

UNIT THREE

Socks

INTRODUCTION

Unit Overview

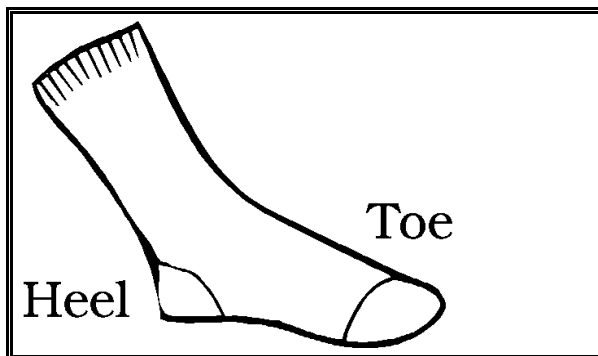
The purpose of this unit is to provide information on how to teach the learner to independently take off and put on socks. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue to guide you in what to say and do as you teach the learner. The lessons are organized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

Lesson 1: Taking off Socks

Lesson 2: Putting on Socks

Learner's Terms

Before beginning this unit, the learner should know two parts of the sock, namely the *heel* and *toe*. The learner should know each term *prior* to beginning the first lesson. Using the picture below or a sock with a distinctly marked heel, identify the parts of the sock with the learner.



I: (Point to the heel of the sock.)

This is the heel of the sock. Touch the heel of the sock.

L: (Touches the heel of the sock.)

I: **Good, you touched the heel of the sock.**

(Point to the toe of the sock.)

I:**This is the toe of the sock. Touch the toe of the sock.**

L:(Touches the toe of the sock.)

I:**Good, you touched the toe of the sock. Now let's try it again. Touch the toe of the sock.**

L:(Touches the toe of the sock.)

I:**Great! You touched the toe of the sock. Now touch the heel of the sock.**

L:(Touches the heel of the sock.)

I:**You did it! You touched the heel of the sock.**

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.

Before beginning this unit, the learner should also know three body parts: *ankle*, *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 ankle.

L:(Points to his ankle.)

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

L:(Points to his heel.)

I:**That's the way to point 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 ankle.**

L: (Points to his ankle.)

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

L: (Points to his toes.)

I: I like the way 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 sock
Instructor's Chart
Learner's Chart
Pencil and crayons for marking charts

Directions: There are two lessons in this unit, one for taking off socks and one for putting on socks. 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 Socks:

Part A

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

Look here.

(Touch the sock.)

I:Take off the sock.

L:(Takes off the sock.)

Part B

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

Watch me take off the sock.

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

Now you do it.

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

L:(Takes off the sock.)

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 39). Do not teach Lesson 1.)

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

Check for Lesson 2 Putting on Socks:

Part A

I:(Place a sock beside the learner's right foot. If the learner is left handed, use his left foot.)

Look here.

(Touch the sock.)

Put on the sock.

L:(Puts on the sock.)

Part B

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

Watch me put on the sock.

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

Now you do it.

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

L: (Puts on the sock.)

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 39). 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.

