

# Strand B2: Teaching Time

## Functional Academics — Beginning Writing



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Paper</li><li>• Pens, markers, or crayons</li></ul>	<ul style="list-style-type: none"><li>• Strand B2 lesson plan</li><li>• Strand B2 REEL</li><li>• Data collection sheet</li></ul>

**Goal:** The student will imitate picking up a pen and drawing a mark, trace lines and shapes, and trace and copy their name.

### Progression of skills:

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

#### Phase 1: Picking up a pen and learning to mark

**Target skill goal:** The student will imitate picking up a pen and making a 3-inch mark when provided a model and given the cue “do this” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Tracing lines, shapes, and name

**Target skill goal:** The student will correctly trace vertical lines, two shapes, and their name within  $\frac{1}{4}$  inch of the dotted line in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: Copying name

**Target skill goal:** The student will correctly copy the letters in their name 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 if the student has challenges with a specific writing concept.

#### Phase 1: Picking up a pen and learning to mark

**Note:** The caregiver will supply paper and writing utensils during this lesson.

1. Direct the caregiver to place paper and a writing utensil, such as a pen, on the table.
2. Tell the caregiver to say, “Do this,” and demonstrate picking up the writing utensil properly and/or making a 3-inch line on the paper. Following the model, direct the caregiver to place the writing utensil back on the table.
3. If the student responds correctly, direct the caregiver to label the action and provide immediate reinforcement (i.e. “Picking up pen. Good job!” Here’s your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “do this” one time and demonstrate picking up the pen with correct grip and/or making a mark.
  - b. Help the student imitate the action and provide social praise.
  - c. Try again without prompting.

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### Phase 2: Tracing lines, shapes, and name

**Note:** The caregiver will supply worksheets and provide the cues during this lesson.

1. Direct the caregiver to draw a few simple vertical lines, shapes, and the student's name on a piece of paper using dashes for the student to trace.
2. Tell the caregiver to say, "Trace X" where X is either a line, shape, or the student's name and demonstrate, if needed.
3. If the student responds correctly, label the line, shape, or name, and provide reinforcement (i.e. "Square. Good job! Here's your [reinforcer]").
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue "trace X" one time.
  - b. Help the student trace.
  - c. Label the line, shape, or name and provide social praise.
  - d. Try again without prompting.

### Phase 3: Copying name

**Note:** The caregiver will supply worksheets and provide the cues during this lesson.

1. Direct the caregiver to write the student's name on a piece of paper, leaving space under each word for the student to copy. Recommend the caregiver write the words clearly and large enough for the student to copy.
2. Tell the caregiver to say, "Copy your name," and demonstrate, if needed.
3. If the student responds correctly, label the name, and provide reinforcement (i.e. "Sam Jones. Good job! Here's your [reinforcer]").
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue "copy your name" one time.
  - b. Help the student copy their name.
  - c. Label their name and provide social praise.
  - d. Try again without prompting.

### Suggested concepts to teach in this lesson:

#### Phase 1

1. Pick up a pen
2. Make a mark

#### Phase 2

1. Vertical lines
2. Circle
3. Square
4. Student name

#### Phase 3

1. Student name