

# Strand C2: Teaching Time

## Functional Academics — Intermediate Writing



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Paper</li><li>• Writing utensils (pencils, markers, crayons)</li><li>• Computer and keyboard</li></ul>	<ul style="list-style-type: none"><li>• Strand C2 lesson plan</li><li>• Strand C2 REEL</li><li>• Data collection sheet</li></ul>

**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: Typing words

**Target skill goal:** The student will type words needed during functional routines when given the cue “type the word X” and shown the written word in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Tracing words

**Target skill goal:** The student will correctly trace at least five words within ¼ inch of the dotted line in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: Copying words

**Target skill goal:** The student will copy at least five words correctly when given a written word card and lined sheet of paper 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. During this instructional session, coach the caregiver to work directly with the student. If the student is able to attend to remote instruction from the teacher, modify the following lesson plan to provide direct instruction.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific writing concept.

#### Phase 1: Typing words

**Note:** Instruct the caregiver to prepare flashcards with words the student will type. Recommend the caregiver write the words clearly and large enough so the student can copy. If needed, start by having the student type single uppercase or lowercase letters found in target functional words and gradually work up to typing full words.

1. Direct the caregiver to place a flashcard on the table in front of a computer with a keyboard.
2. Tell the caregiver to say, “Type the word X” and demonstrate if needed (e.g. “Type the word ‘plate’”).
3. If the student responds correctly, label the word and provide reinforcement (e.g. “Plate, good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “type the word X” one time.
  - b. Help the student type.
  - c. Label the word and provide social praise.
  - d. Try again without prompting.

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### Phase 2: Tracing words

**Note:** Instruct the caregiver to write a few simple words on a piece of blank paper using dashes so the student is able to trace. Recommend the caregiver write the words clearly and large enough for the student to copy.

1. Direct the caregiver to place the worksheet on the table and a writing utensil, such as a pencil, marker, or crayon.
2. Tell the caregiver to say, “Trace the word X” and demonstrate, if needed (e.g. “Trace the word plate”).
3. If the student responds correctly, label the word and provide reinforcement (e.g. “Plate! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “trace the word X” one time.
  - b. Help the student trace.
  - c. Label the word and provide social praise.
  - d. Try again without prompting.

### Phase 3: Copying words

**Note:** Instruct the caregiver to write a few simple words on a piece of paper, leaving space under each word for the student to copy. Recommend the caregiver write the words clearly and large enough for the student to copy.

1. Direct the caregiver to place the worksheet on the table along with a writing utensil, such as a pencil, marker, or crayon.
2. Tell the caregiver to say, “Copy the word X” and demonstrate, if needed (e.g. “Copy the word ‘plate’”).
3. If the student responds correctly, label the word and provide reinforcement (e.g. “Plate, good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “copy the word X” one time.
  - b. Help the student copy.
  - c. Label the word and provide social praise.
  - d. Try again without prompting.

### Suggested vocabulary to teach in this lesson:

#### Phase 1-3

1. Plate
2. Milk
3. Shirt
4. Pizza
5. Bed

\*Consider teaching other relevant words related to the student’s functional routines, including functional objects used in daily routines, words from the student’s daily schedule, preferred menu items, grocery lists, or preferred activities