (FR)	3
8. Matching: Picture to Picture	2	3. Phrases for Requests:		8. Circle	1			4. Play with Adult (FR)	4
9. Matching: Object to Picture	3	Requests using "Want x."	5	9. Centers/Choice	2				
10. Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	10. Learning to Work with Teacher	1				
11. Labels of Objects	5	"More x"	6	11. Work with Teacher	2				
12. Labels of Pictures	6	"No x" for rejecting	6	12. Simple Art Activity	2				
13. Identification of Body Parts	5			13. Independent Work	2				
14. Actions: One-Step	5								

Instructional Strategies: DT – Discrete Trial Training, PRT – Pivotal Response Training, FR – Functional Routines

*These lessons should be conducted simultaneously with other lessons and are not meant to be stand-alone lessons.

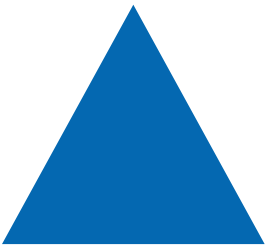
**This lesson is the only prerequisite lesson to be completed prior to Lesson 8. Receptive Language Lessons 1-6 are not prerequisite lessons for Lessons 8-14.

Notes about Assessment and Baseline Skills:

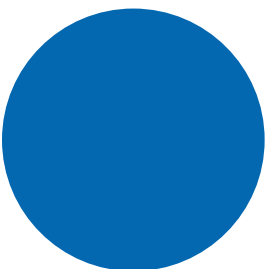
Self-Reflection and Action Plan: Reflect on Today's Learning and Practice



What squared with your thinking?



What pointed you in a new direction?



What is still rolling around in your head?

DT Lesson Practice and Demonstrations

Preparing for Practice Lessons

What are the differences between Intro Procedure A and Intro Procedure B?

Intro Procedure A includes a _____ step for lessons that have objects or pictures that can be presented simultaneously. Intro Procedure B is used for lessons that do _____ require a distractor, like gross motor imitation or counting.

Data Collection Review

+	
∅	
∅∅∅	

Level 2: Expressive Language

- A prerequisite is _____.
- Expressive lessons include the receptive cue and expressive cue.
- Lessons can be worked on simultaneously.



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

Partner Practice: Level II

- Practice 2 lessons:
 - Level II, Receptive Language, Lesson 5: Actions: Two-Step Commands
 - Level II, Expressive Language, Lesson 11: Social Questions
- Collect data and use the token board
- Student should make a few errors. Practice:
 - Error correction
 - Reinforced Learning Trials (RLT)

Partner Practice: Tools

+	Correct Response <ul style="list-style-type: none"> ★ Provide immediate reinforcement ★ Following a correct response, move items.
Ø	Error Correction <ul style="list-style-type: none"> ★ Stop: clear materials and restart the trial ★ Repeat the cue ★ Prompt: use just enough assistance to get a correct response ★ Reinforce with social praise only ★ Repeat the trial without the prompt (ready to reinforce with tangible or token reward)
Ø Ø Ø	Reinforced Learning Trials <ul style="list-style-type: none"> ★ Stop: clear materials and restart the trial ★ Repeat the cue ★ 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) ★ After 3 correct responses, move to a lesser prompt level ★ Continue changing prompt level to a lesser prompt until student is able to perform skill independently ★ Return to general correct response/error correction procedure
Prompt Levels	Touch Prompt (TP) <ul style="list-style-type: none"> ★ Touching lightly to initiate or change the direction of response Partial Physical Prompt (PP) <ul style="list-style-type: none"> ★ More than a touch, but not a full physical prompt; the student does some part of the response by themselves Full Physical Prompt (FP) <ul style="list-style-type: none"> ★ Full physical prompting throughout the response



Discrete Trial Training

Daily Data

Student name: _____ Level: _____ Lesson: _____

+ = Correct Response

∅ = Incorrect response or no response, corrected with a prompt

0 = Incorrect response or no response; not correct, even with a prompt

Date	Steps or Items	Responses	Comments

Programming notes:

Pivotal Response Training (PRT)

Notes About PRT:

Advantages of PRT:

- Promotes acquisition of _____ and _____
- All staff can implement
- Maximizes _____
- Encourages generalization
- Consistent data collection

Self-Reflection: What do I need to get started with PRT? What are some ideas I have about motivating items to use and setting up my environment?

