# NET LESSON PLAN: Nature Explorers: A Language and Visual Processing Adventure

**Visual Processing Instruction:**

1. Nature Collage: Present the learner with a variety of natural items such as leaves, twigs, flowers, and stones collected during a nature walk. Have them arrange these items on a large piece of paper to create a nature collage, promoting visual discrimination and categorization skills.
2. Forest Pattern Recognition: Guide the learner in recognizing and creating patterns using forest items like leaves, twigs, or flowers, promoting visual processing and pattern recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Nature Scavenger Hunt: Provide verbal instructions to find specific items during the nature walk (e.g., "Find a red leaf" or "Find a smooth stone"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find a small, round, and smooth stone").
2. Simon Says Nature Edition: Engage the learner in a "Simon Says" activity with instructions related to nature-related actions (e.g., "Simon says pick up a leaf" or "Simon says jump over the twig").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Nature Item Classification: Ask the learner to classify nature items based on their features, functions, or classes (e.g., "Show me something green," "Give me something that grows on trees," "Find something that is a plant").

**Imitation Instructions:**

1. Mimicry Movement: Encourage the learner to imitate physical actions such as hopping like a rabbit, fluttering hands like a butterfly, or stretching arms like a tree.

**Echoic Instructions:**

1. Nature Sounds: Engage in a fun activity where you and the learner take turns imitating the sounds of different animals or natural elements (e.g., rustling leaves, chirping birds).

**Mand Opportunities:**

1. Requesting Supplies: During the collage activity, set up opportunities for the learner to request needed supplies (e.g., glue, scissors).

**Tacts:**

1. Nature Tact Activity: Encourage the learner to label or name different items they encounter during the nature walk, fostering their expressive language skills.

**Intraverbal Opportunities:**

1. Nature Discussions: Engage the learner in conversations about their experiences during the nature walk, discussing what they saw, felt, and discovered.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items in nature (e.g., "What’s the function of a tree?" or "What class of animals does a squirrel belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, shared excitement, or enjoying a nature treat when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new nature term or item, like a type of leaf or a forest creature, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a f...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the nature exploration.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a fern.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to provide a rich, enjoyable nature exploration experience while targeting the outlined language and visual processing skills within a natural, captivating environment. Through a blend of hands-on exploration and interactive communication, the learner will have ample opportunity to practice and enhance their language and visual processing skills within a meaningful and enjoyable nature context.

# NET LESSON PLAN: Culinary Creations: A Language and Sensory Processing Journey

**Visual Processing Instruction:**

1. Recipe Picture Matching: Present the learner with pictures of different ingredients and utensils needed for a simple recipe. Have them match the pictures to the actual items, promoting visual discrimination and categorization skills.
2. Recipe Sequence Matching: Display pictures representing steps of a recipe in a mixed order and guide the learner to arrange them in the correct sequence, fostering visual processing and sequence recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Ingredient Hunt: Provide verbal instructions to find specific items in the kitchen (e.g., "Find the flour" or "Find the mixing bowl"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find the large mixing bowl").
2. Simon Says Kitchen Edition: Engage the learner in a "Simon Says" activity with instructions related to kitchen-related actions (e.g., "Simon says stir the batter" or "Simon says pour the milk").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Kitchen Classification: Ask the learner to classify kitchen items based on their features, functions, or classes (e.g., "Show me something round," "Give me something that cuts," "Find something that is a utensil").

**Imitation Instructions:**

1. Mimicry Movement: Encourage imitation of culinary actions such as stirring, pouring, or kneading.

**Echoic Instructions:**

1. Recipe Repetition: Have the learner repeat the steps of the recipe after you, promoting vocalization and comprehension of the culinary process.

**Mand Opportunities:**

1. Requesting Ingredients: During the cooking activity, set up opportunities for the learner to request needed ingredients or utensils (e.g., "Can I have the eggs, please?").

**Tacts:**

1. Culinary Tact Activity: Encourage the learner to label or name different ingredients and utensils they encounter during the activity, fostering their expressive language skills (e.g., "What is this called?" or "What ingredient is this?").

