

Strand A2: Teaching Time

Functional Academics – Beginning Functional Academics



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Matching flashcards (5 colors, 5 shapes)• Blank paper• Writing utensil (marker, crayon, or pencil)	<ul style="list-style-type: none">• Strand A2 lesson plan• Strand A2 REEL• Data collection sheet

Goal: The student will identify colors and shapes, make a mark on paper, and/or color inside the lines of a simple shape.

Progression of skills:

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

Phase 1: Identifying colors and shapes

Target skill goal: The student will correctly identify 5 colors and 5 shapes by selecting the correct flashcard when given the cue “give me [color/shape]” for 90% of trials across 2 consecutive weekly probes.

Phase 2: Beginning to draw with a marker

Target skill goal: The student will imitate making a mark and/or coloring inside the lines when given the cue “do this” 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. 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 functional academic concept.

Phase 1: Identifying colors and shapes

Note: The caregiver will supply sets of flashcards (colors and shapes) and provide the cues during this lesson. Guide the caregiver to create flashcards using one of the following options:

- **Option 1:** Print one set of the provided flashcards included with this lesson.
 - **Option 2:** Using index cards or small pieces of paper, create a set of flashcards for five colors and/or five shapes.
 - If materials are unavailable, move onto lesson set A2.
1. Explain the activity using the following script to coach the caregiver:
 - a. “During this activity, the student will learn to identify colors and shapes. When the student identifies a color or shape, you will say its name.”
 - b. “You will start by placing a picture card on the table in front of the student. Begin with X [red].”
 - c. “When the student is attending to the picture card. say, ‘Give me X [red].’”
 - d. “If the student responds correctly by placing the card in your hand, label the color or shape and provide immediate reinforcement. For example, say, ‘Red. Good job! Here is your [reinforcer].’”

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- e. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘give me X [red]’ one time.
 - ii. Help the student pick up the card and place it in your hand. Give them a high five.
 - iii. Try again without prompting to see if the student can match independently.”
- f. “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.”
- g. “Do you have any questions? Let’s get started.”
2. If the student continues to get correct responses with one color or shape, coach the caregiver to gradually increase the field of choices to include up to five flashcards.
3. During the activity, remind the caregiver to select different targets (i.e. color or shape) and to randomly rotate flashcards.

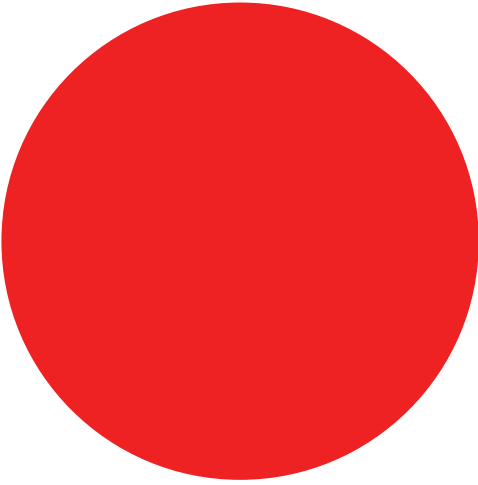
Phase 2: Beginning to draw with a marker

Note: The caregiver will supply blank paper and a writing utensil, and will provide the cues during this lesson. Select option 1 if the student will be making a mark. Select option 2 if the student will color within the lines.

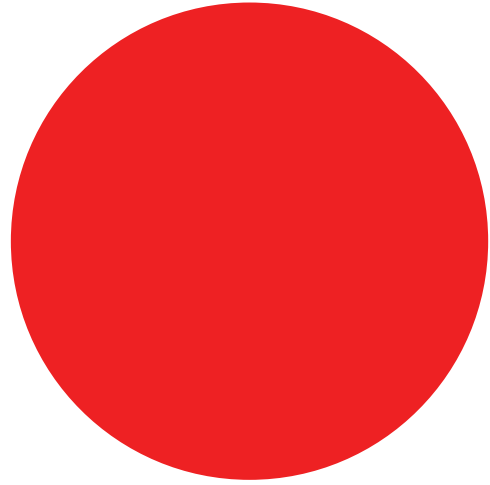
- **Option 1:** Beginning to draw
 - Coach the caregiver to gather blank paper and a variety of writing utensils (markers, crayons, pencils) for the lesson.
 - **Option 2:** Coloring within the lines
 - Instruct the caregiver to draw a few simple shapes (circle, square, rectangle, triangle) on a piece of paper. Recommend the caregiver draw large enough shapes for the student to color.
1. Explain the activity using the following script to coach the caregiver:
 - a. “We are going to work on drawing and coloring within lines. You will need a piece of paper and a writing utensil such as a pencil, crayon, or marker.”
 - b. “You will start by saying, ‘Do this,’ picking up the writing utensil, and coloring on the paper for 5-10 seconds or inside the lines of the shape. Then, put the writing utensil back on the table.”
 - c. “If the student responds correctly by coloring for 5-10 seconds or coloring inside the lines, label the action and provide immediate reinforcement. For example, say, ‘Coloring, good job! Here’s your [reinforcer].’”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the cue ‘do this’ one time.
 - ii. Help the student color for 5-10 seconds or color inside the lines and provide social praise.
 - iii. Try again without prompting to see if the student 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.”
 2. If the student continues to get correct responses, coach the caregiver to gradually change the shapes or pictures that the student is coloring.



