Lesson 1: Arrival

Objective: Given adult supervision and simple verbal directions, student will greet adult, walk with adult without holding hands, open door and enter classroom, go to correct location and put belongings away, and go to daily activity schedule, completing at least 90% of steps in arrival routine without prompts on 2 consecutive weekly observations.

Lesson Plan

	Cue	Response	See Also
1	Vehicle arrives. Adult meets student and says, "*Name.*"	Student looks at adult.	Level I, Receptive Language [PRT], Lesson 1
2	Adult says, "Hi."	Student looks at adult and communicates "Hi" by (_____).	Level I, Expressive Language [PRT], Lessons 1 and 2
3	Adult waves hand to student.	Student waves hand.	Level I, Receptive Language [PRT], Lesson 4
4	Adult says, "Walk with me." (Collect data on 3 trials.)	Student walks within 2 feet of adult, without holding hands, for (_____) feet.	Level I, Receptive Language [PRT], Lesson 3
5	At classroom door, adult moves behind student.	Student opens classroom door and enters.	
6	Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.	
7	Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in correct place.	
8	After student puts belongings away, he or she sees consistent location for daily activity schedule.	Student goes to daily activity schedule and begins transition routine.	

Skills for Incidental Teaching

	Cue	Response	See Also
A	Another adult or student says, "Hi."	Student looks at adult or other student and communicates "Hi" by (_____).	Level I, Expressive Language [PRT], Lessons 1 and 2
B	Another adult or student waves at student.	Student waves at other adult or student.	Level I, Receptive Language [PRT], Lesson 4
C	Student is having difficulty taking off or hanging up backpack or coat.	Student looks at adult and communicates need for help to adult by (_____).	Level I, Expressive Language [PRT] lessons
D	Adult says, "*Name.*"	Student looks toward adult.	Level I, Receptive Language [DT], Lesson 1
E	Adult says, "Come here."	Student comes (_____) feet, to within 2 feet of adult.	Level I, Receptive Language [DT], Lesson 1

Examples of Supports and Adaptations to Support Participation

Reinforcement for Good Attempts

Reinforce when step is performed more independently (i.e., with prompts for some, rather than for all, of step) or with better quality (e.g., more quickly, longer, with better form). Choose least intrusive and most natural form of reinforcement that will be effective.

Environmental Arrangement: Space, Visual Supports, Materials, and Time

- **Provide student a cubbyhole, basket, or locker,** clearly marked with name and photograph of student, in arrival area.
- **Provide a minischedule posted near student's cubbyhole, basket, or locker,** showing steps in arrival routine.
- **Arrange student's daily activity schedule,** clearly marked with student's name and photograph, so it is visible in classroom, near arrival area.

Supports for Choice Making, Communication, Social Interaction, and Problem Solving

- **Prepare adults and students** who are likely to encounter student during this routine to greet student by saying student's name and "Hi" or "Bye," and to wave to student.

Steps with Blanks to Specify Student's Responses

②: **Specify what actions or with what words** student communicates "Hi."

④: **Identify expected distance for independence on this step** based on current performance in discrete trial training lesson for this skill (Level I, Receptive Language, Lesson 3: Receptive Actions on a Walk). Use shaping to begin at a successful level for student, and gradually increase to desired distance (for more information on shaping, see STAR Program Manual, Chapter 8).

Student: _____   Date started: _____

Settings: _____   Date mastered: _____

		Date										Sum of Scores	Number of Dates	Average Independence Step-by-Step = Sum of Scores ÷ Number of Dates
Cue	**Response**				Scores									
1. Vehicle arrives. Adult meets student and says, "*Name*."	Student looks at adult.													
2. Adult says, "Hi."	Student looks at adult and communicates "Hi" by (_____).													
3. Adult waves hand to student.	Student waves hand.													
4. Adult says, "Walk with me." (Collect data on 3 trials.)	Student walks within 2 feet of adult, without holding hands, for (_____) feet.													
5. At classroom door, adult moves behind student.	Student opens classroom door and enters.													
6. Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.													
7. Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in the correct place.													
8. After student puts belongings away, he or she sees consistent location for Daily Activity Schedule.	Student goes to Daily Activity Schedule and begins transition routine.													
Summary Scores	Number of Steps Scored													
% of Independence	Number of 4s													
	Number of 4s/Number of Steps Scored x 100													
Average Independence	Sum of Steps Scored													
	Sum of Steps Scored / Number of Steps Scored													

Skills for Incidental Teaching

		Date										Sum of Scores	Number of Dates	Sum of Scores ÷ Number of Dates = Average Independence Step-by-Step
Cue	**Response**				Data Code									
A. Another adult or a student says, "Hi."	Student looks at adult or other student and communicates "Hi" by (_____).													
B. Another adult or student waves at the student.	Student waves at other adult or student.													
C. Student is having difficulty taking off or hanging up backpack or coat.	Student looks at adult and communicates need for help to adult by (_____).													
D. Adult says, "*Name*."	Student looks toward adult.													
E. Adult says, "Come here."	Student comes (_____) feet, to within 2 feet of adult.													

Scoring Key: NA = Not applicable and not counted in score calculations; 0 = No correct response, even with prompts; 1 = Correct response with full physical prompt for all of the step; 2 = Correct response with partial physical prompt for part of the step; 3 = Correct response with visual, verbal, or gesture prompts; 4 = Correct response with no prompts; Mastery = Correct response on 90% of steps, without prompts, on 2 consecutive weekly observations.

SAS Response to RFQ#68153