

# Child Care – Adapted Version

## Teaching Strategies

This section includes teaching strategies to assist with implementing the Child Care Adapted module and materials to provide background knowledge to introduce terms and concepts to students before proceeding with kit activities.

<b>Section</b>	<b>Title</b>
A.	Suggested Order of Implementation
B.	Data Collection Procedures
C.	Curriculum components – Visual Schedule, First Looks, Student Instructions, Vocabulary Boards and Cards, Introductory Worksheets, and Video Modeling
D.	Teaching Strategies – System of Least Prompts and Time Delay
E.	Introductory activities - Background Knowledge
F.	Online resources

### **A. Suggested Order of Implementation**

This kit has been created with several interactive components to teach students how to complete each activity. The following is the suggested order of implementation for activities in the kit:

1. Complete introductory activities (Background Knowledge activities, Worksheets 1-4 and introduce Vocabulary Boards and Cards – see Tab A)
2. Give students the PowerPoint Pre-test (see Pre-test instructions in Tab B, PowerPoint is on CD). The Pre-test should be given one-on-one; conduct a baseline trial (see Data Collection Procedures in Section B).
3. Teach students vocabulary using Time Delay (see Time Delay procedures in Section D).
4. As a group, have students watch the “First Look” PowerPoint, stopping for each activity.

For each activity:

5. Model: As a group, look at the Student Instructions PowerPoint (or use the printed book if necessary). To ensure student understanding, ask comprehension questions and discuss vocabulary.
6. Video Modeling: As a group, watch the video model of the activity being completed (on DVD at end of binder).

7. Lead: Provide students a Visual Schedule of the activity. Have them tell you what steps need to be completed to complete the activity. The teacher will complete the activity using the kit materials in front of the students.
8. Test: Individually, each student will use the Visual Schedule to complete the activity. Depending on material availability, this may need to be done one at a time or in small groups (collect intervention data- see Data Collection Procedures).
9. Continue step 7 until the student masters the steps in the activity.  
NOTE: Steps 4-7 can be completed multiple times if necessary for activity mastery.
10. Give students the PowerPoint Post-test (see Post-test instructions in Tab B – the Post-test should be given one-on-one).

## **B. Data Collection Procedures**

There are two methods of collecting key data for the module: 1) Pre-Post Test and 2) Data Sheets.

### **1. Pre-Post Test**

The Pre-Post test is provided in a PowerPoint format (on the CD in the binder). The adapted Interactive Pre-Post Test is designed to give students with deeper challenges an opportunity to demonstrate learning by employing the Errorless Learning technique, long supported in research as an effective way to address the unique needs of learners with more severe disabilities. See Tab B for instructions on administering the test.

### **2. Data Sheets**

Data Sheets track progress for students as they complete each activity. It is likely that many students completing this Adapted version of the kit will require multiple trials to master any given activity.

You can collect baseline data in the first column of each Data Sheet by asking the student with whom you are working to complete the activity prior to instruction. To avoid frustration, you can simply provide the task direction (e.g., “Swaddle the baby.”). Allow the student time to initiate and complete each step. If a step is not completed in time (see System of Least Prompts procedures) or correctly, you can stop the session and provide general behavior praise (e.g., “Thanks for trying.”). All steps not completed in time, not completed correctly, or not attempted would be marked incorrect and no credit would be given. Make sure you mark the Data Sheet with a “B” for the condition.

After instruction on each activity, data should be recorded each time the student attempts to complete the activity. For each step of the task analysis, you will give