

Program/ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## LINKS Pacing Guide 2021-2022

<b>Classroom Set-Up/Pre-intervention knowledge:</b>	
Enter one option on the left column below from numbers 0-3: (0) Not yet started, (1) Support needed, (2) Emerging, (3) Verified	
	<b>Classroom Set-Up Targets</b>
	I have individualized schedules in place for all my students.
	I have visuals in place for activities, transitions, and instruction to meet the needs of all of my students.
	I have the knowledge and skill to create schedules to implement Discrete Trial (DT) and Functional Routines (FR) across staff and students in my classroom. (When will DT and FR take place? Who will run DT and FR? How will the students know when and where DT is performed?).
	I have identified and set up a space to perform DT.
	<b>Intervention Knowledge Targets</b>
	I understand how to fill out a lesson assessment.
	I understand the steps to implement DT.
	I understand the steps to implement Functional Routines FR.
	I understand how to choose DT lessons and where they are located.
	I understand how to choose FR and how to customize them based on individual needs.
Total Points:	

<b>Phase 1:</b>	
Enter one option on the left column below from numbers 0-3: (0) Not yet started, (1) Support needed, (2) Emerging, (3) Verified	
	<b>Discrete Trial (DT) Targets</b>
	I have identified two target students.
	I have completed the online lesson assessment for identified students.
	I have picked 2-3 DT lesson to implement for each target student based on assessment.
	I have printed off the DT lessons and visuals, the data collection sheets, and skill acquisition sheets.
	I have printed and posted the sequential learning steps, the data collection process, and the example data collection posters.
	I have designed a storage system for materials not in use and materials in use.
	I have identified appropriate reinforcers for each target student.
	I have identified and set up how I will store reinforcers in the DT space.
	<b>Functional Routine (FR)Targets</b>
	I have picked 1-2 functional routines per target student.
	I have completed the online FR assessment for target students.
	I have customized the chosen routines based on my target student and classroom.
	I have established when FR routines will be completed and how I will collect data.
	I have entered data on functional routines once per week and feel comfortable training others.
Total Points:	

<b>Phase 2:</b>	
Enter one option on the left column below from numbers 0-3: (0) Not yet started, (1) Support needed, (2) Emerging, (3) Verified	
	<b>Discrete Trial (DT) Targets</b>
	I am able to implement 4-6 DT programs per student.
	I have trained at least one other person to implement DT.
	I have updated the online lesson assessment based on student progress.
	I have explored the Lesson Assessment graphs and feel comfortable using 1-2 of them in an IEP meeting.
	<b>Functional Routine (FR) Targets</b>
	I have consistently implemented and collected data on 2 FR per week.
	I consistently analyze FR data and made adjustments to the FR task analysis accordingly.
	I have trained at least one other person to implement FR and enter data.
	I have explored the Functional Routine Assessment graphs and feel comfortable using 1-2 of them in an IEP meeting.
	I have used the data to inform DT, small group, and whole group instruction.
Total Points:	

<b>Phase 3:</b>	
Enter one option on the left column below from numbers 0-3: (0) Not yet started, (1) Support needed, (2) Emerging, (3) Verified	
	<b>Classroom Simulation Targets</b>
	I have picked one classroom simulation.
	I have printed visuals and obtained necessary items to implement the simulation.
	I have implemented the simulation twice and collected data.
	I have used the data to inform DT, small group, and whole group instruction.
Total Points:	