

**UNDERSTANDING
FUNCTIONAL
WORDS AND
PHRASES**

ACKNOWLEDGMENTS

This program was developed over several years. Earlier versions were field tested and revised based on student outcomes. Janette Hofmeister and Stephen W. Stile assisted in the development, evaluation, and revision of these earlier versions.

Penny Hansen Findlay made design and content revisions for this version. Patricia Willis assisted in reviewing and revising the content.

The instructional sequences in this program have been revised several times as a result of field tests with teachers, parents, and paraeducators. Evaluation data indicate that the instructor does not need previous experience or specialized training to achieve good results.

The lessons in this program are designed for people of both sexes; masculine pronouns are used merely for brevity and convenience.

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GENERAL DIRECTIONS

Please read the following directions carefully.

Important information *unique* to this program is discussed.

Purpose of This Program

The purpose of this program is to provide specific information for teaching the learner to understand simple spoken directions.

Is the Learner Ready?

The learner is ready for this program when he can grasp, push, pull, turn, pick up objects, and correctly imitate body movements (clap his hands when you clap yours or shake his head when you shake yours). Success with this program will be more likely if the learner knows the names of familiar objects in his environment.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate language concepts. The instructor should be attentive to errors to determine what the problem might be. For information about dealing with behavior problems, the instructor should refer to When a Child Misbehaves.

Learning Environment

Length: Work approximately 20 minutes each day. A ten-minute session in the morning and another in the afternoon is an effective schedule.

Time: Try to work with the learner the same time each day. Do not choose a time that conflicts with a highly valued activity for the learner; for example, do not schedule your work during the learner's favorite TV show, regular play time, special activity, recess, favorite class, etc.

Place: Choose a work space that is free from distractions, one that will best suit the activities required by the program.

Be Prepared: Have the work space and materials ready at the scheduled time. This will help you get the session off to a good start. It will also let the learner know that when he arrives he should be ready to work. When the learner gets ready to work, praise him. You could say "I like the way you get ready to work."

Pace and Success: If the learner is succeeding at the tasks but losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedures have not been successful, follow these three steps:

1. Return to a previous task the learner completed successfully.
2. Have the learner repeat that task and praise him when he completes it successfully.
3. Conclude the activity.

General Teaching Tips

Learn How to Use This Program: One of the easiest ways to learn how to use this program is to ask another person (an older child or adult) to pretend to be the learner and to teach the program to that person. The person acting as the learner should be told to make mistakes. This will give you a chance to practice correcting mistakes, which is one of the most important parts of teaching.

Follow All Instructions Carefully: It is important that the learner's experience with this program be

rewarding. As you teach the lessons, it is recommended that you follow the instructions carefully. You will increase the learner's chances of success by following instructions carefully and by paying close attention to the instructions on praising.

Despite Your Best Planning, Things May Still Go Wrong: Despite your best planning, the learner may still fail to master the skills you are trying to teach. Don't let the learner's skill failure turn into a message that he is a *failure* as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding. If you can't achieve success, stop training. *It is far better for the learner to have no instruction than to have consistent demonstrations that he is a failure.*

Symbols Used in This Program: This program uses the terms "Instructor," "Learner," and "Model" to refer to participants. Only the first letter of each term is used:

- I:** stands for the instructor. What the instructor says or does follows it.
- L:** stands for the learner. What the learner says or does follows it.
- M:** stands for the model. What the model says or does follows it.

There are other points to remember:

Information within parentheses () tells what the instructor or learner should do.

Words in bold print are what the instructor says to the learner.

When you see words in brackets, such as [Learner's name] or [Model's name], fill them in with the appropriate name.

Extra Practice: If skills are not practiced, they will be forgotten. The instructor should plan for as much practice as possible. To assist the instructor in this area, additional activities have been included in each lesson in the "Extra Practice" section.

Teaching Procedures: The procedure used in teaching the understanding of functional words includes three steps: SHOW, HELP, and TELL.

When teaching a skill, first **SHOW** the learner how to do it. Then give him a chance to try it alone. If he cannot do it, showing him may not be enough. You should then **HELP** him by moving or guiding him in practicing the skill. Then **TELL** him what to do and give him the chance to do it alone to see if he has mastered the skill. The following examples show how the steps are used:

SHOW: Give the spoken direction and show the learner what you want done. You may use another child or an adult as a model to demonstrate what the learner is to do. Then give the learner a chance to try:

I: (To other child or adult.)

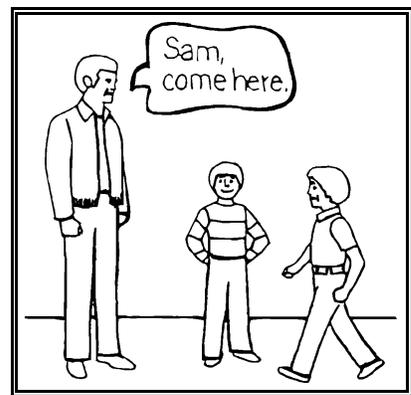
[Model's name], come here.

M: (Goes to the instructor.)

I: (Turns to the learner.)

[Learner's name], come here.

L: (Goes to the instructor.)



HELP: If the learner is having difficulty, give the spoken direction and then help (or have the model help) by moving or guiding the learner in following the direction:

I: (Tell the model to take the learner's hand and guide him to you.)

[Learner's name], come here.

L: (Goes to the instructor with the model's help.)

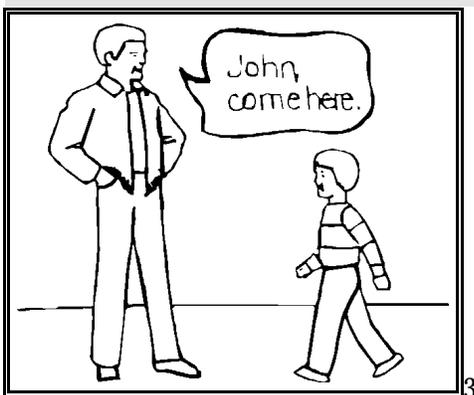


TELL: Give the spoken direction to the learner. The learner must complete it alone. *Do not* show or help the learner follow the direction:

I: **[Learner's name], come here.**

L: (Goes to the instructor by himself.)

