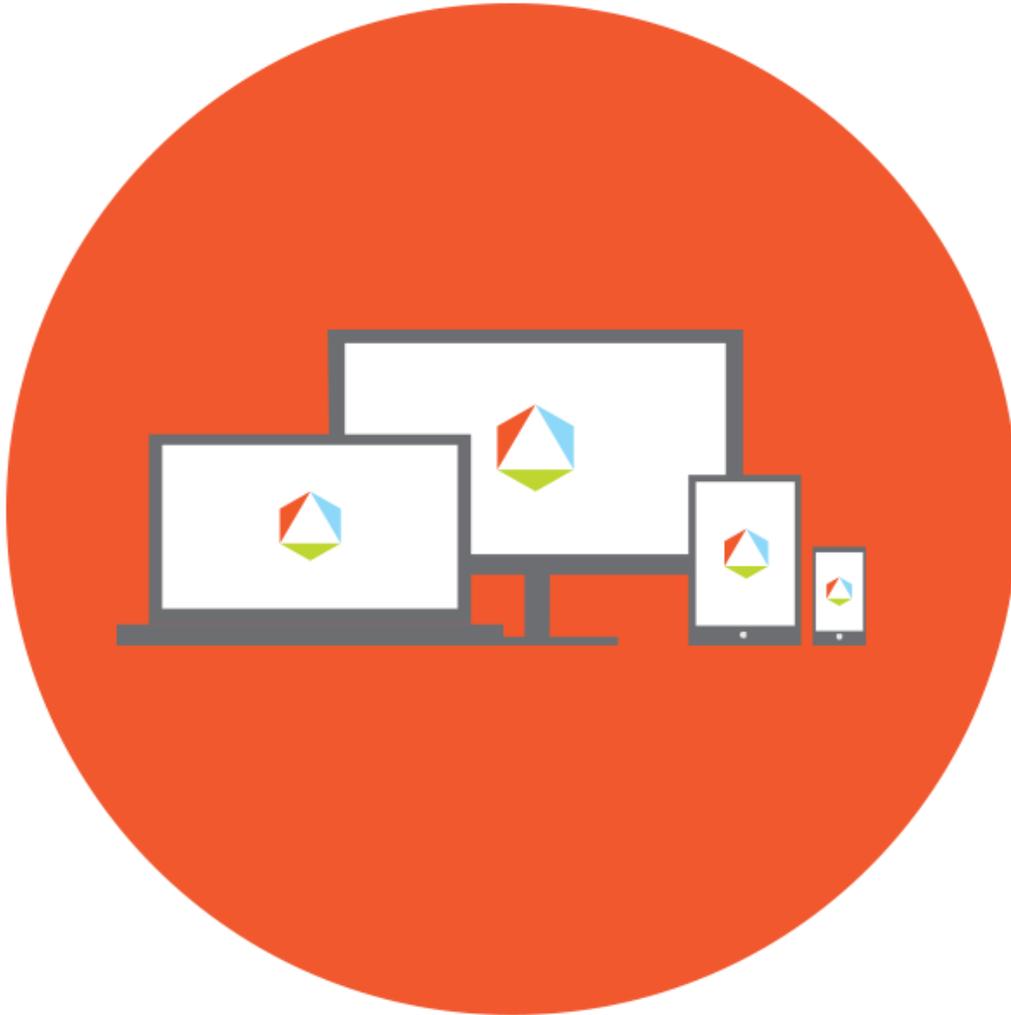




FIRSTPATH
AUTISM



Lesson Guide
22. Simple Statements

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Overview

Teaches:	Beginning conversation skills. The basic concept of verbal exchanges: when one person says something, then the other person replies. This reply should be a relevant, on-topic statement (or, later, question). Targets include: "I see____", "I have____", "I like____", etc.
Before beginning:	The child should have already mastered basic labeling and commenting skills (the tact), as well as have a basic understanding of the "question-response" relationship. The ability to respond to visual and vocal prompting is also very helpful in this lesson, as well as the ability to delay immediate gratification of desires/requests (since the child is not "receiving" the item, as in a mand/request situation).
Why it's important:	Basic conversation and listening/responding skills are important in successfully interacting with other people.
Materials needed:	<ul style="list-style-type: none">- For the "I have" target, a variety of tangible materials will be needed, for which the child already knows the labels.- For "I see" target, a stimuli-rich environment that contains several interesting things to comment on is very helpful.- For the "I like" target, flashcards of categories may be initially helpful to prompt possible on-topic responses.
Generalization activities:	Meeting and making new friends, maintaining conversations with others, pretend play activities using characters/dolls/puppets, "I Spy" game, etc.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Make sure a reinforcer assessment has been completed; have several highly preferred items ready and available.
3. Have data collection ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. Begin the teaching cycle by asking the appropriate target statement (see below).
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response: Deliver reinforcement: enthusiastic praise and/or give the child his chosen reward
 - Incorrect or No response: corrective feedback, model or prompt of correct response
4. Collect data on trial.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "I see a dog!" Child: "I see a tree." Teacher: "Great! That tree sure is tall!" (and delivers reinforcer)	Teacher: "I see a dog!" Child: "I want that toy." Teacher: "Right now we are talking about things we SEE. We will play later. Let's try again." -OR- Teacher: "I see a dog!" Child: (singing) "If you're happy and you know it, clap your hands..."	Teacher: "I see a dog!" Child: (no response) Teacher: "Oops. I want to talk with you about things we see! After my turn, it's your turn to talk." (does not deliver reward at this time; re-starts teaching cycle and delivers reinforcer after correct response)



	Teacher: "Uh-oh. I need you to listen and talk with me. Are you ready?" (does not deliver reward at this time; re-starts teaching cycle and delivers reinforcer after correct response)	
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NOTE: Regarding a response where the child repeats the exact statement made by the teacher (e.g., Teacher: "I see a dog"; Child: "I see a dog"): If this occurs only one time, the teacher may treat the response as correct but encourage a novel response (e.g., "Ok! What else do you see...?"), and then move on to the next trial. However, if a repetitive response occurs a second time, the response must be treated as incorrect, as the teacher does not want to simply teach an echoic response. The aim of this lesson is for the child to create his own response, not to echo all of the teacher's comments

NOTE: Keep in mind that the overall goal of this lesson is the child producing on-topic, relevant exchanges that extend a conversation. Therefore, if the child is responding with something appropriate even though it may not be the exact response you anticipated, it should still be treated as being correct as long as it is on-topic and relevant to the current topic. One example might be the child asking the teacher a question about the teacher's comment: "I see a dog!" with the child responding, "What's that dog's name?")

TYPICAL ORDER OF LEARNING TARGETS

1. "I see_____"
(NOTE: expands the basic labeling/commenting skills the child has already mastered)
2. "I have_____"
(NOTE: initially, item should be in immediate physical possession)
3. "I like_____"
4. "I don't like_____"

(additional targets may be added as parents/teachers feel appropriate—basic senses can be used also as separate targets, such as "I hear____", "I smell_____", etc. though these targets will require some extra preparation to facilitate!)