**Intraverbal Opportunities:**

1. Culinary Conversations: Engage the learner in conversations about their preferences or experiences with different foods, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of ingredients or kitchen items (e.g., "What’s the function of a whisk?" or "What class of kitchen items does a spatula belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new ingredient, like basil or oregano, and asked, “What is this ingredient called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is b...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the culinary activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is basil.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is designed to be an engaging culinary exploration while targeting the outlined language and sensory processing skills in a naturalistic environment. Through a blend of hands-on activities and interactive communication, the learner will have ample opportunity to practice and enhance their language and sensory processing skills within a meaningful and enjoyable cooking context.

# NET LESSON PLAN: Music Makers: A Journey in Auditory and Language Processing

**Visual Processing Instruction:**

1. Instrument Picture Matching: Present the learner with pictures of different musical instruments and have them match the pictures to the actual instruments, promoting visual discrimination and categorization skills.
2. Sheet Music Matching: Present the learner with simplified sheet music and have them match the notes on the sheet to the notes on a keyboard or another instrument, fostering visual processing and note recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Instrument Hunt: Provide verbal instructions to find specific instruments in the room (e.g., "Find the drum" or "Find the guitar"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find the big drum").
2. Simon Says Music Edition: Engage the learner in a "Simon Says" activity with instructions related to playing musical instruments (e.g., "Simon says play a C note" or "Simon says strum the guitar").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Musical Classification: Ask the learner to classify instruments based on their features, functions, or classes (e.g., "Show me something you hit," "Give me something with strings," "Find something that is a percussion instrument").

**Imitation Instructions:**

1. Rhythm Replication: Encourage imitation of simple rhythms or melodies played on different instruments.

**Echoic Instructions:**

1. Tune Echo: Have the learner repeat simple tunes or rhythms after you, promoting auditory processing and vocalization.

**Mand Opportunities:**

1. Requesting Instruments: During the music activity, set up opportunities for the learner to request needed instruments or materials (e.g., "Can I have the tambourine, please?").

**Tacts:**

1. Music Tact Activity: Encourage the learner to label or name different instruments and sounds they encounter during the activity, fostering their expressive language skills (e.g., "What is this called?" or "What instrument is this?").

**Intraverbal Opportunities:**

1. Music Conversations: Engage the learner in conversations about their preferences or experiences with different kinds of music, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of instruments or musical terms (e.g., "What’s the function of a drum?" or "What class of instruments does a flute belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, shared excitement, or enjoying a musical treat when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new instrument, like a ukulele or a harmonica, and asked, “What is this instrument called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a u...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the music activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a ukulele.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to provide a rich, enjoyable musical experience while targeting the outlined auditory and language processing skills within a natural, captivating environment. Through a blend of hands-on musical exploration and interactive communication, the learner will have ample opportunity to practice and enhance their language and auditory processing skills within a meaningful and enjoyable musical context.

# NET LESSON PLAN: Pedal and Ponder: A Language and Observational Skills Expedition

 **Visual Processing Instruction:**

1. Bicycle Part Matching: Present the learner with pictures of different parts of a bicycle (e.g., wheel, handlebar, seat) and have them match the pictures to the actual parts on their bike, promoting visual discrimination and categorization skills.
2. Scenic Picture Matching: During or after the ride, present the learner with pictures of notable landmarks or items observed during the ride and have them match the pictures to the real-life items, fostering visual processing and memory skills.

**Receptive Instructions/Listener Discriminations:**

1. Safety Gear Hunt: Provide verbal instructions to find specific safety gear items before the ride (e.g., "Find your helmet" or "Find your gloves"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find your blue gloves").
2. Verbal Cycling Instructions: During the ride, provide verbal instructions to follow the cycling path (e.g., "Turn left at the next intersection" or "Stop at the stop sign").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Road Sign Classification: During the ride, ask the learner to identify road signs based on their features, functions, or classes (e.g., "Show me a stop sign," "Point to something that tells us to slow down," "Find a sign that is a warning sign").

