

Strand C3: Teaching Time

Functional Academics — Advanced Math 1



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Paper• Pencil (with eraser, if possible)• Small identical sets of objects (blocks, crayons, etc.)	<ul style="list-style-type: none">• Strand C3 lesson plan• Strand C3 REEL• Data collection sheet

Goal: The student will add and take away quantities of objects and add and subtract one-digit numbers.

Progression of skills:

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

Phase 1: Math manipulative concepts — Adding items and/or taking away items

Target skill goal: The student will add or take away the correct number of items for 10 problems (5 addition, 5 subtraction) when given the cue “add more items to make X number,” and/or “take away items so there are only X items left” in 90% of trials across 2 consecutive weekly probes.

Phases 2-3: Adding and/or subtracting one-digit numbers

Target skill goal: The student will correctly add single-digit numbers for 5 number problems, and/or subtract single-digit numbers for 5 number problems and write the correct number 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 math concept.

Phase 1: Math manipulative concepts — Adding items and/or taking away items

Note: The caregiver will supply identical items that can be physically manipulated (i.e. pencils, blocks, etc.), and will provide the cues along with the teacher during this lesson.

Adding items

1. Coach the caregiver to place up to ten identical items on the table in front of the student.
2. Explain the activity using the following script to coach the caregiver:
 - a. “We are going to work on adding objects. You will tell the student to add a specific number of items to the items you’ve laid out in front of the student.”
 - b. “Say, ‘Add more items so there are X items,’ in which X is a number between 2 and 10 (i.e. ‘Add more blocks so there are 9’).”
3. If the student responds correctly, direct the caregiver to repeat the number and provide reinforcement (i.e. “Tell the student, ‘Nine! Good Job! Here is your reinforcer!’”).

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4. If the student responds incorrectly or does not respond, coach the caregiver to:
 - a. Repeat the cue “add more items so there are X items one time (i.e. tell the caregiver, “Hold out your hand and tell the student to add more blocks just once”).
 - b. Coach the caregiver to help the student add the correct number of items while counting and provide social praise.
 - c. Try again without prompting.

Taking away items

1. Coach the caregiver to place up to ten identical items on the table in front of the student.
2. Explain the activity using the following script to coach the caregiver:
 - a. “We are going to work on taking away objects. You will tell the student to take away a specific number of items from the items you’ve laid out in front of the student.”
 - b. “Say, ‘Take away items so there are X items left’ in which X is a number between 2 and 10 (i.e. ‘Take away blocks so there are five left’).”
3. If the student responds correctly, direct the caregiver to repeat the number and provide reinforcement (i.e. “Tell the student, ‘Five! Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, coach the caregiver to:
 - a. Repeat the cue “take away items so there are X items left” one time (i.e. tell the caregiver, “Hold out your hand and tell the student to take away blocks so there are five”).
 - b. Coach the caregiver to help the student take away the correct number of items while counting and provide social praise.
 - c. Try again without prompting.

Phases 2-3: Adding and/or subtracting one-digit numbers

1. Gain the student’s attention and say, “I’m going to tell you a problem, and you will write it down and solve it.”
2. When the student has finished the problem, say, “Show me the answer.”
3. If the student responds correctly, repeat the number problem, state the answer, and provide reinforcement (i.e. say, “Two plus two equals four!”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “I’m going to tell you a problem, and you will write it down and solve it.”
 - b. Coach the caregiver to help the student write down the problem, solve it, and provide social praise.
 - c. Try again without prompting.