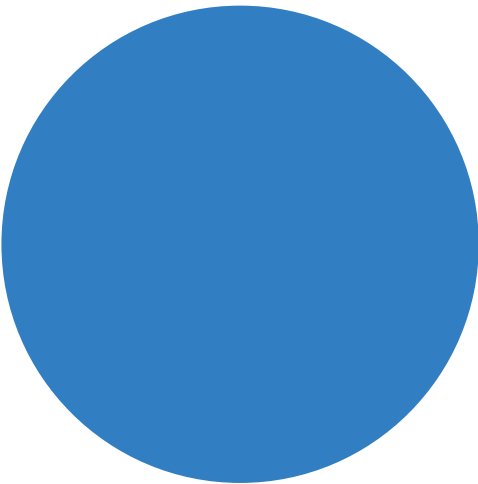
Red



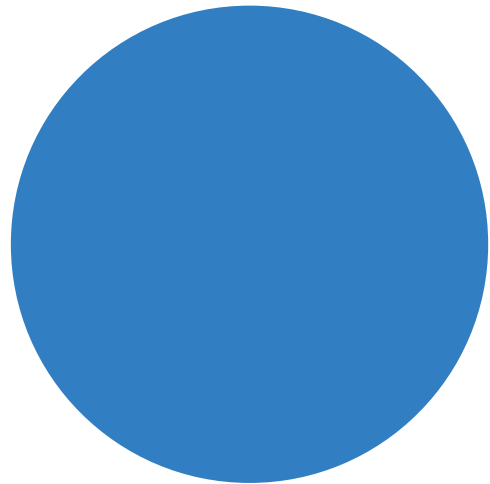
Red



Blue

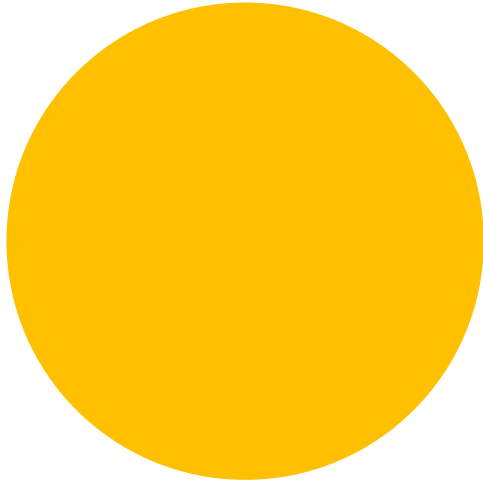


Blue

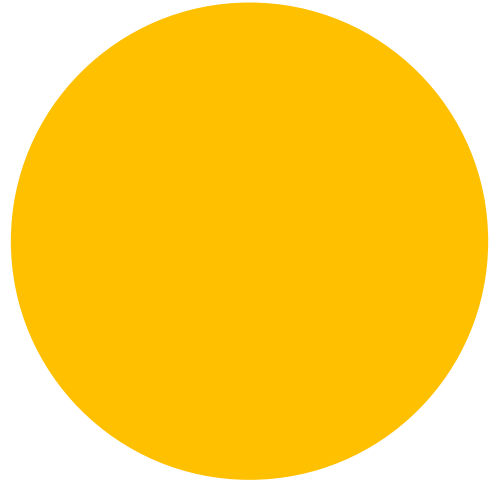




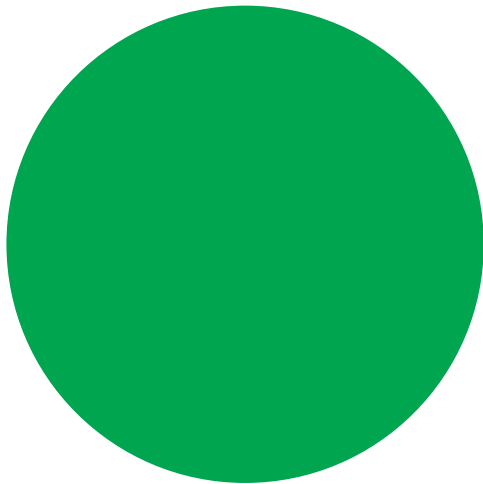
Yellow



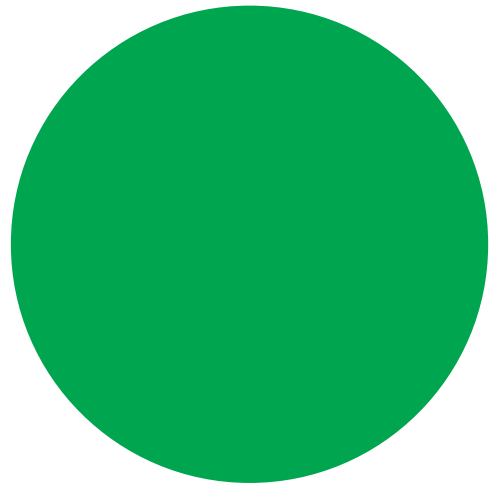
Yellow



Green

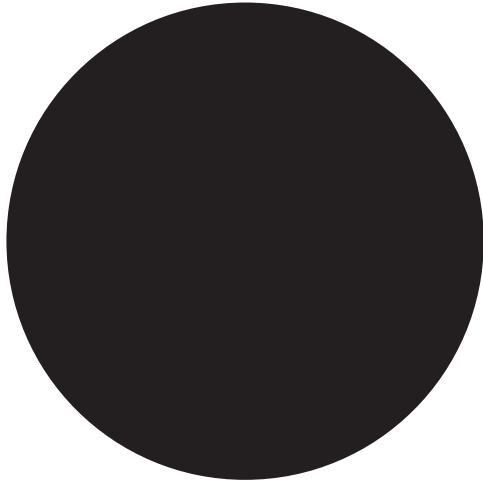


