

# LESSON 3

## Go To

### Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
  - Chair
  - 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 "Go to the chair" without any mistakes, teach Lesson 3 each day. Allow the learner to color a portion of his chart after each session.

### Instructor's Dialogue

#### Step A (Show)

- I: (Instructor, model, and learner should stand about three or four feet in front of the chair.)  
 [Learner's name], look at [Model's name].
- L: (Looks at the model.)
- I: [Model's name], go to the chair.

- M: (Goes to the chair.)
- I: **Good going to the chair!**
- [Model's name], come here.



- M: (Returns to the instructor.)
- I: **Good coming here!**
- [Learner's name], go to the chair.
- L: (Goes to the chair.)
- I: **Good going to the chair!**
- [Learner's name], come here.
- L: (Returns 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: (Instructor, model, and learner should stand three to four feet in front of the chair.)

**[Learner's name], go to the chair.**

**L:** (Does not go to the chair.)

**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 the chair.)

**[Learner's name], go to the chair.**

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

**I: Good going to the chair!**

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

**L:** (Learner and model return to the instructor.)

**I: Good coming here!**

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

**[Learner's name], go to the chair.**

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

**I: Good going to the chair!**

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

**L:** (Learner and model return to the instructor.)

**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 goes to the chair 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:** (Instructor and learner should stand five to six feet in front of the chair.)

**[Learner's name], go to the chair.**

**L:** (Goes to the chair without help.)

**I: Good going to the chair!**

**I: Come here.**

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

**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 "Go to the chair" consistently and without help or demonstration, use the same method for teaching the following:

Go to the [kitchen or other rooms].

Go to the [door, window, or other places in the room].

Go to the [table or other furniture].

Go to [name of other children or adults].

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