



ROLE PLAY: Effective PInS Checklist

Participant: _____ Date: _____

CUE

My cue was:

NOTES

| | | |
|--|--|--|
| | given when the child was attending | |
| | given one time | |
| | clear and concise | |
| | elicited a child response | |
| | short (not too many instructions) | |
| | given while the teacher was able to follow through | |

HELP

My help was:

NOTES

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

POSITIVE FEEDBACK

My feedback was:

NOTES

| | | |
|--|--|--|
| | given immediately after child responded | |
| | clear | |
| | behavior specific | |
| | natural (tone matched what was being said) | |

ERROR CORRECTION

My error correction was:

NOTES

| | | |
|--|--|--|
| | given immediately after child responds | |
| | clear | |
| | gentle, but corrective | |

PLANNED INSTRUCTIONAL SEQUENCE (PIInS)

My complete sequence included:

NOTES

| | | |
|--|-------------------|--|
| | 1. Cue | |
| | 2. Help | |
| | 3. Child Response | |
| | 4. Feedback | |

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