

Strand A2: Teaching Time

Language – Learning About Nouns



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 match similar pictures to pictures and objects to pictures, and receptively identify objects and pictures.

Progression of skills:

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

Phase 1: Matching similar pictures

Target skill goal: The student will match 5 similar pictures by selecting the correct picture when given the cue “match X [picture]” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Matching objects to similar pictures

Target skill goal: The student will match 5 objects to corresponding pictures by selecting the correct object when given the cue “match X [object]” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Identifying functional objects

Target skill goal: The student will identify 5 objects by selecting the correct object when given the cue “give me X [object]” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Identifying functional pictures

Target skill goal: The student will identify pictures by selecting the correct picture when given the cue “give me X [picture of object]” 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 language concept.

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Phases 1-4: Matching similar pictures, matching objects to similar pictures, identifying functional objects, and identifying functional pictures

Note: The caregiver will supply the objects and flashcards for this lesson. Guide the caregiver to create flashcards using one of the following options:

- **Option 1:** Print the provided flashcards included with this lesson.
- **Option 2:** Using index cards or small pieces of paper, create two sets of flashcards by drawing a functional object on each card.
- **Option 3:** Use the provided flashcards included with this lesson electronically. The student selects the matching card on the screen by pointing.
- If materials are unavailable and the student cannot attend to the screen, focus on Phase 3: Identifying functional objects.

Phases 1 and 2: Matching similar pictures and matching objects to similar pictures

Note: For these phases, the caregiver will need to have at hand the objects they've gathered and two sets of the corresponding picture flashcards. The caregiver will provide the cues during this lesson.

1. Explain the activity using the following script to coach the caregiver:
 - a. "During this activity, the student will learn to match [pictures to pictures or objects to pictures]. When the student matches a [picture or object], you will say its name."
 - b. "You will start by placing one picture flashcard or object in front of the student and a similar picture flashcard 6-10 inches away. Begin with X [i.e. cup]."
 - c. "When the student is attending to the pictures or object and picture on the table say, 'Match X [i.e. cup].'"
 - d. "If the student responds correctly by placing the object or picture on or near the corresponding picture, label the item and provide immediate reinforcement. For example, say, 'Cup, Good job! Here is your [reinforcer].'"
 - e. "If the student responds incorrectly or does not respond:
 - i. Repeat the cue 'match X [cup]' one time.
 - ii. Help the student match the correct object or picture to the corresponding picture and provide social praise.
 - 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 by matching pictures to pictures or objects to pictures, coach the caregiver to gradually increase the field of choices to include up to 3 flashcards or objects.
3. During the activity, remind the caregiver to select different pictures on the top row and to randomly rotate flashcards or objects on the bottom row. The bottom row should have no more than five flashcards or objects at one time.

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Phases 3 and 4: Identifying functional objects and identifying functional pictures

Note: For these phases, the caregiver will need to have at hand the objects they've gathered and one set of the corresponding picture flashcards.

1. Explain the activity using the following script to coach the caregiver:
 - a. "During this activity, the student will learn to identify objects and pictures. When the student gives you the object or picture you request, you will say its name again."
 - b. "You will start by placing one object or picture on the table. Begin with the cup."
 - c. "When the student is attending to the item say, 'Give me X [cup].'"
 - d. "If the student responds correctly by picking up the object or picture, name the item and provide immediate reinforcement. For example, say, 'Cup, good job! Here is your [reinforcer].'"
 - e. "If the student responds incorrectly or does not respond:
 - i. Repeat the cue "give me X [cup]" one time.
 - ii. Help the student select the correct object or picture and provide social praise.
 - iii. Try again without prompting.
 - 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 by identifying the correct objects and/or pictures, coach the caregiver to gradually increase the field of choices to include up to three flashcards and/or objects.
3. During the activity, remind the caregiver to select different objects and pictures and to randomly rotate the items. The row should have no more than five flashcards or objects at one time.

Suggested items to teach in this lesson:

Phases 1-4

1. Cup
2. Plate
3. Spoon
4. Sock
5. Pen

Note: Duplicate sets of both objects and pictures are needed for this lesson (i.e. two identical pictures of a cup and two physical cups).





