

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)	<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 categories, and demonstrate understanding of and/or label three-part functional picture sequences.

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 pictures of nouns 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 and/or describing three-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.

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 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]”).

Strand B2: Teaching Time

Language – Information Ordering and Understanding 1



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 and/or describing three-part picture sequences

Option 1: Receptive language trials only

Step 1: Hi-Ho Cherry-O® routine – Sequence panel three

Note: This task teaches the last Hi-Ho Cherry-O® routine sequence step in the provided REEL slides.

1. Show the slide with the first two pictures of the Hi-Ho Cherry-O® routine sequence and the last picture presented randomly. Say, “Spin spinner. Pull cherries off tree. [Pause]. Point to the next step.”
2. If the student points to the correct picture:
 - a. Name the step (i.e. “Put in bucket”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (e.g. “Spin spinner. Pull cherries off tree. Put in bucket”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Spin spinner. Pull cherries off tree. [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 2: Hi-Ho Cherry-O® routine – Sequence panels two and three

Note: This task teaches the last two Hi-Ho Cherry-O® routine sequence steps in the provided REEL slides.

1. Show the slide with the first picture of the Hi-Ho Cherry-O® routine sequence and the last two pictures presented randomly. Say, “Spin spinner. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Name the steps (i.e. “Pull cherries off tree. Put in bucket”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (e.g. “Spin spinner. Pull cherries off tree. Put in bucket”).

Strand B2: Teaching Time

Language – Information Ordering and Understanding 1



3. If the student responds incorrectly or does not respond:
 - a. Say, “Spin spinner. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and give social praise.
 - c. Try again without prompting.

Step 3: Hi-Ho Cherry-O® routine – Sequence panels one, two, and three

Note: This task teaches all three Hi-Ho Cherry-O® routine sequence steps in the provided REEL slides.

1. Show the slide with blank sequence template and all three pictures presented randomly. Say, “Spin spinner. [Pause]. Point to the steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Go to the next slide showing the correct sequence.
 - b. Name the steps in order (i.e. “Spin spinner. Pull cherries off tree. Put in bucket”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to the steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and give social praise.
 - c. Try again without prompting.

Option 2: Receptive and expressive language trials

Step 1: Hi-Ho Cherry-O® routine – Sequence panel three

Note: This task teaches the last Hi-Ho Cherry-O® routine sequence step in the provided REEL slides.

1. Show the slide with the first two pictures of the Hi-Ho Cherry-O® routine sequence and the last picture presented randomly. Say, “Spin spinner. Pull cherries off tree. [Pause]. Point to the next step.”
2. If the student points to the correct picture:
 - a. Go to the next slide.
 - b. Say, “Spin spinner. Pull cherries off tree. [Pause]. Tell me about the last picture.”
3. If the student responds incorrectly or does not respond:
 - a. Say, “Spin spinner. Pull cherries off tree. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student to point to the correct picture and name the step (e.g. “Put in bucket”).
 - 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. Put in bucket”).
 - e. Give the student time to imitate the words for the last picture (i.e. “Put in bucket”) and give social praise.
 - f. Try again without prompting.

Strand B2: Teaching Time

Language – Information Ordering and Understanding 1



Step 2: Hi-Ho Cherry-O® routine – Sequence panels two and three

Note: This task teaches the last two Hi-Ho Cherry-O® routine sequence steps in the provided REEL slides.

1. Show the slide with the first picture of the Hi-Ho Cherry-O® routine sequence and the last two pictures presented randomly. Say, “Spin spinner. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. put the steps in the correct order):
 - a. Go to the next slide.
 - b. Say, “Spin Spinner. [Pause]. Tell me about the last two pictures.”
3. If the student responds incorrectly or does not respond:
 - a. Say, “Spin spinner. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student put the pictures in order and name the step (i.e. “Pull cherries off tree. Put in bucket”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to re-state the prompt and the answer (i.e. “Tell me about the last two pictures. Pull cherries off tree. Put in bucket”).
 - 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: Hi-Ho Cherry-O® routine – Sequence panels one, two, and three

Note: This task teaches all three Hi-Ho Cherry-O® routine sequence steps in the provided REEL slides.

1. Show the slide with blank sequence template and all three pictures presented randomly. Say, “Point to steps in order.”
2. If the student responds correctly (i.e. put the steps in the correct order):
 - a. Go to the next slide.
 - b. 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 (i.e. “Spin spinner. Pull cherries off tree. Put in bucket”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to re-state the prompt and the answer (i.e. “Tell me the story. Spin spinner. Pull cherries off tree. Put in bucket”).
 - e. Give the student time to imitate the words for the story and give social praise.
 - f. Try again without prompting.

Strand B2: Teaching Time

Language – Information Ordering and Understanding 1



Concepts taught in this lesson:

Phase 1 vocabulary

1. Banana
2. Apple
3. Cookie
4. Carrot
5. Hot dog
6. Dog
7. Bird
8. Fish
9. Horse
10. Tiger
11. Soap
12. Clock
13. Shovel
14. Cup
15. Pencil

Phase 2 vocabulary and categories

1. Food: banana, apple, cookie, carrot, hot dog
2. Animals: dog, bird, fish, horse, tiger
3. Objects: soap, clock, shovel, cup, pencil

Phase 3 sequences

1. Hi-Ho Cherry-O®
 - a. Step 1: Spin spinner
 - b. Step 2: Pull cherries off tree
 - c. Step 3: Put in bucket
2. Using a computer
 - a. Step 1: Go to computer
 - b. Step 2: Find program
 - c. Step 3: Use computer
3. Washing hands:
 - a. Step 1: Put soap on hands
 - b. Step 2: Rub hands together
 - c. Step 3: Put hands in water to rinse off soap