

# Strand C1: Teaching Time

## Language – Social Communication



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Children’s book</li><li>• Cup</li><li>• Water</li></ul>	<ul style="list-style-type: none"><li>• Strand C1 lesson plan</li><li>• Strand C1 REEL</li><li>• Data collection sheet</li></ul>

**Goal:** The student will recognize and/or name emotions and label the actions of a peer or an adult.

### Progression of skills:

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

#### Phase 1: Recognizing and naming emotions

**Target skill goal:** The student will recognize and/or name five emotions when given the cue “point to person who is X” and/or “how do they feel?” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Labeling actions

**Target skill goal:** The student will label five actions of a peer or adult by answering the question “what is [name of person] doing?” in reference to an action of a peer or adult 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.

#### Phase 1: Recognizing and naming emotions

**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 the person who is X” where X is an emotion (i.e. “Point to the person who is happy”).
2. If the student responds correctly, label the emotion and direct the caregiver to provide reinforcement (i.e. “Happy! Good job! Here is your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
  - a. Repeat the cue “point to the person who is 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.

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### Option 2: Receptive and expressive language trials

1. Gain the student's attention and say, "Point to the person who is X" where X is an emotion (i.e. "Point to the person who is happy").
2. If the student points to the correct person, immediately ask the student, "How do they feel?"
3. If the student responds correctly, label the emotion and direct the caregiver to provide reinforcement (i.e. "Happy! Good job! Here is your [reinforcer]").
4. If the student responds incorrectly or does not respond:
  - a. Repeat the cue "point to the person who is 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. "How do they feel? Happy!").
  - d. Give the student time to imitate the word (i.e. "happy") and provide social praise.
  - e. Try again without prompting.

### Phase 2: Labeling actions

**Note:** If the student is not yet imitating language, replace verbal language with an augmentative communication device or skip this phase and move onto language lesson set C2.

1. Gain the student's attention, demonstrate an action (i.e. 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 (i.e. "Clapping hands! Good job! Here is your [reinforcer]").
3. If the student responds incorrectly or does not respond:
  - a. Repeat the action one time (i.e. clap your hands).
  - b. Immediately re-state the question and the answer (i.e. "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.

### Suggested vocabulary, actions, and concepts for this lesson:

#### Phase 1

1. Happy
2. Sad
3. Scared
4. Mad
5. Surprised

#### Phase 2

1. Clapping
2. Drinking
3. Yawning
4. Walking
5. Reading