

# 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 provide specific information for teaching the learner to understand simple spoken directions.

## Is the Learner Ready?

The learner is ready for this program when he can grasp, push, pull, turn, pick up objects, and correctly imitate body movements (clap his hands when you clap yours or shake his head when you shake yours). Success with this program will be more likely if the learner knows the names of familiar objects in his environment.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate language concepts. The instructor should be attentive to errors to determine what the problem might be. 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. 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 procedures 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.

## 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 parentheses ( ) 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.

**Extra Practice:** If skills are not practiced, they will be forgotten. The instructor should plan for as much practice as possible. To assist the instructor in this area, additional activities have been included in each lesson in the "Extra Practice" section.

**Teaching Procedures:** The procedure used in teaching the understanding of functional words includes three steps: SHOW, HELP, and TELL.

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 him 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 what you want done. You may use another child or an adult as a model to demonstrate what the learner is to do. Then give the learner a chance to try:

**I:** (To other child or adult.)

**[Model's name], come here.**

**M:** (Goes to the instructor.)

**I:** (Turns to the learner.)

**[Learner's name], come here.**

**L:** (Goes to the instructor.)



**HELP:** If the learner is having difficulty, give the spoken direction and then help (or have the model help) by moving or guiding the learner in following the direction:

**I:** (Tell the model to take the learner's hand and guide him to you.)

**[Learner's name], come here.**

**L:** (Goes to the instructor with the model's help.)

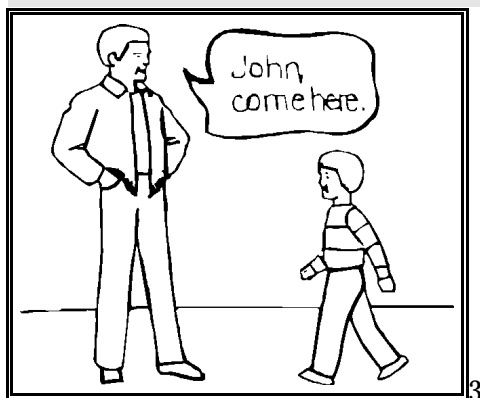


**TELL:** Give the spoken direction to the learner. The learner must complete it alone. *Do not* show or help the learner follow the direction:

**I:** **[Learner's name], come here.**

**L:** (Goes to the instructor by himself.)

**I:** **Good coming here!**



**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:** **Good looking at me!**

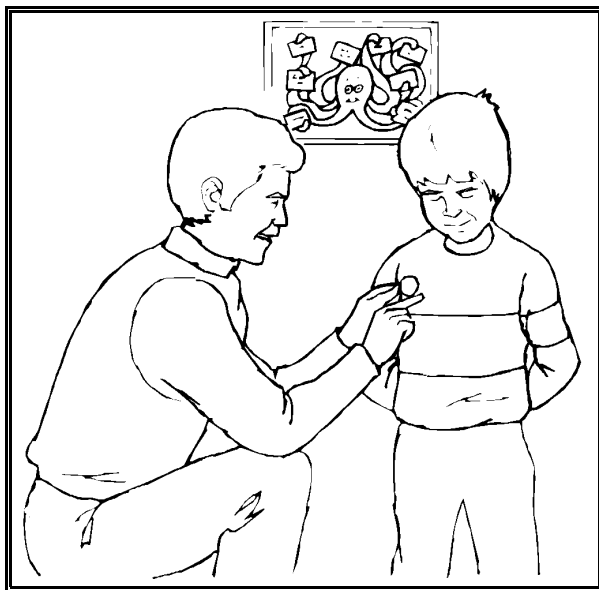
**I:** **Good standing up!**

In order to praise the learner and avoid confusing him, use the word "Good" followed by the instruction. If you're teaching the learner "Look at me," praise him by saying "Good looking at me!" Because the language is simple, it is important that the tone of your voice and the expression on your face tell the learner you are pleased.

If the learner is having trouble or is making a lot of mistakes, keep encouraging him. For some learners praise alone may not be enough. Other social rewards, such as smiling, touching, or patting may be needed. The learner may also respond better with tangible rewards, such as food, a favorite toy, or a puzzle.

**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. At the conclusion of each session, the learner may color a portion of his chart. The Learner's Chart is found on page 8. When the learner has completed all the lessons, he may complete the uncolored portions of the chart and keep it. Having the learner color his chart is a relaxed and positive way to complete each session.

