

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 teach the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Many learners can say the numbers from 1 to 10 in sequence, but they are unable to count a number of objects presented to them. For example, a learner might say, "One, two, three, four, five, six, seven, eight, nine, ten," as he points to eight pennies in a line. With these learners, there is no one-to-one correspondence between their number statements and counting movements. This program teaches the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Is the Learner Ready?

The learner is ready for this program when he can say the numbers from 1 to 10 in the correct sequence.

If the learner can say these numbers, but he occasionally omits one number or says some numbers in the wrong order, this program will teach him the correct sequence.

The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the

learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken. To review counting from 1 to 10 with the learner, refer to "Review Counting Without Objects" on page 5.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate motor control. 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 until the learner masters the lesson. 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 procedure 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.

Do not return to a task that the learner repeatedly failed until the following have been achieved:

1. You have made sure the learner has the preskills necessary to complete the task; for example, if the learner cannot accurately count seven pennies, make sure he can count from 1 to 7 correctly.
2. You have identified other alternatives that simplify the task; for example, if the learner is having difficulty counting objects by pointing to them, increase the size of the objects and the distance between them.

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 parenthesis () 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.

Teaching Procedures: The procedure used in teaching the counting of objects includes three steps: SHOW, HELP, and TELL.

In Unit One, the HELP step is used alone. The learner is introduced to the concept of one-to-one correspondence, which requires a systematic reduction of assistance by the instructor. The HELP step has been expanded so that physical and verbal assistance are reduced gradually as follows:

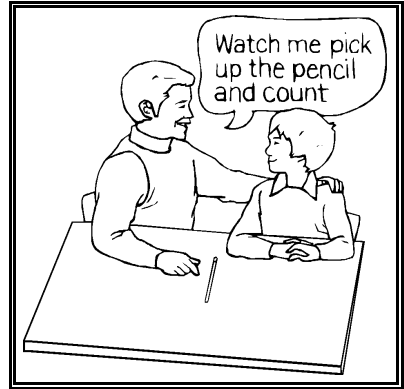
Physical and Verbal Assistance. The instructor and learner work together to perform the skill. The instructor provides both physical and verbal assistance.

Reduced Verbal Assistance. The instructor continues to provide physical assistance but verbal assistance is withdrawn. The instructor slowly withdraws verbal assistance

by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Reduced Physical Assistance. The instructor slowly withdraws the physical assistance by first *touching* the object and then by *pointing* to the object to prompt the learner to perform the skill.

Learner by Himself. The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.



In Units Two, Three, and Four all three steps of the teaching procedure are followed. 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 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 how to perform the skill. Then give the learner a chance to try.

I: Watch me pick up the pencil and count.

(Pick up the pencil and count.)

One. Now you do it.

L: (Picks up the pencil and counts.)

I: You did a good job counting to one!

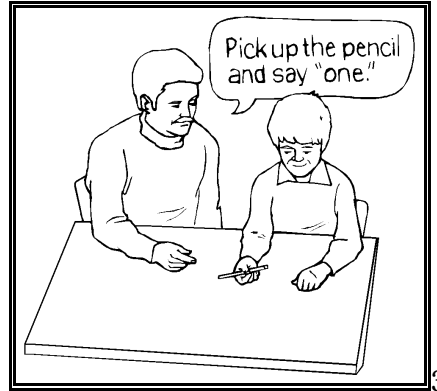
HELP: If the learner is having difficulty, give the spoken directions and then help by moving or guiding the learner in performing the skill.

I:(Hold one end of the pencil and place the learner's hand on the other end. Help the learner pick up the pencil and count.)

Let's count together. One

L:(Lifts the pencil and counts with the instructor's help.)

I:Good! You counted to one with me.



TELL: Give the spoken direction to the learner. The learner must complete it alone. Do not show or help the learner in performing the skill.

I:Pick up the pencil and count.

L:(Picks up the pencil and counts.)

I:Great! That's the way to count to one.