

Strand B3: Teaching Time

Language — Verbs



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

Goal: The student will receptively identify and/or expressively label verbs, label the actions of a peer or adult, 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: Identifying functional verbs/labeling functional verbs

Target skill goal: The student will identify and/or label 5 functional verbs through pictures when given the cue “point to X” and/or “what is this person doing?” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Understanding verbs in context

Target skill goal: The student will label 5 actions of a peer or adult by answering the question “what is X [name of person] doing?” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Using various words and phrases to make a request (expanded)

Target skill goal: The student will use 5 words and phrases either verbally or with an augmentative communication system to make requests by using a variety of phrases when a desired item is presented 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 verb or requesting phrase.

Phase 1: Identifying functional verbs/labeling functional verbs

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 a verb (e.g. “Point to eating”).
2. If the student responds correctly, label the image and direct the caregiver to provide reinforcement (e.g. “Eating. Good job! Here’s your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to X” one time.

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- b. Coach the caregiver to help the student to point to the correct image 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 a verb (e.g. "Point to eating").
2. If the student points to the correct image, immediately ask the student, "What is this person doing?"
3. If the student responds correctly, repeat the label and direct the caregiver to provide reinforcement (e.g. "Eating. Good job! Here's 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 (e.g. "What is this person doing? Eating!").
 - d. Give the student time to imitate the verb (i.e. "eating") and provide social praise.
 - e. Try again without prompting.

Phase 2: Labeling actions

1. Gain the student's attention, demonstrate an action X (e.g. clapping hands), and ask, "What am I doing?"
2. If the student responds correctly, repeat the action, label it, and direct the caregiver to provide reinforcement (e.g. "Clapping hands! Good job! Here's your [reinforcer]").
3. If the student responds incorrectly or does not respond:
 - a. Repeat the action one time (e.g. clap your hands).
 - b. Immediately re-state the question and the answer (e.g. "What am I doing? Clapping hands!").
 - c. Give the student time to imitate the answer (i.e. "clapping hands") and provide social praise.
 - d. Try again without prompting.

Phase 3: Using various words and phrases to make a request (expanded)

Note: The caregiver will supply the preferred items. Make sure each item is motivating enough for the student to 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 asks, '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."

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Suggested vocabulary, actions, and phrases to teach in this lesson:

Phase 1	Phase 2	Phase 3
<ol style="list-style-type: none">2. Drinking3. Pouring4. Cooking5. Cleaning6. Writing	<ol style="list-style-type: none">1. Clapping2. Drinking3. Yawning4. Walking5. Reading	<ol style="list-style-type: none">1. "I want the X"2. "Can I have the X?"3. "Give me the X please"4. "May I have the X?"5. "Please pass the X"