**Imitation Instructions:**

1. Movement Mimicry: Encourage imitation of cycling actions such as signaling turns, stopping, and starting in a safe and controlled environment.

**Echoic Instructions:**

1. Safety Chant Repetition: Have the learner repeat safety chants or phrases after you, promoting vocalization and internalization of safety norms (e.g., "Stop, look, and listen" before crossing a street).

**Mand Opportunities:**

1. Requesting Breaks: During the ride, set up opportunities for the learner to request breaks, water, or snacks as needed (e.g., "Can we stop for water?").

**Tacts:**

1. Scenic Tact Activity: Encourage the learner to label or name different items they observe during the bike ride, fostering their expressive language skills (e.g., "What is that building?" or "What type of tree is this?").

**Intraverbal Opportunities:**

1. Cycling Conversations: Engage the learner in conversations about their experiences during the bike ride, discussing what they saw, felt, and discovered.

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new term related to cycling, like "pedal" or "brake", and asked, “What is this part called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a p...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and exploration inherent in the bike riding activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a pedal.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to blend the physical activity of cycling with engaging and naturalistic opportunities for enhancing language and observational skills. Through a structured yet enjoyable expedition, the learner is provided with a rich environment to practice and enhance their communication and observational skills within a meaningful real-world context.

# NET LESSON PLAN: Garden Glimpses: A Language and Visual Processing Exploration

**Visual Processing Instruction:**

1. Nature Pattern Creation: Guide the learner in creating patterns using different types of leaves, flowers, or stones found in the garden (e.g., leaf-flower-leaf or small stone-big stone). This promotes visual discrimination, pattern recognition, and categorization skills.
2. Color Sorting: Collect various flowers or leaves and have the learner sort them based on color, promoting visual processing and categorization skills.
3. Plant Identification Matching: Provide pictures of different plants, flowers, or tools and have the learner match the pictures to actual items in the garden, promoting visual discrimination and categorization skills.

**Receptive Instructions/Listener Discriminations:**

1. Garden Item Hunt: Provide verbal instructions to find specific items in the garden (e.g., "Find a red flower" or "Find a big leaf"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find a small, round leaf").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Plant Classification: During the exploration, ask the learner to classify items based on their features, functions, or classes (e.g., "Show me something that blooms," "Give me something that photosynthesizes," "Find something that is a perennial").

**Imitation Instructions:**

1. Gardening Mimicry: Encourage imitation of gardening actions such as digging, planting, or watering.

**Echoic Instructions:**

1. Nature Sound Echo: Engage the learner in a fun activity where you both imitate the sounds of different garden animals or elements (e.g., buzzing bee, rustling leaves).

**Mand Opportunities:**

1. Requesting Tools: During the gardening activity, set up opportunities for the learner to request needed tools or materials (e.g., "Can I have the watering can, please?").

**Tacts:**

1. Garden Tact Activity: Encourage the learner to label or name different plants, animals, or tools they encounter during the activity, fostering their expressive language skills (e.g., "What is this called?" or "What type of flower is this?").

**Intraverbal Opportunities:**

1. Gardening Discussions: Engage the learner in conversations about their preferences or experiences with different plants, gardening tasks, or garden wildlife.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items found in the garden (e.g., "What’s the function of a watering can?" or "What class of animals do bees belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the percentage of the number of learning opportunities per category and the number of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new type of plant or gardening tool, like a fern or a trowel, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a t...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the gardening activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a trowel.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan encourages an engaging and naturalistic exploration of the garden environment while focusing on enhancing language and visual processing skills. Through a blend of hands-on gardening activities and interactive communication, the learner is provided with a rich, enjoyable, and educational experience.

# NET LESSON PLAN: Aquatic Adventures: Enhancing Language and Sensory Processing Through Water Play

 **Visual Processing Instruction:**

1. Water Toy Matching: Present the learner with pictures of different water toys (e.g., duck, boat, water wheel) and have them match the pictures to the actual toys, promoting visual discrimination and categorization skills.
2. Color Sorting: Have the learner sort different colored water toys or water balloons, promoting visual processing and categorization skills.
3. Shape Identification: Introduce various shapes through water toys and have the learner identify and sort them, promoting visual processing and categorization skills.

