

LESSON 2

Come Here

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Another child or adult to demonstrate
 - 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

Until the learner can respond to the direction "Come here" without any mistakes, teach Lesson 2 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

I: (Use a child or an adult to demonstrate to the learner what you want him to do. This person will be referred to as the model.)

(Stand about three or four feet in front of the learner and the model.)

[Learner's name], look at [Model's name].

L: (Looks at the model.)

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

M: (Goes to the instructor.)

I: **Good coming here!**

(Turn to the learner.)

[Learner's name], come here.

L: (Moves toward the instructor.)

Note: If the learner moves only partway toward you and stops, praise him. Later on you can increase the distance between you, the learner, and the model.

I: **Good coming here!**

(If the learner follows the spoken direction, walk away from the model and learner.)

[Model's name], come here.

M: (Goes to the instructor.)

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

L: (Goes to the instructor.)

I: **Good coming here!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

(Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Stand two feet away from the learner and model.)

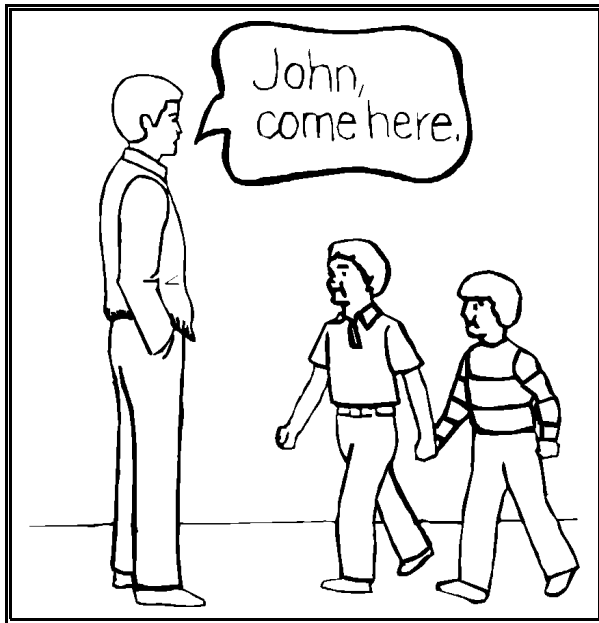
[Learner's name], come here.

L: (Does not go to the instructor.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and guide him to you.)

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

L: (Moves toward the instructor with the model's help.)



I: Good coming here!

(Move about four feet away from the learner and model.)

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], come here.

L: (Goes to the instructor with less help each time.)

I: Good coming here!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he comes to you with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Stand five to six feet in front of the learner.)

[Learner's name], come here.

L: (Goes to the instructor without help.)

I: Good coming here!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Come here" consistently and without help or demonstration, use the same method for teaching the following:

Come to me.

Come to the [table or other furniture].

Come to [name of other children or adults].

Come to the [kitchen or other rooms].

Note: Make sure the places, objects, or people that you ask the learner to come to are familiar to him because you are teaching the direction "Come to," not the names of places, objects, or people.