



FIRSTPATH
AUTISM



Lesson Guide

39. Reading Comprehension

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Overview

Teaches:	Thinking about and responding to WH questions in response to a book/story (reading comprehension). How to differentiate between the different WH questions and provide a correct answer based on the specific WH question asked.
Before beginning:	Before beginning the child should be at a mastery level in Intraverbal Training lessons, and the child should have the ability to respond to intraverbal statements and questions that pertain to concrete events.
Why it's important:	This lesson has importance in teaching the child the ability to process written, auditory, and visual information, engaging in conversations, participating in class, and developing skills for classroom assignments, discussions, and social situations.
Materials needed:	Books, stories, pictures, and a felt storyboard.
Generalization activities:	Playing school, community outings—reading signs, etc., reading newspaper, asking comprehension questions about real-life events or other media such as movies or songs.



Steps

Prepare

1. Sit facing the child, in a quiet place that is free from distractions.
2. Conduct reinforcer assessment to determine what items/activities are likely to function as a reinforcer for correct responses.
3. Have all materials, data sheets, and pen/pencil ready.
4. Make sure that the child is not engaging in any other activities, and is ready to attend to the teacher.
5. Have data collection ready.

Teach:

1. Read a book that is age and developmentally appropriate for the child. Read the book to the child, stopping every two pages* to check for understanding. (*The length of material read should be tailored to the child's ability and is an example only. Some children at the beginning can process only 1-2 sentences at a time; for other children reading the whole book in a single sitting is appropriate.)
2. Ask the child a simple question based on the current target (e.g., "What kind of animal is Clifford?")
3. Provide feedback on how the child responded:
Correct response: Animated verbal praise and/or the child earns his/her reinforcer.
Incorrect or No response: Corrective feedback, the teacher should demonstrate or prompt child until he/she can respond to the question with the correct response.
4. Record data
5. Read two more pages*, stop, and ask another target question. (* Or appropriate length previously determined, as per child's ability.)



EXAMPLES:

Correct response	Incorrect response	No response
Teacher: (Reads 2 pages from a book). Then asks, "What kind of animal is Clifford?" Child: "A dog." Teacher: "Great job; Clifford is a dog!" (and delivers reinforcer, as appropriate)	Teacher: (Reads 2 pages from a book). Then asks, "What kind of animal is Clifford?" Child: "A chicken." Teacher: "Hmmm...he's <u>not</u> a chicken. Clifford is a <u>dog</u> . Let's read it again." (The teacher will re-read the first 2 pages, while helping the child to correctly identify that Clifford is a dog by giving cues, pointing out his tail, mentioning the sound he makes.) (No reinforcement delivered at this time; start new trial by asking same question again.)	Teacher: (Reads 2 pages from a book). Then asks, "What kind of animal is Clifford?" Child: (No response). Teacher: "Clifford is a dog. Say, 'He's a dog!'" (If understanding—rather than compliance--seems to be an issue for the child, then the teacher can re-read the 2 pages and point out clues.) (No reinforcement delivered at this time; start new trial by asking same question again.)

TYPICAL ORDER OF LEARNING TARGETS:

1. 'What' questions (e.g., What is he doing? What is this (pointing)? What happened?).
2. 'Who' questions (e.g., Who was his mom? Who is the prince? Who took the cookie?).
3. 'Where' questions (e.g., Where are they going? Where is his sister? Where did he find a penny?).
4. 'When' questions (e.g., When does he go to bed? When does the farmer feed the cows?).



5. 'Why' questions (e.g., Why did he steal the cookie? Why does he want to leave?).
6. 'How' questions (e.g., How did he get up in the tree? How did he feel about his dog?).
7. Differentiating between WH questions when presented back-to-back (e.g., asking 2 or more same-topic questions in succession to check for comprehension and discrimination, such as: "What did he buy at the pet store? Where did he take the dog? Who did the dog stay with?")