

## CPRT Session 5 Study Guide: Applying CPRT to Your Classroom Systems

1. What are the 5 types of CPRT Data Records?

*Individual:* 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

*Group:* 1. \_\_\_\_\_ 2. \_\_\_\_\_

2. Match the data collection form with the corresponding time frame:

Daily                  Quarterly                  Weekly/Monthly

- a. CPRT Planning and Progress: \_\_\_\_\_
  - b. CPRT Goal Summary: \_\_\_\_\_
  - c. CPRT Data Record: \_\_\_\_\_
  - d. CPRT Group Data Record: \_\_\_\_\_
3. What are several strategies for encouraging generalization of skills?
4. Why is it important to write IEP goals that target spontaneity?
5. How can you set realistic expectations for yourself when targeting IEP goals using CPRT?
6. What are two strategies to keep student motivation high while targeting IEP goals?
1. \_\_\_\_\_ 2. \_\_\_\_\_

## Answers

1.

*Individual:* 1. structured 2.semistructured 3.unstructured

*Group:* 1. tally 2.rating

2.

- a. CPRT Planning and Progress: Quarterly
- b. CPRT Goal Summary: Weekly/Monthly
- c. CPRT Data Record: Daily
- d. CPRT Group Data Record: Daily

3. Different “teachers”, Different activities and settings, Different materials

4. Write goals to target spontaneity. One of the goals of CPRT is for students to be able to spontaneously and independently use the skills they learn. Although you may need to provide supportive prompts as the student is learning, the end goal is independent responding, and it should be written as such. You can write a goal to state, “the student will correctly respond to ‘what do you want?’ on 80% of opportunities OR you can write a goal to state, “the student will independently request desired items or activities on 80% of opportunities. Now, it’s the teacher’s responsibility to present opportunities in a natural way by using environmental cues rather than explicit questions.

5. Initially, you may only want to focus on one goal at a time during an activity. And, if you are working with a group of students, you may want to focus on a goal that is similar across students. For example, if each of the students in your group has a goal of appropriately asking for help, focus on this as the main skill you are targeting throughout the activity.

6. try to incorporate students’ preferred activities and make sure you keep control of the learning materials or toys so the student understand that he needs to respond appropriately to the opportunities you set up in order to get what he wants.

- Preferred activities
- Keep control of materials

