

# UNIT FOUR

## Shoes

# INTRODUCTION

## Unit Overview

The purpose of this unit is to provide information on how to teach the learner to independently take off and put on shoes. 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: Taking off Shoes

Lesson 2: Putting on Shoes

## Learner's Terms

Before beginning this unit, the learner should know two body parts: *heel* and *toes*. The learner should know each term *prior* to beginning the first lesson. Using the learner's foot, identify the parts of the foot with him.

I: (Make sure the learner's foot is not covered.)

**Point to your heel.**

L: (Points to his heel.)

I: **Great! You pointed to your heel. Now point to your toes.**

L: (Points to his toes.)

I: **Good, you pointed to your toes! Now let's try it again. Point to your heel.**

L: (Points to his heel.)

I: **Great! You pointed to your heel. Now point to your toes.**

L: (Points to his toes.)

I: **You did it! You pointed to your toes.**

**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 right shoe (left shoe if he's left handed)

Instructor's Chart

Learner's Chart

Pencil and crayons for marking charts

**Directions:** There are two lessons in this unit, one for taking off shoes and one for putting on shoes. 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 Taking off Shoes:

#### Part A

I:(Begin with the right shoe on the learner's right foot. If the learner is left handed, use the left shoe on his left foot.)

#### Look here.

(Touch the shoe.)

#### Take off the shoe.

L:(Takes off the shoe.)

**Part B**

**I:** (If the learner doesn't take off the shoe, do the following.)

**Watch me take off the shoe.**

(Take off the shoe. Then put the shoe on again.)

**Now you do it.**

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

**L:** (Takes off the shoe.)

**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 53). Do not teach Lesson 1.)

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

**Check for Lesson 2 Putting on Shoes:****Part A**

**I:** (Place the right shoe beside the learner's right foot. If the learner is left handed, place the left shoe beside his left foot.)

**Look here.**

(Touch the shoe.)

**Put on the shoe.**

**L:** (Puts on the shoe.)

**Part B**

**I:** (If the learner doesn't put on the shoe, do the following.)

**Watch me put on the shoe.**

(Put on the shoe. Then take the shoe off again.)

**Now you do it.**

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

**L:** (Puts on the shoe.)

**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 53). 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.