*Included on the STAR Handout Webpage under Additional Tools.

Quick Check: What is the PRT Process?

Cue			
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Notes about the PRT Process:

Identifying Language and Play Goals:

- Acquisition skills
- Skills the child is beginning to learn
 - Language
 - Play/ social interaction
- Maintenance Skills
 - Tasks that the child can do easily or may be prompted to complete

Self-Reflection: Chose a student and identify one language goal and one play goal.

Student Name

LANGUAGE GOAL	PLAY GOAL
MAINTENANCE SKILLS	

*Included on the STAR Handout Webpage under Additional Tools.

Video Observation:

- Watch the video and identify:
 - Responses (i.e. What sound/s did the student make?)
 - Consequences (i.e. What did the student get?)

Cue	Response	Consequence	Other cues:
“Tube” “Ball” “Ball”			
“Ball” “Car”			
“Elmo” “Elmo” “Mo”			
“Pop” “Pop” “Elmo”			

Cue	Response	Consequence	Other cues:
Teacher labeling available items in the PRT box			
“open” “box”			
Teacher waiting and intently looking at student			

Participant Practice: Language and Play Correct Response

Joshua

Student Name

LANGUAGE GOAL	PLAY GOAL
<i>Imitate single words</i>	<i>One step imitation</i>
MAINTENANCE SKILLS	
<i>Sound pairing "Look at me" "Hands down"</i>	

Cue:

Teacher holds up toy and says name of toy.

"Car"

Response:

Student imitates single word.

"Car"

Consequence:

Teacher gives car to student.

Student gets to play with the toy.

Pause:

Observe and prepare for the next trial.

****Switch roles****

Cue:

Teacher says, "Do this" models one step action with toy.

Response:

Student imitates action.

Consequence:

Student plays with the toy.

Pause:

Observe and prepare for the next trial.

****Switch roles****

Partner Practice: Putting It All Together – Language, Play, and Maintenance

Cue:

Teacher gives verbal cue, "I have a doll and a car" holds items in front of student and waits for spontaneous response.

Response:

Student spontaneously requests with a short phrase, "I want ____."

Consequence:

Student gains access to preferred item/activity.

Pause:

Now that we have the student spontaneously requesting, how can we set-up a play trial?

****Switch roles****

PRT Lesson Focus and Weekly Data Probe, Level I
 Student name: T.J. Start time: 1:50 End time: 2:00
 Date of plan: 5-16 Recorded by _____
 Date data collected: 5-22 Interobserver Reliability Y N

Curriculum Area	Lesson Focus		Weekly Probe										Best Response			
	Level Lesson	Target Skills	Probe Data													
	✓		Record the first 10 responses for each target skill													
	A	M	0	FP	PP	+	Tot	(+ / Tot) × 100								
Expressive Language	1. Readiness Skills	Attending (responds to requests; e.g., "Hands down") Babbling (increases frequency and variety of sounds) Sound Pairing (vocalizes in response to teacher's verbal cue)														
	2. Initial Requesting	Initial Verbal Imitation (imitates all or part of verbal cue) Spontaneous Words (without verbal cue)	✓													
	3. Phrases for Requests	Student produces common phrases: "Want x" "I want x" "More x" "No x"	✓													
Play & Social Interaction	Spontaneous Language (+ / Tot) × 100															
	1. Readiness for Play	Sharing (relinquishes toy/item) Turn Taking (responds to "my turn")														
	2. Initial Play Skills	Initial Imitated Actions (imitates actions with "Do this" cue) Initial Play Commands (follows one step commands)	✓													
	Play & Social Interaction (+ / Tot) × 100															

Key
 A - Acquisition: Choose at least one target skill from each curriculum area.
 M - Maintenance: Practice these target skills 50% of the time.
 0 - Opportunity given but incorrect or no response within 5 seconds.
 FP - Full prompt preceded correct response (i.e., good attempt).
 PP - Partial prompt preceded correct response (i.e., good attempt).
 + - Opportunity given and the correct response occurred (i.e., good attempt).
 Tot - Total number of all responses, (0, FP, PP, and +).
 (+ / Tot) × 100 - Percentage of correct responses.
 Note: See lessons for specific definitions and examples of "correct" and "incorrect" responses.

Notes: **Student needs to learn to imitate additional nouns.**
Continue to work on "track", "go" and other words for requests during play.

Functional Routines

Notes about Functional Routines:

Self-Reflection: Are there routines you want to work on with your whole class? Are there routines that could be addressed with individual students? Circle two routines you want to focus on in your classroom.

★ Level 1

Functional Routines (FR)	Sequence
Lesson	
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Hand Washing	1
5. Snack	1
6. Restroom Use	1
7. Going on a Walk	1
8. Circle	1
9. Centers/Choice	2
10. Learning to Work with Teacher	1
11. Work with Teacher	2
12. Simple Art Activity	2
13. Independent Work	2

★★ Level 2

Functional Routines (FR)	Sequence
Lesson	
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition by Walking in Line	2
5. Transition between School Locations	3
6. Circle	1
7. Snack	1
8. Restroom Use	1
9. Independent Work	1
10. Classroom Job	2
11. Move from Center to Center	2
12. Small-Group Work	2

★★★ Level 3

Functional Routines (FR)	
Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition Between Locations	2
5. Large-Group: Opening Activities	2
6. Large-Group: Story Time	3
7. Cafeteria Lunch	1
8. Restroom Use with Classmates	1
9. Academic Seatwork	2
10. Classroom Job with Peer	3
11. Occupy Free Time in Classroom	1
12. Computer/iPad/Tablet Use	2
13. Music Class	2
14. Library Class	3
15. PE Class	2
16. Group Academic Instruction	3

Using a Task Analysis:

- All routine data sheets are found in the _____.
- It is recommended to take routine data _____.

How to Teach Routines:

Use this chart to take notes on strategies you can use to teach routines.

Student Response	Pre-Teaching	During Routine Teaching	Environmental Supports

Transition Routines: How can I prepare my environment to support transitions?

Self-Reflection: What supports can I use to help educators and students generalize skills into routines in my classroom?

Student: _____

Date started: _____

Settings: _____

Date mastered: _____

Date							

Cue	Response	Scores							
1. Vehicle arrives. Adult meets student and says, "Name."	Student looks at adult.								
2. Adult says, "Hi" and waves at student.	Student looks at adult and communicates "Hi" by (<u>waving</u>).								
3. Adult waves hand to student (2 nd adult)	Student waves hand.								
4. Adult says "walk with me." (Collect data on 3 trials.)	Student walks within 2 feet of adult without holding hands, for (<u>10</u>) feet								
5. At classroom door, adult moves behind student.	Student opens classroom door and enters.								
6. Cubbyhole, basket or locker is marked with student's name and picture.	Student goes to cubbyhole, basket or locker.								
7. Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in the correct place.								
8. After student puts belongings away, he or she sees consistent location for Daily Activity Schedule	Student goes to Daily Activity Schedule and begins transition routine.								
Summary Scores	Number of steps scored								
% of Independence	Number of 4s								
	Number of 4s/Number of steps scored x 100								
Average Independence	Sum of steps scored								
	Sum of steps scored/Number of Steps scored								
Skills for Incidental Teaching		Date							
Cue	Response	Data Code							
A. Another adult or student says, "Hi."	Student looks at adult or other student and communicates "Hi" by (_____), saying "Hi."								
B. Another adult or student waves at the student.	Student waves at other adult or student.								
C. Student is having difficulty taking off or hanging up backpack or coat.	Student looks at adult and communicates need for help to adult by (_____) signaling "help."								
D. Adult says, "Name."	Student looks toward adult.								
E. Adult says, "Come here."	Student comes (from 5') feet to within 2 feet of adult.								

