

GENERAL DIRECTIONS

Please read the following directions carefully.

Important information *unique* to this program is discussed.

Purpose of This Program

The purpose of this program is to teach the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Many learners can say the numbers from 1 to 10 in sequence, but they are unable to count a number of objects presented to them. For example, a learner might say, "One, two, three, four, five, six, seven, eight, nine, ten," as he points to eight pennies in a line. With these learners, there is no one-to-one correspondence between their number statements and counting movements. This program teaches the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Is the Learner Ready?

The learner is ready for this program when he can say the numbers from 1 to 10 in the correct sequence.

If the learner can say these numbers, but he occasionally omits one number or says some numbers in the wrong order, this program will teach him the correct sequence.

The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the

learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken. To review counting from 1 to 10 with the learner, refer to "Review Counting Without Objects" on page 5.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate motor control. For information about dealing with behavior problems, the instructor should refer to When a Child Misbehaves.

Learning Environment

Length: Work approximately 20 minutes each day until the learner masters the lesson. A ten-minute session in the morning and another in the afternoon is an effective schedule.

Time: Try to work with the learner the same time each day. Do not choose a time that conflicts with a highly valued activity for the learner; for example, do not schedule your work during the learner's favorite TV show, regular play time, special activity, recess, favorite class, etc.

Place: Choose a work space that is free from distractions, one that will best suit the activities required by the program.

Be Prepared: Have the work space and materials ready at the scheduled time. This will help you get the session off to a good start. It will also let the learner know that when he arrives he should be ready to work. When the learner gets ready to work, praise him. You could say "I like the way you get ready to work."

Pace and Success: If the learner is succeeding at the tasks but losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedure have not been successful,

follow these three steps:

1. Return to a previous task the learner completed successfully.
2. Have the learner repeat that task and praise him when he completes it successfully.
3. Conclude the activity.

Do not return to a task that the learner repeatedly failed until the following have been achieved:

1. You have made sure the learner has the preskills necessary to complete the task; for example, if the learner cannot accurately count seven pennies, make sure he can count from 1 to 7 correctly.
2. You have identified other alternatives that simplify the task; for example, if the learner is having difficulty counting objects by pointing to them, increase the size of the objects and the distance between them.

General Teaching Tips

Learn How to Use This Program: One of the easiest ways to learn how to use this program is to ask another person (an older child or adult) to pretend to be the learner and to teach the program to that person. The person acting as the learner should be told to make mistakes. This will give you a chance to practice correcting mistakes, which is one of the most important parts of teaching.

Follow all Instructions Carefully: It is important that the learner's experience with this program be rewarding. As you teach the lessons, it is recommended that you follow the instructions carefully. You will increase the learner's chances of success by following instructions carefully and by paying close attention to the instructions on praising.

Despite Your Best Planning, Things May Still Go Wrong: Despite your best planning, the learner may still fail to master the skills you are trying to teach. Don't let the learner's skill failure turn

into a message that he is a *failure* as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding. If you can't achieve success, stop training. *It is far better for the learner to have no instruction than to have consistent demonstrations that he is a failure.*

Symbols Used in this Program: This program uses the terms "Instructor," "Learner," and "Model" to refer to participants. Only the first letter of each term is used:

I:stands for the instructor. What the instructor says or does follows it.

L:stands for the learner. What the learner says or does follows it.

M:stands for the model. What the model says or does follows it.

There are other points to remember:

Information within parenthesis () tells what the instructor or learner should do.

Words in bold print are what the instructor says to the learner.

When you see words in brackets, such as [Learner's name] or [Model's name], fill them in with the appropriate name.

Teaching Procedures: The procedure used in teaching the counting of objects includes three steps: SHOW, HELP, and TELL.

In Unit One, the HELP step is used alone. The learner is introduced to the concept of one-to-one correspondence, which requires a systematic reduction of assistance by the instructor. The HELP step has been expanded so that physical and verbal assistance are reduced gradually as follows:

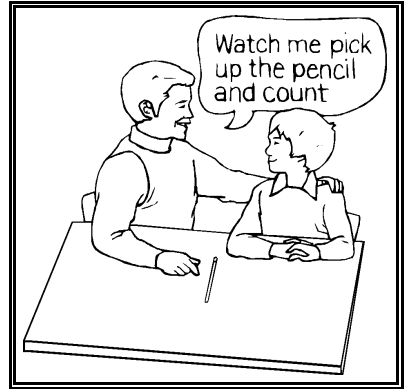
Physical and Verbal Assistance. The instructor and learner work together to perform the skill. The instructor provides both physical and verbal assistance.