**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.



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

## Monitoring Learner Progress

**How to Use the Instructor's Chart:** The Instructor's Chart found on page 6 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.

A separate form found on page 7 allows you to add instructions suggested in the "Extra Practice" sections. Write the instruction 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 6) 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.

**Beginning Check**

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

**Materials:** The objects used in the directions should be familiar to the learner. You can substitute other objects for those given in the directions:

**I: Point to the [ball].**

**I: Point to the [cup].**

**Directions:** Read the following directions to the learner. If the learner does not follow the spoken directions correctly, place a check in the box marked "No."

No

- 1. Look at me .....G p. 10
- 2. Come here.....G p. 13
- 3. Go to the [chair] .....G p. 15
- 4. Sit down ..... G p. 17
- 5. Stand up .....G p. 19
- 6. Give me the [ball] .....G p. 21
- 7. Point to the [ball] .....G p. 23
- 8. Take off the [hat] ..... G p. 25
- 9. Put on the [hat] .....G p. 25
- 10. Turn on the [light] .....G p. 27
- 11. Turn off the [light] .....G p. 27
- 12. Close the [door] .....G p. 29
- 13. Open the [door] .....G p. 29
- 14. Put the [ball] on the [table] .....G p. 31
- 15. Put the [ball] under the [table] ....G p. 31
- 16. Put the [ball] next to the [table] ....G p. 31
- 17. Put the [ball] between the [table] and the [chair] .....G p. 31

If the learner follows all the directions without a mistake, he does not need this program. If the learner makes one or more mistakes, start teaching with the first direction the learner missed.

# Instructor's Chart

Understanding Functional Words and Phrases

LEARNER'S NAME \_\_\_\_\_

LESSON	SKILL	DATE STARTED	DATE MASTERED	NOTES
Lesson 1	Look at me			
Lesson 2	Come here			
Lesson 3	Go to			
Lesson 4	Sit down			
Lesson 5	Stand up			
Lesson 6	Give me			
Lesson 7	Point to			
Lesson 8	Take off			
	Put on			
Lesson 9	Turn off			
	Turn on			
Lesson 10	Close			
	Open			
Lesson 11	On			
	Under			
	Next to			
	Between			

# Instructor's Chart--Extra Practice

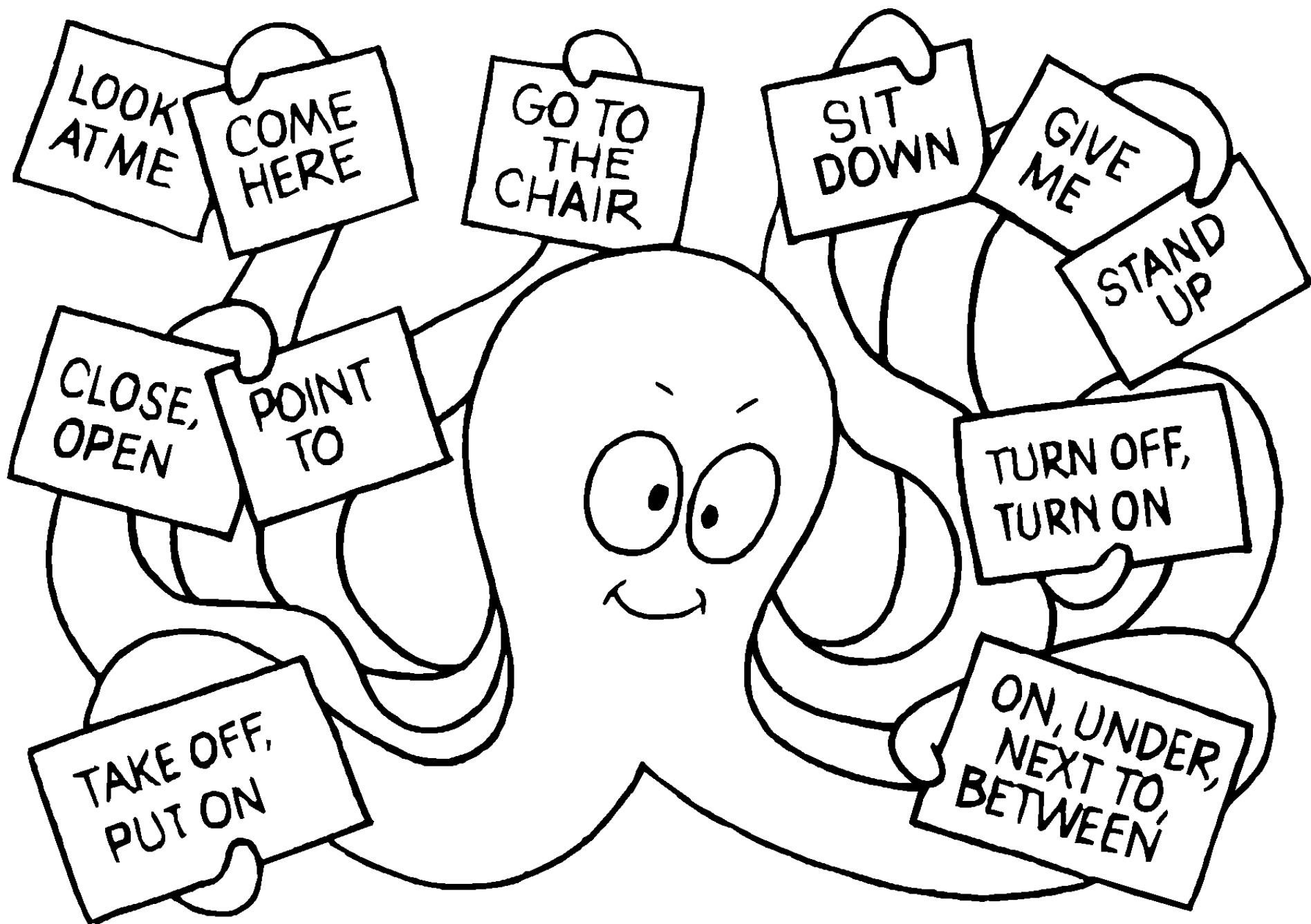
Understanding Functional Words and Phrases

