THE EFFECTS OF MODEL, LEAD, AND TEST WITH REWARD TO TEACH A PRESCHOOL STUDENT WITH A DISABILITY TO IDENTIFY COLORS*

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ABSTRACT

The purpose of this study was to teach color recognition to a 2 year 5 month child with developmental delays and examine the effectiveness of active student responding and error correction when teaching colors. A multiple baseline across colors (three colors at a time) was used to evaluate the effects of the model, lead, and test (MLT) procedure and a reward. During baseline, the student scored less than 50% for all but one color and no help was given but a reward at the end of the session was given for answering and sitting. During intervention, a model, lead, and test procedure was employed with the reward. The results suggested that after several repetitions and a reinforcing learning tool (colored bears) the student was able to point to or vocalize the correct color. A return to baseline for one of the participants did not lead to a decrease in labeling or pointing to the colors trained.

Keywords: model lead, and test, direct instruction, active student responding, color identification, preschooler, multiple baseline single case design, and response generalization