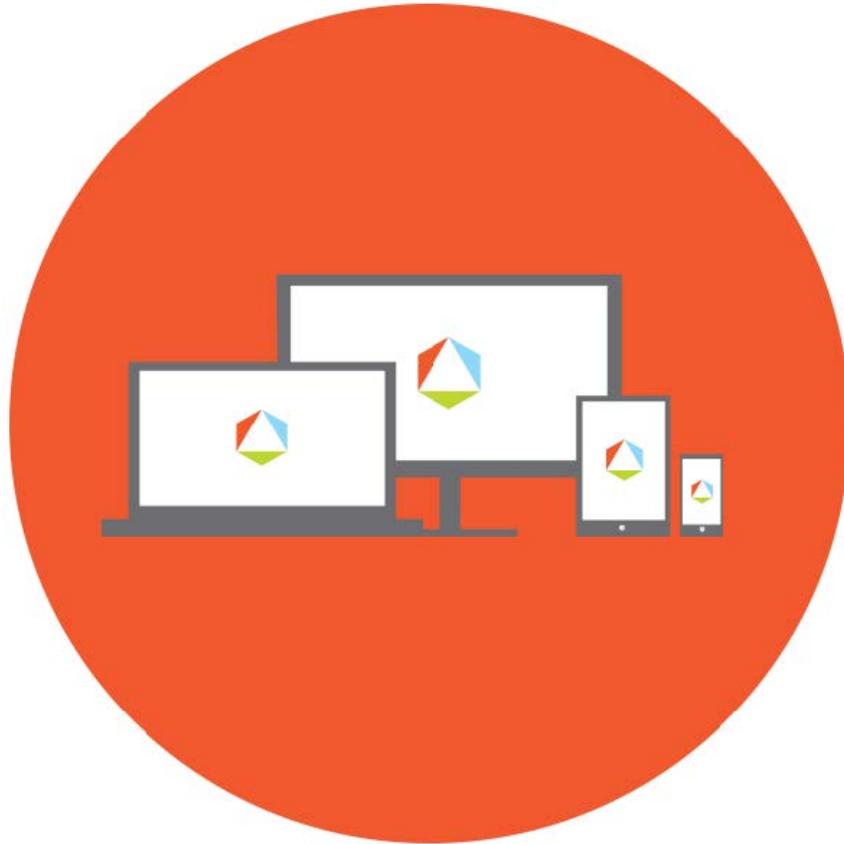




FIRSTPATH
AUTISM



Lesson Guide

61. Letter Identification: Upper- and Lower-Case

www.firstpathautism.com

Letter Identification: Upper- and Lower-Case

Overview

<p>Teaches:</p>	<p>How to identify each of the 26 upper and lower case letters in the alphabet by name.</p>
<p>Before beginning:</p>	<p>Basic receptive / expressive labeling skills should be established before targeting letter identification. The visual discrimination required to tell the slight difference between some letters is a more advanced skill that should be addressed <u>after basic labeling skills has been mastered.</u></p> <p>**Please note that the child is NOT required to identify the sound of the letter as part of this lesson; phonics is a separate skill that is targeted in a separate lesson.</p>
<p>Why it's important:</p>	<p>Identifying each letter by name is an important tool for understanding and formulating written language. Being able to name each letter in its upper and lower case forms is a basic foundation for learning to read and write.</p>
<p>Materials needed:</p>	<p>Initially, one complete set of 26 upper-case letter flash cards and 26 lower-case letter flash cards. In the initial set of flashcards, the letters should be depicted in a very simple, clear font, black-and-white format, without extra embellishment or distraction.</p> <p>(For later generalization purposes, the representation of the letters on the flashcards can become more elaborate/fancy.)</p>
<p>Generalization activities:</p>	<p>Materials can be generalized by using different sets of flashcards (homemade using index cards if desired) where the letters are still clearly depicted but in a more elaborate/fancy manner, using different colors, patterns, textures, art, etc. to provide some distraction and highlight the critical similarities in the form of each letter. Games such as Letter Bingo, Letter Memory game, etc. can be utilized to make generalization fun. Use of various materials and activities such as letter magnets that stick to the refrigerator / a magnetic white board, or forming the letters with play-doh or in shaving cream, can also increase interest in this lesson.</p>

