

Strand B3: Teaching Time

Language – Book Use



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

Goal: The student will identify and describe items in a book or magazine.

Progression of skills:

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

Phase 1: Identifying items in a book and/or describing functional items in a book

Target skill goal: The student will identify and/or describe functional items (i.e. objects, food, and people) in 3 books by pointing to 1 item on each page of a short book when given the cue “point to X (item)” and/or “tell me about the picture” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Identifying multiple items in a book and/or describing functional items in a book

Target skill goal: The student will identify and/or describe functional items (i.e. objects, food, people, locations, actions) in 3 books by pointing to 2 or 3 items on each page of a short book when given the cue “point to X and Y” and/or “tell me about the picture” 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: Identifying items in a book and/or describing functional items in a book and identifying multiple items in a book and/or describing functional items in a book

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. Direct the caregiver to get a book and open the book to the first page.
2. Tell the caregiver to say, “Point to X” or “Point to X and Y” where X and Y are a noun and/or action on the page (i.e. “Point to bed” or “Point to flower and tree”).
3. If the student responds correctly, direct the caregiver to label the noun and/or action in the picture and provide immediate reinforcement (i.e. “Bed! Good job! Here is your [reinforcer]”).

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4. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “point to X” or “point to X and Y.”
 - b. 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. Direct the caregiver to get a book and open the book to the first page.
2. Tell the caregiver to say, “Point to X” or “Point to X and Y” where X and Y are a noun and/or action on the page (i.e. “Point to bed” or “Point to flower and tree”).
3. If the student responds correctly, immediately say, “Tell me about the picture.”
4. Following a correct response, direct the caregiver to repeat the word the student used to label the object (or action) and provide immediate reinforcement (e.g. “Bed! Good Job! Here is your [reinforcer]”).
5. If the student responds incorrectly or does not respond direct the caregiver to:
 - a. Repeat the cue “point to X” or “Point to X and Y.”
 - b. Help the student point to the correct picture.
 - c. Immediately re-state the prompt and the answer (i.e. “Tell me about the picture. Bed!”).
 - d. Give the student time to imitate the word (i.e. “bed”) and provide social praise.
 - e. Try again, without prompting.