**Receptive Instructions/Listener Discriminations:**

1. Toy Hunt: Provide verbal instructions to find specific water toys (e.g., "Find the blue boat" or "Find the yellow duck"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find the big, red boat").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Water Toy Classification During water play, ask the learner to classify toys based on their features, functions, or classes (e.g., "Show me something that floats," "Give me something that squirts water," "Find something that is a water animal").

**Imitation Instructions:**

1. Water Play Mimicry: Encourage imitation of water play actions such as pouring, squirting, or splashing in a safe and controlled water play area.

**Echoic Instructions:**

1. Water Sound Echo: Engage the learner in a fun activity where you both imitate the sounds of different water-related elements (e.g., splashing water, quacking duck).

**Mand Opportunities:**

1. Requesting Toys: During water play, set up opportunities for the learner to request different toys or actions (e.g., "Can I have the boat, please?").

**Tacts:**

1. Water Tact Activity: Encourage the learner to label or name different water toys and actions they encounter during water play, fostering their expressive language skills (e.g., "What is this called?" or "What action is this?").

**Intraverbal Opportunities:**

1. Water Conversations: Engage the learner in conversations about their preferences or experiences with different water toys, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items used during water play (e.g., "What’s the function of a water wheel?" or "What class of animals do ducks belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the percentage of the number of learning opportunities per category and the number of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new water toy, like a submarine or a seahorse, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a s...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the water play activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a submarine.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is designed to provide a fun and engaging water play experience while targeting the outlined sensory and language processing skills in a naturalistic environment. Through a blend of hands-on water activities and interactive communication, the learner is provided with a rich, enjoyable, and educational experience.

# NET LESSON PLAN: Whisked Away: A Culinary and Language Skill Enrichment

**Visual Processing Instruction:**

1. Ingredient Picture Matching: Present the learner with pictures of different ingredients and utensils needed for a simple recipe. Have them match the pictures to the actual items, promoting visual discrimination and categorization skills.
2. Pattern Baking: Guide the learner in creating patterns using various colored ingredients such as different colored frosting or fruit slices, promoting visual processing and pattern recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Kitchen Tool Hunt: Provide verbal instructions to find specific items in the kitchen (e.g., "Find the whisk" or "Find the baking tray"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find the large baking tray").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Culinary Classification: Ask the learner to classify kitchen items based on their features, functions, or classes (e.g., "Show me something round," "Give me something that cuts," "Find something that is a utensil").

**Imitation Instructions:**

1. Culinary Mimicry: Encourage imitation of culinary actions such as stirring, pouring, or kneading.

**Echoic Instructions:**

1. Recipe Repetition: Have the learner repeat the steps of the recipe after you, promoting vocalization and comprehension of the culinary process.

**Mand Opportunities:**

1. Requesting Ingredients: During the cooking activity, set up opportunities for the learner to request needed ingredients or utensils (e.g., "Can I have the eggs, please?").

**Tacts:**

1. Culinary Tact Activity: Encourage the learner to label or name different ingredients and utensils they encounter during the activity, fostering their expressive language skills (e.g., "What is this called?" or "What ingredient is this?").

**Intraverbal Opportunities:**

1. Culinary Conversations: Engage the learner in conversations about their preferences or experiences with different foods, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items used during the culinary activity (e.g., "What’s the function of a whisk?" or "What class of foods do eggs belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new culinary term or utensil, like a spatula or a zester, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a s...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the culinary activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a spatula.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to provide a fun, engaging, and enriching culinary experience while promoting the enhancement of both language and visual processing skills. Through a blend of hands-on cooking tasks and interactive communication, the learner is afforded a rich environment to practice and expand their language and culinary skills within a meaningful and enjoyable context.

