

ObjectiveEd Reinforcement Schedule

In order to utilize ObjectiveEd's system for reinforcement it is critical that you structure your students practice.

To learn more about the importance of reinforcement learning and skill fade, please see the whitepaper on our website.


ObjectiveEd is uniquely designed to allow you to,

- 1). Assign a skill for practice
- 2). Monitor performance and practice time
- 3). Un-assign the skill
- 4). Re-assign later for further practice

Example of Usage:

- 1). The student is assigned the following skill (to understand what skill(s) to assign to your student, please review our goal guides)

<https://www.objectiveed.com/goal-guides>

Practicing Left/Right/Up/Down - Basic	Students will be asked to swipe animals left/right/up/down with 9 seconds to respond.	Easy	Directionality	100					
---	---	------	----------------	-----	---	---	---	---	---

Practicing Left/Right/Up/Down - Basic

A skill part of the goal: Early Directionality - Relative Directions

- 2). The student is introduced to the skill, and practices it with a parent or teacher to become comfortable with how it works.
- 3). The student practices in a structured manner

Our Recommendation: At least 15 minutes per week, spread out over multiple sessions.

-
- 4). The student's data is monitored on the website weekly.
 - 5). When the student displays mastery of the assigned skill (~100% accuracy on $\frac{3}{4}$ of the last attempts) deactivate the skill, and activate the next logical skill.

Example: The student is currently practicing Left/Right/Up/Down at the basic level. The next logical skill would be to move them to the intermediate version of this skill. It covers the same educational topic, but is more challenging.

- 6). Once the student progresses through all of the skills within the goal you are ready to begin a reinforcement schedule.

Repeated reinforcement is generally focused around reinforcing specific goals, rather than skills. You can think of goals as the area of study, and skill as the individual topics at varying levels of difficulty. If a student practices multiple skills within the goal Early Directionality - Relative Directions, they do not need to revisit all of those skills, as they are all addressing the same topics but at varying levels of difficulty.

- 7). Once your student has displayed mastery of the final skill within a goal, leave that skill active and deactivate the goal itself, symbolizing that they are moving on from that topic.

Name ↑	Description	Status	Actions
Early Directionality - Relative Directions	Skills that focus on practicing relative directions for young students.		

Deactivate Goal
Rows per Page: 5 1-1 of 1

- 8). When the student is ready to practice that specific topic again, simply re-activate the goal.
- 9). Have the student resume practice in a structured manner (at least 15 minutes per week over multiple sessions)
- 10). Deactivate the goal when mastery is displayed.

Our Recommended Practice Schedule:

This is our recommendation but we understand that every student is different, so if you feel that your student requires a different approach please feel free to do so.

Skills should be revisited 30 days after mastery is displayed, and should be repeated until the student demonstrates mastery on the skill within a week of practice resuming.

Example:

- 1). The student displays mastery on a skill, and the goal is deactivated.
- 2). The goal is reactivated 30 days later.
- 3). The student resumes practice, and displays mastery two weeks later.
- 4). The goal is deactivated, and re-activated in 30 days time.
- 5). The student displays mastery within the first week of practice
- 6). The goal is deactivated, and should be revisited occasionally based on your discretion.