

Strand C3: Teaching Time

Language — Information Ordering and Understanding 2



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Household items (e.g. book, paper towel, cloth, etc.)• Pencil, pen, or marker	<ul style="list-style-type: none">• Strand C3 lesson plan• Strand C3 REEL• Data collection sheet

Goal: The student will follow two-step directions, identify the order of items by pointing to the “first,” “next,” and “last” pictures, and demonstrate understanding of and/or label a 4-part functional picture sequence.

Progression of skills:

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

Phase 1: Following two-step directions (expanded)

Target skill goal: The student will follow 5 two-step directions needed during functional routines by responding to the verbal request to “X [action 1] and Y [action 2]” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Identifying the order of items

Target skill goal: The student will identify the order of items by pointing to the “first,” “next” or “last,” item when given the cue “point to X [order position] picture” for three familiar 3-part visual sequences familiar for 90% of trials across 2 consecutive weekly probes.

Phase 3: Understanding and/or describing a 4-part functional picture sequence

Target skill goal: The student will demonstrate understanding of and/or label three 4-part functional picture sequences when given the cue “point to the next steps and/or “tell me the story” 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: Following two-step directions (expanded)

Note: The caregiver will supply the materials and provide the cues for this phase. Instruct the caregiver to gather several household items (e.g. book, paper towel, cloth, etc.) and bring them to the instructional area.

1. Tell the caregiver to give a two-step direction. Say, “Tell the student, ‘X [action 1] and Y [action 2]’ (e.g. “Tell the student, ‘Give me the book and sit down’”).
2. If the student responds correctly, direct the caregiver to label the action and provide reinforcement (e.g. “Tell the student, ‘Giving me the book and sitting down! Good job! Here’s your [reinforcer]’”).
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “X [action 1] and Y [action 2]” one time.
 - b. Help the student perform the action and provide social praise.
 - c. Try again without prompting.

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Phase 2: Identifying the order of items

Note: This task teaches routine sequences in the provided REEL slides. All functional picture sequences in this phase are shown in correct order.

Step 1: Sequence panel one

1. Show the slide with a familiar three-part functional picture sequence. Gain the student's attention and say, "Point to the first picture."
2. If the student responds correctly, label the order position and either direct the caregiver to provide reinforcement or direct the student to give themselves a reinforcer (i.e. "First picture! Good job! Here is your [reinforcer]," or "First picture! Good job! Give yourself a [reinforcer]").
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue "point to the first picture" one time.
 - b. Coach the caregiver to help the student point to the first picture and provide social praise.
 - c. Try again without prompting.

Step 2: Sequence panel two

1. Present the same slide with the familiar three-part functional picture sequence. When the student is attending to the picture on the screen, say, "Point to the first picture." Then say, "Point to the next picture."
2. If the student responds correctly, label the order position and either direct the caregiver to provide reinforcement or direct the student to give themselves a reinforcer (i.e. "Next picture! Good job! Here is your [reinforcer]," or "Next picture! Good job! Give yourself a [reinforcer]").
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, "Point to the first picture. [Pause]. Point to the next picture" one time.
 - b. Coach the caregiver to help the student point to the first picture and then the next picture and provide social praise.
 - c. Try again without prompting.

Step 3: Sequence panel three

1. Present the same slide with the familiar three-part functional picture sequence. Gain the student's attention and say, "Point to the last picture."
2. If the student responds correctly, label the order position and either direct the caregiver to provide reinforcement or direct the student to give themselves a reinforcer (i.e. "Last picture! Good job! Here is your [reinforcer]," or "Last picture! Good job! Give yourself a [reinforcer]").
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue "point to the last picture" one time.
 - b. Coach the caregiver to help the student point to the last picture and provide social praise.
 - c. Try again without prompting.

Phase 3: Understanding and/or describing a 4-part functional picture sequence

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

Step 1: Washing dishes – Sequence panel four

1. Show the slide with the first three pictures of the dish-washing routine sequence and the last picture presented randomly. Say, "Put dish in sink, add soap, wash dish. [Pause]. Point to the next step."

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2. If the student points to the correct picture:
 - a. Name the step (i.e. “Rinse dish”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (i.e. “Put dish in sink, add soap, wash dish, rinse dish”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Put dish in sink, add soap, wash dish. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student to point to the correct picture and give social praise.
 - c. Try again without prompting.

Step 2: Washing dishes – Sequence panels three and four

1. Show the slide with the first two pictures of the dish-washing routine sequence and the last two pictures presented randomly. Say, “Put dish in sink, add soap. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Name the steps (i.e. “Wash dish, rinse dish”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (i.e. “Put dish in sink, add soap, wash dish, rinse dish”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Put dish in sink, add soap. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and give social praise.
 - c. Try again without prompting.

Step 3: Washing dishes – Sequence panels two, three, and four

1. Show the slide with the first picture of the dish-washing routine sequence and the last three pictures presented randomly. Say, “Put dish in sink. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Name the steps (i.e. “Add soap, wash dish, rinse dish”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (i.e. “Put dish in sink, add soap, wash dish, rinse dish”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Put dish in sink. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and give social praise.
 - c. Try again without prompting.

