



**FIRSTPATH**  
AUTISM



Lesson Guide

## 2. Readiness & Compliance Skills



# Overview

Teaches:	Basic readiness skills (such as sitting, looking at adult, and making choices) that will enhance the child's ability to learn many other skills.
Before beginning:	Some basic rapport with the child should be established. The child should be familiar with the instructing adult and ideally not exhibiting any significant aversion, shyness, or fear toward the adult. (If the teacher is the parent, this level of relationship likely already exists. If not, spending time with the child during low-key, non-demand activities, on his/her own terms, in an activity chosen by the child, should be helpful in building rapport with the instructing adult.)
Why it's important:	This lesson lays the foundation for future learning, by teaching the skills of coming when called, sitting down, attending to the teacher and lesson materials, and responding to his/her name. Without these basic skills, it is very difficult to learn more advanced skills.
Materials needed:	<ul style="list-style-type: none"><li>• Usually, a table and chairs (child-sized preferred). Though this lesson could be taught on the floor, that low-structure setting is not ideal for early programming and does not offer a concrete location where the desired behaviors will be taught.</li><li>• A second instructing adult may also be helpful at the beginning of this lesson to help the child perform the correct response.</li><li>• Some limited, visually interesting materials to practice attending ("looking").</li></ul>
Generalization activities:	All table-based lessons, arts and crafts projects (conducted at the table), "circle time" floor-based instructional activities, etc. Ensure that, as the child is ready, that s/he be given the opportunity to practice with new teachers, in order to strengthen these skills.

# Steps

## Prepare

1. Teacher/Parent should orient him/herself facing the child, in a quiet place free of distractions. (when teaching "come here" and "sit down", teacher and child will not yet be sitting)

1. Teacher/Parent should have various highly preferred rewards and items ready and available. At this stage, it may not yet be possible to complete a formal reinforcer assessment; however, the child's parent/teacher can likely provide useful information about highly preferred toys and edibles.
2. Have all lesson materials prepared, if applicable for particular target.
3. Have data collection ready.

**NOTE:** This early in the teaching process, a correct response to "come here", "sit down", "look" should not be immediately followed by "work" or non-preferred demands: this will probably inadvertently cause the correct response to be punished (and decrease). Instead, when a child initially responds successfully to these instructions, it is important to follow the correct response with social praise and preferred items/activities, so that the correct response is reinforced (and increases!)

## Teach

1. Teacher/Parent will deliver the target instruction.
2. Teacher or assisting adult will prompt correct response, if needed.  
(**NOTE:** Since this lesson occurs very early in the learning relationship, teacher will not wait the typical 3-5 seconds for the child to respond. Instead, correct response should be prompted within 1-2 seconds.)



3. Provide feedback on how the child responded to the teacher's instruction. (Again, it is strongly recommended that a correct response be ensured through prompting for the first several trials.)

**Correct response:** Social praise and/or desired reinforcer delivered to the child.  
**Incorrect or No response:** Inform child response was incorrect. Then, the teacher / parent will demonstrate the appropriate response/action.

4. Record data.
5. Begin again at step 1.

*Examples include:*

Correct response	Incorrect response	No response
Teacher: "Come here." Child: (walks over to teacher) Teacher: "Great job!" along with giving a hug or hi-five. May participate in an additional brief, child-preferred activity such as play with a toy, singing a song, etc.	Teacher: "Come here." Child: (walks in the other direction) Teacher: "oops, 'Come here.' "(while prompting child in correct direction) Better!"  (May deliver very small amount of reinforcement or social praise to encourage future correct response; however, the level of reinforcement should be VERY different from an independent response. Start new trial quickly.)	Teacher: "Come here." Child: (stays standing in same spot; no response) Teacher: "Uh-oh. You need to 'come here.' "(while prompting child to move across room toward teacher)  (May deliver very small amount of reinforcement or social praise to encourage future correct response; however, the level of reinforcement should be VERY different from an independent response. Start new trial quickly.)