Links Practice Lessons

Links 2-Day Workshop

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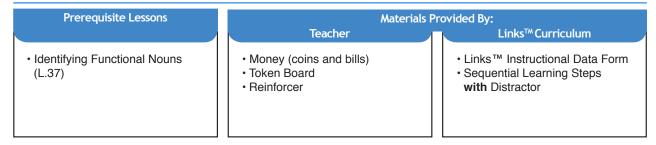
Identifying Money
Lesson 63

Curriculum Area | *Functional Academics-Math*

Goal: The student will identify money by presenting the correct coin or bill when given the cue "Give me X (coin/bill)" for 3/3 correct trials across 2 consecutive days of data for 4 coins and 2 bills during random presentation.

Prerequisite Lessons	Materials Provided By:	
	Teacher	**Links™ Curriculum**
• Identifying Functional Nouns (L.37)	• Money (coins and bills) • Token Board • Reinforcer	• Links™ Instructional Data Form • Sequential Learning Steps **with** Distractor

Instructional Procedures

Instructional Set-up and Teacher Cue

- Begin this lesson by teaching coins first and then bills.
- Place money in front of the student and say, "Give me X (coin/bill)."
- After the student gives the teacher the correct coin/bill, re-state the name of the coin/bill.

Expected Student Response

- The student gives the requested coin/bill to the teacher.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

- The student identifies the correct coin or bill for 3/3 correct trials across 2 consecutive days during random presentation.

Example

1. The teacher places a penny in front of the student and says, "Give me penny."
2. The student selects the penny and gives it to the teacher.
3. The teacher says "Penny."
4. The teacher reinforces the appropriate response with a penny and social praise.

Introducing New Forms of Money

- Introduce coins and bills using the Sequential Learning Steps **with** Distractor until the student is able to identify the requested coin or bill when 4 coins and 2 bills are presented simultaneously to the student.
- After the student has learned this skill using the names of the coins (e.g. penny, nickel, dime) begin to also use the word "cent(s)" when describing the coins. If needed repeat the instructional process using the word "cents" and then randomly present the concept using either "cents" or the "coin name."

Recommended Forms of Money
Penny
Nickel
Dime
Quarter
Bills ($1 and $5)

Modifications

Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure	1. If the student does not perform the skill accurately and corrections are needed: • Repeat the Instructional Cue. • Prompt with as little assistance as possible. • Reinforce with social praise only. • Repeat the Instructional Cue (with tangible reinforcement available to student). 2. If the student has difficulty or needs the Correction Procedure 2-3 consecutive times, advance to the Errorless Learning Procedure below.
Errorless Learning Procedure	1. Follow the Errorless Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times: • Add a prompt (visual, gesture, verbal or physical) to the instructional cue. • After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical). • Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt, 90% physical prompt, 80% physical prompt, etc) to successfully learn the task. Adjust the prompt levels according to the student's needs. • Continue fading the prompt until the student can correctly perform the skill without prompting. 2. Continue teaching the student new skills following the Sequential Learning Steps.
Recommendations	1. If student has difficulty identifying coins and bills, provide the student with a visual cue by showing him/her a picture of the coin/bill and say, "Give me X." 2. Use the appropriate reinforcement system (e.g. penny, dime, or quarter board) to encourage the student to generalize the skills learned in this program. 3. Also work on Social Skills with this lesson.

Curriculum Area

Communicating with Others

Goal: The student will answer personal questions by responding appropriately when asked personal and non-personal questions while engaged in an interesting activity for 3/3 correct trials across 2 consecutive days for 5 personal questions during random presentation.

Prerequisite Lessons	Materials Provided By:	
	Teacher	**Links™ Curriculum**
• Labeling Nouns (L.46) • Naming People (L.49) • Describing Functional Items in a Book or Manual (L.51)	• Book, game or other activity (for distractions) • Token Board • Reinforcer	• Links™ Instructional Data Form • Sequential Learning Steps **without** Distractor

Instructional Procedures

Instructional Set-up and Teacher Cue

- Throughout this activity, the student needs to be distracted and asked non-personal questions. This is done to en sure that the student will be able to respond to the personal questions when s/he is not necessarily expecting to be asked the questions. One way of doing this is to engage the student in a book or game, ask non-personal questions about the book or game, and insert personal questions into the conversation.
- Begin reading/looking at book or playing a game with the student while asking the student to label various known pictures or objects.
- At random intervals begin by asking the student, "What is your name?" OR "What school do you go to?"
- It is best to start with "What is your name?" OR "What school do you go to?" and advance to the more challenging personal questions after the student meets criteria for these questions.

