

Strand B2: Teaching Time

Language — Information Ordering and Understanding 1



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Visual schedule image flashcards (2 sets)• Preferred food, items, or activities	<ul style="list-style-type: none">• Strand B2 lesson plan• Strand B2 REEL• Data collection sheet

Goal: The student will identify and/or expressively label functional nouns, sort functional nouns into categories and/or expressively label the categories, understand an icon-based schedule, demonstrate understanding of and/or label 3-part functional picture sequences, and use various words and phrases to make a request.

Progression of skills:

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

Phase 1: Building vocabulary/building expressive vocabulary

Target skill goal: The student will identify and/or label 15 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: Grouping items by name

Target skill goal: The student will group items by sorting them into different noun categories (food, objects, animals) and/or label the category when shown a picture of a noun and given the cue “point to X” and/or “what is it?” for 3 categories in 90% of trials across 2 consecutive weekly probes.

Phase 3: Understanding a visual daily schedule

Target skill goal: The student will match 5 schedule images from their daily schedule to identical images when given the cue “match X” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Understanding/describing 3-part picture sequences

Target skill goal: The student will demonstrate understanding of and/or label 3-part functional picture sequences when given the cue “point to the next steps” and/or “tell me the story” for 3 sequences in 90% of trials across 2 consecutive weekly probes.

Phase 5: Using various words and phrases to make a request

Target skill goal: The student will use a variety of 3-4 word phrases to request to obtain preferred items when shown the desired items for 90% of the trials for 2 consecutive weekly probes for at least 5 different items.

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.

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Phases 1 and 2: Building vocabulary/building expressive vocabulary and grouping items by name

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 the name of the item or the category (i.e. “Point to banana” or “Point to the animals”).
2. If the student responds correctly, label the item or category and direct the caregiver to provide reinforcement (i.e. “Banana! Good job! Here is your [reinforcer] or “Animals! 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 the name of the item or the category (i.e. “Point to banana” or “Point to the animals”).
2. If the student points to the correct item or category, immediately ask, “What is it?”
3. If the student responds correctly, repeat the label and direct the caregiver to provide reinforcement (i.e. “Banana! Good job! Here is your [reinforcer] or “Animals! 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? Banana!” or “What is it? Animals!”).
 - d. Give the student time to imitate the word (i.e. “banana” or “animals”) and provide social praise.
 - e. Try again without prompting.

Phase 3: Understanding a visual daily schedule

Note: The caregiver will supply two sets of visual schedule image flashcards, and will provide the cues during this lesson. Prior to starting, choose schedule pictures that best meet student and caregiver needs.

1. Direct the caregiver to place one schedule image in front of the student and the matching schedule image 3-5 inches away.
2. Tell the caregiver to say, “Match X” where X is a schedule image (e.g. “Match teaching time”).
3. If a student responds correctly, direct the caregiver to label the schedule image and provide reinforcement (i.e. “Teaching time! Good job! Here’s your [reinforcer]).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “match X [schedule image]” one time.
 - b. Help the student match the schedule picture and provide social praise.
 - c. Try again without prompting.

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Phase 4: Understanding and describing 3-part picture sequences

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

Step 1: Cooking routine – Sequence panel three

1. Show the REEL slide with the first two pictures of the cooking sequence strip and the last picture presented randomly. Say, “Read recipe. Get ingredients and equipment. [Pause]. Point to the next step.”
2. If the student points to the steps in the correct order:
 - a. Label the step (i.e. “Make food”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (e.g. “Read recipe. Get ingredients and equipment. Make food).
3. If the student responds incorrectly or does not respond:
 - a. Say, “Read recipe. Get ingredients and equipment. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student point to the correct picture and give social praise.
 - c. Try again without prompting.

Step 2: Cooking routine – Sequence panels two and three

1. Show the REEL slide with the first picture of the cooking sequence strip and the last two pictures presented randomly. Say, “Read recipe. [Pause]. Point to the next step in order.”
2. If the student points to the steps in the correct order:
 - a. Label the steps in order (i.e. “Get ingredients and equipment. Make food”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (e.g. “Read recipe. Get ingredients and equipment. Make food.”).
3. If the student responds incorrectly or does not respond:
 - a. Say, “Read recipe. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student to point to the correct picture and give social praise.
 - c. Try again without prompting.

Step 3: Cooking routine – Sequence panels one, two, and three

1. Show the REEL slide with the first picture of the cooking sequence strip and the last two pictures presented randomly. Say, “Point to the next steps in order.”
2. If the student points to the steps in the correct order:
 - a. Go to the next slide showing the correct sequence.
 - b. Name the steps in order (e.g. “Read recipe. Get ingredients and equipment. Make food.”).
3. If the student responds incorrectly or does not respond:
 - a. Say, “Point to the steps in order.”
 - b. Coach the caregiver to help the student to point to the correct picture and give social praise.
 - c. Try again, without prompting.

