

LESSON 5

Stand Up

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Three chairs
 - 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

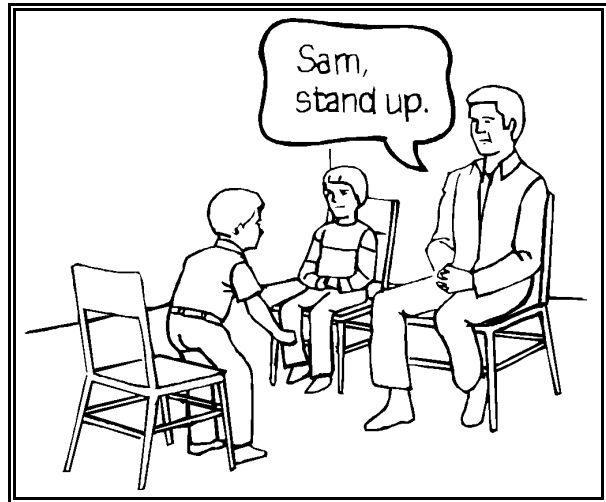
Until the learner can respond to the direction "Stand up" without any mistakes, teach Lesson 5 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

- I: (Instructor, model, and learner should each be sitting on a chair.)
 [Learner's name], look at [Model's name].
- L: (Looks at the model.)
- I: [Model's name], stand up.

M: (Stands up.)



I: Good standing up!

[Model's name], sit down.

M: (Sits down.)

I: Good sitting down!

[Learner's name], stand up.

L: (Stands up.)

I: Good standing up!

[Learner's name], sit down.

L: (Sits down.)

I: Good sitting down!

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 each be sitting on a chair.)
 [Learner's name], stand up.

L: (Does not stand up.)

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 help him stand up.)

[Learner's name], stand up.

L: (Stands up with the model's help.)

I: Good standing up!

[Learner's name], sit down.

L: (Sits down.)

I: Good sitting down!

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

[Learner's name], stand up.

L: (Stands up with less help each time.)

I: Good standing up!

[Learner's name], sit down.

L: (Sits down.)

I: Good sitting down!

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 stands up 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 each be sitting on a chair.)

[Learner's name], stand up.

L: (Stands up without help.)

I: Good standing up!

Sit down.

L: (Sits down.)

I: Good sitting down!

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 directions in Lessons 2-5 individually, use the same teaching procedure and combine all of the directions as follows:

Go to the [chair, stool, bed, or couch].

Sit down.

Stand up.

Come here.

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