# NET LESSON PLAN: Virtual Voyages: A Language and Visual Processing Expedition in Minecraft

**Visual Processing Instruction:**

1. Block Matching: Present the learner with pictures of different Minecraft blocks and have them match the pictures to the actual blocks within the game, promoting visual discrimination and categorization skills.
2. Pattern Construction: Guide the learner in creating patterns using various types of blocks or materials within Minecraft, promoting visual processing and pattern recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Instructional Building: Provide verbal instructions to build specific structures or items within the game (e.g., "Build a wooden house" or "Craft a stone pickaxe"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Build a two-story wooden house with windows").
2. Simon Says Minecraft Edition: Engage the learner in a "Simon Says" activity with instructions related to actions within Minecraft (e.g., "Simon says mine the coal" or "Simon says build a fence").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Minecraft Item Classification: Ask the learner to classify in-game items based on their features, functions, or classes (e.g., "Show me something that emits light," "Give me something used for crafting," "Find something that is a food item").

**Imitation Instructions:**

1. Action Mimicry: Encourage the learner to imitate various Minecraft actions demonstrated by the instructor such as mining, crafting, or building structures.

**Echoic Instructions:**

1. Minecraft Term Repetition: Have the learner repeat Minecraft-related terms or phrases after you, promoting vocalization and familiarization with the game's terminology.

**Mand Opportunities:**

1. Requesting Assistance: During gameplay, set up opportunities for the learner to request assistance or items needed (e.g., "Can I have some iron, please?").

**Tacts:**

1. Minecraft Tact Activity: Encourage the learner to label or name different in-game items, mobs, or structures they encounter during gameplay, fostering their expressive language skills (e.g., "What is this called?" or "What type of block is this?").

**Intraverbal Opportunities:**

1. Minecraft Discussions: Engage the learner in conversations about their preferences or experiences within Minecraft, discussing what they enjoy building, their favorite biomes, or mobs, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items within Minecraft (e.g., "What’s the function of a furnace?" or "What class of mobs do zombies belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, in-game rewards, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new Minecraft term or item, like a loom or a composter, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a c...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the Minecraft activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a composter.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan aims to immerse the learner in the virtual world of Minecraft, providing a stimulating and enjoyable environment to enhance language and visual processing skills while engaging with the creative and exploratory aspects of the game. Through a blend of structured in-game activities and interactive communication, the learner is provided with ample opportunity to practice and enhance their language and visual processing skills within a meaningful and enjoyable virtual context.

# NET LESSON PLAN: Pocket Monster Mastery: Language and Visual Processing in the Pokémon Card Game

**Visual Processing Instruction:**

1. Card Matching: Present the learner with pictures of different Pokémon cards and have them match the pictures to the actual cards, promoting visual discrimination and categorization skills.
2. Pattern Recognition: Guide the learner in identifying patterns based on card types, evolution stages, or energy types within a deck, promoting visual processing and pattern recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Card Hunt: Provide verbal instructions to find specific cards within a deck or collection (e.g., "Find a Water-type Pokémon" or "Find an Evolution card"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find a Stage 2 Grass-type Pokémon").
2. Simon Says Pokémon Edition: Engage the learner in a "Simon Says" activity with instructions related to actions within the game (e.g., "Simon says draw a card" or "Simon says attach an Energy card").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Pokémon Card Classification: Ask the learner to classify cards based on their features, functions, or classes (e.g., "Show me a Basic Pokémon," "Give me a Trainer card," "Find a Fire-type Pokémon").

**Imitation Instructions:**

1. Gameplay Mimicry: Encourage the learner to imitate various gameplay actions demonstrated by the instructor such as drawing cards, attaching energy, or playing Trainer cards.

**Echoic Instructions:**

1. Pokémon Term Repetition: Have the learner repeat Pokémon-related terms or phrases after you, promoting vocalization and familiarization with the game's terminology.

**Mand Opportunities:**

1. Requesting Cards: During gameplay, set up opportunities for the learner to request specific cards or actions needed (e.g., "Can I have a Potion card, please?").