Scoring Key: N/A = Not applicable; 0 = No correct response, even with prompts; 1 = Correct response with full physical prompt for the entire step; 2 = Correct response with partial physical prompt for part of the step; 3 = Correct response with visual, verbal or gesture prompts. 4 = Correct response with no prompts; **Mastery = Correct response on 90% of steps, without prompts, on 2 consecutive weekly observations.**

STAR Program Quick Guide Checklist

Activity	Completed	To-do	Action Plan
1 Complete the Student Learning Profile on identified students.			
2 Gather STAR lessons and materials for identified students and organize materials in a bin/file/notebook.			
3 Select reinforcers for each student that are only available during 1:1 times.			
4 Set up an organized classroom schedule (including time for 1:1, group and daily functional routines).			
5 Create a visual or written schedule for each student. Post student schedules in an easily accessible place for independent access.			
6 Arrange the classroom environment to provide physical space for instruction and promote student independence.			
7 Collect data, monitor progress and revise instruction based on data.			
8 Focus on fidelity of implementation through self-assessment.			
9 Communicate with families about their child's learning goals and progress.			

Example Classroom and Rotation Schedule:

Example Classroom Schedule

Time	Mon.	Tues.	Wed.	Thu.	Fri.
7:20–8:10	Morning Work/Early Birds/Edmark	Morning Work/Early Birds/Edmark	Morning Work/Early Birds/Edmark	Morning Work/Early Birds/Edmark	Morning Work/Early Birds/Edmark
8:10–8:45	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:45–9:20	PE	Music/Computer Lab	PE	Library	Music/Computer
9:20–10:20	Rotation #1	Rotation #1	Rotation #1	Rotation #1	Rotation #1
10:20–10:40	Recess	Recess	Recess	Recess	Recess
10:40–11:00	Writing/Language Group	Writing/Language Group	OT Group	Writing/Language Group	Writing/Language Group
11:00–12:00	Rotation #2	Rotation #2	Rotation #2	Rotation #2	Rotation #2
12:00–12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20–1:00	Recess	Recess	Recess	Recess	Recess
1:00–1:20	Literacy Circle	Literacy Circle	Literacy Circle	Literacy Circle	Literacy Circle
1:20–1:45	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
1:45–2:10	Jobs/Games with Peers	Science with Peers	Jobs/Games with Peers	Jobs/Games with Peers	Science with Peers
2:10–2:20	Goodbye Circle	Goodbye Circle	Goodbye Circle	Goodbye Circle	Goodbye Circle
2:20	Departure Routine	Departure Routine	Departure Routine	Departure Routine	Departure Routine

Rotation 1

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

	Activity _____ DT _____	Activity _____ PRT _____	Activity _____ DT _____	Activity _____ Snack _____
Staff	Teacher	Speech Pathologist	Instructional Assistant	Instructional Assistant/ Peer Buddy
Location	Red Table	Blue Table	Yellow Table	Large Group Table (Green)
Time Intervals	Students	Students	Students	Students
9:20–9:40	Amy	Eli and Ralph	Hassan	Nick, Rae, Will, Nicole, Moe
9:40–10:00	Will	Rae and Nicole	Nick	Amy, Eli, Hassan, Ralph, Moe
10:00–10:20	Eli	Amy and Hassan	Ralph	Rae, Nicole, Hassan, Moe, Will

Self-Reflection: How Comfortable Am I . . .

4 = Ready to start!

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

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

1 = I need a lot of help!

Implementing DT, PRT, and Routines

Setting up my classroom for success

Adding visual supports for my students

Finding the resources I need to use these strategies