

Strand A1: Teaching Time

Language – Modeling, Matching, and Responding to Basic Safety Instructions



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

Goal: The student will imitate actions with objects, match similar objects, and respond to the basic safety instructions “walk” and “come here.”

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 action

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 instructions – Walking

Target skill goal: The student will respond to basic safety instructions when given the cues “walk,” “stop,” and “wait” in 90% of trials across 2 consecutive weekly probes.

Phase 5: Basic safety instructions – Comes when called

Target skill goal: The student will respond to basic safety instructions when given the cue “come here” from 5 feet, 10 feet, and 15 feet 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 direct instruction with guidance and coaching from the teacher. Modify the following lesson plan accordingly if the student is able to attend to direct instruction from the teacher.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific imitation, matching, or basic safety skill concept.

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Phases 1 and 2: Modeling object use and modeling motor action

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

1. Explain the activity using the following script to coach the caregiver:
 - 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/actions] together."
2. Direct the caregiver to gather items if needed.
3. Begin instruction:
 - a. **Modeling object use.** "You will start by placing one object in front of the student. When the student is looking at the items, say, 'Do this' and demonstrate an action with the object [action such as opening a book]. Then place the object back on the table."
 - b. **Modeling actions.** "You will start by saying, 'Look at me' to gain the student's attention. When the student is looking at you, say, 'Do this' and demonstrate an action [action such as clapping hands]."
 - 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 clapping hands], 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 them 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, etc.) 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 five objects to teach."
2. Direct the caregiver to gather the needed items.
3. Begin instruction:
 - a. "You will start by placing one object in front of the student and an identical/similar object 6-10 inches away. Begin with X [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."

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- f. “Do you have any questions? Let’s get started.”
4. If the student continues to get correct responses, coach the caregiver to increase the number of 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 instructions – Walking

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, ‘Walk with me’ and begin slowly walking forward.”
 - c. “If the student responds correctly, say ‘Walking with me. Good job!’ and provide immediate reinforcement [object or token].”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘walk with me’ one time.
 - ii. Hold the student’s hand, assist them with walking next to you for five or more feet, and give them a high five.
 - 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 additional instructions (i.e. stop, wait, etc.) or change the location of instruction.

Phase 5: Basic safety instructions – Comes when called

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 holding a reinforcer and standing 1-3 feet from the student.”
 - b. “When the student is attending, say, ‘Come here.’”
 - c. “If the student responds correctly, say ‘Come here. Good job!’ and provide immediate reinforcement [object or token].”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘come here’ one time.
 - ii. Hold the student’s hand, assist them with walking to the original location, and give them a high five.
 - 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, coach the caregiver to gradually increase the distance between themselves and their student (5 feet, 10 feet, 15 feet, etc.).

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Suggested items and actions to teach in this lesson:

Phase 1

1. Book
2. Hat
3. Car
4. Toothbrush
5. Container lid (taking off/putting on)

Phase 2

1. Stand/sit
2. Wave
3. Clap
4. Stomp feet
5. Arms up

Phase 3

1. Cup
2. Bowl
3. Spoon
4. Book
5. Crayon (writing utensil)

Phase 4

1. "Walk with me"
2. "Stop"
3. "Wait"

Phase 5

1. Distance (5 feet, 10 feet, 15 feet)
2. Locations (other rooms, outside)