I: **Good coming here!**



Note: Additional directions on how to teach this program are located within each lesson.

Providing Rewards

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Recognition can take the form of tangible rewards or social rewards. Both types of rewards are used throughout this program.

Tangible rewards are objects you give a learner for good behavior. Tangible rewards include edible treats, such as fruits, vegetables, nuts, cookies, etc.; special items, such as stickers, small toys, pencils, etc.; and activities, such as playing games, singing, coloring, etc.

Social rewards include any behavior a person exhibits in an attempt to reinforce the good behavior of another. This may include smiling, touching, patting, and certain words and phrases like "You are doing a good job, Edward."

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior. To be effective, though, praise must be specific. When the learner gives a correct response, it is important to let him know exactly what he did correctly. "Very good!" does not tell the learner exactly what he did. Here are some better ways to praise the learner:

I: **Good looking at me!**

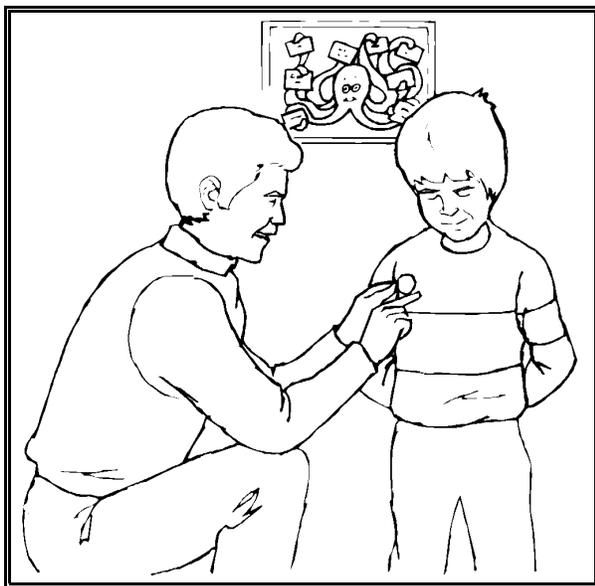
I: **Good standing up!**

In order to praise the learner and avoid confusing him, use the word "Good" followed by the instruction. If you're teaching the learner "Look at me," praise him by saying "Good looking at me!" Because the language is simple, it is important that the tone of your voice and the expression on your face tell the learner you are pleased.

If the learner is having trouble or is making a lot of mistakes, keep encouraging him. For some learners praise alone may not be enough. Other social rewards, such as smiling, touching, or patting may be needed. The learner may also respond better with tangible rewards, such as food, a favorite toy, or a puzzle.

How to Use the Learner's Chart: One tangible reward used in this program is the Learner's Chart. It serves to remind adults important in the learner's life to give him attention when he does things correctly. At the conclusion of each session, the learner may color a portion of his chart. The Learner's Chart is found on page 8. When the learner has completed all the lessons, he may complete the uncolored portions of the chart and keep it. Having the learner color his chart is a relaxed and positive way to complete each session.

How to Use the Reward Badge: Another tangible reward used in this program is the reward badge. It also serves to remind adults to give the learner attention when he does things correctly. Once the learner has acquired a skill, he should receive a reward badge. Select a badge (or allow the learner to select a badge) from among those found on page 9. Give the badge to the learner. The reward of a badge can intensify the learner's sense of accomplishment.



Note: If providing rewards is not successful in maintaining appropriate behavior, you may need more help. Refer to the program When a Child Misbehaves.

Monitoring Learner Progress

How to Use the Instructor's Chart: The Instructor's Chart found on page 6 is designed to help you keep an accurate record of the learner's progress. The following blanks and columns are to be filled out on the chart:

Learner's Name. Record the learner's name on the line.

Date Started. Record the date on which you begin teaching the skill.

Date Mastered. Record the date on which the learner is able to complete the skill independently three times in a row.

Notes. List in this section any additional information you feel may be useful, like a special teaching problem or the number of sessions you spent teaching the lesson.

A separate form found on page 7 allows you to add instructions suggested in the "Extra Practice" sections. Write the instruction you are teaching in the column marked Skill.

Materials

Materials Provided by the Program:

Instructor's Manual. You are reading the Instructor's Manual. It contains all of the information you will need in order to teach the program:

Directions and Instructor's Dialogue. These sections are provided in each lesson. They guide you in what to say and do as you teach the learner.

Instructor's Chart. You will use this chart

(page 6) to keep a record of the learner's progress.

Learner's Chart. The learner will color a portion of this chart (page 8) at the end of each session as a reward for working.

Reward Badges. When the learner successfully completes a lesson, he will be given a reward badge (page 9).

Materials You Will Provide: This information is provided at the beginning of each lesson.

Beginning Check

Purpose: This check enables the instructor to determine which lesson to begin teaching the learner.

Materials: The objects used in the directions should be familiar to the learner. You can substitute other objects for those given in the directions:

I: Point to the [ball].

I: Point to the [cup].

Directions: Read the following directions to the learner. If the learner does not follow the spoken directions correctly, place a check in the box marked "No."

No

- 1. Look at meG p. 10
- 2. Come here.....G p. 13
- 3. Go to the [chair]G p. 15
- 4. Sit down G p. 17
- 5. Stand upG p. 19
- 6. Give me the [ball]G p. 21
- 7. Point to the [ball]G p. 23
- 8. Take off the [hat] G p. 25

- 9. Put on the [hat]G p. 25
- 10. Turn on the [light]G p. 27
- 11. Turn off the [light]G p. 27
- 12. Close the [door]G p. 29
- 13. Open the [door]G p. 29
- 14. Put the [ball] on the [table]G p. 31
- 15. Put the [ball] under the [table]G p. 31
- 16. Put the [ball] next to the [table]G p. 31
- 17. Put the [ball] between the [table] and the [chair]G p. 31

If the learner follows all the directions without a mistake, he does not need this program. If the learner makes one or more mistakes, start teaching with the first direction the learner missed.

