

# Strand C2: Teaching Time

## Language — Advanced Language Concepts 1



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Small, familiar items (paper, blocks, box, cup, etc.)</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 identify and/or describe the function of a object or a community member and identify and/or describe locations with prepositions.

### 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 and describing functions of objects and community members

**Target skill goal:** The student will identify and/or describe the function of 10 objects or community members by selecting the correct object or community member and/or stating the object’s function when given the cues “point to the object you X [function]”; “point to the person that X [function]”; “what do you do with X [object]?”; and/or “what does a(n) X do?” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Identifying prepositions and using prepositions to describe locations

**Target skill goal:** The student will demonstrate an understanding of 5 prepositions in context by performing the correct action associated with a preposition and/or describe the location of objects by using the correct preposition when given the cue “put the X [object 1] Y [preposition] the Z [object 2]” and/or “where is X?” after the object is placed in a location that requires the use of a preposition 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 language concept.

#### Phase 1: Identifying and describing functions of objects and community members

**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 object you X” where X is the function of the object (e.g. “Point to the object you write with”).
2. If the student responds correctly, label and state the function of the object and direct the caregiver to provide reinforcement (e.g. “Pencil, you write with a pencil! Good job! Here’s your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
  - a. Repeat the cue “point to the object you X” one time.

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- b. Coach the caregiver to 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. Gain the student's attention and say, "Point to the object you X" where X is the function of the object (e.g. "Point to the object you write with").
2. If the student points to the correct object, immediately ask, "What do you do with this object?"
3. If the student responds correctly, label and state the function of the object and direct the caregiver to provide reinforcement (e.g. "Pencil, you write with a pencil! Good job! Here's your [reinforcer]").
4. If the student responds incorrectly or does not respond:
  - a. Repeat the cue "point to the object X" one time.
  - b. Coach the caregiver to help the student point to the correct object.
  - c. Immediately re-state the question and the answer at once (e.g. "What do you do with this object? Write with it!").
  - d. Give the student time to imitate the response (i.e. "write with it") and provide social praise.
  - e. Try again without prompting.

### Phase 2: Identifying prepositions and using prepositions to describe locations

**Note:** The caregiver will supply familiar items that can be physically manipulated (e.g. paper, blocks, box, cup, etc.) and will provide the cues during this lesson. 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 place two familiar items in front of the student that can be used to put objects "in" and "under" (e.g. a box and a small piece of paper that fits inside the box).
2. Tell the caregiver to say, "Put the X [object 1] Y [preposition] the Z [object 2]" (e.g. "Put the paper in the box").
3. If the student responds correctly, direct the caregiver to label the object, state its location, and provide reinforcement (e.g. "Paper in box! Good job! Here is your [reinforcer]").
4. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue "put the X [object 1] Y [preposition] the Z [object 2]" one time.
  - b. Help the student complete the action (i.e. put the paper in the box) and provide social praise.
  - c. Try again without prompting.

### Option 2: Receptive and expressive language trials

1. Direct the caregiver to place two familiar items in front of the student that can be used to put objects "in" and "under" (e.g. a box and a small piece of paper that fits inside the box).
2. Tell the caregiver to say, "Put the X [object 1] Y [preposition] the Z [object 2]" (e.g. "Put the paper in the box").
3. If the student responds correctly, coach the caregiver to immediately ask the student, "Where is the paper?"
4. If the student responds correctly, direct the caregiver to label the object, state its location, and provide reinforcement (e.g. "Paper in box! Good job! Here is your [reinforcer]").
5. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue "put the X [object 1] Y [preposition] the Z [object 2]" one time.
  - b. Help the student complete the action (i.e. put the paper in the box).
  - c. Immediately re-state the question and the answer at once (e.g. "Where is the paper? In the box").
  - d. Give the student time to imitate the words (i.e. "in the box") and provide social praise.
  - e. Try again without prompting.

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### Suggested vocabulary and concepts for this lesson:

#### Phase 1

1. Pencil
2. Cup
3. Book
4. Scissors
5. Fork
6. Firefighter
7. Dentist
8. Garbage collector
9. Mail carrier
10. Doctor

#### Phase 2

1. In
2. On
3. Under
4. Beside
5. Behind