

Teaching

by Student Paper

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Incidental Teaching Model Implementation in a Preschool

Introduction

The strategy of incidental teaching has been successfully implemented by different parties including instructors, parents, and clinicians. We are regularly using the surrounding and payoff or our pupil's responses to educate and expand their knowledge. Incidental teaching is a process through which children learn the language skills of describing when they interact with the adults. The following is a model for teaching a classroom of 10 children.

- Model in a Preschool.
- Serves a Classroom of 10 children
- Population
 - Autism Spectrum Disorders
 - Challenging Behavior.

Environmental Arrangement.

Arrange the environment and stimuli in such a way that it will trigger a target skill. This will help in evoking a student response. As a teacher, I am required to wait for children to initiate responses.

Additionally, as a teacher, I am supposed to prompt a more complex version of the initial pupil response so as to make sure they have not memorized a pattern for giving answers.

Methods of target behavior identification

- Children show an interest in the item by gesturing or through verbalization. This involves student initiating a response through gestures. When the children do so, as a teacher I am supposed to ask the children to elaborate on the questions on what they need.
- Children request an item or activity. This includes pupil requesting for a certain item. In reply, I am required to prompt what kind of item they need by asking for more specific details such as color and size.

Methods of reinforcement

- Offer gifts and edibles to the children. These should not be connected to how right the responses are, but the level of engagement through which children are willing to participate in the activity. As a result, it prompts the student to positively interact with the teacher.
- Prompt an elaboration on the initiation. This includes asking the students to elaborate more and only giving them the item only after they give the specifics.
- Nonverbal gestures. It involves checking and recognizing nonverbal gestures which include facial expression and body movements. Through such actions, children may get a clue of what they are supposed to do or ask for.

- Respond with praises while encouraging the children during everyday activities. This involves responding with prompts and praises when students interact with the teacher positively. It helps in creating interest among the children.

Expected outcomes as a result of IT implementation.

- Information technology helps children who have a special need to find their voices through expressing themselves.
- One of the traditional methods of teaching involves handwritten text which is difficult for some students since they have poor handwriting or cannot hold the pen properly which makes it hard for them to record their thoughts. Implementation of technology eliminates such situation by offering extra support.
- Children with visual disorders have difficulties with seeing, thus struggle when reading. By using technology, some devices can be set to read the sounds loudly, thus helping the students when they are reading along. Therefore, teachers can personalize learning situations to suit every child condition.
- Easier communication. The use of technology helps the children to communicate better with the students the peers.
- Information technology enhances positive connections with peers. When students find interesting concepts on their devices, they are prompted to share with their classmates.

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