Instructor's Chart

Understanding Functional Words and Phrases

LEARNER'S NAME _____

LESSON	SKILL	DATE STARTED	DATE MASTERED	NOTES
Lesson 1	Look at me			
Lesson 2	Come here			
Lesson 3	Go to			
Lesson 4	Sit down			
Lesson 5	Stand up			
Lesson 6	Give me			
Lesson 7	Point to			
Lesson 8	Take off			
	Put on			
Lesson 9	Turn off			
	Turn on			
Lesson 10	Close			
	Open			
Lesson 11	On			
	Under			
	Next to			
	Between			

Instructor's Chart--Extra Practice

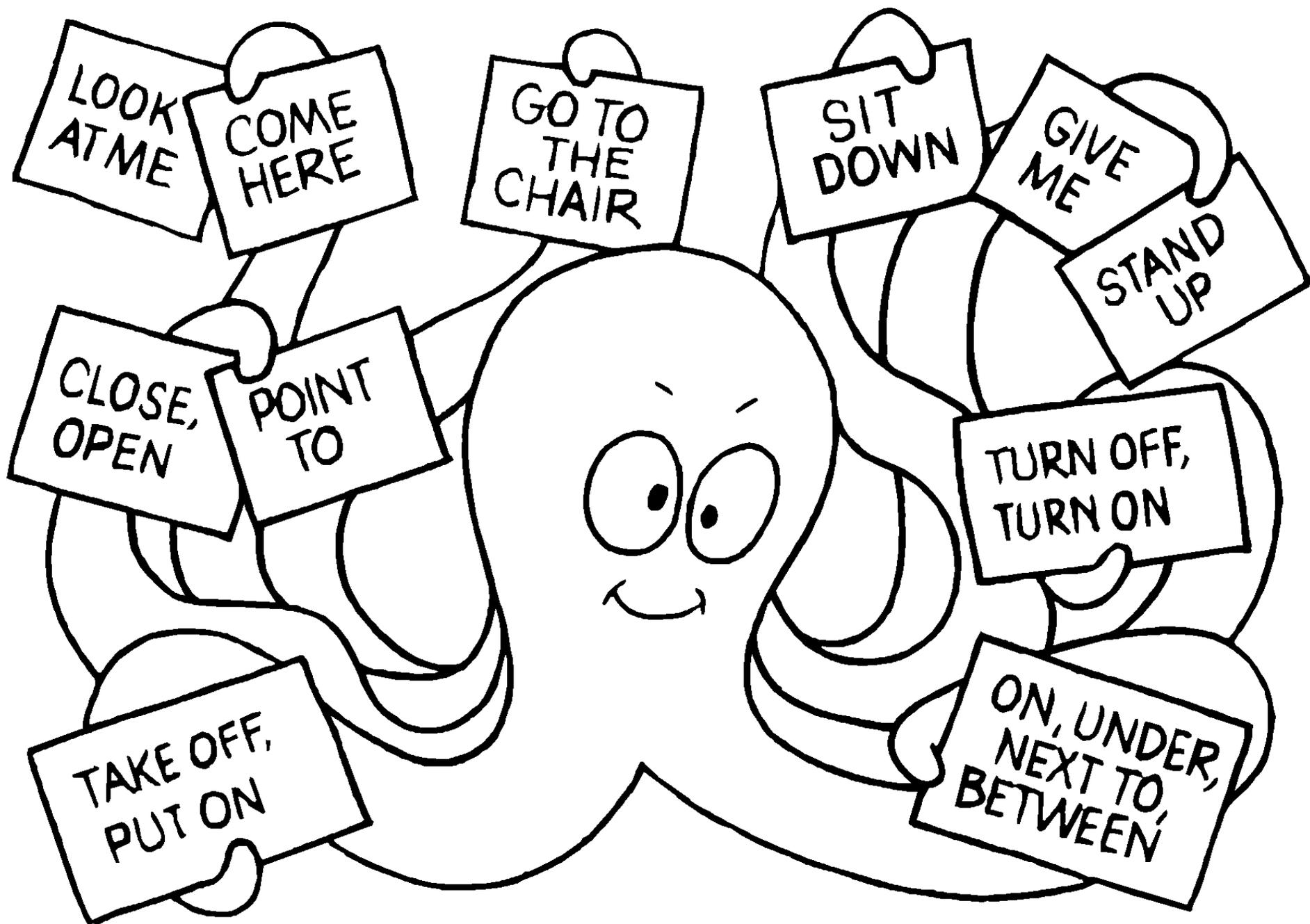
Understanding Functional Words and Phrases

