**Example 1: Identifying Pants**

**Long Term Objective:** The learner will identify 10 different forms of clothing when presented in an array of 5 (minimum of three examples per clothing item).

**Short-Term Objective:** The learner will correctly identify the pants when presented with a field of 3 including 2 distractors. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Clothes (Pants, Shirts, Sweaters, Socks, Jackets, Shoes, Skirts)
* Data collection sheet or device

**Procedure:**

1. Set up the trial by presenting a field of clothes, including pants and distractors. Ensure that the learner has a clear view of the options.
2. Obtain a readiness response from the learner to ensure they are attending and ready for the trial.
3. **Antecedent:** Present the array of clothing (including the target stimulus (pants) and request that the learner "Find the pants".
4. **Behavior:** The learner points to the pants.
5. **Consequence:** If the correct item is chosen, provide social reinforcement by saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect item is chosen, repeat the instruction and provide a gestural prompt to the correct item.
6. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
7. Repeat steps 1-6 for the designated number of trials, ensuring a variety of distractor stimuli are used.
8. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress and make decisions about the effectiveness of the teaching procedures.

**Example 2: Identifying Shoes with Prompt**

**Long Term Objective:** The learner will identify 10 different forms of clothing when presented in an array of 5 (minimum of three examples per clothing item).

**Short-Term Objective:** The learner will correctly identify the shoes when presented with a field of 3 including 2 distractors. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Clothes (Shoes, Shirts, Sweaters, Socks, Jackets, Pants, Skirts)
* Data collection sheet or device

**Procedure:**

1. Set up the trial by presenting a field of clothes, including shoes and distractors. Ensure that the learner has a clear view of the options.
2. Obtain a readiness response from the learner to ensure they are attending and ready for the trial.
3. **Antecedent:** Present the array of clothing (including the target stimulus (shoes) and request that the learner "Find the shoes".
4. **Prompt:** Gestural Prompt.
5. **Behavior:** The learner points to the shoes.
6. **Consequence:** If the correct item is chosen, provide social reinforcement by saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect item is chosen, repeat the instruction and provide an elbow prompt to help the learner select the correct item.
7. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
8. Repeat steps 1-7 for the designated number of trials, ensuring a variety of distractor stimuli are used.
9. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress and make decisions about the effectiveness of the teaching procedures.

**Example 3: Identifying Fruit**

**Long Term Objective:** The learner will identify 10 different types of fruits when presented in an array of 5 (minimum of three examples per fruit item).

**Short-Term Objective:** The learner will correctly identify the apple when presented with a field of 3 including 2 distractors. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Fruits (Apples, Bananas, Grapes, Oranges, Pears, Strawberries, Watermelons)
* Data collection sheet or device

**Procedure:**

1. Set up the trial by presenting a field of fruits, including an apple and distractors. Ensure that the learner has a clear view of the options.
2. Obtain a readiness response from the learner to ensure they are attending and ready for the trial.
3. **Antecedent:** Present the array of fruits (including the target stimulus (apple) and request that the learner "Find the apple".
4. **Behavior:** The learner points to the apple.
5. **Consequence:** If the correct item is chosen, provide social reinforcement by saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect item is chosen, repeat the instruction and provide a gestural prompt to the correct item.
6. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
7. Repeat steps 1-6 for the designated number of trials, ensuring a variety of distractor stimuli are used.
8. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress and make decisions about the effectiveness of the teaching procedures.

**Example 4: Identifying Colors with Prompt**

**Long Term Objective:** The learner will identify 10 different colors when presented in an array of 5 (minimum of three examples per color).

**Short-Term Objective:** The learner will correctly identify the color blue when presented with a field of 3 including 2 distractors. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Color cards (Blue, Red, Yellow, Green, Orange, Purple, Brown)
* Data collection sheet or device

**Procedure:**

1. Set up the trial by presenting a field of color cards, including a blue card and distractors. Ensure that the learner has a clear view of the options.
2. Obtain a readiness response from the learner to ensure they are attending and ready for the trial.
3. **Antecedent:** Present the array of color cards (including the target stimulus (blue) and request that the learner "Find the blue color".
4. **Prompt:** Gestural Prompt.
5. **Behavior:** The learner points to the blue color card.
6. **Consequence:** If the correct color is chosen, provide social reinforcement by saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect color is chosen, repeat the instruction and provide an elbow prompt to help the learner select the correct color.
7. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
8. Repeat steps 1-7 for the designated number of trials, ensuring a variety of distractor stimuli are used.
9. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress and make decisions about the effectiveness of the teaching procedures.