Reduced Verbal Assistance. The instructor continues to provide physical assistance but verbal assistance is withdrawn. The instructor slowly withdraws verbal assistance

by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Reduced Physical Assistance. The instructor slowly withdraws the physical assistance by first *touching* the object and then by *pointing* to the object to prompt the learner to perform the skill.

Learner by Himself. The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.



In Units Two, Three, and Four all three steps of the teaching procedure are followed. When teaching a skill, first **SHOW** the learner how to do it. Then give him a chance to try it alone. If he cannot do it, showing may not be enough. You should then **HELP** him by moving or guiding him in practicing the skill. Then **TELL** him what to do and give him the chance to do it alone to see if he has mastered the skill. The following examples show how the steps are used:

SHOW: Give the spoken direction and show the learner how to perform the skill. Then give the learner a chance to try.

I: Watch me pick up the pencil and count.

(Pick up the pencil and count.)

One. Now you do it.

L: (Picks up the pencil and counts.)

I: You did a good job counting to one!

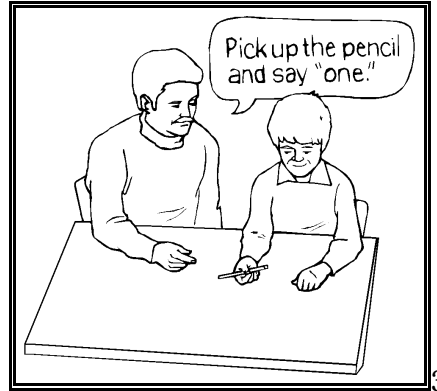
HELP: If the learner is having difficulty, give the spoken directions and then help by moving or guiding the learner in performing the skill.

I:(Hold one end of the pencil and place the learner's hand on the other end. Help the learner pick up the pencil and count.)

Let's count together. One

L:(Lifts the pencil and counts with the instructor's help.)

I:Good! You counted to one with me.



TELL: Give the spoken direction to the learner. The learner must complete it alone. Do not show or help the learner in performing the skill.

I:Pick up the pencil and count.

L:(Picks up the pencil and counts.)

I:Great! That's the way to count to one.

Note: Additional directions on how to teach this program are located within each lesson.

Providing Rewards

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Recognition can take the form of tangible rewards or social rewards. Both types of rewards are used throughout this program.

Tangible rewards are objects you give a learner for good behavior. Tangible rewards include edible treats, such as fruits, vegetables, nuts, cookies, etc.; special items, such as stickers, small toys, pencils, etc.; and activities, such as playing games, singing, coloring, etc.

Social rewards include any behavior a person exhibits in an attempt to reinforce the good behavior of another. This may include smiling, touching, patting, and certain words and phrases like "You are doing a good job, Edward."

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior. To be effective, though, praise must be specific. When the learner gives a correct response, it is important to let him know exactly what he did correctly. "Very good!" does not tell the learner exactly what he did. Here are some better ways to praise the learner:

I: Great! You remembered to stop counting after six.

I: That's right! You counted four pencils.

If the learner is having trouble or is making a lot of mistakes, keep encouraging him with comments like:

I: Learning to count takes time. Keep trying. You are doing better!

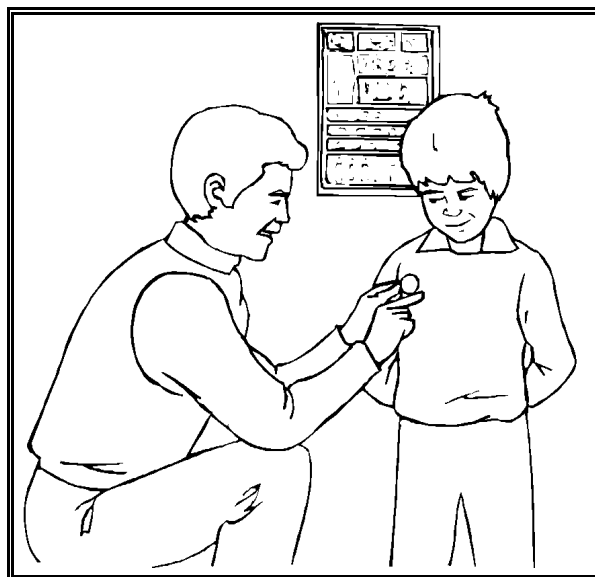
I: Good try! You can almost count to eight by yourself.