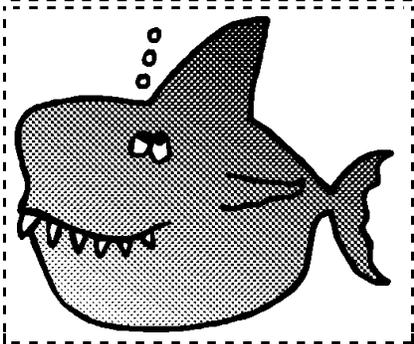
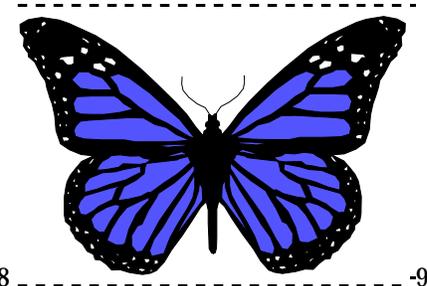
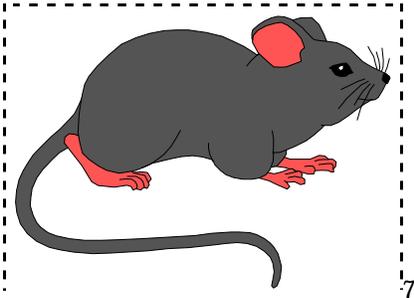
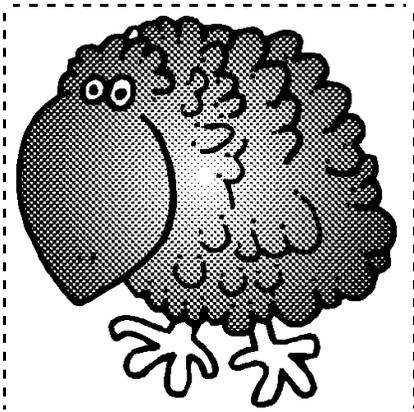
LEARNER'S NAME _____

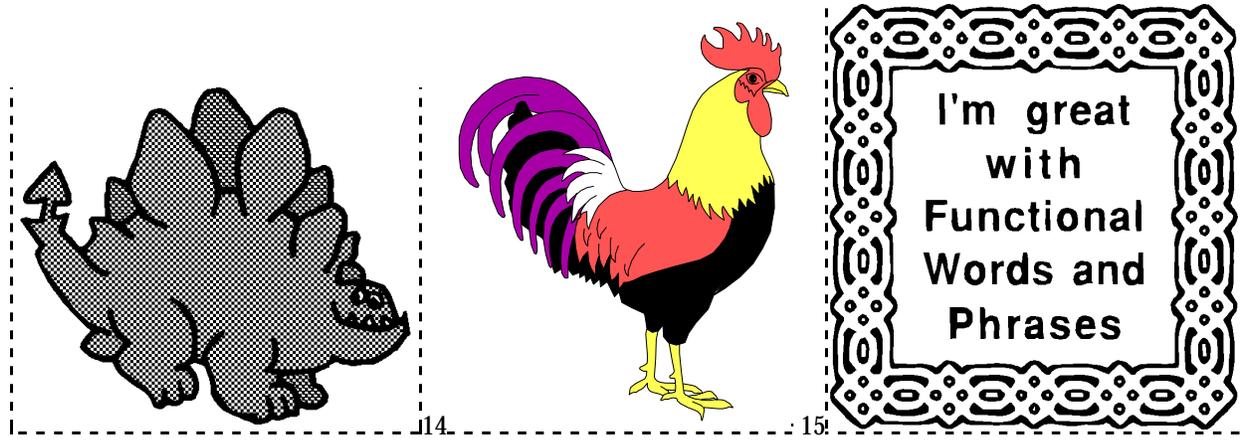
LESSON	SKILL	DATE STARTED	DATE MASTERED	NOTES
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				
Lesson 6				
Lesson 7				
Lesson 8				
Lesson 9				
Lesson 10				
Lesson 11				

Learner's Chart

Understanding Functional Words and Phrases







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LESSON 1

Look at Me

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Cup of edible items
 - Toy, book, or puzzle
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Look at me" without any mistakes, teach Lesson 1 each day. Allow the learner to color a portion of his chart after each session.

The lesson suggests using a raisin or piece of cereal to reward the learner. You may substitute any edible item in place of these. It might be useful to determine in advance what edible items are reinforcing to the learner.

Note: It is first necessary to teach the learner to follow the direction "Look at me" so he will direct his attention to the instructor or model when the instructor shows him what to do in other lessons.

Instructor's Dialogue

Step A (Show)

I: (Sit in front of the learner, close enough to touch him. Hold a reward, such as a raisin or piece of cereal, in front of your face.)

[Learner's name], look at me.

L: (Looks at the instructor.)

I: (Give the reward to the learner.)

Good looking at me!

(When the learner looks away or back at the toy between each direction, hold up another reward and repeat the direction.)

[Learner's name], look at me.

L: (Looks at the instructor.)

I: (Give the reward to the learner.)

Good looking at me!

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

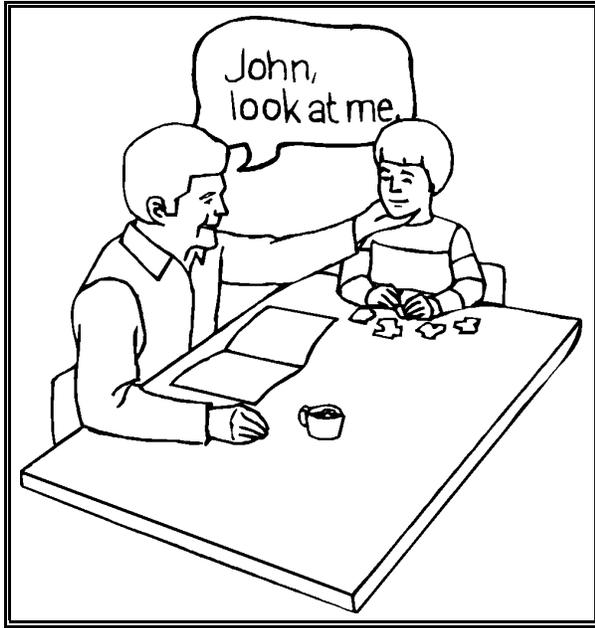
Step B (Help)

I: (Sit in front of the learner, close enough to touch him. Hold a reward, such as a raisin or piece of sugared cereal, in front of your face.)

[Learner's name], look at me.

L: (Does not look at the instructor.)

I: (Give the spoken direction again in a firm tone of voice and at the same time gently turn the learner's head until he is looking at you.)



I: [Learner's name], look at me.

L: (Turns his face toward the instructor with help.)

I: (Give the reward to the learner.)

Good looking at me!

(Take out another reward and hold it up.)

