

Strand C2: Teaching Time

Language – Advanced Language Concepts 1



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Small, familiar item (paper, block, etc.)• Box or cup	<ul style="list-style-type: none">• Strand C2 lesson plan• Strand C2 REEL• Data collection sheet

Goal: The student will identify and/or describe the function of an object, locations with prepositions, and adjectives.

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 labeling functions of objects

Target skill goal: The student will identify and/or describe the function of 5 objects by selecting the correct object and/or stating the object's function when given the cue "point to the object you X [function]" and/or "what do you do with X?" in 90% of trials across 2 consecutive weekly probes.

Phase 2: Identifying and/or describing locations with prepositions

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]" (i.e. "Put the pencil behind the block") 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.

Phase 3: Identifying adjectives and/or describing size, shape, and differences

Target skill goal: The student will demonstrate an understanding of 5 adjectives in context by selecting the correct object and contrasting objects and/or use adjectives to describe size, shape, and differences of objects or pictures of objects when given the cue "point to X [adjective] object" (i.e. "Point to the red apple") and/or "describe this X [object]" 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.

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Phase 1: Identifying and labeling functions of objects

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 item (i.e. “Point to the object you write with”).
2. If the student points to the correct object, label the picture, state the function of the object, and direct the caregiver to provide reinforcement (i.e. “Pencil! You write with a pencil! Good job! Here is your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to the object you 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.

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

Phase 2: Identifying adjectives and/or describing locations with prepositions

Note: The caregiver will supply several familiar items that can be physically manipulated (i.e. paper, blocks, box, cup, etc.), and will provide the cues along with the teacher during this lesson. 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. Direct the caregiver to place two familiar items in front of the student that can be used to put objects “in” and “under” (i.e. 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]” (i.e. “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 (i.e. “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.

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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” (i.e. 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]” (i.e. “Put the paper in the box”).
3. If the student responds with the correct action, 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 (i.e. “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 state the question and the answer (i.e. “Where is the paper? In box.”).
 - d. Give the student time to imitate the words (i.e. “in box”) and provide social praise.
 - e. Try again without prompting.

Phase 3: Identifying adjectives and/or describing size, shape, and differences

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 X object” where X is the adjective and the object is the name of the item (i.e. “Point to the blue plate”).
2. If the student responds correctly, label the adjective and picture and direct the caregiver to provide reinforcement (i.e. “Blue plate! Good job! Here is your [reinforcer]”).
3. If the student points to the correct object, or does not respond:
 - a. Repeat the cue “point to the X object” one time.
 - 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 X object” where X is the adjective and the object is the name of the item (i.e. “Point to the blue plate”).
2. If the student responds with the correct action, immediately say to the student, “Describe the [object]” (i.e. “Describe the plate”).
3. If the student responds correctly, label the adjective and picture and direct the caregiver to provide reinforcement (i.e. “Blue plate! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to the X object” one time.
 - b. Coach the caregiver to help the student point to the correct picture.
 - c. Immediately state the prompt and the answer (i.e. “Describe the plate. Blue plate!”).
 - d. Give the student time to imitate the phrase (“blue plate”) 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

Phase 2

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

Phase 3

1. Colors and shapes
2. Big and little
3. More and less
4. Empty and full
5. Short and tall