Step 4: Additional three-part functional picture sequences

1. Choose another routine.
2. Repeat steps 1-3 for each routine.

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Option 2: Receptive and expressive language trials

Step 1: Cooking routine – Sequence panel three

1. Show the REEL slide with the first two pictures of the cooking sequence strip and the last picture presented randomly. Say, “Read recipe. Get ingredients and equipment. [Pause]. Point to the next step.”
2. If the student points to the steps in the correct order, go to the next slide and say, “Read recipe. Get ingredients and equipment. [Pause]. Tell me about the last picture.”
3. If the student responds incorrectly or does not respond:
 - a. Say, “Read recipe. Get ingredients and equipment. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student point to the correct picture and name the step (i.e. “Make food”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to re-state the prompt and the answer (e.g. “Tell me about the last picture. Make food”).
 - e. Give the student time to imitate the words for the last picture (i.e. “Make food”) and give social praise.
 - f. Try again without prompting.

Step 2: Cooking routine – Sequence panels two and three

1. Show the REEL slide with the first picture of the cooking sequence strip and the last two pictures presented randomly. Say, “Read Recipe. [Pause]. Point to the next steps in order.”
2. If the student points to the steps in the correct order, go to the next slide and say, “Read recipe. [Pause]. Tell me about the last two pictures.”
3. If the student responds incorrectly or does not respond:
 - a. Say, “Read recipe. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student put the pictures in order and name the steps (e.g. “Get ingredients and equipment. Make food”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to prompt the student by re-stating the prompt and the answer (e.g. “Tell me about the last two pictures. Get ingredients and equipment. Make food.”).
 - e. Give the student time to imitate the words for the last two pictures and give social praise.
 - f. Try again without prompting.

Step 3: Cooking routine – Sequence panels one, two, and three

1. Show the REEL slide with the blank template of the cooking sequence strip and the three pictures presented randomly and say, “Point to the steps in order.”
2. If the student points to the steps in the correct order, go to the next slide and say, “Tell me the story.”
3. If the student responds incorrectly or does not respond:
 - a. Say, “Point to the steps in order.”
 - b. Coach the caregiver to help the student put the pictures in order and name the steps (e.g. “Read recipe. Get ingredients. Make food”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to prompt the student by re-stating the prompt and the answer (e.g. “Tell me the story. Read recipe. Get ingredients. Make food”).
 - e. Give the student time to imitate the words for the story and give social praise.
 - f. Try again, without prompting.

Step 4: Additional three-part functional picture sequences

1. Choose another routine.
2. Repeat steps 1-3 for each routine.

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Phase 5: Using various words and phrases to make a request

1. Use the following script to guide the caregiver:
 - a. “To teach the student to request an item, we are going to follow these steps.”
 - b. “Hold up a preferred item or show the student the preferred item.”
 - c. “If needed, start by prompting with a verbal cue such as ‘may I have X [preferred item]?’ to prompt the correct response.”
 - d. “After the student says, ‘May I have X [preferred item]?’ or another appropriate phrase, give the student the actual item, repeat the name of the item and allow them to access the item for a few seconds before giving the student another opportunity to respond.”
 - e. “Start the next trial by restricting access to the item or, if needed, say, ‘My turn’ and take the item back.”
 - f. “Use the new item to teach the student to request using ‘may I have X [preferred item]?’ or another similar phrase.”
 - g. “If the student does not repeat the word/phrase, tell the student what to do using a previously learned skill. For example, say, ‘Look at me’ and provide access to the preferred item. If needed, try holding the item up by your eyes to increase eye contact.”

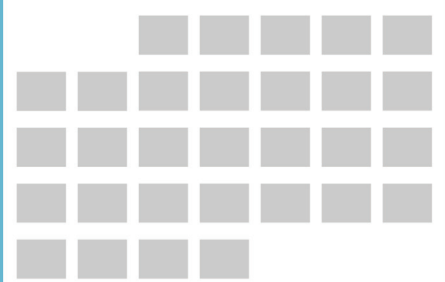
Suggested directions to use for this lesson:

<p>Phase 1 vocabulary</p> <ol style="list-style-type: none"> 1. Banana 2. Apple 3. Cookie 4. Carrot 5. Hotdog 6. Dog 7. Bird 8. Fish 9. Horse 10. Tiger 11. Soap 12. Clock 13. Shovel 14. Cup 15. Pencil 	<p>Phase 2 schedule images</p> <ol style="list-style-type: none"> 1. Greeting 2. Calendar 3. Weather 4. Teaching time 5. Video 	<p>Phase 3 categories</p> <ol style="list-style-type: none"> 1. Food: banana, apple, cookie, carrot, hot dog 2. Animals: dog, bird, fish, horse, tiger 3. Objects: Soap, clock, shovel, cup, pencil
<p>Phase 4 sequences</p> <ol style="list-style-type: none"> 1. Cooking: Read recipe. Get ingredients. Make food. 2. Using Computer: Go to computer. Find Program. Use computer. 3. Washing Hands: Put soap on hands. Rub hands together. Put hands in water to rinse off soap. 	<p>Phase 5 requests</p> <ol style="list-style-type: none"> 1. “May I have X?” 2. “I would like X, please” 3. “Can I have X?” 	



Month

Year



Month

Year