How to use the Learner's Chart: One tangible reward used in this program is the Learner's Chart. It serves to remind adults important in the learner's life to give him attention when he does things correctly.

The Learner's Chart is found on page 8. This chart is designed to be a relaxed and positive way for the learner to complete each session and practice his counting skills at the same time. At the conclusion of each session, have the learner color and count a certain number of toys. When the learner has completed all the lessons, he may complete the uncolored portions of the chart and keep it.

How to use the Reward Badge: Another tangible reward used in this program is the reward badge.

It also serves to remind adults to give the learner attention when he does things correctly. Once the learner has acquired a skill, he should receive a reward badge. Select a badge (or allow the learner to select a badge) from among those found on page 9. Give the badge to the learner. The reward of a badge can intensify the learner's sense of accomplishment.



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Note: If providing rewards is not successful in maintaining appropriate behaviors, you may need more help. Refer to the program When a Child Misbehaves.

Correcting Mistakes

When the learner makes a mistake, *immediately* stop the teaching procedure and correct the mistake. Try to correct the learner's mistake with the least amount of prompting:

TELL. First, *tell* the learner how to perform the skill. Then give him the chance to try it alone.

SHOW. If the learner still has difficulty, *show* him how to perform the skill. Then give him the chance to try it alone.

HELP. If the learner still has difficulty, showing may not be enough. You should then *help* the learner by physically assisting him in practicing the skill. Slowly withdraw your help until the learner is performing the skill by himself.

When the learner is successful, give him immediate praise and return to the teaching procedure.

Remember: Don't let the learner's skill failure turn into a message that he is a failure as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding.

Monitoring Learner Progress

How to Use the Instructor's Chart: The Instructor's Chart found on page 7 is designed to help you keep an accurate record of the learner's progress. The following blanks and columns are to be filled out on the chart:

Learner's Name. Record the learner's name on the line.

Date Started. Record the date on which you begin teaching the skill.

Date Mastered. Record the date on which the learner is able to complete the skill independently three times in a row.

Notes. List in this section any additional information you feel may be useful, like a special teaching problem or the number of sessions you spent teaching the lesson.

There are several lines at the bottom of the chart that will allow you to add other related skills, such as counting up to twenty objects or counting pictures in books and magazines. Write the skill you are teaching in the column marked Skill.

Materials

Materials Provided by the Program:

Instructor's Manual. You are reading the Instructor's Manual. It contains all of the information you will need in order to teach the program:

Directions and Instructor's Dialogue. These sections are provided in each lesson. They guide you in what to say and do as you teach the learner.

Instructor's Chart. You will use this chart (page 7) to keep a record of the learner's progress.

Learner's Chart. The learner will color a portion of this chart (page 8) at the end of each session as a reward for working.

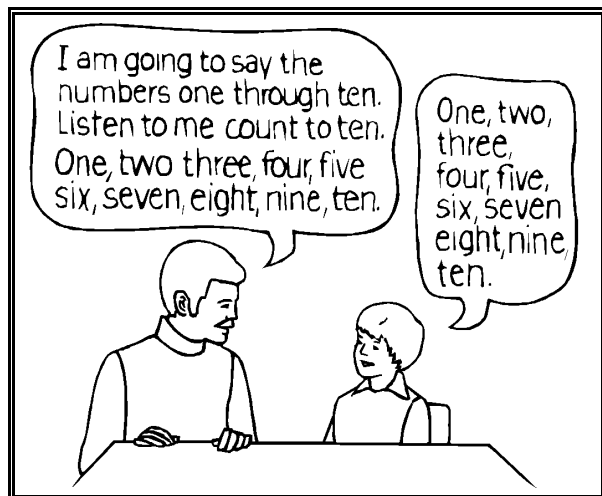
Reward Badges. When the learner successfully completes a lesson, he will be given a reward badge (page 9).

Materials You will Provide: This information is provided at the beginning of each lesson.

Review Counting Without Objects

Before beginning this program, have the learner count from 1 to 10 without using objects.

Note: *The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken.*



L: One, two, three, four, five, six, seven, eight, nine, ten.

I: You did a good job counting to ten!

