



FIRSTPATH
AUTISM



Lesson Guide

10. Shape Identification



Overview

Teaches:	The names/labels of the basic shapes. Vocabulary can be taught either receptively (touch/physical response) or expressively (Speech, Sign, PECS).
Before beginning:	Success should be demonstrated with Readiness/Cooperation Skills and Following Instructions prior to this lesson. Object ID should be advancing well (e.g., at least 15-20 targets mastered), as learning labels for concrete objects is usually the easier skill to begin with. When teaching shapes, receptive labeling (response by touching) is often mastered prior to introducing expressive labeling (via speech, sign language, or PECS).
Why it's important:	Teaching shape identification expands the child's vocabulary, can be helpful in increasing the child's ability to describe objects, and is a pre-math skill.
Materials needed:	A set of flashcards or cut-outs of each shape. The initial set of materials should represent each of the shapes listed under "targets", and all shapes should be as similar as possible in size and color, to avoid any confusion. A very simple way to make the initial set of materials is to take a few sheets of construction paper that are all the same color, and cut out each of the shapes using that paper. Multiple examples of each shape will eventually be needed for generalization across materials. A large bin will be helpful for storage of these items, so that you do not have to spend extra time locating the items prior to lesson time!
Generalization activities:	Cookie cutters with play doh, art projects, sidewalk chalk, shape bingo, etc.



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 "Touch_____ " (fill in label).
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. Write down data
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "Touch circle." Child: (touches circle)	Teacher: "Touch circle." Child: (touches triangle)	Teacher: "Touch circle." Child: (no response)



Teacher: "Excellent!" and gives high five	Teacher: " <u>This</u> is circle." (while touching circle) Restart the teaching cycle.	Teacher: "Try again. You need to touch circle" (while touching circle)
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Expressive: **Response**

1. Ask the child "What shape?" (while holding up/pointing to shape)
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 shape?" (while holding up circle) Child: "Circle." Teacher: "Yes! Great job" and delivers reinforcer.	Teacher: "What shape?" (while holding up circle) Child: "Triangle." Teacher: "It's a circle. Can you say, 'Circle'?" Restart the teaching cycle.	Teacher: "What shape?" (while holding up circle) Child: (no response) Teacher: "This is 'circle'. Can you say, 'Circle'?" Restart the teaching cycle.

TARGETS FOR LEARNING

1. Circle
2. Triangle
3. Square



4. Star
5. Heart
6. Diamond
7. Rectangle
8. Oval
9. Pentagon
10. Hexagon
11. Octagon