

Strand B3: Teaching Time

Functional Academics — Intermediate Math



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)	<ul style="list-style-type: none">• Strand B3 lesson plan• Strand B3 REEL• Data collection sheet

Goal: The student will count, identify and/or label numbers, and match objects to numbers 1-30.

Progression of skills:

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

Phase 1: Counting from memory (1-30)

Target skill goal: The student will correctly count from memory when given the cue “count to X” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Identifying/labeling numbers (1-30)

Target skill goal: The student will identify and/or label numeral 1-30 when give the cue “point to X” and/or “what number is it?” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Counting groups of objects and matching to number (expanded)

Target skill goal: The student will match objects to numbers for numbers 1-30 when given the cues “count the objects” and “point to the number” 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 math concept.

Phase 1: Counting from memory (1-30)

Note: If the student is not yet imitating words, replace verbal language with an augmentative communication device or skip this phase and move onto Phase 2: Option 1.

1. Gain the student’s attention and say, “Count to X” where X is a number under thirty (i.e. “Count to 14”).
2. If the student responds correctly, repeat the target number and direct the caregiver to provide reinforcement (i.e. “Fourteen! Good job! Here’s your [reinforcer]).
3. If the student responds incorrectly or does not respond:
 - a. Stop the trial and repeat the cue “count to X” one time.
 - b. Help the student count to the correct number (i.e. verbally count with them) and provide social praise.
 - c. Try again without prompting.

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Phase 2: Identifying and/or labeling numbers (1-30)

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 [number]” (i.e. “Point to fifteen”).
2. If the student responds correctly, label the number and direct the caregiver to provide reinforcement (i.e. “Fifteen! 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 number 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 [number]” (i.e. “Point to fifteen”).
2. if the student points to the correct number, immediately ask, “What number is this?”
3. If the student responds correctly, repeat the number and direct the caregiver to provide reinforcement(i.e. “Fifteen! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to X [number]” one time.
 - b. Coach the caregiver to help the student point to the correct number.
 - c. Immediately re-state the question and the answer (i.e. “What number is this? Fifteen!”).
 - d. Give the student time to imitate the number (i.e. “fifteen”) and provide social praise.
 - e. Try again without prompting.

Phase 3: Counting groups of objects and matching to number (expanded)

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. The caregiver will provide

Option 1: Receptive language trials only

1. Gain the student’s attention and say, “Count the objects.”
2. If the student counts the correct number, immediately tell the student, “Point to the number.”
3. If the student responds correctly, label the number and direct the caregiver to provide reinforcement (i.e. “Fifteen! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “count the objects” one time.
 - b. Coach the caregiver to help the student to point to each object and count.
 - c. Immediately say, “Point to the number” and coach the caregiver to help the student point to the correct number and provide social praise.
 - d. Try again without prompting.

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Option 2: Receptive and expressive language trials

1. Gain the student's attention and say, "Count the objects."
2. If the student counts the correct number, immediately ask the student, "How many did you count?"
3. If the student responds correctly, repeat the number and direct the caregiver to provide reinforcement (i.e. "Fifteen! Good job! Here is your [reinforcer]").
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue "count the objects" one time.
 - b. Coach the caregiver to help the student point to each object and count.
 - c. Immediately state the question and the answer at once (e.g. "How many did you count? Fifteen!").
 - d. Give the student time to imitate the number word (i.e. "Fifteen") and provide social praise.
 - e. Try again without prompting.