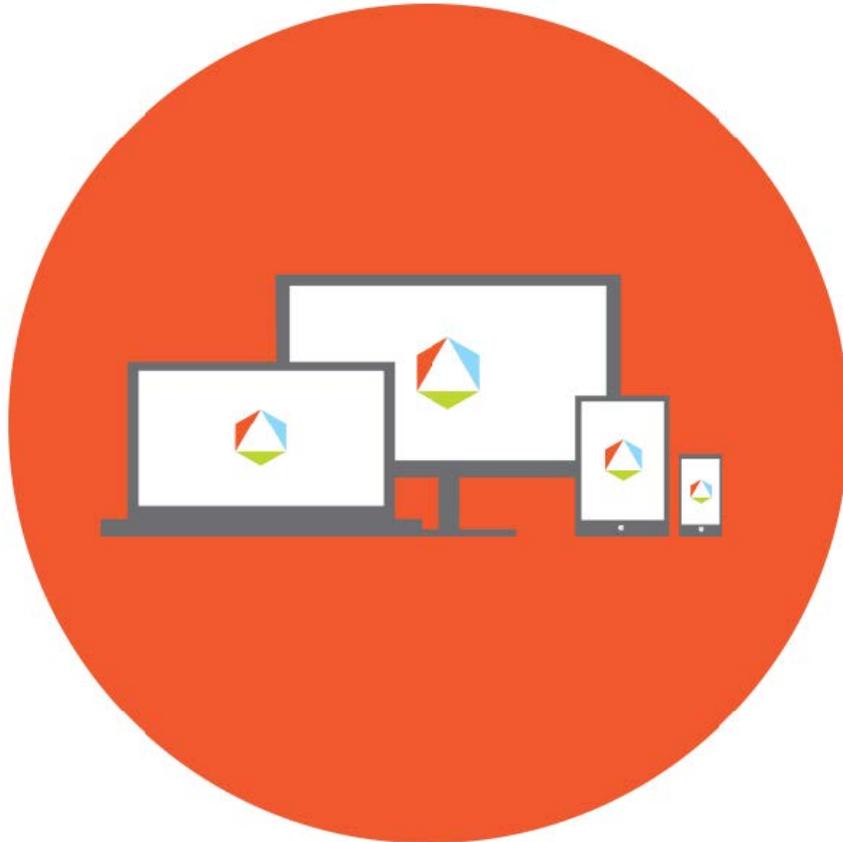




FIRSTPATH
AUTISM



Lesson Guide

55. Classroom Readiness: Basic Writing

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Classroom Readiness: Basic Writing

Overview

<p>Teaches:</p>	<p>This lesson teaches the child basic penmanship and how to use a pencil or pen to write numbers, letters, and eventually words.</p>
<p>Before beginning:</p>	<p>Before beginning, a child should have fine motor skills mastery and some mastery in Number and Letter ID. The child should be able to attend to instruction for an increased duration of time (e.g., 20-30 seconds). Being able to perform multiple sequenced responses is very helpful (e.g., as in short phrase Vocal Imitation, "Complete Sentences" lesson in Advanced Labeling Skills, and/or 2-step and 3-step motor imitation skills).</p>
<p>Why it's important:</p>	<p>Writing and penmanship are integral skills in classroom settings. A child will need to know how to write their name on the top of a paper, write dates on documents, eventually be able to total and sign receipts as they grow up, write letters, etc. Writing and penmanship are also huge first steps toward drawing/art skills.</p>
<p>Materials needed:</p>	<p>A pencil with pencil sharpener or pen will be necessary, as well as paper for the child to write on. For targets that require tracing, paper with numbers or letters written lightly over them should be prepared. For targets not focused on tracing, line ruled paper should be provided alongside line ruled paper with examples of the target to be copied.</p>
<p>Generalization activities:</p>	<p>This lesson can be generalized in many creative ways with various activities such as penmanship contests, writing letters, fill in the blank worksheets, and (upon completion of more advanced targets) written labeling games.</p>

Steps

Prepare

1. Ensure that the child is ready to "earn and learn": a reinforcer assessment has been recently completed, and identified highly preferred items and activities are ready and available.
2. Have data collection ready, either via tablet or pen/paper.
3. Have lesson materials prepared and available.
4. Sit facing the child, in a quiet place free of distractions.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. The teacher delivers the instruction applicable to the specific target.
2. Wait 3-5 seconds for the child to begin responding. (Since full response will take longer in this lesson, it should not be expected to be completed in 3-5 seconds; rather, the child should have begun within that timeframe.)
3. Provide feedback on the child's response:
 - **Correct response:** The teacher should provide enthusiastic praise and /or offer the reinforcer that the child has selected to earn.
 - **Incorrect or No response:** The teacher should give the child corrective feedback, and demonstrate/prompt the correct answer or response. Keep in mind that since this is a sequenced skill, a backstep-style of error correction will probably be the most effective (i.e., stepping back to the last numbers on which child counted successfully and continuing forward from there). No reinforcer delivered at this time.
4. Record data.
5. Begin again at step 1.

Examples:

Correct response	Incorrect response	No response
<p>Teacher: (presents paper and target example) "Let's practice writing uppercase As!"</p> <p>Child: (correctly writes As shown)</p> <p>Teacher: "Yeah! Those are great looking As! Good job!"</p>	<p>Teacher: (presents paper and target example) "Let's practice writing uppercase As!"</p> <p>Child: (begins writing 8s)</p> <p>Teacher: "Oops, you wrote 8! An uppercase A looks like this." (demonstrates writing multiple As with explanation of how it is written) "Now you try!"</p>	<p>Teacher: (presents paper and target example) "Let's practice writing uppercase As!"</p> <p>Child: (No response.)</p> <p>Teacher: "We're practicing our As right now. Let me show you how I like to write As" (demonstrates writing multiple As with explanation of how it is written) "Now you try!"</p>

TYPICAL ORDER OF LEARNING TARGETS:

1. Tracing numbers 0-12 (in numerical order)
2. Writing numbers 0-12 on line ruled paper (in numerical order)
3. Tracing upper case letters (in alphabetical order)
4. Writing upper case letters on line ruled paper (in alphabetical order)
5. Tracing lower case letters (in alphabetical order)
6. Writing lower case letters on line ruled paper (in alphabetical order)
7. Copying 2-4 letter words on line ruled paper (sample: "me" "bat" "land")
8. Copying names on line ruled paper (names should include the child's own as well as the parents')
9. Copying short 3 word sentences (sample: "I am Bob." or "Who is that?")

NOTE: *The targets above may be adjusted based on the needs of the child. Targets 7-9 should be practiced in conjunction with the Basic Reading lesson.*