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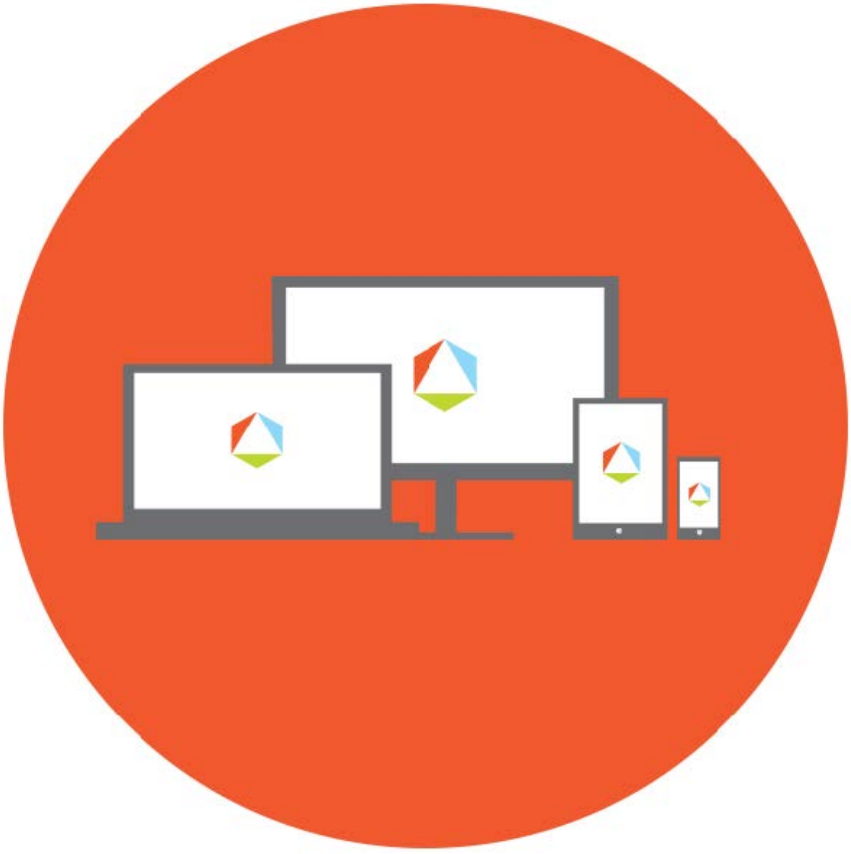

Lesson Guide

51. Sequencing & Prediction

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Sequencing & Prediction

Overview

Teaches:	This lesson teaches the student to put single steps of an activity or event in the correct sequential order of occurrence. Though the teaching method is initially very simple, sequencing is a skill that teaches the student to think in a logical and organized manner, as well as to accurately predict what is likely to happen next.
Before beginning:	Basic Labeling Skills should be mastered, including Object ID, People & Occupations, and Action ID (these 3 areas will be particularly useful in understanding events on sequencing cards). An understanding of basic pattern skills (as in pre-math) may be helpful, but is not required. Some exposure to Advanced Labeling Skills including Feature, Function, Class of Objects, Prepositions, and Pronouns, as well as basic Emotions ID, will also be helpful in completing more advanced targets in this lesson.
Why it's important:	Developing the child's ability to comprehend a series of sequential steps that make up a larger activity or event is a pivotal skill in many other areas. This skill requires attention to detail to correctly determine which in a series of similar cards occurs first This skill also helps develop organizational thinking and communicating, the ability to accurately retell a story or event, the ability to predict what may happen next in social interactions or events, and a greater comprehension of actions and associated consequences. Sequencing can give a child a greater understanding of pattern and outcome in his or her world. In general, a more organized and predictable environment is an asset to individuals with autism.
Materials needed:	• Initially, a set of "first / then" cards that depict 2 steps in a basic activity or event, for at least 5-10 different events (i.e., 2 cards per event: one step happens *first*, and *then* the other step happens). • Next, a set of sequencing cards that depict 4-5 steps per event, for at least 5-10 different events.
Generalization activities:	Materials can be generalized by using a large variety of new events/sequencing cards. Comic strips can be cut up and the child asked to put it in order, frame by frame. The teacher and child might cook or bake a very basic recipe together, following instructions in order. Later, the

	child can be asked questions about naturally occurring events or activities (e.g., "What do you think will happen next?")

Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Ensure that a reinforcer assessment has been recently completed, and that identified highly-preferred items and activities are ready and available.
3. Have data collection ready, either via tablet or pen/paper.
4. Have lesson materials prepared and available.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. Deliver the instruction specified for the target you are working on (below). Here is the difference between the two:
    - For the "What comes next?" instruction, the first card is placed by the teacher (to the left), and the child responds by placing the next card(s) to the right of the teacher's card.
    - For the "Put these in order" instruction, the child is given the whole stack of cards at once, and s/he has to lay them out in order, from left to right.
2. Wait 3-5 seconds for child to begin response. (Since some targets in this lesson require the child to complete several steps in order to "respond", give additional time as needed, as long as the child is actively working on the steps.)
3. Once all steps are complete and the full response has been given (i.e., sequence complete), provide feedback on how the child responded:
    - **Correct** response: enthusiastic praise and/or give the child his chosen reward
    - **Incorrect** or **No response**: corrective feedback, model or prompt of correct response
4. Record data.
5. While the sequence is still laid out correctly and in complete form (even if via error correction), the teacher should also vocally talk through each step of the sequence in order, in simple terms, while pointing to each picture. This is not part of the child's required response at this time, but provides an informal model that will help prepare the child for Target 6.

6. Begin again at step 1.

Examples

Correct response	Incorrect response	No response
Teacher: "What comes next?" **Child**: (places next card in correct sequence) **Teacher**: "Great job! That's correct!" (and delivers reinforcer) **Teacher should also vocally talk through each step in order, in simple terms, while pointing to each picture. This is not part of the response required at this time, but will help prepare the child for future targets.	**Teacher**: "What comes next?" **Child**: (places next card out of order, or selects wrong card) **Teacher**: "Oops! Let's try again. This should happen first, and THEN this…" (while demonstrating the correct sequence using the cards) (Teacher does not deliver reinforcer at this time; rather, re-starts teaching cycle)	**Teacher**: "What comes next?" **Child**: (no response) **Teacher**: "Look here! We need to find what happens next." (while giving a prompt, if needed, to begin response) (Teacher does not deliver reinforcer at this time; rather, re-starts teaching cycle)

Correct response	Incorrect response	No response
Teacher: "Put these pictures in order." **Child**: (places cards in correct sequence) **Teacher**: "Great job! That's correct!" (and delivers any established reinforcer) **Teacher** should also vocally talk through each step in order, in simple terms, while pointing to each picture. This is not part of the response required at this time, but will help prepare the child for future targets.	**Teacher**: "Put these pictures in order." **Child**: (places cards in incorrect sequence) **Teacher**: "Hmmm- that doesn't make sense. Let's try it like this … he pours juice THEN takes a drink…" (while demonstrating the correct sequence of cards) (**Teacher** does not deliver reinforce at this time; rather, re-starts teaching cycle)	**Teacher**: "Put these pictures in order." **Child**: (no response) **Teacher**: "Oops…we need to put these in order. First is…" (**Teacher** does not deliver reinforce at this time; rather, re-starts teaching cycle)

TYPICAL ORDER OF LEARNING TARGETS:

1. "What comes next?" for 2 step sequences ("First/Then")
2. "Put these in order" for 2 step sequences ("First/Then")
3. "What comes next?" for 3-step sequences
4. "Put these in order" for 3-step sequences
5. "Put these in order" for 4 and/or 5-step sequences
6. "Tell me what happened" or "Tell me about it" (Response: child is required to vocalize a simple explanation for each card, in order. It is recommended that Target 6 not be attempted until Targets 1-5 have been mastered; however, the teacher should be doing informal modeling of this skill, as noted above.)