

# UNIT TWO

## Buttoning

# INTRODUCTION

## Unit Overview

The purpose of this unit is to provide information on how to teach the learner to independently button and unbutton a sweater. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue to guide you in what to say and do as you teach the learner. The lessons are organized as follows:

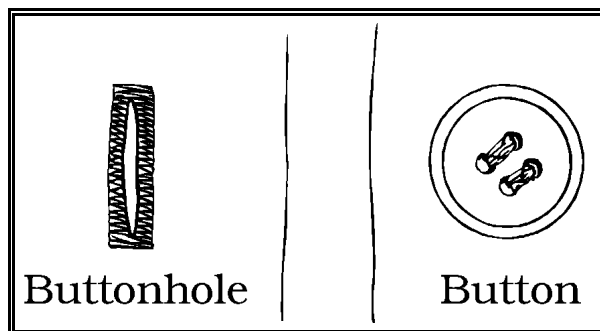
Lesson 1: Unbuttoning a Sweater

Lesson 2: Buttoning a Sweater

**Note:** Using a sweater with large buttons and buttonholes is recommended when teaching this unit. A shirt that buttons, however, may be used if a sweater is not available. Since a shirt is typically more difficult to manipulate, you may find that when using a shirt to teach this unit, the learner will progress at a slower pace.

## Learner's Terms

The terms *button* and *buttonhole* are used in the lessons. The learner should know each term *prior* to beginning the first lesson. Using the picture below or a sweater, identify the parts with the learner.



I:(Point to the button.)

**This is the button. Touch the button.**

L:(Touches the button.)

**I:Good, you touched the button.**

(Point to the buttonhole.)

**This is the buttonhole. Touch the buttonhole.**

L:(Touches the buttonhole.)

**I:Good, you touched the buttonhole. Now let's try it again. Touch the button.**

L:(Touches the button.)

**I:Great! You touched the button. Now touch the buttonhole.**

L:(Touches the buttonhole.)

**I:You did it! You touched the buttonhole.**

**Correction Procedure:** Remember, if the learner has difficulty, first **SHOW** him how to do it. If he still has trouble, **HELP** him do it. Then **TELL** him what to do and let him do it alone. Praise him when he does it by himself.

## Beginning Check

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

### Materials:

Learner's sweater that buttons  
 Instructor's Chart  
 Learner's Chart  
 Pencil and crayons for marking charts

**Directions:** There are two lessons in this unit, one for unbuttoning and one for buttoning. There is a check for each lesson. Go through both checks with the learner. If he passes a check, he will not have to be taught the lesson that corresponds to that check. If he does not pass a

check, he will have to be taught the lesson that corresponds to that check.

### Check for Lesson 1 Unbuttoning a Sweater:

#### Part A

I: (Begin with the sweater on the learner and have the bottom button buttoned.)

**Look here.**

I: (Touch the area of the bottom button.)

**Unbutton the sweater.**

L: (Unbuttons the sweater.)

#### Part B

I: (If the learner doesn't unbutton the sweater, stand behind him and do the following.)

**Watch me unbutton the sweater.**

(Unbutton the sweater. Then button the sweater again.)

**Now you do it.**

(Do not give any further help. Do not praise. Say nothing.)

L: (Unbuttons the sweater.)

I: (If the learner responded correctly in either Part A or Part B, he has passed this check. Mark the Instructor's Chart and allow the learner to color part of the Learner's Chart (page 24). Do not teach Lesson 1.)

(If the learner did not respond correctly, teach Lesson 1.)

### Check for Lesson 2 Buttoning a Sweater:

#### Part A

I: (Begin with the sweater on the learner and have all the buttons unbuttoned.)

**Look here.**

(Touch the area of the bottom button.)

**Button the sweater.**

L: (Buttons the sweater.)

#### Part B

I:(If the learner doesn't button the sweater, stand behind him and do the following.)

**Watch me button the sweater.**

(Button the sweater. Then unbutton the sweater again.)

**Now you do it.**

(Do not give any further help. Do not praise. Say nothing.)

L:(Buttons the sweater.)

I:(If the learner responded correctly in either Part A or Part B, he has passed this check. Mark the Instructor's Chart and allow the learner to color part of the Learner's Chart (page 24). Do not teach Lesson 2.)

(If the learner did not respond correctly, teach Lesson 2.)

**Note:** If you have reason to believe the learner could have passed one or both checks but refused to try, refer to "Following Directions" and "Paying Attention" in When a Child Misbehaves. After reading these sections, re-check the learner.

