

Lesson 10: Reading—Receptive Identification of First Name, Match to Picture

Objective: Student will receptively identify his or her written or typed first name from a field of 3 choices by placing his or her name next to his or her picture when given the verbal cue “Match your name with your picture.” Student will respond correctly 3/3 times for 2 consecutive days.

Prerequisite: Criteria were met on Level II, Preacademic Concepts, Lesson 9: Reading—Receptive Identification of First Name, and Level I, Receptive Language, Lesson 12: Labels of Pictures.

RECOMMENDED ITEMS TO TEACH

Items to match: Student’s name and photo (discriminated from distractor names and photos)

Materials Included in Program

- Discrete Trial Training, Daily Data sheet
- Discrete Trial Training, Summary of Skills Mastered

Materials Provided by Teacher

- Index cards with student’s name and distractor names
- Photo of student and distractor photos
- Activities and items to use as reinforcers
- Token board, if appropriate (See Chapter 6.)

Cue	Correct Response	Consequence/Pause	Criteria
<p>1 Teach student to match name with photo when no other names or distractor photos are present.</p> <p>Place the student’s typed name on table and, a few inches away, place a photo of the student.</p> <p>Say, “Match your name with your picture.”</p> <p>Or simply say, “Match <i>Name</i> with picture.”</p>	<p>Student places his or her name with picture.</p>	<p>For a correct response:</p> <ul style="list-style-type: none"> ▪ One-for-one tangible, highly preferred reinforcer <p>and</p> <ul style="list-style-type: none"> ▪ one-for-one social reinforcement. <p>Pause: Student enjoys reinforcer and brief social interaction with teacher.</p> <p>For an incorrect response, provide a CORRECTION.</p> <p>If student is unable to perform task or makes 2–3 incorrect responses, provide RLT.</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

Cue	Correct Response	Consequence/Pause	Criteria
<p>2 Teach student to match name with photo when distractor photo is present.</p> <p>Place student’s typed name on table and, a few inches away, place photo of student and 1 distractor photo (use a photo of another student).</p> <p>Say, “Match your name with your picture.”</p>	<p>See Correct Response 1</p>	<p>See Consequence/Pause 1</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

Cue	Correct Response	Consequence/Pause	Criteria
<p>3 Repeat 2 using 2 distractor photos.</p>	<p>See Correct Response 1</p>	<p>See Consequence/Pause 1</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

Cue	Correct Response	Consequence/Pause	Criteria
<p>4 Teach student to match name with photo when 1 distractor name and 2 distractor photos are present.</p> <p>Place both student’s typed name and second student’s typed name on table and, a few inches away, place photo of student and 2 distractor photos.</p> <p>Say, “Match your name with your picture.”</p>	<p>See Correct Response 1</p>	<p>See Consequence/Pause 1</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

Cue	Correct Response	Consequence/Pause	Criteria
<p>5 Repeat 4 using 2 distractor names and 2 distractor photos.</p> <p><i>Note:</i> This lesson is teaching student to identify his or her written name from other written names and to match it to a picture of him- or herself. Additional student names can be taught using Level III, Preacademic Concepts, Lesson 12: Reading—Sight Words.</p>	<p>See Correct Response 1</p>	<p>See Consequence/Pause 1</p>	<p>3/3 correct responses for 2 consecutive days.</p>

CORRECTION

- When student makes an incorrect response, provide a correction:
1. Stop and restart trial.
 2. Repeat the cue.
 3. Prompt with just enough assistance to get a correct response.
 4. Reinforce with one-for-one social reinforcement only. If needed to maintain responding, also use a less preferred tangible reinforcer.
 5. Re-present the original cue/step without the prompt, and use a highly preferred reinforcer.

Reinforced Learning Trials **RLT**

- If student is unable to perform task or makes 2–3 incorrect responses, provide RLT:
1. Select prompt level that will ensure correct response.
 2. Provide cue along with selected prompt.
 3. Reinforce with tangible and social reinforcement.
 4. After 3/3 correct responses, drop back to a lesser prompt.
 5. Re-present original cue/step when student is ready to attempt task without prompt.

Next up: Provide opportunities for student to use skill during routines (e.g., signing-in during arrival routine).

Lesson 11: Reading—Sight Word Reading, Match to Picture

Objective: Student will receptively identify a written word by matching it to the corresponding picture for a set of 5 words when given verbal cue “Match word to picture.” Student will respond correctly 3/3 times on newest sight word learned and 3/3 times on set of previously learned sight words when randomly presented for 2 consecutive days.

Prerequisite: Criteria were met on Level II, Preacademic Concepts, Lesson 10: Reading—Receptive Identification of First Name, Match to Picture, and Level II, Receptive Language, Lesson 1: Expanded Labels, for at least 5 nouns.