(You should be able to judge whether the learner is turning his head by himself. Try to give a little less help this time but don't give any unless it is needed. A slight tap may be enough.)

[Learner's name], look at me.

L: (Turns his face toward the instructor with less help.)

I: (Give the reward to the learner.)

Good looking at me!

(Continue to give the spoken direction, help, and reward the learner several times until he has done it once by himself. He must look away or turn to another activity after following each direction. Then proceed to Step C.)

Step C (Tell)

I: (Sit in front of the learner, close enough to touch him. Hold a reward in front of your face.)

[Learner's name], look at me.

L: (Looks at the instructor without help.)

I: (Give the reward to the learner.)

Good looking at me!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(Repeat the direction three times. Smile and praise the learner but don't provide the tangible reward of food. If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Look at me" consistently and without any help or demonstration, use the same method to teach him the following:

Look at Mom.

Look at Dad.

Look at [name of any brothers or sisters].

Look at the dog.

Look at the cat.

Look at the table.

Look at the book.

Look at [name of the child or adult who will model and show the learner what to do in the following lessons].

Note: Make sure the objects or people you ask the learner to look at are familiar to him because you are teaching the direction "Look at," not the names of objects or people.

This extra practice will allow the learner to generalize the direction "Look at" to other people and objects.

LESSON 2

Come Here

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Come here" without any mistakes, teach Lesson 2 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

I: (Use a child or an adult to demonstrate to the learner what you want him to do. This person will be referred to as the model.)

(Stand about three or four feet in front of the learner and the model.)

[Learner's name], look at [Model's name].

L: (Looks at the model.)

I: **[Model's name], come here.**

M: (Goes to the instructor.)

I: **Good coming here!**

(Turn to the learner.)

[Learner's name], come here.

L: (Moves toward the instructor.)

Note: If the learner moves only partway toward you and stops, praise him. Later on you can increase the distance between you, the learner, and the model.

I: **Good coming here!**

(If the learner follows the spoken direction, walk away from the model and learner.)

[Model's name], come here.

M: (Goes to the instructor.)

I: **[Learner's name], come here.**

L: (Goes to the instructor.)

I: **Good coming here!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Stand two feet away from the learner and model.)

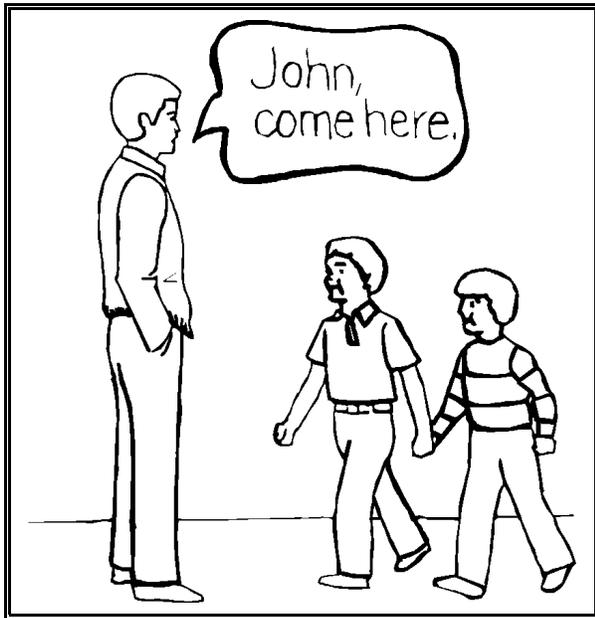
[Learner's name], come here.

L: (Does not go to the instructor.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and guide him to you.)

I: [Learner's name], come here.

L: (Moves toward the instructor with the model's help.)



I: Good coming here!

(Move about four feet away from the learner and model.)

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], come here.

L: (Goes to the instructor with less help each time.)

I: Good coming here!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he comes to you with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Stand five to six feet in front of the learner.)

[Learner's name], come here.

L: (Goes to the instructor without help.)

I: Good coming here!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Come here" consistently and without help or demonstration, use the same method for teaching the following:

- Come to me.
- Come to the [table or other furniture].
- Come to [name of other children or adults].
- Come to the [kitchen or other rooms].

Note: Make sure the places, objects, or people that you ask the learner to come to are familiar to him because you are teaching the direction "Come to," not the names of places, objects, or people.

LESSON 3

Go To

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Chair
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Go to the chair" without any mistakes, teach Lesson 3 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

- I: (Instructor, model, and learner should stand about three or four feet in front of the chair.)
 [Learner's name], look at [Model's name].
- L: (Looks at the model.)
- I: [Model's name], go to the chair.

- M: (Goes to the chair.)
- I: **Good going to the chair!**
- [Model's name], come here.



- M: (Returns to the instructor.)
- I: **Good coming here!**
- [Learner's name], go to the chair.
- L: (Goes to the chair.)
- I: **Good going to the chair!**
- [Learner's name], come here.
- L: (Returns to the instructor.)
- I: **Good coming here!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

- I: (Instructor, model, and learner should stand three to four feet in front of the chair.)

[Learner's name], go to the chair.

L: (Does not go to the chair.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and guide him to the chair.)

[Learner's name], go to the chair.

L: (Goes to the chair with the model's help.)

I: Good going to the chair!

[Learner's name], come here.

L: (Learner and model return to the instructor.)

I: Good coming here!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], go to the chair.

L: (Goes to the chair with less help each time.)

I: Good going to the chair!

[Learner's name], come here.

L: (Learner and model return to the instructor.)

I: Good coming here!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he goes to the chair with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Instructor and learner should stand five to six feet in front of the chair.)

[Learner's name], go to the chair.

L: (Goes to the chair without help.)

I: Good going to the chair!

I: Come here.

L: (Returns to the instructor.)

I: Good coming here!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Go to the chair" consistently and without help or demonstration, use the same method for teaching the following:

Go to the [kitchen or other rooms].

Go to the [door, window, or other places in the room].

