



# Role Play: Effective PInS Checklist

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** There are four parts to this learning activity. Each part takes place in a group of three (or four if needed). You can either stay in the same group or find a new group for each part of the activity.

### Part 1: Cue

1. Break into groups of three (four will work if needed). If there is a group of four, the extra person will support the “checker” in their role.

- Assign and act out roles for first round, then rotate until all have acted out each role?
  - Educator: Practice giving cues
  - Child: Pay attention to the educator
  - Checker: Reflect on the educator’s cue using the checklist below

2. Each person in the educator role chooses a target skill from the list that they will cue a child to do.

- Counting 1–5 objects
- Asking for help when needed
- Pointing out the letters of their name
- Drawing shapes (circle, square, triangle)
- Imitating actions to a song
- Following group directions
- Answering “where?” questions

3. The educator takes a couple of moments to come up with a cue.

- Verbal (directions or questions): Verbal cues refer to directions or questions said aloud by the educators, peers, or other adults.
- Nonverbal (gestures, environmental, activity-based): Nonverbal cues include any nonverbal strategy used to elicit a response from a child.

4. Share any ideas, feelings, and notes with your group or the large group.

The cue:	Notes
was given while I was able to follow through	
was given when the child was attending	
was given one time	
was short, clear, and concise	
was effective and elicited a child response	

## Part 2: Help

- Educator: Matches help to selected target skill
- Child: Pays attention to the educator
- Checker: Reflects on the help provided by the educator using the checklist below

Types of help:

- Physical
- Verbal
- Gestural
- Model
- Picture or visual
- Expectant look

Help was:	Notes
given before the child responded	
given in a pleasant tone with a kind demeanor and affect	
just the right amount (not too much or too little)	

## Part 3: Positive Feedback

- Child: Shows a correct response
- Educator: Gives clear, concise, specific feedback
- Checker: Reflects on the educator's feedback to the child using the checklist below

The feedback was:	Notes
given immediately after the child responded	
clear	
behavior specific	
natural (tone matched what was being said)	

#### Part 4: Error Correction

- Child: Shows an *incorrect* response
- Educator: Gives clear, concise, specific feedback
- Checker: Reflects on the educator’s feedback to the child using the checklist below

The error correction was:		Notes
	given immediately after the child responded	
	clear	
	gentle, but corrective	

#### Planned Instructional Sequence (PInS)

- Educator: Gives cue and help
- Child: Responds correctly or incorrectly
- Educator: Gives either concise, specific feedback or error correction
- Checker: Reflects on the educator’s sequence of instruction using the checklist below

The complete sequence included:		Notes
	1. Cue	
	2. Help	
	3. Child Response	
	4. Feedback	