

# Strand A2: Teaching Time

## Language — Learning About Nouns



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• 5 set matching functional objects</li><li>• 5 sets corresponding pictures of functional items</li><li>• Preferred item or toy options</li></ul>	<ul style="list-style-type: none"><li>• Strand A2 lesson plan</li><li>• Strand A2 REEL</li><li>• Data collection sheet</li></ul>

**Goal:** The student will match similar pictures to pictures and objects to pictures, receptively identify objects and pictures, and expressively imitate words.

### 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.

#### Phase 5: Verbal imitation

**Target skill goal:** The student will imitate the caregiver’s cue for a word to obtain 5 preferred items when shown the preferred 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 information. If the student has challenges with a specific language concept.

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

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

- a. **Option 1:** Print the flashcards attached to this lesson.
  - b. **Option 2:** Using index cards or small pieces of paper, draw two sets of functional objects on each card.
  - c. **Option 3:** If materials are unavailable, move onto Phase 3.
1. Explain the activity:
    - a. “During this activity, the student will learn to match pictures to pictures and pictures to objects. When the student matches a picture or object, you will say its name.”
    - b. “Place one object or picture in front of the student and a similar picture 6-10 inches away. Begin with X [item i.e. cup].”
    - c. “Gain the students attention and say, ‘Match X [cup].’”
    - d. “If the student responds correctly by placing the flashcard on or near the identical one or by placing the object on or near the corresponding picture, label the item and provide immediate reinforcement. For example, say, ‘Cup! Good job!’ and give them their reinforcer.”
    - e. “If the student responds incorrectly or does not respond:
      - i. Repeat the cue ‘match X [cup]’ one time.
      - ii. Coach the caregiver to 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/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.

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

**Note:** The caregiver will provide materials (1 set of objects/pictures) and will provide cues during these lessons.

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 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/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 3 flashcards/objects.

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3. During the activity, remind the caregiver to select different objects/pictures and to randomly rotate the items. The row should have no more than five flashcards or objects at one time

### Phase 5: Verbal imitation

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

1. Explain the activity using the following script to coach the caregiver:
  - a. “The purpose of this activity is to teach the student to request an item using imitation.”
  - b. “Hold the preferred item out of reach and label the item using one simple word.”
  - c. “When the student communicates by imitating the word, give them the preferred item or activity that they want.”
  - d. “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.”
  - e. “If the student does not repeat the 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.”
  - 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. As the student responds correctly, coach caregiver to gradually increase the preferred items the student is requesting.

### Suggested items to teach in this lesson:

Phases 1 and 2	Phases 3 and 4	Phase 5
<ol style="list-style-type: none"><li>1. Cup</li><li>2. Plate</li><li>3. Spoon</li><li>4. Sock</li><li>5. Pen or writing utensil</li></ol>	<ol style="list-style-type: none"><li>1. Cup</li><li>2. Plate</li><li>3. Spoon</li><li>4. Sock</li><li>5. Pen or writing utensil</li></ol>	<ol style="list-style-type: none"><li>1. Food</li><li>2. Sensory items</li><li>3. Preferred items or activities</li></ol>





