

Strand A1: Teaching Time

Language — Imitating, Matching, and Safety Commands



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• 5 Items for imitation• 5 sets objects for matching• Preferred toys and activity options	<ul style="list-style-type: none">• Strand A1 lesson plan• Strand A1 REEL• Data collection sheet

Goal: The student will imitate actions with objects, imitate motor actions, match similar objects, make requests using sounds or partial words, and respond to basic safety commands.

Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

Phase 1: Modeling object use

Target skill goal: The student will imitate specific actions with 5 objects needed during functional routines when given the cue “do this” paired with a model in 90% of trials across 2 consecutive weekly probes.

Phase 2: Modeling motor actions

Target skill goal: The student will imitate 5 motor actions needed during functional routines when given the cue “do this” paired with a model in 90% of trials across 2 consecutive weekly probes.

Phase 3: Matching similar objects

Target skill goal: The student will match 5 objects needed during functional routines by selecting the correct object when given the cue “match X” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Basic safety commands

Target skill goal: The student will respond to basic safety instructions when given a command in 90% of trials across 2 consecutive weekly probes.

Phase 5: Requesting with sounds or partial words

Target skill goal: The student will make a sound or use a partial word to obtain 3 preferred items when shown the desired item in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:

1. The caregiver will provide the direct instruction with guidance and coaching from the teacher. If the student is able to attend to instruction from the teacher, modify the following lesson plan accordingly.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific imitation, matching, safety command, or requesting concept.

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Phases 1 and 2: Modeling actions and modeling object use

Note: Prior to starting, choose the objects and actions that best meets the student’s and caregiver’s needs.

1. Explain the activity:
 - a. “The purpose of this lesson is to teach the student to imitate [actions and/or object use]. We will teach them to imitate actions after you say, ‘Do this’ and model the action. We are going to choose common objects that we can use in routines.”
 - b. “We will choose a few [objects or actions].”
2. Direct the caregiver to gather items, if needed.
3. Begin Instruction:
 - a. **Modeling object use.** “You will start by placing the object in front of the student. When the student is looking at the items, model an action with the object, say, ‘Do this,’ and demonstrate an action with the object, such as opening a book, then place the object back on the table.”
 - b. **Modeling actions.** “When the student is looking at you, say, ‘Do this’ and model an action, such as waving.”
 - c. “If the student responds correctly by copying your action, say the name of the action and provide immediate reinforcement. For example, say, ‘[Action such as opening book or waving], good job! Here is your [reinforcer].”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘do this’ one time.
 - ii. Help them perform the action and give a high five.
 - iii. Try again without prompting to see if they can imitate independently.”
 - e. “You will be providing all the cues, prompting the student and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”
4. After the student is successful with one object, continue teaching additional objects individually and build to a field of 3-5 objects/actions maximum.

Phase 3: Matching similar objects

Note: The caregiver will supply two sets of matching objects (i.e. cups, bowls, spoons) and provide the cues during this lesson. Prior to starting, choose objects that best meet student and caregiver needs.

1. Explain the activity by saying, “During this activity, the student will learn to match two objects. When the student matches an object, you will label the item. We will choose at least 5 objects to teach.”
2. Direct the caregiver to gather needed items.
3. Begin instruction:
 - a. “You will start by placing one object in front of the student and an identical object 6-10 inches away. Begin with X [item i.e. cup].”
 - b. “When the student is looking at the objects say, “Match X [cup].”
 - c. “If the student responds correctly by placing the object on or near the identical one, say the name of the object and provide immediate reinforcement. For example, say, ‘Cup, Good job! Here is your [reinforcer].”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘match X [cup]’ one time.
 - ii. Help the student match the objects and give them a high five.
 - iii. Try again without prompting to see if the student can match independently.”
 - e. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”

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4. If the student continues to get correct responses, coach the caregiver to increase the number or objects to a field of 3-5.
5. During the activity, remind the caregiver to select different targets on the top row and to randomly rotate objects on the bottom row. The bottom row should have no more than five items at one time.

Phase 4: Basic safety commands

1. Explain the activity by saying, “The purpose of this lesson is to teach the student to follow basic safety instructions that will be needed when out in the community or in an emergency.”
2. Begin instruction:
 - a. “You will start by standing next to the student and holding a reinforcer.”
 - b. “When the student is attending, say, ‘X [safety command]’ (i.e. ‘walk with me’).”
 - c. “If the student responds correctly by following the command, say the name of the command and provide immediate reinforcement. For example, say, ‘Walking with me. Good job!’ and provide immediate reinforcement.”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the command, ‘X [walk with me]’ one time.
 - ii. Assist the student with following the command and provide social praise.
 - iii. Try again without prompting.”
 - e. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, add in additional commands (i.e. stop, wait, etc.) or change the location of instruction.

Phase 5: Requesting using sounds or partial words

Note: The caregiver will supply 1-3 preferred items and provide all the cues for this lesson. Prior to starting, choose items that the student shows preference for (i.e. items identified during the Reinforcement Inventory).

1. Explain the activity, by saying, “The purpose of this activity is to teach the student to request an item using sounds or partial words.”
2. Begin instruction:
 - a. “Hold the preferred item out of reach and label the item using one, simple word.”
 - b. “When the student communicates with a sound or partial word, give them the preferred item or activity that they want.”
 - c. “If the student doesn’t say anything, say the name of the item and wait for the student to respond before giving them access to the item.”
 - d. “If the student does not repeat the sound or word, tell the student what to do using a previously learned skill. For example, say, ‘Look at me,’ and provide access to the item. If needed, try holding the item up by your eyes to increase eye contact.”
 - e. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, coach caregiver to gradually increase the preferred items the student is requesting.

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Suggested items and actions to teach in this lesson:		
Phase 1 <ol style="list-style-type: none">1. Toothbrush2. Hat3. Putting on and taking off headphones4. Book5. Putting on and taking off a lid from a container	Phase 2 <ol style="list-style-type: none">1. Stand and sit2. Wave3. Thumbs up4. Shake head no5. Shake head yes	Phase 3 <ol style="list-style-type: none">1. Cup2. Bowl3. Spoon4. Book5. Pencil or writing utensil
Phase 4: <ol style="list-style-type: none">1. Walk2. Stop3. Wait	Phase 5 <ol style="list-style-type: none">1. Foods2. Preferred items or activities3. Sensory items	