**Tacts:**

1. Pokémon Tact Activity: Encourage the learner to label or name different Pokémon, cards, or actions they encounter during gameplay, fostering their expressive language skills (e.g., "What is this called?" or "What type of card is this?").

**Intraverbal Opportunities:**

1. Pokémon Discussions: Engage the learner in conversations about their preferences or experiences with different Pokémon, cards, or gameplay strategies, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items within the Pokémon card game (e.g., "What’s the function of an Energy card?" or "What class of Pokémon is Pikachu?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, in-game rewards, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new Pokémon card or term, like a new Pokémon or a Special Condition, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a P...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the Pokémon card game activity.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is Paralyzed.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to provide an engaging and educational experience within the context of the Pokémon Card Game. Through a blend of structured gameplay and interactive communication, the learner can practice and enhance their language and visual processing skills within a fun and meaningful gaming context.

# NET LESSON PLAN: Cinematic Explorations: Language and Visual Processing at the Movies

**Visual Processing Instruction:**

1. Poster Matching: Present the learner with pictures of different movie posters and have them match the pictures to the actual posters displayed at the cinema, promoting visual discrimination and categorization skills.
2. Seat Pattern Recognition: Guide the learner in recognizing and following seat numbering and lettering patterns while finding their seat, promoting visual processing and pattern recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Concession Stand Requests: Provide verbal instructions to select specific items at the concession stand (e.g., "Find the popcorn" or "Find a blue slushie"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find a large popcorn").
2. Simon Says Movie Edition: Engage the learner in a "Simon Says" activity with instructions related to actions within the cinema (e.g., "Simon says show your ticket" or "Simon says find your seat").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Cinema Item Classification: Ask the learner to classify items based on their features, functions, or classes (e.g., "Show me something you can eat," "Give me something to drink," "Find something that shows the movie time").

**Imitation Instructions:**

1. Cinema Action Mimicry: Encourage the learner to imitate various actions demonstrated by the instructor such as handing over the ticket, buying concessions, or finding a seat.

**Echoic Instructions:**

1. Movie Term Repetition: Have the learner repeat cinema-related terms or phrases after you, promoting vocalization and familiarization with the movie-going experience.

**Mand Opportunities:**

1. Requesting Movie Items: During the cinema outing, set up opportunities for the learner to request specific items or actions needed (e.g., "Can I have some candy, please?").

**Tacts:**

1. Movie Tact Activity: Encourage the learner to label or name different items, actions, or movie characters they encounter during the cinema outing, fostering their expressive language skills (e.g., "What is this called?" or "Who is that character?").

**Intraverbal Opportunities:**

1. Movie Discussions: Engage the learner in conversations about their preferences or experiences with different movies, genres, or characters, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items within the cinema (e.g., "What’s the function of a ticket?" or "What class of movies does this belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, sharing excitement, or discussing favorite parts of the movie when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new cinema term or item, like a genre or a movie reel, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a g...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the cinema outing.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a genre.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is designed to provide a fun and engaging cinematic experience while targeting the outlined visual and language processing skills in a real-world, enjoyable environment. Through a blend of structured activities and interactive communication, the learner will have ample opportunity to practice and enhance their language and visual processing skills within a meaningful and enjoyable context.

# NET LESSON PLAN: Community Care: Language and Visual Processing through Voluntary Work

**Visual Processing Instruction:**

1. Tool Matching: Present the learner with pictures of different cleaning tools and have them match the pictures to the actual tools, promoting visual discrimination and categorization skills.
2. Color-Coded Sorting: Guide the learner in sorting waste materials into color-coded recycling and trash bins, promoting visual processing and color recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Cleaning Task Instructions: Provide verbal instructions to complete specific cleaning tasks (e.g., "Sweep the floor" or "Wipe the windows"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Sweep the floor in the main hall").
2. Simon Says Cleaning Edition: Engage the learner in a "Simon Says" activity with instructions related to cleaning tasks (e.g., "Simon says pick up the litter" or "Simon says rake the leaves").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Cleaning Item Classification: Ask the learner to classify cleaning items based on their features, functions, or classes (e.g., "Show me something to clean glass," "Give me something to collect leaves," "Find something to wipe surfaces").

