

Strand C1: Teaching Time

Functional Academics — Intermediate Reading



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Simple books with pictures or magazines	<ul style="list-style-type: none">• Strand C1 lesson plan• Strand C1 REEL• Data collection sheet

Goal: The student will match words to pictures.

Progression of skills:

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

Phase 1: Matching word to pictures (expanded)

Target skill goal: The student will correctly match words to pictures for 10 words when given the cue “point to the word that matches the picture” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Identifying and labeling items in a book or magazine

Target skill goal: The student will identify and/or describe functional items (e.g. objects, food, and people) in 3 books, manuals, or magazines by pointing to 1 item on each page 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 3: Identifying and labeling multiple items in a book or magazine

Target skill goal: The student will identify and/or describe functional items (e.g. objects, food, people, locations, actions) in 3 books, manuals, or magazines by pointing to 2 or 3 items on each page when given the “point to X [item 1] and Y [item 2]” 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 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 reading concept.

Phase 1: Matching word to pictures (expanded)

1. Gain the student’s attention and say, “Point to the word that matches the picture.”
2. If the student responds correctly, label the word and direct the caregiver to provide reinforcement (e.g. “Bed! Good job! Here’s your [reinforcer]”).
3. If the student responds incorrect or does not respond:
 - a. Repeat the cue “point to the word that matches the picture” one time.
 - b. Coach the caregiver to help the student point to the correct word and provide social praise.
 - c. Try again, without prompting.

Strand C1: Teaching Time

Functional Academics — Intermediate Reading



Phase 2 and 3: Identifying and labeling items in a book or magazine and identifying and labeling multiple items in a book or magazine

Note: The caregiver will provide the direct instruction with guidance and coaching from the teacher. Choose 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 or magazine and open to the first page.
2. Tell the caregiver to say, “Point to X” or “Point to X and Y” where X and Y are nouns and/or actions shown on the page (e.g. “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 from the page and provide immediate reinforcement (e.g. “Bed. Good job! Here’s your [reinforcer]”).
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” one time.
 - 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 or magazine and open to the first page.
2. Tell the caregiver to say, “Point to X” or “Point to X and Y” where X and Y are nouns and/or actions shown on the page (e.g. “Point to bed” or “Point to flower and tree”).
3. If the student points to the correct noun or action, immediately say, “Tell me about the picture.”
4. If the student responds correctly, direct the caregiver to repeat the word the student said to label the item and/or action and provide immediate reinforcement (e.g. “Bed! Good Job! Here’s 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” one time.
 - b. Help the student point to the correct picture.
 - c. Immediately re-state question and the answer at once (e.g. “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.

Vocabulary words in this lesson:

Phase 1

1. Pizza
2. Car
3. Bus
4. Shirt
5. Pants
6. Banana
7. Dog
8. Cup
9. Pencil
10. Cookie