Correction Procedure: If the learner cannot count from 1 to 10 by himself, do the following:

Step 1. Count from 1 to 10 with the learner, saying the numbers together.

Step 2. Count from 1 to 10 with the learner, saying the numbers *quietly* along with the learner.

Step 3. Have the learner count from 1 to 10 by himself. **DO NOT** count with the learner.

Directions: Have the learner attempt the following tasks:

Task 1. Arrange eight objects in a straight line, almost touching, and ask the learner to count them.

If the learner is unsuccessful, begin with Unit One. If the learner is successful, proceed to Task 2.

Task 2. Arrange nine objects in a circle, with the objects almost touching, and ask the

Purpose: This check enables the instructor to determine which lesson to begin teaching the learner.

Materials: Ten objects (play blocks, cans, or buttons).

learner to count them.

If the learner is unsuccessful, begin with Unit Three. If the learner is successful, proceed to Task 3.

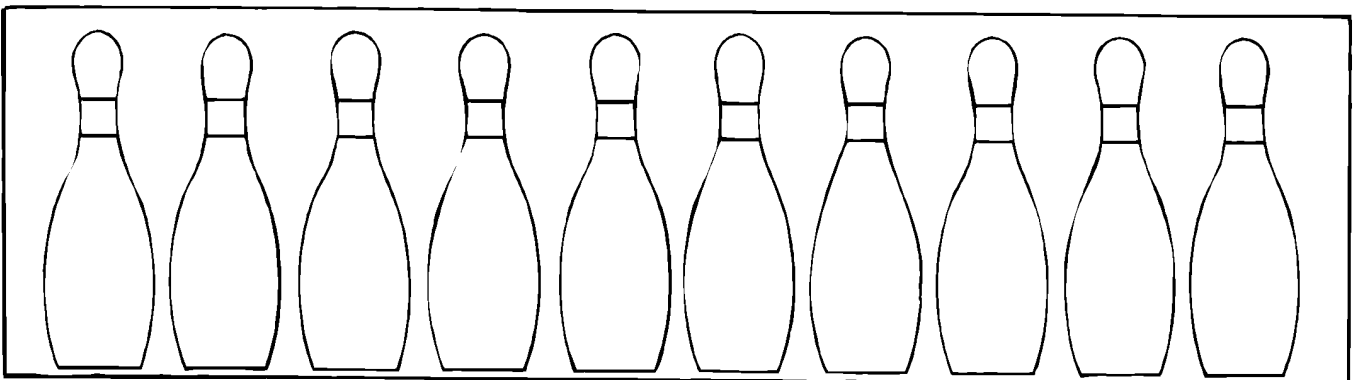
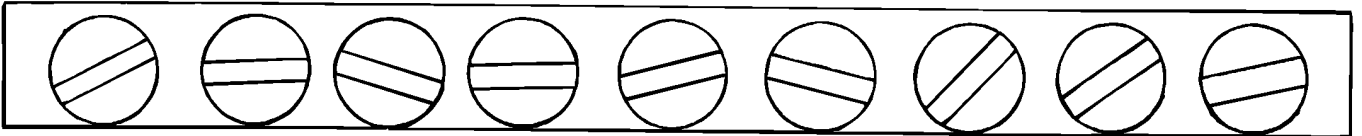
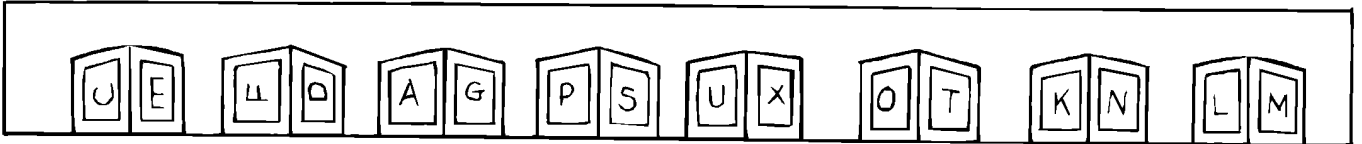
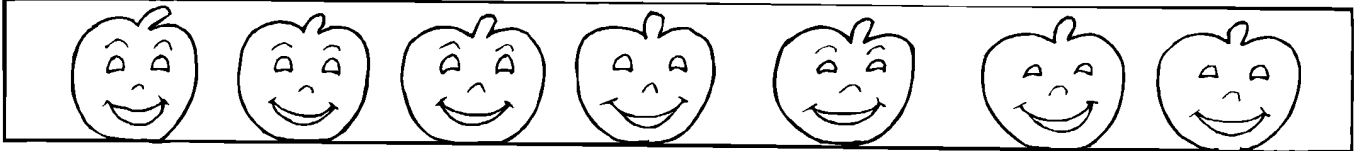
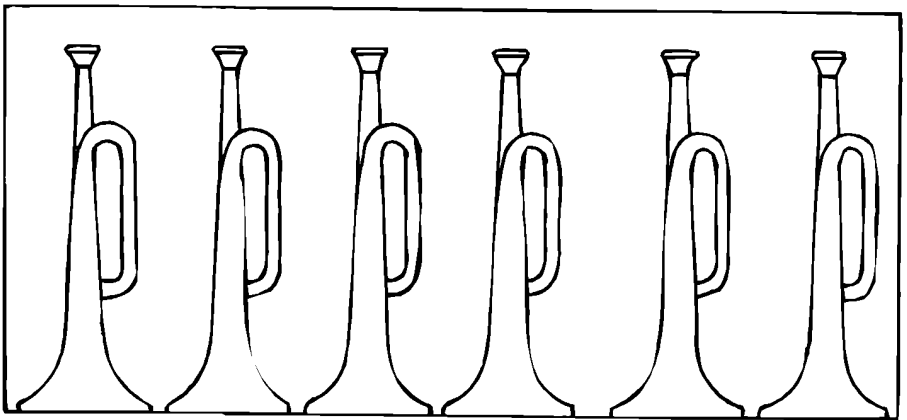
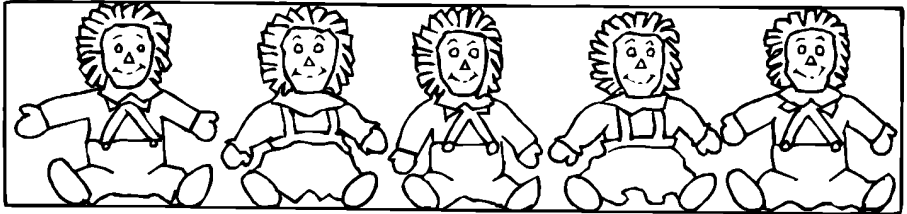
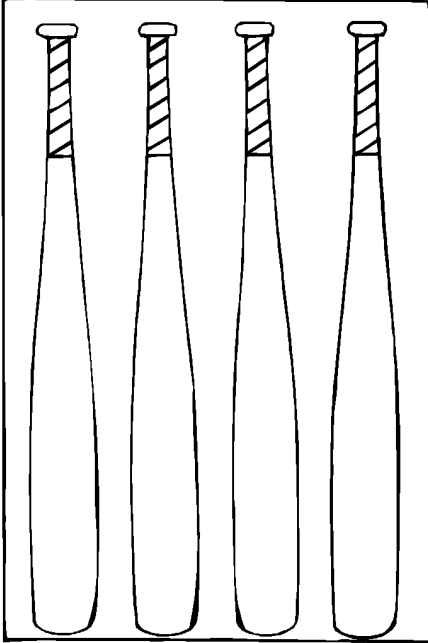
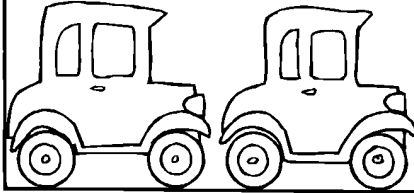
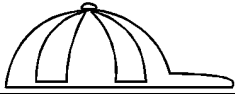
Task 3. Arrange ten objects in a straight line, almost touching, and ask the learner to count seven of them.

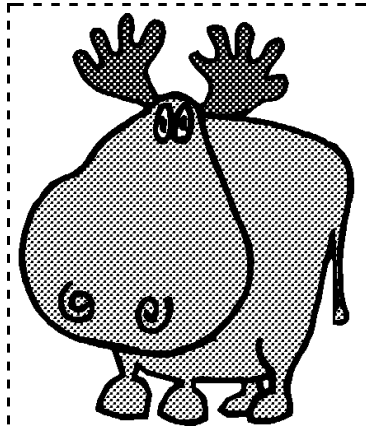
If the learner is unsuccessful, begin with Unit Four. If the learner is successful, he does not need this program.