Step 4: Washing dishes – Sequence panels one, two, three, and four

1. Show the slide with the blank sequence template and all four pictures presented randomly. Say, “Point to the steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Name the steps (i.e. “Put dish in sink, add soap, wash dish, rinse dish”).
 - b. Go to the next slide showing the correct sequence.
 - c. Name the steps in order (i.e. “Put dish in sink, add soap, wash dish, rinse dish”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Point to the steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and give social praise.
 - c. Try again without prompting.

Option 2: Receptive and expressive language trials

Step 1: Washing dishes – Sequence panel four

1. Show the slide with the first three pictures of the of the dish-washing routine sequence and the last picture presented randomly. Say, “Put dish in sink, add soap, wash dish. [Pause]. Point to the next step.”
2. If the student points to the correct picture:
 - a. Go to the next slide.
 - b. Say “Put dish in sink, add soap, wash dish. [Pause]. Tell me about the last picture.”
3. Following a correct response, label all four pictures in the sequence and provide reinforcement.
4. If the student responds incorrectly or does not respond:
 - a. Say, “Put dish in sink, add soap, wash dish. [Pause]. Point to the next step.”
 - b. Coach the caregiver to help the student to point to the correct picture and name the step (e.g. “Rinse dish”).
 - c. Go to the next slide.
 - d. Immediately coach the caregiver to re-state the prompt and the answer (e.g. “Tell me about the last picture. Rinse dish”).
 - e. Give the student time to imitate the words for the last picture (i.e. “Rinse dish”) and give social praise.
 - f. Try again without prompting.

Step 2: Washing dishes – Sequence panels three and four

1. Show the slide with the first two pictures of the dish-washing routine sequence and the last two pictures presented randomly. Say, “Put dish in sink, add soap. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Go to the next slide showing the correct sequence.
 - b. Say, “Put dish in sink, add soap. [Pause]. Tell me about the last two pictures.”
3. Following a correct response, label all four pictures in the sequence and provide reinforcement.
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Put dish in sink, add soap. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and name the steps.
 - c. Go to the next slide.
 - d. Immediately state the prompt and the answer (i.e. “Tell me about the last two pictures. Wash dish, rinse dish.”).
 - e. Give the student time to imitate the words for the last two pictures and give social praise.
 - f. Try again without prompting.

Step 3: Washing dishes – Sequence panels two, three, and four

1. Show the slide with the first two pictures of the dish-washing routine sequence and the last two pictures presented randomly. Say, “Put dish in sink. [Pause]. Point to the next steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Go to the next slide showing the correct sequence.
 - b. Say, “Put dish in sink. [Pause]. Tell me about the last three pictures.”
3. Following a correct response, label all four pictures in the sequence and provide reinforcement.
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Put dish in sink. [Pause]. Point to the next steps in order.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and name the steps.
 - c. Go to the next slide.
 - d. Immediately state the prompt and the answer (i.e. “Tell me about the last three pictures. Add soap, wash dish, rinse dish.”).
 - e. Give the student time to imitate the words for the last three pictures and give social praise.
 - f. Try again without prompting.

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Step 4: Washing dishes – Sequence panels one, two, three, and four

1. Show the slide with the blank sequence template and all four pictures presented randomly. Say, “Point to the steps in order.”
2. If the student responds correctly (i.e. points to the steps in the correct order):
 - a. Go to the next slide showing the correct sequence.
 - b. Say, “Tell me the story.”
3. Following a correct response, label all four pictures in the sequence and provide reinforcement.
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “Tell me the story.”
 - b. Coach the caregiver to help the student to point to the pictures in the correct order and name the steps.
 - c. Go to the next slide.
 - d. Immediately state the prompt and the answer (i.e. “Tell me the story: Put dish in water, add soap, wash dish, rinse dish”).
 - e. Give the student time to imitate the words for the last three pictures and give social praise.
 - f. Try again without prompting.

Suggested directions and picture sequences to use for this lesson:

Phase 1	Phase 2	Phase 3
<ol style="list-style-type: none"> 1. Sit down and pick up pencil 2. Give me X and sit down 3. Get and open the book 4. Stand up and clean (or wipe) the desk 5. Open book and stand up 	<ol style="list-style-type: none"> 1. Cooking <ol style="list-style-type: none"> a. First: Read recipe b. Next: Get ingredients c. Last: Make food 2. Using a computer <ol style="list-style-type: none"> a. First: Go to computer b. Next: Find program c. Last: Use computer 3. Washing hands <ol style="list-style-type: none"> a. First: Put soap on hands b. Next: Rub hands together c. Last: Put hands in water to rinse off soap 	<ol style="list-style-type: none"> 1. Washing dishes <ol style="list-style-type: none"> a. Step 1: Put dish in sink b. Step 2: Add soap c. Step 3: Wash dish d. Step 4: Rinse dish 2. Brushing teeth <ol style="list-style-type: none"> a. Step 1: Get toothbrush b. Step 2: Wet toothbrush c. Step 3: Toothpaste on toothbrush d. Step 4: Brush teeth 3. Playing a game <ol style="list-style-type: none"> a. Step 1: Choose game b. Step 2: Get game c. Step 3: Play game d. Step 4: Put game away