

# Strand B1: Teaching Time

## Language – Following Directions



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Common items used in the household</li><li>• Preferred toys or activity options</li></ul>	<ul style="list-style-type: none"><li>• Strand B1 lesson plan</li><li>• Strand B1 REEL</li><li>• Data collection sheet</li></ul>

**Goal:** The student will follow one- and two-step directions, use pictures to obtain objects, make requests using phrases, and reject items using “no X.”

### Progression of skills:

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

#### Phase 1: Following one-step directions

**Target skill goal:** The student will follow 5 one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Following one-step directions (expanded)

**Target skill goal:** The student will follow 5 additional one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: Following two-step directions

**Target skill goal:** The student will follow 5 two-step directions needed during functional routines by responding to the verbal request to “X [action] and Y [direction]” in 90% of trials across 2 consecutive weekly probes.

#### Phase 4: Using pictures to obtain objects

**Target skill goal:** The student will use 5 pictures to obtain objects needed during functional routines by finding the correct object when given the cue “get X [object]” and presented with a picture of the object in 90% of trials across 2 consecutive weekly probes.

#### Phase 5: Requesting using phrases

**Target skill goal:** The student will request 10 items using phrases by stating (verbally or with an augmentative communication system) “I want X” or “No X” when a desired or undesired item is presented 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.

### Phases 1-3: Following one-step directions and following two-step directions

**Note:** Choose one- or two-step directions that the student uses during functional routines.

1. Explain the activity using the following script to coach the caregiver:
  - a. “We are going to work on following one-step and/or two-step directions. You will give the student a one-step direction like ‘stand up’ or a two-step direction like ‘give me the book and sit down.’”

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- b. “Say, ‘X [direction]’ (i.e. ‘Stand up’) or say, ‘X [direction] and Y [direction]’ (i.e. ‘Give me the book and sit down’).”
2. If the student responds correctly, direct the caregiver to label the action and provide reinforcement (i.e. “Standing up! Good job! Here is your [reinforcer].”)
3. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “X [direction]” one time (i.e. Stand up).
  - b. Help the student perform the action and provide social praise.
  - c. Try again without prompting.

### Phase 4: Using pictures to obtain objects

**Note:** Place the following items in their corresponding locations in the house: fork (kitchen), toothbrush (bathroom), shoes (closet), pencil (on table), book (bedroom).

1. When the student is attending to the screen, direct the caregiver to say, “Get X [item on screen]” (e.g. “Get fork”).
2. If the student gets the correct item from the location, direct the caregiver to label the item and provide reinforcement (i.e. “Fork. Good job! Here if your [reinforcer]”).
3. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “get X [object]” one time.
  - b. Walk with the student and help them perform the action item and provide social praise.
  - c. Try again without prompting.

### Phase 5: Requesting using phrases

**Note:** The caregiver will provide preferred items for this lesson

1. Tell the caregiver to hold up a preferred item in front of the student but out of reach.
2. When the student is attending to the item, say, “What do you want?”
3. If the student responds correctly by saying, “I want X [item],” label the item and provide reinforcement (e.g. “iPad. Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “what do you want?” one time.
  - b. Immediately say the phrase (“I want X”) and wait for the student to imitate (e.g. “What do you want? I want iPad!”). Then provide social praise.
  - c. Try again without prompting.
5. If the student continues to get the correct answer, try using non preferred items to encourage student to say, “No X [item].”
6. If the student continues to get correct responses, coach the caregiver to increase the number or objects to a field of 3-5.
7. During the activity, remind the caregiver to select different targets on the top row and to randomly rotate objects on the bottom row. The bottom row should have no more than five items at one time.

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### Suggested directions to use for this lesson:

<b>Phase 1</b> <ol style="list-style-type: none"><li>1. Sit down</li><li>2. Stand up</li><li>3. Take out</li><li>4. Put away</li><li>5. Open book</li></ol>	<b>Phase 2</b> <ol style="list-style-type: none"><li>1. Pick up</li><li>2. Go to X [location]</li><li>3. Get X [item]</li><li>4. Open</li><li>5. Close</li></ol>	<b>Phase 3</b> <ol style="list-style-type: none"><li>1. Stand up and give me the headphones</li><li>2. Sit down and pick up pencil</li><li>3. Get the book and open it</li><li>4. Get the container and put the lid on it</li><li>5. Get the X [item] and turn it on</li></ol>
<b>Phase 4:</b> <ol style="list-style-type: none"><li>1. Get fork</li><li>2. Get toothbrush</li><li>3. Get shoes</li><li>4. Get pencil</li><li>5. Get book</li></ol>	<b>Phase 5</b> <ol style="list-style-type: none"><li>1. Activities/preferred items</li><li>2. Food</li><li>3. Sensory items</li></ol>	