**Example 5: Tacting Fruit**

**Long Term Objective:** The learner will tact 10 different types of fruits when presented individually.

**Short-Term Objective:** The learner will correctly tact an apple when presented with the fruit and asked, "What is this?". Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Real fruits or realistic pictures of fruits (Apples, Bananas, Grapes, Oranges, Pears, Strawberries, Watermelons)
* Data collection sheet or device

**Procedure:**

1. Ensure that the learner is seated comfortably and is attending.
2. **Antecedent:** Present an apple (or a realistic picture of an apple) to the learner and ask, "What is this?"
3. **Behavior:** The learner verbally responds with "Apple."
4. **Consequence:** If the correct label is provided, offer social reinforcement such as saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect or no response is given, provide a verbal prompt by saying "Apple."
5. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
6. Repeat steps 2-5 for the designated number of trials.
7. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress, and make decisions about the effectiveness of the teaching procedures.

**Example 6: Tacting Colors with Prompt**

**Long Term Objective:** The learner will tact 10 different colors when presented individually.

**Short-Term Objective:** The learner will correctly tact the color blue when presented with a blue color card and asked, "What color is this?". Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Color cards (Blue, Red, Yellow, Green, Orange, Purple, Brown)
* Data collection sheet or device

**Procedure:**

1. Ensure that the learner is seated comfortably and is attending.
2. **Antecedent:** Present a blue color card to the learner and ask, "What color is this?"
3. **Prompt:** Partial echoic prompt
4. **Behavior:** The learner verbally responds with "Blue." (Intersperse 10 mastered: Green, Yellow and Red)
5. **Consequence:** If the correct label is provided, offer social reinforcement such as saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect or no response is given, provide a verbal prompt by saying "Blue."
6. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
7. Repeat steps for the designated number of trials.
8. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress, and make decisions about the effectiveness of the teaching procedures.

**Example 7: Responding to Address Question (Intraverbal Responding)**

**Long Term Objective:** The learner will accurately respond to 10 different personal information questions.

**Short-Term Objective:** The learner will correctly respond to the question, "Where do you live?" by stating their address. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Data collection sheet or device

**Procedure:**

1. Ensure that the learner is seated comfortably and is attending.
2. **Antecedent:** Ask the learner, "Where do you live?"
3. **Behavior:** The learner verbally responds with their address.
4. **Consequence:** If the correct response is provided, offer social reinforcement such as saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect or no response is given, provide a verbal prompt by stating the correct address.
5. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
6. Repeat steps 2-5 for the designated number of trials.
7. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress, and make decisions about the effectiveness of the teaching procedures.

**Example 8: Responding to School Question with prompt (Intraverbal Responding)**

**Long Term Objective:** The learner will accurately respond to 10 different personal information questions.

**Short-Term Objective:** The learner will correctly respond to the question, "Where do you go to school?" by stating the name of their school. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Data collection sheet or device

**Procedure:**

1. Ensure that the learner is seated comfortably and is attending.
2. **Antecedent:** Ask the learner, "Where do you go to school?"
3. **Prompt:** 10 x echoic prompt; 10 x independent (Intersperse 10 mastered personal information questions)
4. **Behavior:** The learner verbally responds with the name of their school.
5. **Consequence:** If the correct response is provided, offer social reinforcement such as saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect or no response is given, provide a verbal prompt by stating the correct name of the school.
6. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
7. Repeat steps for the designated number of trials.
8. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress, and make decisions about the effectiveness of the teaching procedures.

These lesson plans are designed to assist the learner in accurately responding to personal information questions related to their address and school, which are essential skills for social interactions and personal safety.

**Example 9: Counting Between Numbers**

**Long Term Objective:** The learner will accurately count between any two numbers between 1 and 100 when asked to do so, with the aid of a number square.

**Short-Term Objective:** The learner will correctly count between any two numbers between 1 and 20 when asked to do so, with the aid of a number square. Provide 20 learning opportunities and graph.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Materials:**

* Number square (a visual grid displaying numbers from 1 to 100)
* Data collection sheet or device

**Procedure:**

1. Ensure that the learner is seated comfortably, is attending, and has the number square in view.
2. **Antecedent:** Ask the learner to count between two specific numbers, for example, "Can you count from 3 to 18?"
3. **Behavior:** The learner verbally counts from 3 to 18 while referencing the number square as needed.
4. **Consequence:** If the correct counting sequence is provided, offer social reinforcement such as saying "Good job!" or offering praise specific to the learner's preferences. If an incorrect sequence or no response is given, provide a verbal prompt by counting the sequence correctly.
5. Record data on whether the learner's response was correct or incorrect on the data collection sheet or device.
6. Repeat steps 2-5 for the designated number of trials, varying the starting and ending numbers within the range of 1 to 20.
7. After the trials are completed, analyze the data to calculate the percentage of opportunities where the response was correct, graph the data to track progress, and make decisions about the effectiveness of the teaching procedures.