**Imitation Instructions:**

1. Cleaning Action Mimicry: Encourage the learner to imitate various cleaning actions demonstrated by the instructor such as sweeping, wiping, or raking.

**Echoic Instructions:**

1. Cleaning Term Repetition: Have the learner repeat cleaning-related terms or phrases after you, promoting vocalization and familiarization with the cleaning process.

**Mand Opportunities:**

1. Requesting Cleaning Supplies: During the cleaning activity, set up opportunities for the learner to request needed supplies (e.g., "Can I have the broom, please?").

**Tacts:**

1. Cleaning Tact Activity: Encourage the learner to label or name different cleaning tools and areas of the church or grounds they are cleaning, fostering their expressive language skills (e.g., "What is this called?" or "What area is this?").

**Intraverbal Opportunities:**

1. Volunteering Discussions: Engage the learner in conversations about the importance of volunteering, their experiences, and what they have observed while cleaning the church and its grounds.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of cleaning items used during the voluntary work (e.g., "What’s the function of a rake?" or "What class of cleaning products is this?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, thank yous from church members, or discussing the positive impact of their work when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new cleaning term or item, like a type of cleaning solution or a specific type of rake, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a r...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the appreciation and gratitude expressed by the community.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a rake.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is structured to cultivate a sense of community and altruism in the learner while promoting the enhancement of both language and visual processing skills in a real-world, enriching environment. Through a blend of structured cleaning tasks and interactive communication, the learner will have ample opportunity to practice and enhance their language and visual processing skills within a meaningful and supportive community context.

# NET LESSON PLAN: Virtual Victory: Language and Visual Processing through Fortnite

**Visual Processing Instruction:**

1. Skin Matching: Present the learner with pictures of different Fortnite skins and have them match the pictures to the in-game skins, promoting visual discrimination and categorization skills.
2. Map Pattern Recognition: Guide the learner in recognizing and following patterns on the Fortnite map, such as identifying landmarks or navigating through different terrains, promoting visual processing and spatial orientation skills.

**Receptive Instructions/Listener Discriminations:**

1. Game Objective Instructions: Provide verbal instructions to complete specific game objectives (e.g., "Find a medkit" or "Locate a safe zone"). Enhance receptive skills by gradually increasing the complexity of instructions (e.g., "Find a sniper rifle and gather ammo").
2. Simon Says Fortnite Edition: Engage the learner in a "Simon Says" activity with instructions related to in-game actions (e.g., "Simon says build a ramp" or "Simon says perform an emote").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Fortnite Item Classification: Ask the learner to classify in-game items based on their features, functions, or classes (e.g., "Show me a healing item," "Give me a weapon," "Find a shield potion").

**Imitation Instructions:**

1. Gameplay Mimicry: Encourage the learner to imitate various in-game actions demonstrated by the instructor such as building, shooting, or using items.

**Echoic Instructions:**

1. Fortnite Term Repetition: Have the learner repeat Fortnite-related terms or phrases after you, promoting vocalization and familiarization with the game's terminology.

**Mand Opportunities:**

1. Requesting In-Game Items: During gameplay, set up opportunities for the learner to request specific items or actions needed (e.g., "Can I have some materials, please?").

**Tacts:**

1. Fortnite Tact Activity: Encourage the learner to label or name different in-game items, locations, or actions they encounter during gameplay, fostering their expressive language skills (e.g., "What is this called?" or "What location is this?").

