

LESSON 8

Take Off and Put On

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Hat
 - 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 directions "Take off the hat" and "Put on the hat" without any mistakes, teach Lesson 8 each day. Allow the learner to color a portion of his chart after each session.

Both directions can be taught in the same manner. After you have taught the learner to "Take off the hat," go through Lesson 8 again substituting "put on" for "take off."

Note: For more information on teaching dressing skills, see Independent Use of Zippers, Buttons, Shoes, and Socks and Independent Dressing Skills.

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Place the hat or other object on the model as shown in the illustration.)

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

L: (Looks at the model.)

I: [Model's name], take off the hat.



M: (Takes off the hat.)

I: Good taking off the hat!

(Put the hat on the learner.)

I: [Learner's name], take off the hat.

L: (Takes off the hat.)

I: Good taking off the hat!

I: (If the learner follows the spoken direction and takes off the hat, put the hat on the model and give the directions to the model again.)

[Model's name], take off the hat.

M: (Takes off the hat.)

I: (Put the hat on the learner.)

[Learner's name], take off the hat.

L: (Takes off the hat.)

I: Good taking off the hat!

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: (Face the learner and model. Place the hat or other object on the learner.)

[Learner's name], take off the hat.

L: (Does not take off the hat.)

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 take off the hat.)

[Learner's name], take off the hat.

L: (Takes off the hat with the model's help.)

I: Good taking off the hat!

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

[Learner's name], take off the hat.

L: (Takes off the hat with less help each time.)

I: Good taking off the hat!

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

I: (Continue to give the spoken direction and reward the learner if he takes off the hat 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: (Face the learner and put the hat on his head.)

[Learner's name], take off the hat.

L: (Takes off the hat without help.)

I: Good taking off the hat!

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.)



(Repeat the entire lesson substituting the direction "Put on the hat." When the learner has been taught both directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to the spoken directions "Take off the hat" and "Put on the hat" consistently and without help or demonstration, use the same method to teach him the following:

Take off your [socks, mittens, pajamas, etc.].
Put on your [socks, mittens, pajamas, etc.].

Note: Make sure the articles of clothing that you ask the learner to take off and put on are familiar to him because you are teaching the directions "Take off" and "Put on," not the names of clothing.