Expected Student Response

- The student correctly answers the targeted personal question.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

- The student correctly answers questions for 3/3 correct trials across 2 consecutive days during random presentation.

Example

1. While reading a book, the teacher asks the student to point to objects in the book and then asks the student "What is your name?"
2. The student says "Jose."
3. The teacher re-states the correct answer and says, "Jose."
4. The teacher reinforces the appropriate response with a token and social praise.

Introducing New Questions

• Introduce new questions using the Sequential Learning Steps **without** Distractor until the student can answer all 5 personal questions when randomly questioned during a non-personal activity of interest to the student.

Recommended Questions
What is your name?
What school do you go to?
How old are you?
How are you?
Where do you live?

Modifications

Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure	1. If the student does not perform the skill accurately and corrections are needed: • Repeat the Instructional Cue. • Prompt with as little assistance as possible. • Reinforce with social praise only. • Repeat the Instructional Cue (with tangible reinforcement available to student). 2. If the student has difficulty or needs the Correction Procedure 2-3 consecutive times advance to the Errorless Learning Procedure below.
Errorless Learning Procedure	1. Follow the Errorless Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times: • Add a prompt (visual, gesture, verbal or physical) to the instructional cue. • After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical). • Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt, 90% physical prompt, 80% physical prompt, etc) to successfully learn the task. Adjust the prompt levels according to the student's needs. • Continue fading the prompt until the student can correctly perform the skill without prompting. 2. Continue teaching the student new skills following the Sequential Learning Steps.
Recommendations	1. If additional assistance is needed, provide the following prompts: • After asking the question, ask another teacher to stand behind the student and whisper the correct answer to the student. • Provide the student with the correct answer just prior to asking the question (e.g. "Your name is Jose"…"What is your name?"). 2. Once the student has mastered this skill in a 1:1 setting, coach other adults and peers to ask the student the personal questions in other settings. 3. If the student is unable to verbally respond to the questions, have the student use an augmentative communication device to answer the personal questions. 4. Ask 1 personal question for every 2 non-personal questions. 5. Also work on Social Skills with this lesson.

Following Two-Step Directions
Lesson 36

Intermediate

Curriculum Area
Responding to Language

Goal: The student will follow two-step directions needed during functional routines in one location by responding to a verbal request to "X (action) and X (action)" and a visual cue for 3/3 correct trials across 2 consecutive days for 5 directions during random presentation.

Prerequisite Lessons	Materials Provided By:	
	Teacher	**Links™ Curriculum**
• Following One-Step Directions (Expanded; L.35)	• Token Board • Reinforcer	• Links™ Instructional Data Form • Sequential Learning Steps **without** Distractor

Instructional Procedures

Instructional Set-up and Teacher Cue

• Place any needed materials related to the two-step direction near the student.
• Say to the student, "X (action) and X (action)" and provide a visual cue.
• After the student follows the command re-state the command.

Expected Student Response

• The student correctly follows the two-step command.

Reinforcement Procedure

• Reinforce each correct response with a tangible or token reward and social praise.
• Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

• The student follows two-step directions for 3/3 correct trials across 2 consecutive days during random presentation.

Example

1. The teacher says, "Sit down and pick up your pencil" and shows a visual cue.
2. The student sits down and picks up his pencil.
3. After the student follows the directions, the teacher says, "Sitting down and picking up pencil."
4. The teacher reinforces the appropriate response with a token and social praise.

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Introducing New Directions

- Introduce new commands using the Sequential Learning Steps **without** Distractor until the student can follow 5 two-step commands when shown a visual cue during random presentation in one location.

Recommended Directions
"Sit-down and pick up pencil"
"Open locker and get X"
"Give me X and sit down"
"Get and open the book"
"Stand up and clean the desk"

Modifications

Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure	1. If the student does not perform the skill accurately and corrections are needed: • Repeat the Instructional Cue. • Prompt with as little assistance as possible. • Reinforce with social praise only. • Repeat the Instructional Cue (with tangible reinforcement available to student). 2. If the student has difficulty or needs the Correction Procedure 2-3 consecutive times, advance to the Errorless Learning Procedure below.
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Recommendations	1. Teach two-step directions that are used in the student's daily routines. 2. If student is able to follow two-step directions, advance to Following Two-Step Directions (Expanded), Lesson 81. 3. Also work on Social Skills with this lesson.