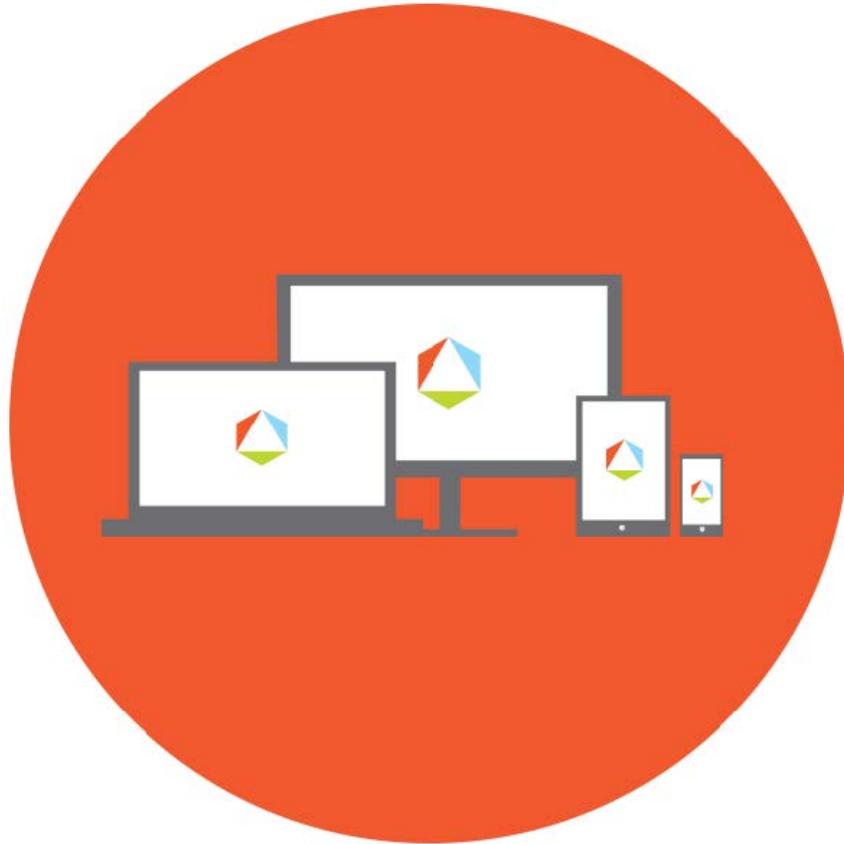




FIRSTPATH
AUTISM



Lesson Guide

65. 1:1 Correspondence: Counting objects

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1:1 Correspondence: Counting objects

Overview

<p>Teaches:</p>	<p>This lesson teaches the child the correspondence of counting and what is being counted. This ensures that a child who is counting understands that the sequence is related to a quantity.</p>
<p>Before beginning:</p>	<p>The Number to Quantity Match lesson will lead naturally into this one.</p> <p>Before beginning, your 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>This is important to ensure that a child understands how to pick out a specific quantity of items by counting them. With this knowledge, a child can pick a certain number of objects from an aisle in a grocery store accurately, draw the correct number of cards for a game, pick the correct number of players for a sports team, etc.</p>
<p>Materials needed:</p>	<p>Various 3D manipulative to provide hands-on learning (examples: counting bears, unifix cubes, marbles).</p>
<p>Generalization activities:</p>	<p>This lesson can be generalized in many creative ways with various activities such as counting apples and other fruits, accumulative point games where points are gained by capturing objects, distributing snack (giving everyone equal portions), board games such as Hi-Ho Cherry-O, UNO, etc.</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: "Put four apples into this basket"</p> <p>Child: (counting with each apple)"1, 2, 3, 4"</p> <p>Teacher: "Yeah! Good job! That was four apples!"</p>	<p>Teacher: "Put four apples into this basket"</p> <p>Child: (counting multiple times per apple)"1, 2, 4, 5..."</p> <p>Teacher: "Oops, that was only one apple! Let's try again. 1, 2, 3, 4..." (Teacher uses backstep-style of error correction while counting along with child. No reinforcer delivered at this time; start new trial.)</p>	<p>Teacher: "Put four apples into this basket"</p> <p>Child: (No response.)</p> <p>Teacher: "We're putting apples in the basket. Let's put the apples in the basket together. 1, 2..." (Teacher begins the counting along with the child, who will hopefully join in. No reinforcer delivered at this time; start new trial.)</p>

Typical order of learning targets:

1. Terminal counting up to at least 5 (sample instruction: "Let's put five cups on the table!")
2. Terminal counting up to at least 10 (sample instruction: "Let's take eight candies out of the bowl!")
3. Terminal counting of up to at least 20