Steps

Prepare

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

Teach

1. Lay the first target card on the table (for this example, letter "A").
2. Ask the child to "Touch 'A' ." (Note: you may use a different instruction than "Touch" if it is more effective for the child; just keep the SD consistent initially until generalization step is reached. Examples include "Give me" or "Where is..?")
3. Wait 3-5 seconds for child to respond.
4. Provide feedback on how the child responded:
 - **Correct response:** enthusiastic praise and/or give the child his chosen reward
 - **Incorrect or No response:** corrective feedback, model or prompt of correct response
5. Record data.
6. Begin again at step 1.
7. Continue until the child has mastered the first target card (as measured by at least 3 independent, consecutive, correct responses).
8. Then, bring in a second card and begin targeting the second card in the presence of the first mastered card.
9. When the second card has been mastered (as measured by at least 3 independent, consecutive, correct responses), alternate randomly between the first and second card to test whether the child is correctly discriminating between them. Mastery is indicated by 3 sessions of at least 80% accuracy in discriminating between the first two cards/targets.
10. Introduce the third card in the presence of the first two mastered cards. Once it is mastered (as measured by at least 3 independent, consecutive, correct responses), alternate randomly between the three cards to test whether the child is correctly discriminating between them. Mastery is indicated by 3 sessions of at least 80% accuracy in discriminating between the three cards/targets.
11. This process will continue as each new target card is introduced. It will help to be mindful of how many cards are present on the table at a time.

For example, usually a field of between 5-10 cards is a good guide in allowing discrimination without excess distraction for the child. Do not expect to have all 26-letter cards on the table at the same time.

Examples

Correct response	Incorrect response	No response
<p>Teacher: "Touch 'A' ."</p> <p>Child: Moves hand to touch the correct letter, 'A'.</p> <p>Teacher: "Great job!" (and delivers reinforcer)</p>	<p>Teacher: "Touch 'A' ."</p> <p>Child: Touches an incorrect letter, 'B'.</p> <p>Teacher: "Oops! <u>This</u> is 'A' ", and moves child's hand to touch letter 'A'.</p> <p>(Teacher does not deliver reinforcer at this time; rather, re-starts teaching cycle.)</p>	<p>Teacher: "Touch 'A' ."</p> <p>Child: (no response)</p> <p>Teacher: "Uh-oh. <u>This</u> is 'A' " (while prompting child to touch correct letter, 'A')</p> <p>(Teacher does not deliver reinforcer at this time; rather, re-starts teaching cycle)</p>

Typical order of learning targets:

- In this lesson, the order of target introduction in this lesson is left to teacher preference.
- However, the teacher should consider: if letters that are highly similar in form are introduced back-to-back, it may increase the challenge/confusion for the child. As a result, it is advised that letters that are highly similar in form (e.g., "E" and "F", or "C" and "G") not be introduced to the child in immediate succession.

In addition, it is recommended (though not necessary) to target all 26 upper case letters before introducing the 26 lower case letters.

1. Receptive identification of upper case letters A-Z (26 targets)
2. Receptive identification of lower case letters a-z (26 targets)
3. Expressive identification of upper case letters A-Z (26 targets)
4. Expressive identification of lower case letters a-z (26 targets)
5. Generalization of both upper and lower case letters using various SDs/ instructions.
6. Generalization of both upper and lower case letters across new lesson materials (e.g., new sets of cards, books, magnets, play-doh, shaving cream, etc.).
7. Generalization of both upper and lower case letters across people/instructors.