Go to the [table or other furniture].

Go to [name of other children or adults].

Note: Make sure the places, objects, or people that you ask the learner to go to are familiar to him because you are teaching the direction "Go to," not the names of places, objects, or people.

LESSON 4

Sit Down

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Chair
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Sit down" without any mistakes, teach Lesson 4 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

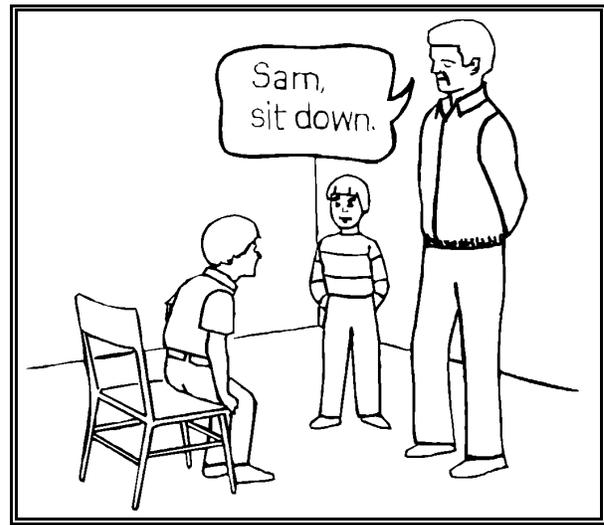
I: (Instructor, model, and learner should stand in front of the chair.)

[Learner's name], look at **[Model's name]**.

L: (Looks at the model.)

I: **[Model's name],** sit down.

M: (Sits down.)



I: Good sitting down!

[Model's name], come here.

M: (Returns to the instructor.)

I: Good coming here!

[Learner's name], sit down.

L: (Sits down.)

I: Good sitting down!

[Learner's name], come here.

L: (Returns to the instructor.)

I: Good coming here!

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Instructor, model, and learner should stand in front of the chair.)

[Learner's name], sit down.

L: (Does not sit down.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him sit down.)

[Learner's name], sit down.

L: (Sits down with the model's help.)

I: Good sitting down!

[Learner's name], come here.

L: (Learner and model return to the instructor.)

I: Good coming here!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], sit down.

L: (Sits down with less help each time.)

I: Good sitting down!

[Learner's name], come here.

L: (Learner and model return to the instructor.)

I: Good coming here!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he sits down with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Instructor and learner should stand in front of the chair.)

[Learner's name], sit down.

L: (Sits down without help.)

I: Good sitting down!

I: Come here.

L: (Returns to the instructor.)

I: Good coming here!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



LESSON 5

Stand Up

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Three chairs
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

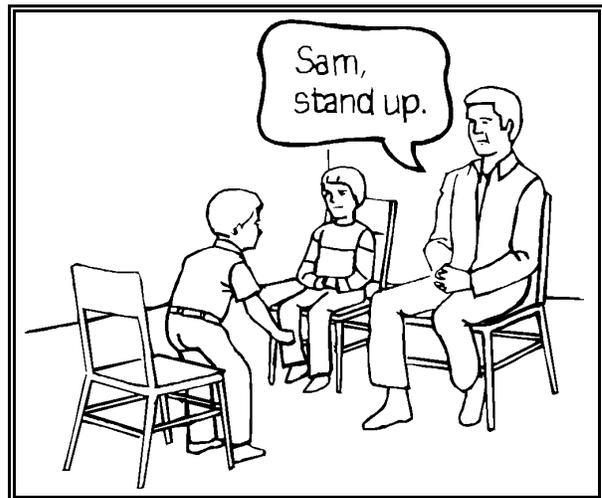
Until the learner can respond to the direction "Stand up" without any mistakes, teach Lesson 5 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

- I: (Instructor, model, and learner should each be sitting on a chair.)
 [Learner's name], look at [Model's name].
- L: (Looks at the model.)
- I: [Model's name], stand up.

M: (Stands up.)



I: Good standing up!

[Model's name], sit down.

M: (Sits down.)

I: Good sitting down!

[Learner's name], stand up.

L: (Stands up.)

I: Good standing up!

[Learner's name], sit down.

L: (Sits down.)

I: Good sitting down!

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

- I: (Instructor, model, and learner should each be sitting on a chair.)
 [Learner's name], stand up.

L: (Does not stand up.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him stand up.)

[Learner's name], stand up.

L: (Stands up with the model's help.)

I: **Good standing up!**

[Learner's name], sit down.

L: (Sits down.)

I: **Good sitting down!**

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], stand up.

L: (Stands up with less help each time.)

I: **Good standing up!**

[Learner's name], sit down.

L: (Sits down.)

I: **Good sitting down!**

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he stands up with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Instructor and learner should each be sitting on a chair.)

[Learner's name], stand up.

L: (Stands up without help.)

I: **Good standing up!**

Sit down.

L: (Sits down.)

I: **Good sitting down!**

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken directions in Lessons 2-5 individually, use the same teaching procedure and combine all of the directions as follows:

Go to the [chair, stool, bed, or couch].

Sit down.

Stand up.

Come here.

Note: Make sure the objects that you ask the learner to go to are familiar to him because you are teaching the direction "Go to," not the names of objects.

LESSON 6

Give Me

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ball
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Give me the ball" without any mistakes, teach Lesson 6 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

- I:** (Face the learner and model. Place the ball or other object between you, the learner, and the model as shown in the illustration.)
[Learner's name], look at [Model's name].
- L:** (Looks at the model.)
- I:** **[Model's name], give me the ball.**

M: (Gives the ball to the instructor.)



I: **Good giving me the ball!**

(Put the ball back where it was and then turn to the learner.)

I: **[Learner's name], give me the ball.**

L: (Gives the ball to the instructor.)

I: **Good giving me the ball!**

(If the learner follows the spoken direction and gives the ball to you, put the ball back and give the directions to the model again.)

