

# Strand B1: Teaching Time

## Functional Academics – Beginning Reading



Materials (at home):	Provided materials:	Additional materials (if available):
<ul style="list-style-type: none"> <li>Reinforcers</li> <li>Token board (optional)</li> <li>Index cards for name flashcards</li> </ul>	<ul style="list-style-type: none"> <li>Strand B1 lesson plan</li> <li>Strand B1 REEL</li> <li>Data collection sheet</li> </ul>	<ul style="list-style-type: none"> <li>Large, clear plastic containers or boxes</li> </ul>

**Goal:** The student will receptively identify their first name, letters A-Z, and/or will expressively label letters A-Z through pictures, using the student’s form of communication.

### 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/or labeling alphabet letters

**Target skill goal:** The student will correctly identify and/or label letters A-Z when given the cue “point to X” and/or “what is it?” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Recognizing first name

**Target skill goal:** The student will correctly identify their first name when given the cue “point to name” 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:

- 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.
- See the teacher guide regarding errorless learning if the student has challenges with a specific reading concept.

### Phase 1: Identifying and/or labeling alphabet letters

**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

- Gain the student’s attention and say, “Point to X [letter]” (i.e. “Point to B”).
- If the student responds correctly, label the letter and direct the caregiver to provide reinforcement (i.e. “B! Good job! Here is your [reinforcer]”).
- If the student responds incorrectly or does not respond:
  - Repeat the cue “point to X” one time.
  - Coach the caregiver to help the student point to the correct letter provide social praise.
  - Try again without prompting.

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### Option 2: Receptive and expressive language trials

1. Gain the student's attention and say, "Point to X [letter]" (i.e. "Point to B").
2. If the student points to the correct letter, immediately ask, "What letter is this?"
3. If the student responds correctly, repeat the letter and direct the caregiver to provide reinforcement (i.e. "B! Good job! Here is your [reinforcer]").
4. If the student responds incorrectly or does not respond:
  - a. Repeat the cue "point to X [letter]" one time.
  - b. Coach the caregiver to help the student point to the correct letter.
  - c. Immediately re-state the question and the answer (i.e. "What is it? B!").
  - d. Give the student time to imitate the letter (i.e. "B") and provide social praise.
  - e. Try again without prompting.

### Phase 2: Recognizing first name

**Note:** The caregiver will supply name flashcards and will provide direct instruction with guidance and coaching from the teacher during this lesson.

1. Guide the caregiver to create name flashcards by writing the student's name, along with one or two family members' names, on individual index cards.
2. Direct the caregiver to place the student's name flashcard on the table.
3. Tell the caregiver to say, "Point to your name" (i.e. "Point to Sam").
4. If the student responds correctly, direct the caregiver to say the student's name and provide reinforcement (i.e. "Sam! Good job! Here is your [reinforcer]").
5. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue "point to your name" one time.
  - b. Help the student to point to their name and provide social praise.
  - c. Try again without prompting.
6. If the student continues to get correct responses, coach the caregiver to gradually increase the field of choices by adding in 1-2 additional name flashcards, and only ask the student to identify their own name amongst the cards.

### Suggested targets to teach in this lesson:

#### Phase 1

- Letters A-Z

#### Phase 2

- Student's first name