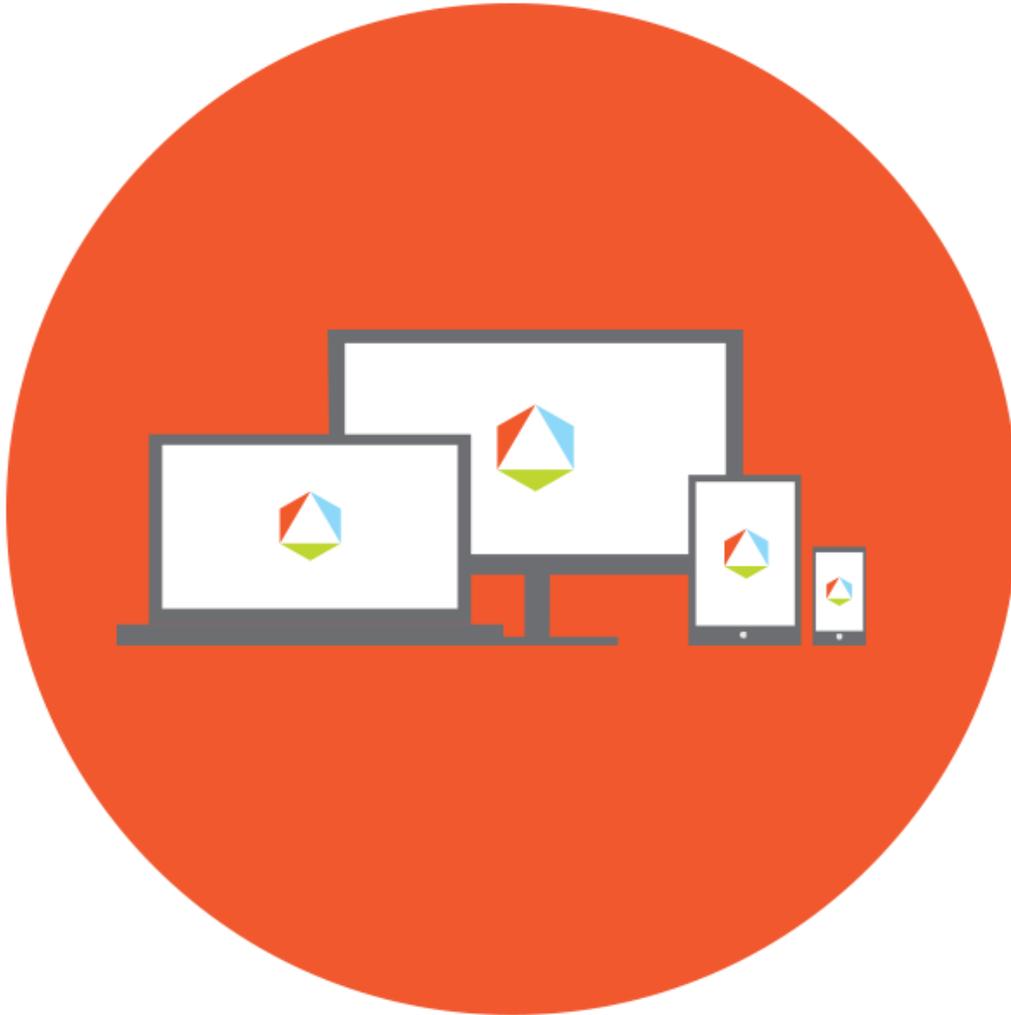




FIRSTPATH
AUTISM



Lesson Guide

13. Actions Identification



Overview

<p>Teaches:</p>	<p>The ability to label/name different actions, both while being observed (i.e., other people performing the action) and via self-demonstration (i.e., the child being able to perform the action himself).</p> <p>Vocabulary can be taught either receptively (touch/physical response) or expressively (Speech, Sign, PECS).</p>
<p>Before beginning:</p>	<p>Object ID lesson; often, Color ID and Shape ID. Following are other identification skills: Actions, Body Parts, and People/Occupations, though the specific order that each of these lessons is taught will depend upon each child's individual program. If both Receptive and Expressive responses are taught, teach Receptive first, then Expressive. (Some children may be able to proceed straight to the Expressive response, based upon their other demonstrated communication abilities).</p>
<p>Why it's important:</p>	<p>Understanding communication regarding actions, following instructions, developing language, giving instructions to others.</p>
<p>Materials needed:</p>	<p>For the <u>Receptive response</u>, there are often not physical materials used, as the lesson takes a form similar to instruction following; however, flashcards or pictures of different people performing different actions may be used, with the child receptively responding by pointing to or touching the correct action depicted.</p> <p>For the <u>Expressive response</u>, one "material" would be the teacher performing the actions in front of the child; alternately, pictures/flashcards may be used with the child verbally identifying the action he/she sees when asked.</p>
<p>Generalization activities:</p>	<p>Simon Says game, modified If You're Happy and You Know It song, talking about video games or sports, reading books and discussing, participating in P.E. at school, etc.</p>

Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several rewards ready and available to function as reinforcers for correct responses.
3. Have data sheets and pen/pencil ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

NOTE: There are two ways to approach this lesson: via a touch response (receptive) or communicating the response (expressive). Both are presented below.

Receptive: Response

1. Ask the child to "Show me _____" (fill in action).
2. Wait 3-5 seconds for child to respond.
3. Provide feedback on how the child responded:
Correct response: enthusiastic praise and/or deliver chosen reinforce
Incorrect or No response: corrective feedback and/or prompt the correct response
4. Write down data
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "Show me jumping." Child: (begins jumping up and down) Teacher: "Excellent!" and gives high	Teacher: "Show me jumping." Child: (stomps his feet) Teacher: "Uh-oh. <u>This</u> is jumping."	Teacher: "Show me jumping." Child: (no response) Teacher: "Try again. You need to show me jumping" (while



five.	(while demonstrating jumping) Restart the teaching cycle.	demonstrating jumping)
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Expressive: **Response**

1. Ask the child "What am I doing?" (while demonstrating jumping)
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response: enthusiastic praise and/or deliver chosen reinforcer
 - Incorrect or No response: corrective feedback and/or prompt the correct response
4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "What am I doing?" (while jumping) Child: "Jumping." Teacher: "Yes! Way to go!" and delivers reinforcer.	Teacher: "What am I doing?" (while jumping) Child: "Stomping." Teacher: "Oops-I am jumping. Can you say, 'jumping'?" Restart the teaching cycle.	Teacher: "What am I doing?" (while jumping) Child: (no response) Teacher: "Look at me! I'm <u>jumping</u> ! Can you say, 'jumping'?" Restart the teaching cycle.

TARGETS FOR LEARNING

Suggestions for starting below; add to this list other targets that are functional for the child.



1. jumping
2. clapping
3. crying
4. dancing
5. drinking
6. eating
7. hopping
8. kicking

9. resting
10. singing
11. smelling
12. sitting
13. standing
14. swimming
15. throwing