ROLE PLAY: EFFECTIVE TEACHING LOOP CHECKLIST

Directions: As a large group, generate a list of skills to teach (for example, identifying the letters in a name, counting one to five objects, using two feet to jump, identifying colors, writing, copying, or tracing straight lines. Divide into groups of two; one person is the "Teacher" and one the "Child." Switch roles periodically.

Use the checklist below to make sure you include each principle as you role play each step. Optional: add notes while practicing.

STEP 1: PROVIDING THE CUE

After you have chosen the skill you want to teach, agree on two cues to use for this practice, one for each of you.

SELF CHECK: **NOTES:**

	Did I provide the cue when I had the child's attention?	
	Did I provide the cue only one time?	
	Did I provide a clear and concise cue?	

STEP 2: GIVING ASSISTANCE

Decide on the type of help to use when you teach the skill to the "Child."

SELF CHECK: **NOTES:**

	Did I give help before the child responded, to minimize the chance for errors?	
	Did I give help with a calm and kind demeanor?	
	Did I give the correct amount of help for the child to be successful?	

STEPS 3 & 4: OBSERVING THE CHILD'S RESPONSE AND GIVING IMMEDIATE FEEDBACK

Observe the "Child's" response and give immediate feedback. Have the "Child" give a correct response one time, and an incorrect response another time so you practice both affirming the child's response and correcting the error.

AFFIRM CORRECT RESPONSE

SELF CHECK: **NOTES:**

	Did I give feedback immediately after the child responded?	
	Did I give clear feedback?	
	Did I give behavior specific feedback? In other words, did my feedback match what the child did or said?	

CORRECTING ERRORS

SELF CHECK: **NOTES:**

	Did I give corrective feedback immediately after the child responded?	
	Did I give corrective feedback with encouragement and reassurance?	
	Did I give corrective feedback without interrupting the flow of learning?	

FINAL STEP: PULLING IT ALL TOGETHER

NOTES:

Step 1: Providing the Cue	
Step 2: Giving Assistance	
Step 3: Observing the Child's Response	
Step 4: Giving Immediate Feedback	