Beginning Check

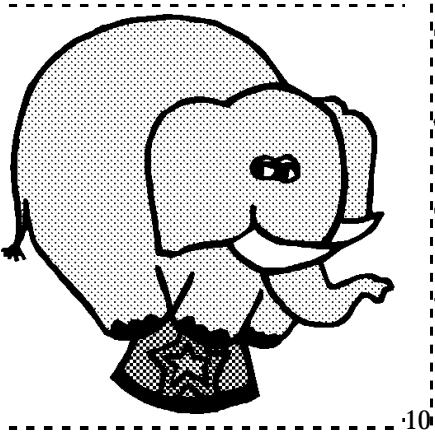
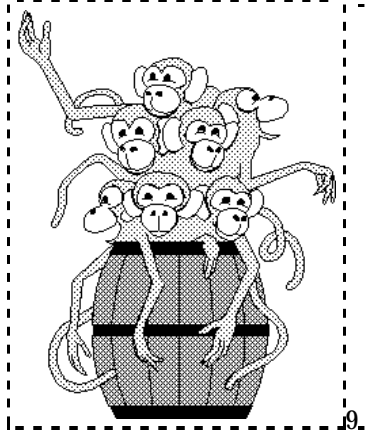
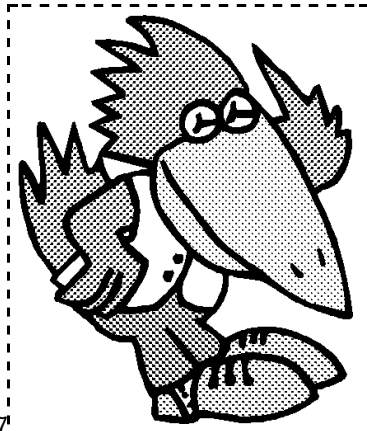
Learner's Chart

Counting Objects

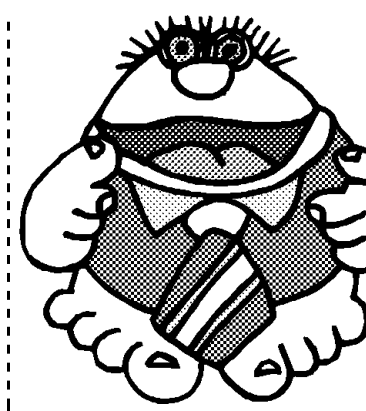




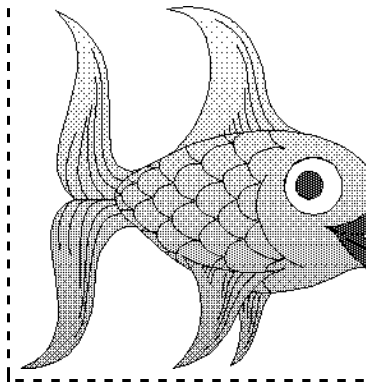
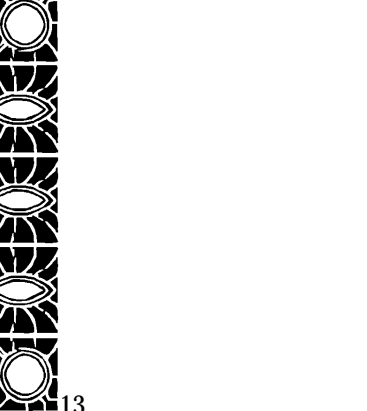
I'm
great
at
Counting



I
can
count!

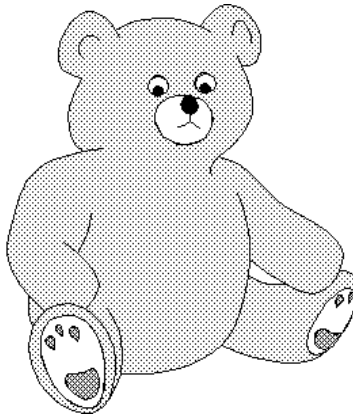


#1
Worker

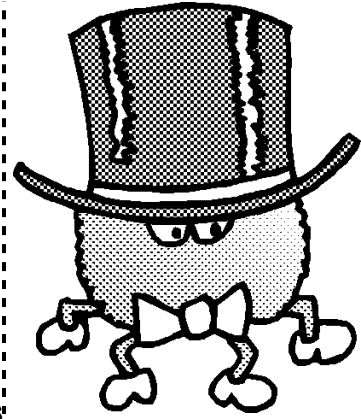




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