

Curriculum Area

Responding to Language

Goal: The student will follow one-step directions needed during functional routines in a variety of locations by responding to a verbal request to "X (direction)" for 3/3 correct trials across 2 consecutive days for 15 directions during random presentation.

Prerequisite Lessons	Teacher	Materials Provided By: Links™ Curriculum
Following One-Step Directions (L.12)	- Token Board - Reinforcer	- Links™ Instructional Data Form - Sequential Learning Steps without Distractor

Instructional Procedures

Instructional Set-up and Teacher Cue

Phase 1:

- Provide the student with a verbal cue by saying, "X (direction in one location)."
- As the student follows the direction, re-state the direction by saying "X (direction)."

Phase 2:

- Teach One-Step Directions in a variety of locations by following the Additional Skills Specific to Following One-Step Directions (Expanded) table on Page 2.

Expected Student Response

- The student follows the one-step direction.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

Phase 1:

- The student follows 5 one-step directions in one location for 3/3 correct trials across 2 consecutive days during random presentation.

Phase 2:

- Refer to the Additional Skills Specific to Following One-Step Directions (Expanded) table for evaluation criteria.

Example

- The teacher says, "Zip coat."
- The student zips his coat.
- As the student zips his coat, the teacher says, "Zipping coat."
- The teacher reinforces the appropriate response with a token and social praise.

Introducing New Directions

- Introduce One-Step Directions using the Sequential Learning Steps **without** Distractor until the student can follow 5 one-step directions in one location when presented during random rotation.
- Teach the student to follow 10 additional one-step directions from functional routines in a variety of locations by following the instructions in the table below.

Recommended Directions

One Location

“Zip coat”
 “Put in pocket”
 “Put on sunglasses”
 “Point to object”
 “Turn key/use lock on locker”

Multiple Locations

“Go to your desk “
 “Go to the restroom”
 “Get your pencil”
 “Give the teacher a note”
 “Get paper”

Additional Skills Specific to Teach Following One-Step Directions (Expanded)

Follow the instructional procedures below to teach the student to follow one-step directions in multiple locations.

Skill	Instructional Cue	Expected Student Response	Reinforcement Procedure	Evaluation Criteria
Following one-step directions in multiple locations	A) Provide the student with a verbal cue by saying, “Do X (direction in another location).” B) As the student follows the direction, re-state the direction by saying “X (direction).”	The student follows the direction in another location.	Provide: a) Tangible reward (1:1)* b) Social praise (1:1)	The student follows 10 one-step directions in multiple locations for 3/3 correct trials across 2 consecutive days during random presentation.

* The tangible reward should be earned through the use of a Token Reinforcement System, if possible.

Modifications

Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure	1. If the student does not perform the skill accurately and corrections are needed: • Repeat the Instructional Cue. • Prompt with as little assistance as possible. • Reinforce with social praise only. • Repeat the Instructional Cue (with tangible reinforcement available to student). 2. If the student has difficulty or needs the Correction Procedure 2-3 consecutive times, advance to the Errorless Learning Procedure below.
Errorless Learning Procedure	1. Follow the Errorless Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times: • Add a prompt (visual, gesture, verbal or physical) to the instructional cue. • After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical). • Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt, 90% physical prompt, 80% physical prompt, etc) to successfully learn the task. Adjust the prompt levels according to the student's needs. • Continue fading the prompt until the student can correctly perform the skill without prompting. 2. Continue teaching the student new skills following the Sequential Learning Steps.
Recommendations	1. If student is able to follow one-step directions in a variety of locations, advance to Following Two-Step Directions (L. 36). 2. Also work on Social Skills with this lesson.