

Strand A3: Teaching Time

Language – Beginning Vocabulary



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Individual pictures of familiar people	<ul style="list-style-type: none">• Strand A3 lesson plan• Strand A3 REEL• Data collection sheet

Goal: The student will receptively identify and/or expressively label functional nouns, familiar people, and functional verbs through pictures, using their form of communication.

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 functional nouns and/or labeling nouns

Target skill goal: The student will identify and/or label 10 pictures of nouns when given the cue “point to X” and/or “what is it?” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Recognizing familiar people and/or naming people

Target skill goal: The student will identify and/or label 5 familiar people (family, teachers, peers) in pictures when given the cue “point to X” and/or “who is this?” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Identifying functional verbs and/or labeling functional verbs

Target skill goal: The student will identify and/or label 5 functional verbs in pictures when given the cue “point to X” and/or “what is this person doing?” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Requesting using spontaneous words

Target skill goal: The student will spontaneously use one 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 teacher will provide direct instruction to the student. If the student is unable to attend to remote instruction from the teacher, modify the following lesson plan to include more guidance and coaching for the caregiver to provide direct instruction.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific noun, person, or verb.

Phases 1-3: Identifying functional nouns and/or labeling nouns, recognizing familiar people and/or naming people, and identifying functional verbs and/or labeling functional verbs

Note: Prior to starting, choose the option that best meets the student’s needs. Select option 1 if the student is not yet imitating words. Select option 2 if the student can imitate words verbally or using an augmentative communication system. Trials may be presented using a combination of these options as students acquire the ability to recognize and name items.

Option 1: Receptive language trials only

1. Explain the activity: “During this activity, the student will learn to identify and/or label X [functional nouns, familiar people, functional verbs].”

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2. When the student is attending to the screen say, “Point to X” where X is a functional noun, person, or verb (i.e. “Point to bed”).
3. If the student responds correctly, label the picture and direct the caregiver to provide reinforcement (i.e. “Bed! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to X” one time.
 - b. Coach the caregiver to help the student point to the correct picture and provide social praise.
 - c. Try again without prompting.
5. If the student continues to get correct responses by labeling the picture correctly, gradually increase the field of pictures up to 3-5.

Option 2: Receptive and expressive language trials

1. Explain the activity: “During this activity, the student will learn to identify and/or label X [functional nouns, familiar people, functional verbs].”
2. When the student is attending to the screen say, “Point to X” where X is a functional noun, person, or verb (i.e. “Point to bed”).
3. If the student responds correctly, immediately ask, “What/who is this?” or “What is this person doing?”
4. If the student responds correctly, label the picture and direct the caregiver to provide reinforcement (i.e. “Bed! Good job! Here is your [reinforcer]”).
5. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to X” one time.
 - b. Coach the caregiver to help the student point to the correct picture.
 - c. Immediately re-state the question and the answer (i.e. “What is it? Bed!”).
 - d. Give the student time to imitate the word (i.e. “bed”) and provide social praise.
 - e. Try again without prompting to see if the student can label the item independently.”
6. If the student continues to get correct responses by labeling the picture correctly, gradually increase the field of pictures up to 3-5.
7. After teaching target items, present the nouns, people, or verbs with flashcards. Use your cursor to identify the target image, drop the receptive cue “point to X,” and just cue “what is this?;” “who is this?;” or “what is this person doing?”

Phase 4: Requesting using spontaneous 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 in the Reinforcement Inventory).

1. Explain the activity using the following script to coach the caregiver:
 - a. “Hold the preferred item out of reach, and when the student communicates with a spontaneous word, give them the preferred toy or activity.”
 - b. “If the student doesn’t say anything, say the name of the toy and wait for the student to repeat you before giving them access to the toy.”
 - c. “If the student does not repeat the word/phrase, tell them what to do using a previously learned skill. For example, say, ‘Look at me’ and provide access to the toy. If needed, try holding the item up by your eyes to increase eye contact.”
2. As the student responds correctly, coach the caregiver to gradually increase the number of preferred items the student is requesting.

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Suggested vocabulary words and familiar people to teach in this lesson:

Phases 1

1. Bed
2. Sink
3. Plate
4. Phone
5. Toothbrush
6. Pizza
7. Car
8. Bus
9. Shirt
10. Pants

Phases 2

1. Parents
2. Siblings
3. Teachers
4. Grandparents
5. Caregivers
6. Friends

Phase 3

1. Eating
2. Sleeping
3. Brushing (teeth)
4. Running
5. Reading