

**Orange County Department of Education
Special Schools
Model Classroom**

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What is "Model Classroom"

Teaching behaviors to include:

- Securing and Maintaining Student Attention
- Stimulus and Student Response
- Prompts and Correction Procedures
- Reinforcement

What is "Model Classroom"

Program Development:

- Goal Writing
- Instructional Analysis
- Data Collection

What is "Model Classroom"

Classroom Organization & Management:

- Methodologies & strategies
- Generalization & transfer across environments

Securing and Maintaining Attention

Identify the components of the attending behavior to be demonstrated by the student

Example:

- Feet flat on floor
- Hands on table
- Head and eyes positioned in the direction of the materials
- Quiet/no vocalizations

Securing and Maintaining Attention
(cont.)

Observe attending behaviors before proceeding with instruction.

When observable behaviors are present, give Response Cue quickly . . . without delay.

Example:

Student is standing upright across from instructor with arms outstretched . . . and response cue is given, "Catch the ball."

Securing and Maintaining Attention
(cont.)

Consider environmental distractions and physical discomfort when securing and maintaining student attention

Stimuli and Student Response

- Identify the observable behaviors which will be accepted as the correct response
- Identify all components in the set of specific stimuli
- Identify the response cue

Stimuli and Student Response

- When identifying correct response, use measurable terms

Example:

Measurable = raise right arm above head

Non-measurable = raise arm

Stimuli and Student Response

- Identifying the specific stimuli that will assist the student in completing the task.

Example:

Time of day activity is to be performed

Material(s) used to perform activity

Proximity to staff, etc.

Stimuli and Student Response

- Identify the response cue/request and deliver in a clear manner

Example:

“Pedal bike”

“Touch the green block”

“Give me the orange block”

Prompts & Correction Procedures

A prompt is added information presented with the response cue to lead, guide or direct the student to the correct response.

Consider:

Environmental cues or prompts/naturally occurring prompts (use of visuals)

Prompts & Correction Procedures

A Response Prompt is used to add information presented with the response cue to lead, guide or direct the student to a correct response when there is *not* an initial student response.

Example:

Following a non response by the student, the instructor secures the student's attention, gives the request/response cue again ("touch green") and then motors the student's hand to the correct colored object he was asked to touch.

Prompts & Correction Procedures

A Correction Procedure is the consequence that follows an incorrect response which provides additional information to guide the student toward the correct response.

Example:

The student attempts to give the correct response and fails, the teachers restates the response cue ("Touch green") and moves the materials closer to the student to gain the correct response.

Reinforcement

When the consequence following a correct response increases the number of correct responses, it is likely that the choice of the reinforcer was effective.

If the number of correct responses does not increase, the instructor needs to redefine the reinforcers.

Preparation



Program Development

- Goal Writing
- Instructional Analysis
- Data Collection

Classroom Organization & Management

- Methodologies & Strategies
- Generalization & Transfer across environments