RECOMMENDED ITEMS TO TEACH

Set of 5 functional words matched to known pictures, such as: 1. Bowl; 2. Cup; 3. Spoon; 4. Block; 5. Car

Cue	Correct Response	Consequence/Pause	Criteria
<p>1 Teach student to match written word card to picture of item.</p> <p>Use familiar pictures of objects that student can identify, such as pictures learned in either Level I: Receptive Language, Lesson 12: Labels of Pictures, or Level II, Receptive Language, Lesson 1: Expanded Labels.</p> <p>Start with Step 1 of DT Introduction Procedure A.</p> <p>Place 1 printed word and a corresponding familiar picture of the object in front of the student (e.g., a word card for <i>bowl</i> and a picture of a bowl).</p> <p>Say, “Match the word to the picture.”</p> <p>Suggested RLT prompt:</p> <p>Teach student to match word cards to duplicate word cards using DT Introduction Procedure A until 5 word cards can be placed in front of student, along with matching word card, and he or she can match all word cards. After 3/3 correct responses for 2 consecutive days, begin instruction at 1.</p>	<p>Student identifies word and matches it to picture (e.g., matches the written word card <i>bowl</i> to picture of bowl).</p>	<p>For a correct response:</p> <ul style="list-style-type: none"> One-for-one tangible, highly preferred reinforcer <p>and</p> <ul style="list-style-type: none"> one-for-one social reinforcement. <p>Pause: Student enjoys reinforcer and brief social interaction with teacher.</p> <p>For an incorrect response, provide a CORRECTION.</p> <p>If student is unable to perform task or makes 2–3 incorrect responses, provide RLT.</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

Materials Included in Program

- DT Introduction Procedures
- 5 sight words cards and 5 pictures of functional objects from Card Set. Use pictures of functional objects taught in Level II, Expressive Language, Lesson 1: Labels (cup, bowl, spoon, block, car)
- One distractor word card (a word that will not be learned soon)
- Discrete Trial Training, Daily Data sheet
- Discrete Trial Training, Summary of Skills Mastered

Materials Provided by Teacher

- Activities and items to use as reinforcers
- Token board, if appropriate (See Chapter 6.)

Cue	Correct Response	Consequence/Pause	Criteria
<p>2 Continue with DT Introduction Procedure A until 5 word cards and 1 picture card can be placed in front of student and he or she can match these words to any of the 5 pictures cards.</p> <p>Place word cards in front of student, and then present 1 of the corresponding pictures above the word cards.</p> <p>Say, “Match the word to the picture.”</p> <p>Continue with DT Introduction Procedure A, teaching a new word for each item. For each step, present 1 photo card.</p> <p>Distractor for this lesson could be a word that student will not be learning soon.</p> <p>Example of DT Introduction Procedure A to continue to teach this skill:</p> <ul style="list-style-type: none"> 1st item with D: Student identifies word <i>bowl</i> from distractor word (e.g., distractor for this lesson could be word that student will not be learning soon) and matches it to picture of bowl. 2nd item: Student matches word <i>cup</i> to a picture of cup. 2nd item with D: Student distinguishes word <i>cup</i> from a distractor word and matches it to a picture of cup. 1st and 2nd items: When both word cards for <i>bowl</i> and <i>cup</i> are in front of student, teacher randomly presents 1 matching picture card for bowl or cup and says, “Match word to picture.” Continue teaching student to identify each sight word in isolation, then with distractor, and then use random-presentation format with newly learned sight word and previously learned sight words. 	See Correct Response 1	See Consequence/Pause 1	See DT Introduction Procedure A for the criteria for each step.

CORRECTION

When student makes an incorrect response, provide a correction:

- Stop and restart trial.
- Repeat the cue.
- Prompt with just enough assistance to get a correct response.
- Reinforce with one-for-one social reinforcement only. If needed to maintain responding, also use a less preferred tangible reinforcer.
- Re-present the original cue/step without the prompt, and use a highly preferred reinforcer.

Reinforced Learning Trials **RLT**

If student is unable to perform task or makes 2–3 incorrect responses, provide RLT:

- Select prompt level that will ensure correct response.
- Provide cue along with selected prompt.
- Reinforce with tangible and social reinforcement.
- After 3/3 correct responses, drop back to a lesser prompt.
- Re-present original cue/step when student is ready to attempt task without prompt.

Next up:

Provide opportunities for student to use these sight words in his or her daily routines (e.g., use written words on student’s schedule during transition routine, have student find item using written label on drawer or shelf). For example, during snack, provide student a written menu of preferred food items for his or her snack choices.