

# Strand A3: Teaching Time

## Language – Beginning Vocabulary



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

**Goal:** The student will make a request for preferred items using sounds, imitation, and spontaneous 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: 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: Identifying body parts

**Target skill goal:** The student will identify 5 body parts when given the cue “touch your X” in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: 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 4: 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.

### 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.

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### Phases 1 and 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. Gain the student's attention and say, "Point to X" where X is a functional noun (i.e. "Point to bed").
2. If the student responds correctly, label the picture and direct the caregiver to provide reinforcement (i.e. "Bed! Good job! Here is your [reinforcer].").
3. 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.

#### Option 2: Receptive and expressive language trials

1. Gain the student's attention and say, "Point to X" where X is a functional noun (i.e. "Point to bed").
2. If the student responds correctly, immediately ask, "What/who is this?" or "What is this person doing?"
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.
  - 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.
5. After teaching target items using the receptive and expressive format, present the nouns, people, or verbs flashcard style. Use your cursor to identify the target image and use the cue "what is this?"; "who is this?"; or "what is this person doing?" (i.e. drop the receptive cue).

#### Phase 2: Identifying body parts

1. Gain the student's attention and say, "Touch your X" where X is a body part (i.e. "Touch your nose").
2. If the student response correctly, label the body part and direct the caregiver to provide reinforcement (e.g. "Nose! Good job! Here is your [reinforcer]").
3. If the student responds incorrectly or does not respond:
  - a. Repeat the cue "touch your X" one time.
  - b. Coach the caregiver to help the student touch the correct body part and provide social praise.
  - c. Try again without prompting.

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

#### Phase 1

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

#### Phase 2

1. Nose
2. Ear
3. Head
4. Foot
5. Stomach

#### Phase 3

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

#### Phase 4

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