Green

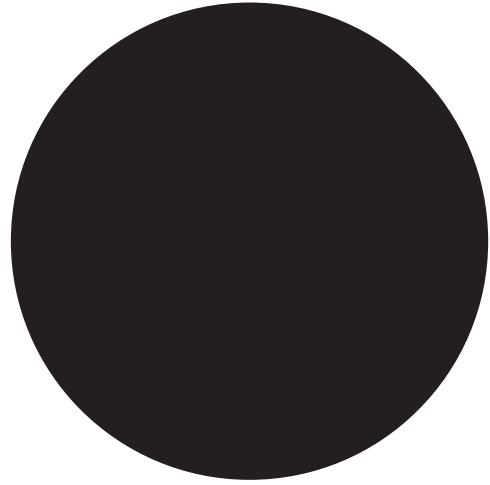




Black

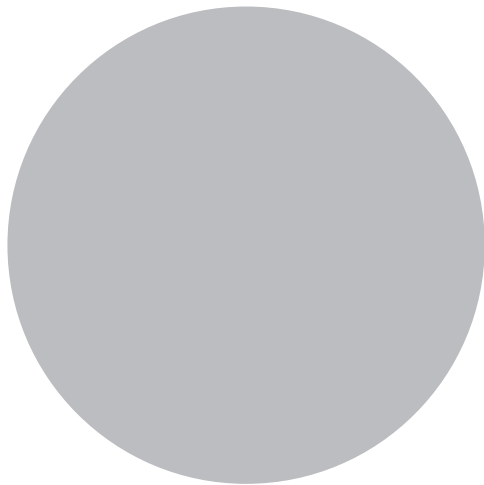


Black

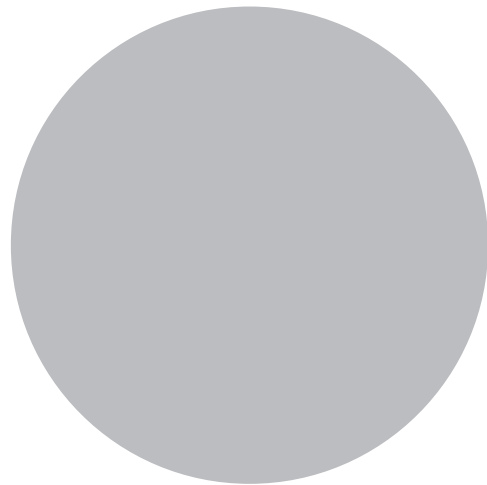




Circle



Circle



Star

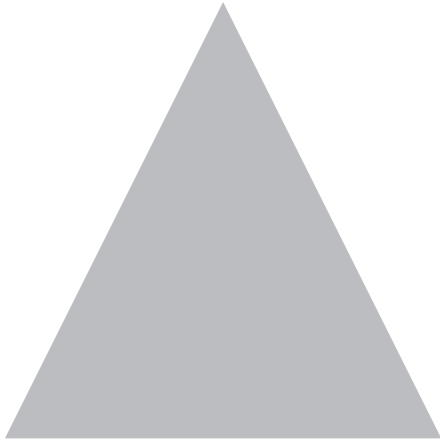


Star

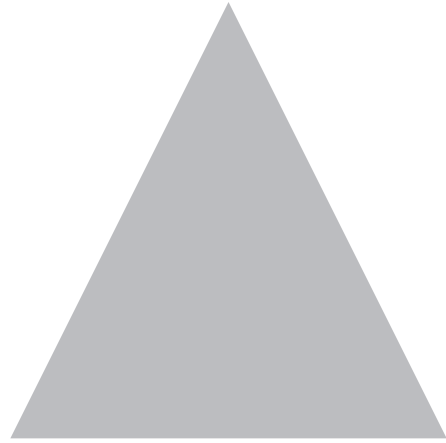




Triangle



Triangle



Square



Square





Rectangle



Rectangle

