

LESSON 3

Reduced Physical Assistance

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Five unsharpened pencils
 - Two blank sheets of 8 1/2" x 11" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 3 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will stop helping the learner move the pencils. This will be done in three stages:

Step A. You will touch the pencil lightly as the learner picks it up and moves it.

Step B. You will not touch the pencil but will point to it and follow it with your finger as the learner picks it up and moves it.

Step C. You will place your hands on the table and not move them at all as the learner picks up and moves the pencil by himself.

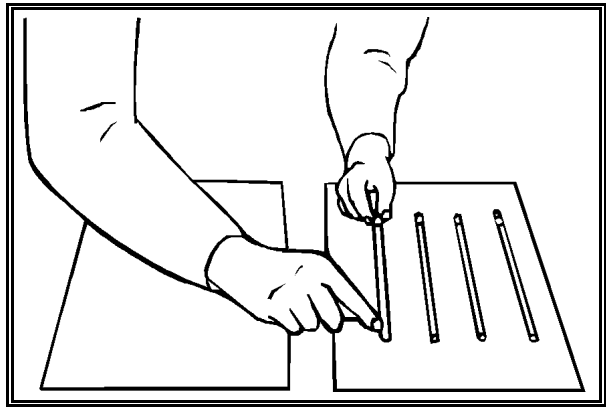
Instructor's Dialogue

Step A (Touch)

I: (Place two sheets of paper on the table in front of the learner. Place four pencils on the sheet of paper to the left.)

Count the pencils yourself. Ready. Go.

(Touch the end of the pencil lightly as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper when the instructor touches it. Says the number one by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number two by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number three by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number four by himself as the pencil touches the paper.)

I: **You did a good job counting the four pencils!**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step B.

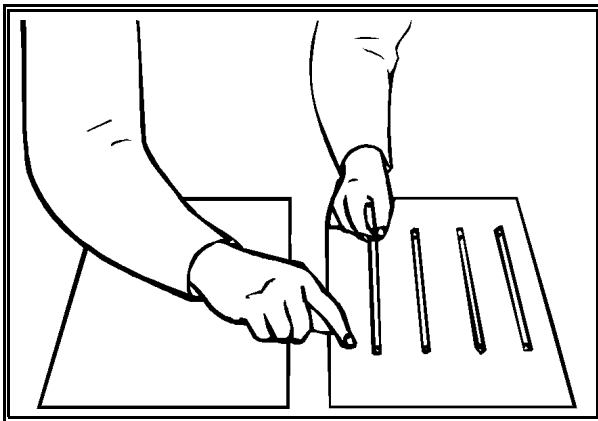
(Proceed to Step B.)

Step B (Point)

I: (Return the four pencils to the sheet of paper on the left.)

Try that again, but this time I want you to move and count the pencils by yourself. Ready. Go.

(Point to the end of the pencil as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper when the instructor points to it. Says the number one by himself as the pencil

touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number two by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number three by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number four by himself as the pencil touches the paper.)

I: **Great! You moved and counted the four pencils by yourself.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step C.

(Proceed to Step C.)

Step C (No Physical Assistance)

I: (Return the four pencils to the sheet of paper on the left.)

Pick up, move, and count the pencils.

(Place your hands on the table and leave them there for the rest of this step.)



himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



L: (Lifts and moves each pencil to the other sheet of paper. Says the number for each pencil as it touches the paper.)

I: **Excellent! You counted the four pencils by yourself.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step B.

(Repeat Step C using two, one, four, and then five pencils.)

(The learner has completed the lesson when he can move and count each set of pencils by