**Intraverbal Opportunities:**

1. Fortnite Discussions: Engage the learner in conversations about their preferences or experiences with different in-game items, locations, or strategies, discussing what they like, dislike, and why.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items within Fortnite (e.g., "What’s the function of a medkit?" or "What class of weapons does the shotgun belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, in-game rewards, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new in-game term or item, like a new weapon or a new location on the map, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a r...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the Fortnite gameplay.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a rifle.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is designed to provide a fun and engaging gaming experience while targeting the outlined language and visual processing skills within the virtual environment of Fortnite. Through a blend of structured in-game tasks and interactive communication, the learner will have ample opportunity to practice and enhance their language and visual processing skills within an exciting and enjoyable gaming context

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# NET LESSON PLAN: Buckaroo Balance: Language and Visual Processing through Play

**Visual Processing Instruction:**

1. Item Matching: Present the learner with pictures of different items used in the game and have them match the pictures to the actual items, promoting visual discrimination and categorization skills.
2. Color Coding: Use color-coded stickers on the items and have the learner sort them according to color before playing, promoting visual processing and color recognition skills.

**Receptive Instructions/Listener Discriminations:**

1. Game Rule Instructions: Provide verbal instructions on how to play Buckaroo, ensuring the learner understands the rules (e.g., "Place the items gently" or "Wait your turn"). Enhance receptive skills by gradually increasing the complexity of instructions.
2. Simon Says Buckaroo Edition: Engage the learner in a "Simon Says" activity with instructions related to in-game actions (e.g., "Simon says pick up the shovel" or "Simon says balance the hat").

**Receptive Feature, Function, Class (RFFC) Instructions:**

1. Buckaroo Item Classification: Ask the learner to classify in-game items based on their features, functions, or classes (e.g., "Show me something round," "Give me something to hang," "Find a blue item").

**Imitation Instructions:**

1. Gameplay Mimicry: Encourage the learner to imitate various in-game actions demonstrated by the instructor such as balancing items, taking turns, or reacting when Buckaroo bucks.

**Echoic Instructions:**

1. Buckaroo Term Repetition: Have the learner repeat Buckaroo-related terms or phrases after you, promoting vocalization and familiarization with the game's terminology.

**Mand Opportunities:**

1. Requesting Game Items: During gameplay, set up opportunities for the learner to request specific items or actions needed (e.g., "Can I have the saddle, please?").

**Tacts:**

1. Buckaroo Tact Activity: Encourage the learner to label or name different in-game items or actions they encounter during gameplay, fostering their expressive language skills (e.g., "What is this called?" or "Whose turn is it?").

**Intraverbal Opportunities:**

1. Buckaroo Discussions: Engage the learner in conversations about their experiences, strategies, or preferences while playing Buckaroo, discussing what they found challenging, enjoyable, or what they would do differently next time.
2. Intraverbal Feature, Function, Class (FFC) Questions: Ask the learner questions about the features, functions, or classes of items within Buckaroo (e.g., "What’s the function of the saddle?" or "What class of items does the rope belong to?").

**Reinforcement:**

1. Mastered Targets: Primarily utilize social reinforcement such as praise, high fives, or shared excitement when the learner correctly identifies, labels, or interacts based on mastered skills.

**Data Collection:**

1. Mastered Targets: Record the number of learning opportunities provided across each verbal operant category and the number of correct responses per category. Graph the number of learning opportunities per category and the percentage of correct responses per category.

**Acquisition Targets:**

1. Target Skill:
	* **Antecedent:** When presented with a new in-game term or item, like a new item introduced to the game, and asked, “What is this called?”
	* **Behavior:** The learner responds vocally or The learner responds using AAC.
	* **Tactic or Prompt:** Time delay of 5 seconds and then provide an echoic prompt (e.g., "This is a b...").
	* **Reinforcement Procedures:** Praise and social interaction when the learner correctly responds or makes attempts to respond, and natural reinforcement through the enjoyment and discovery inherent in the Buckaroo gameplay.
	* **Correction Procedures:** Repeat the antecedent question and provide an immediate echoic prompt (e.g., "This is a bucket.")
	* **Data Collection:** Record the percentage of opportunities correct.
	* **Criteria:** 90% correct across 2 consecutive days

This lesson plan is designed to create a fun and engaging gameplay experience while targeting the outlined language and visual processing skills within the playful environment of Buckaroo. Through a blend of structured in-game tasks and interactive communication, the learner will have ample opportunity to practice and enhance their language and visual processing skills within a joyful and playful context.