[Model's name], give me the ball

M: (Gives the ball to the instructor.)

I: (Put the ball back where it was.)

[Learner's name], give me the ball.

L: (Gives the ball to the instructor.)

I: **Good giving me the ball!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Place the ball or other object between you, the learner, and model.)

[Learner's name], give me the ball.

L: (Does not give the ball to the instructor.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him pick up the ball and give it to you.)

[Learner's name], give me the ball.

L: (Gives the ball to the instructor with the model's help.)

I: Good giving me the ball!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], give me the ball.

L: (Gives the ball to the instructor with less help each time.)

I: Good giving me the ball!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he gives you the ball with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and place the ball or other object between you.)

[Learner's name], give me the ball.

L: (Gives the ball to the instructor without help.)

I: Good giving me the ball!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)

**Extra Practice**

When the learner can respond to the spoken direction "Give me the ball" consistently and without help or demonstration, use the same method for teaching the following:

Give me the [block or other toy].

Give me the [pencil or other familiar object].

Give me the [hat or other article of clothing].

Note: Make sure the objects that you ask the learner to give you are familiar to him because you are teaching the direction "Give me," not the names of objects.

LESSON 7

Point To

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ball
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the direction "Point to the ball" without any mistakes, teach Lesson 7 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Place the ball or other object between you, the learner, and the model as shown in the illustration.)

[Learner's name], look at [Model's name].

L: (Looks at the model.)

I: **[Model's name], point to the ball.**

M: (Points to the ball.)



I: **Good pointing to the ball!**

(Turn to the learner.)

[Learner's name], point to the ball.

L: (Points to the ball.)

I: **Good pointing to the ball!**

(If the learner follows the spoken direction and points to the ball, give the directions to the model again.)

[Model's name], point to the ball.

M: (Points to the ball.)

I: **[Learner's name], point to the ball.**

L: (Points to the ball.)

I: **Good pointing to the ball!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Place the ball or other object between you, the learner, and model.)

[Learner's name], point to the ball.

L: (Does not point to the ball.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him point to the ball.)

[Learner's name], point to the ball.

L: (Points to the ball with the model's help.)

I: Good pointing to the ball!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], point to the ball.

L: (Points to the ball with less help each time.)

I: Good pointing to the ball!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he points to the ball with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and place the ball or other object between you.)

[Learner's name], point to the ball.

L: (Points to the ball without help.)

I: Good pointing to the ball!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

I: (If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Point to the ball" consistently and without help or demonstration, use the same method for teaching the following:

- Point to the [block or other toy].
- Point to the [pencil or other familiar object].
- Point to the [hat or other article of clothing].
- Point to [name of other child or adult].

Note: Make sure the objects or people that you ask the learner to point to are familiar to him because you are teaching the direction "Point to," not the names of objects or people.

LESSON 8

Take Off and Put On

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Hat
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the directions "Take off the hat" and "Put on the hat" without any mistakes, teach Lesson 8 each day. Allow the learner to color a portion of his chart after each session.

Both directions can be taught in the same manner. After you have taught the learner to "Take off the hat," go through Lesson 8 again substituting "put on" for "take off."

Note: For more information on teaching dressing skills, see Independent Use of Zippers, Buttons, Shoes, and Socks and Independent Dressing Skills.

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Place the hat or other object on the model as shown in the illustration.)

[Learner's name], look at [Model's name].

L: (Looks at the model.)

I: [Model's name], take off the hat.



M: (Takes off the hat.)

I: Good taking off the hat!

(Put the hat on the learner.)

I: [Learner's name], take off the hat.

L: (Takes off the hat.)

I: Good taking off the hat!

I: (If the learner follows the spoken direction and takes off the hat, put the hat on the model and give the directions to the model again.)

[Model's name], take off the hat.

M: (Takes off the hat.)

I: (Put the hat on the learner.)

[Learner's name], take off the hat.

L: (Takes off the hat.)

I: Good taking off the hat!

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Place the hat or other object on the learner.)

[Learner's name], take off the hat.

L: (Does not take off the hat.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him take off the hat.)

[Learner's name], take off the hat.

L: (Takes off the hat with the model's help.)

I: Good taking off the hat!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], take off the hat.

L: (Takes off the hat with less help each time.)

I: Good taking off the hat!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

I: (Continue to give the spoken direction and reward the learner if he takes off the hat with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and put the hat on his head.)

[Learner's name], take off the hat.

L: (Takes off the hat without help.)

I: Good taking off the hat!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



(Repeat the entire lesson substituting the direction "Put on the hat." When the learner has been taught both directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to the spoken directions "Take off the hat" and "Put on the hat" consistently and without help or demonstration, use the same method to teach him the following:

Take off your [socks, mittens, pajamas, etc.].
Put on your [socks, mittens, pajamas, etc.].

Note: Make sure the articles of clothing that you ask the learner to take off and put on are familiar to him because you are teaching the directions "Take off" and "Put on," not the names of clothing.

LESSON 9

Turn Off and Turn On

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Wall light switch
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the directions "Turn on the light" and "Turn off the light" without any mistakes, teach Lesson 9 each day. Allow the learner to color a portion of his chart after each session.

Both directions can be taught in the same manner. After you have taught the learner to "Turn off the light," go through Lesson 9 again substituting "turn on" for "turn off."

