

LESSON 1

Following Directions

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities
 - Pencil or pen for marking charts
 - Reward badge or other tangible reward
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child Progress" on page 9.)

Directions

It is important for children to learn to follow directions. To do this, they may often need to improve their listening skills. These are suggestions for teaching a child to listen and to follow directions:

1. Say the child's name. Wait for eye contact and then praise him for paying attention. When he looks up at you, give the directions and have him repeat them.
2. Whenever the child follows a direction correctly, praise him immediately; for example, "Thank you for rinsing off your dish and putting it in the sink. You did that just the way I asked."
3. Avoid saying "You don't listen" or "That's not what I told you to do!" Ignore mistakes whenever possible and praise the child when he follows directions correctly.
4. You can also make a game of learning to follow directions. Hide a nickel (or something the child likes) somewhere in a room. Tell the child that he may have the nickel if he will listen to your directions and follow them exactly. Give directions only once:

A: (Hide a nickel.)

Freddie, you may have a nickel if you listen to my directions and follow them exactly. Go to the kitchen. Open the top drawer next to the sink.

(Do not repeat directions.)

C: (Follows directions exactly.)

A: Take the nickel from the back of the drawer.

(Notice that in order to keep the nickel, the child must go straight to the kitchen, pull open the top drawer next to the sink, and look in the back of the drawer. If he goes to another drawer or makes any other mistake, he may not have the nickel. You may want to hide the object in a new place and give new directions. If the child follows the directions exactly, be sure to praise him. You might reward

him by hiding another nickel or other object.)

Remember:

1. Give the directions only once!
 2. Start with very simple directions. Then as the child gets better at following them, make them longer and more complicated.
 3. Be sure that the directions are clear and easy to understand.
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 19.
 6. Once the child has mastered the skills in this lesson, give him a reward badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Adult Dialogue

The skills to be taught in this lesson will vary from child to child. For this reason specific adult dialogue is not included. A few examples, however, are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising and rewarding for following directions.

A: Billy.

(Waits until Billy makes eye contact.)

Thank you for paying attention. Please put on your boots and mittens and come outside with me.

C: (Puts on his boots and mittens and goes outside with the adult.)

A: You really listened well, Billy. You quickly put on your boots and mittens and came outside. Let's take the dog for a walk. Then we can make hot chocolate when we come home.

Example 2: Praising for following one direction and ignoring mistakes.

A: Suzy!

(Waits until Suzy looks up.)

Listen carefully. Please take off your boots and put them on the back porch.

C: (Takes off her boots and leaves them on the floor.)

A: Suzy, thank you for taking off your boots so quickly. Now please put them on the back porch.

C: (Puts her boots on the back porch.)

A: Thank you for putting your boots on the back porch.

Example 3: Praising and rewarding for following directions.

A: Jim!

(Waits until Jim looks up.)

A: If you will do exactly as I tell you, we will go to the store when you're finished.

C: Good! What do you want me to do?

A: Please take all the newspapers and put them on the garage shelf. Then sweep the garage floor.

C: Sure, Dad.

(Takes out all the newspapers and puts them on the garage shelf. Sweeps the garage

floor.)

A: Good job, Jim. Thanks for following my directions. Let's go to the store now.

Caution: It is a serious error to punish so-called misbehavior that results from misunderstanding. If a parent gives the instruction "Play with your toys after you put on your slippers," the child might immediately start playing with his toys because he did not understand the meaning of "after" or because he only heard the first part of the instruction. The meaning might have been clarified by giving two separate instructions: "Put on your slippers." The child obeys and receives praise. "Now you may play with your toys." Another way to simplify the instruction is to put the two activities in their proper order: "Put on your slippers; then play with your toys."



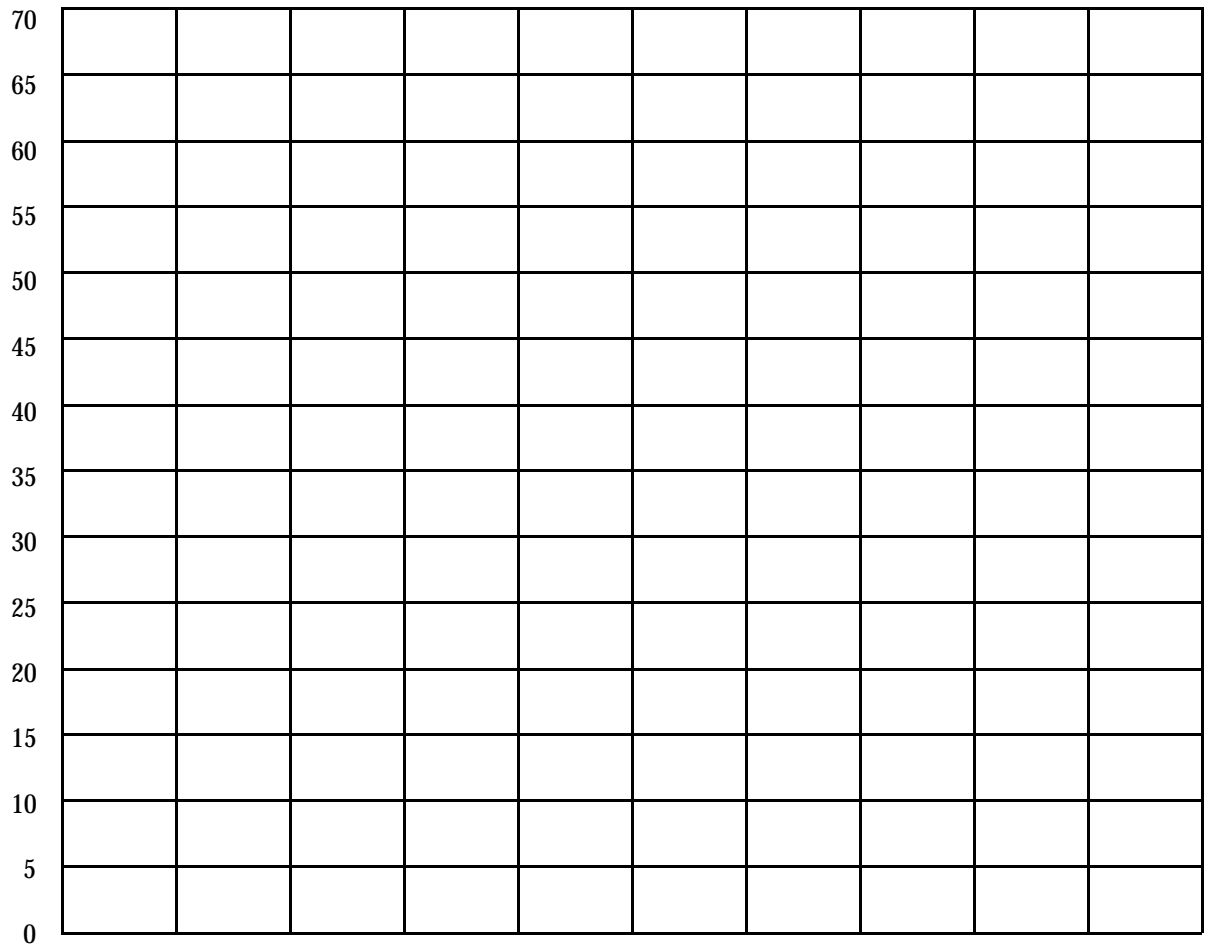
Progress Chart

BEHAVIOR:

Daily Tally

Daily	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph



WEEK: 1 2 3 4 5 6 7 8 9 10
 DATE: