Session 4 Study Guide: CPRT With Groups

1. How can behaviors and consequences (ABC's of CPRT) be modified to accommodate a group setting?

Behavior:_____
Consequence:_____

2. When targeting individuals within a group, each ABC pattern of behavior is directed to one student at a time. *True* or *False*

3. What are the two ways of presenting consequences during full group instruction?

4. When targeting individuals within a group, why is it important to "personalize" each student's assignment?

5. How can you incorporate maintenance tasks when alternating attention between students within a group?

6. What is a way to vary small groups that are working on the same activity?

7. During data recording which three components of the student activity are tallied?
   _____   _____
   _____

8. What are some tips to manage data collection while also teaching the group?

Answers

1.

2. T

3. consequences provided individually to students as they respond or as a group once everyone has responded.

4. Personalizing activities helps to motivate students. This can be done by using the same worksheet or activity with all students, but personalizing each student's assignment with stickers of a favorite character or animal.

5. Vary the opportunities to respond according to individual abilities and goals. Keep in mind each student's ability level and vary the opportunities you use, based on individual differences. For example, one student may able to respond to the Situational opportunity of crayons in a cup, and ask for the crayons. Another student may need an explicit verbal model of you saying, "crayons" before he requests the crayons.

6. Each of the small groups may be working on the same type of small group activity, but with a slightly different theme. For example, everyone may be reading a short story and arranging pictures in order to recreate the events of the story. However, one group might have a story about horses, while another group focuses on construction vehicles, and the final group reads about trains.

7. independent, prompting, & missed opportunities