Instructor's Dialogue

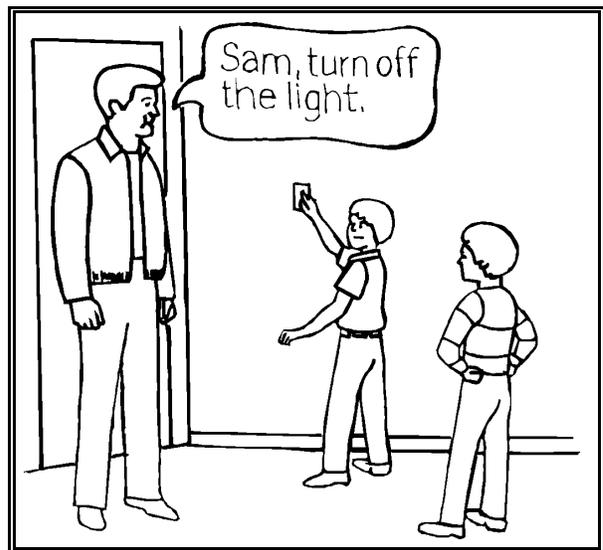
Step A (Show)

I: (Face the learner and model. Stand with the light switch between you, the learner, and the model as shown in the illustration. Turn on the light.)

[Learner's name], look at [Model's name].

L: (Looks at the model.)

I: **[Model's name], turn off the light.**



M: (Turns off the light.)

I: **Good turning off the light!**

(Turn on the light and face the learner.)

[Learner's name], turn off the light.

L: (Turns off the light.)

I: **Good turning off the light!**

(If the learner follows the spoken direction and turns off the light, turn on the light and give the directions to the model again.)

[Model's name], turn off the light.

M: (Turns off the light.)

I: (Turn on the light and face the learner.)

[Learner's name], turn off the light.

L: (Turns off the light.)

I: **Good turning off the light!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Turn on the light.)

[Learner's name], turn off the light.

L: (Does not turn off the light.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him turn off the light.)

[Learner's name], turn off the light.

L: (Turns off the light with the model's help.)

I: **Good turning off the light!**

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], turn off the light.

L: (Turns off the light with less help each time.)

I: **Good turning off the light!**

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he turns off the light with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and turn on the light.)

[Learner's name], turn off the light.

L: (Turns off the light without help.)

I: **Good turning off the light!**

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



(Repeat the entire lesson substituting the direction "Turn on the light." When the learner has been taught both directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to the spoken directions "Turn on the light" and "Turn off the light" consistently and without help or demonstration, use the same method to teach him the following:

Turn off the [radio, television, faucet, etc.]

Turn on the [radio, television, faucet, etc.]

Note: Make sure the objects that you ask the learner to turn off and turn on are familiar to him because you are teaching the directions "Turn off" and "Turn on," not the names of objects.

LESSON 10

Close and Open

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Door
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to the directions "Open the door" and "Close the door" without any mistakes, teach Lesson 10 each day. Allow the learner to color a portion of his chart after each session.

Both directions can be taught in the same manner. After you have taught the learner to "Close the door," go through Lesson 10 again substituting "open" for "close."

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Stand between the open door, the learner, and the model as shown in the illustration.)

[Learner's name], look at **[Model's name]**.

L: (Looks at the model.)

I: **[Model's name],** close the door.



M: (Closes the door.)

I: **Good closing the door!**

(Open the door and face the learner.)

[Learner's name], close the door.

L: (Closes the door.)

I: **Good closing the door!**

(If the learner follows the spoken direction and closes the door, open the door and give the directions to the model again.)

[Model's name], close the door.

M: (Closes the door.)

I: (Open the door and face the learner.)

I: **[Learner's name],** close the door.

L: (Closes the door.)

I: Good closing the door!

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Open the door.)

[Learner's name], close the door.

L: (Does not close the door.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him close the door.)

[Learner's name], close the door.

L: (Closes the door with the model's help.)

I: Good closing the door!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], close the door.

L: (Closes the door with less help each time.)

I: Good closing the door!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he closes the door with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and open the door.)

[Learner's name], close the door.

L: (Closes the door without help.)

I: Good closing the door!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



(Repeat the entire lesson substituting the direction "Open the door." When the learner has been taught both directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to the spoken directions "Close the door" and "Open the door" consistently and without help or demonstration, use the same method to teach him the following:

Close the [window, drawer, cupboard, jar, box.]

Open the [window, drawer, cupboard, jar, box.]

Note: Make sure the objects that you ask the learner to close and open are familiar to him because you are teaching the directions "Close" and "Open," not the names of objects.

LESSON 11

On, Under, Next To, and Between

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ball, table, and chair
 - Another child or adult to demonstrate
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Until the learner can respond to all the directions in this lesson without any mistakes, teach Lesson 11 each day. Allow the learner to color a portion of his chart after each session.

All the directions can be taught in the same manner. After you have taught the learner to "Put the ball *on* the table," go through Lesson 11 three more times substituting one of the following directions each time:

- Put the ball *under* the table.
- Put the ball *next to* the table.
- Put the ball *between* the table and chair.

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Give the ball or other object to the model and stand beside a table as shown in the illustration.)

[Learner's name], look at **[Model's name]**.

L: (Looks at the model.)

I: **[Model's name],** put the ball on the table.



M: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

(Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

I: (If the learner follows the spoken direction and puts the ball on the table, give the directions to the model again.)

[Model's name], put the ball on the table.

M: (Puts the ball on the table.)

I: (Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

I: (Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Does not put the ball on the table.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him put the ball on the table.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table with the model's help.)

I: **Good putting the ball on the table!**

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table with less help each time.)

I: **Good putting the ball on the table!**

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he puts the ball on the table with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and give him the ball or other object.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table without help.)

I: **Good putting the ball on the table!**

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



(Repeat the entire lesson for each remaining direction--*under*, *next to*, and *between*. When the learner has been taught all the directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to all the directions in this lesson consistently and without help or demonstration, use the same method to practice the directions by substituting another familiar object for the ball. The pictures on pages 34 and 35 provide another way for the learner to practice the directions taught in this lesson. The pictures present a number of animals on, under, next to, and between objects. Have the learner point to the animal in the position you describe:

Point to the dog between the table and chair.

Point to the dog under the table.

Point to the cat next to the table.

Point to the cat on the chair.

The learner can color the picture later on as a reward for following the directions.

Note: Make sure the objects you ask the learner to place on, under, next to, and between are familiar to him because you are teaching the directions, not the names of objects.