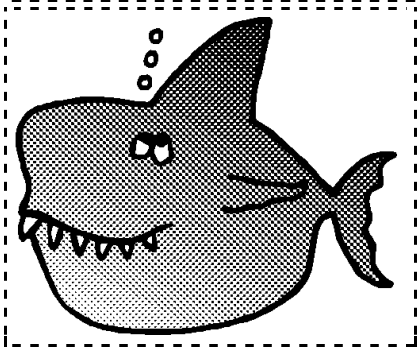
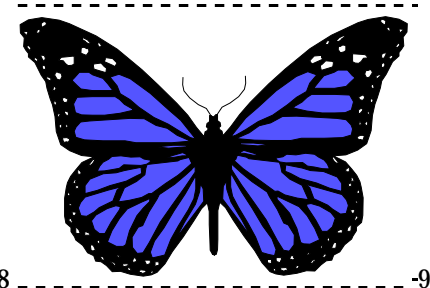
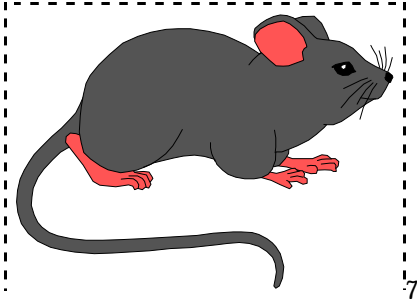
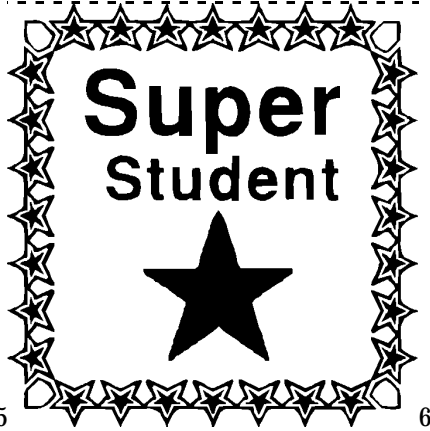
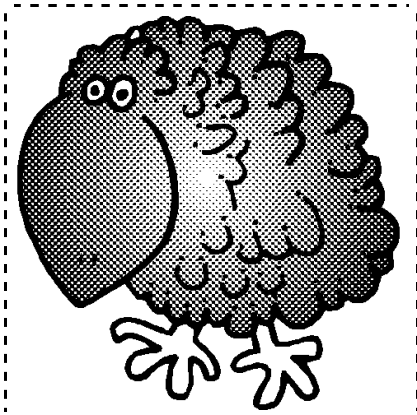
LEARNER'S NAME \_\_\_\_\_

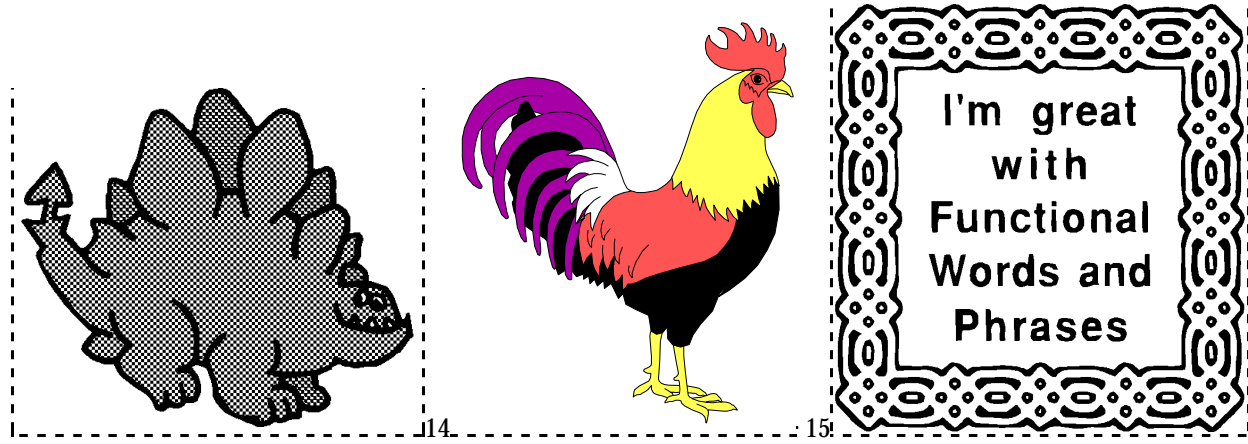
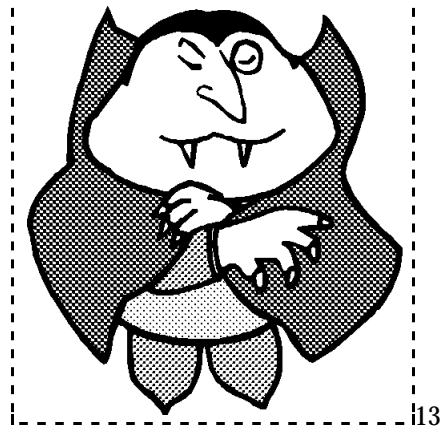
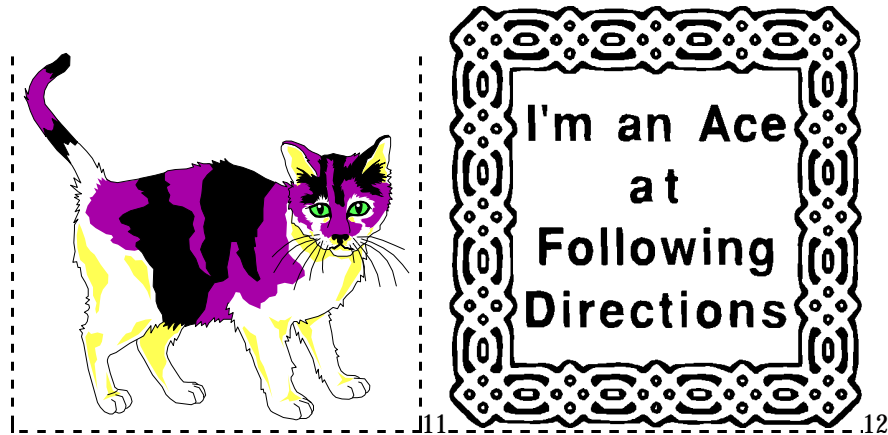
LESSON	SKILL	DATE STARTED	DATE MASTERED	NOTES
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				
Lesson 6				
Lesson 7				
Lesson 8				
Lesson 9				
Lesson 10				
Lesson 11				

# Learner's Chart

Understanding Functional Words and Phrases







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