



FIRSTPATH
AUTISM



Lesson Guide

8. Object Identifications



Overview

Teaches:	The names/labels of various objects / things. Vocabulary can be taught either receptively (touch/physical response) or expressively (Speech, Sign, PECS).
Before beginning:	Readiness/cooperation skills should be established. Following Instructions is usually taught prior to this lesson, but may be taught at the same time as this lesson. Typically, receptive labeling (response by touching) is usually mastered prior to introducing expressive labeling (Speech, Sign, PECS).
Why it's important:	Teaching labeling/vocabulary skills directly increases the child's ability to communicate about his/her wants, needs, and environment. Builds the foundation for many other lessons and development of functional communication.
Materials needed:	The objects and/or photos of the objects to be taught. Multiple sets of the same items will eventually be needed for generalization across materials. A large bin will be helpful for storage of these items, so that you do not have to spend extra time locating the items prior to lesson time!
Generalization activities:	Once a child has mastered several different object labels, make sure to generalize their ability to recognize and talk about these labels across environments, people, and different examples of the same object. Fun activities include treasure hunts, reading and talking about picture books, taking walks, etc.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several rewards ready and available to function as reinforcers for correct responses.
3. Have data sheets and pen/pencil ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

NOTE: There are two ways to approach this lesson: via a touch response (receptive) or communicating the response (expressive). Both are presented below.

Receptive: Response

1. Ask the child to "Touch_____ " (fill in label).
2. Wait 3-5 seconds for child to respond.
3. Provide feedback on how the child responded
Correct response: enthusiastic praise and/or deliver chosen reinforcer
Incorrect or No response: corrective feedback and/or prompt the correct response
4. Write down data
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "Touch spoon."	Teacher: "Touch spoon."	Teacher: "Touch spoon."



<p>Child: (touches spoon)</p> <p>Teacher: "Excellent!" and gives high five</p>	<p>Child: (touches book)</p> <p>Teacher: "<u>This</u> is spoon." (while touching spoon)</p> <p>Restart the teaching cycle by modeling and prompting.</p>	<p>Child: (no response)</p> <p>Teacher: "Try again. You need to touch spoon" (while touching spoon)</p>
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Expressive: **Response**

1. Ask the child "What is this?" (while holding up or pointing to item)
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response: enthusiastic praise and/or deliver chosen reinforcer
 - Incorrect or No response: corrective feedback and/or prompt the correct response
4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
<p>Teacher: "What is this?" (while holding up a spoon)</p> <p>Child: "Spoon."</p> <p>Teacher: "Yes! Great job" and delivers reinforcer</p>	<p>Teacher: "What is this?" (while holding up a spoon)</p> <p>Child: "Book."</p> <p>Teacher: "It's a spoon. Can you say, 'Spoon'?"</p> <p>Restart the teaching cycle by modeling and prompting.</p>	<p>Teacher: "What is this?" (while holding up a spoon)</p> <p>Child: (no response)</p> <p>Teacher: "This is 'spoon'. Can you say, 'Spoon'?"</p> <p>Restart the teaching cycle by modeling and prompting.</p>



TYPICAL ORDER OF LEARNING TARGETS:

NOTE: Below is a suggested list of functional objects to begin learning; however, this list is only a beginning, and may be added to or modified based upon objects that are functional to the child's daily life. Try to ensure that the first several objects are not similar in appearance or sound of word, to avoid confusion for the child. In addition, targets should first be used in real "3D" form, before using photo representation "2D" form.)

1. Ball
2. Cup
3. Chair
4. Shoe
5. Dog
6. Book
7. Cracker
8. Hat
9. Tree
10. House