Winter Story - Expressive #4

Materials Needed: Large symbols, small symbols, mini-boards

Short-term Goals:

- To increase two-word utterance/symbol sequences expressively in a storytelling task with symbol sequencing cues.
- To match symbol to symbol.
- To increase use of a variety of semantic functions.

Teacher introduces the task by saying, "You be the teacher. You tell the story."

Teacher Action: To be completed for each of the symbols listed:

- 1. Prop up large symbol.
- 2. Hold up small symbols.
- 3. Wait for response. (Provide cues as needed.)

Example:

Teacher Action: Props up large symbol *Winter Story* within student's view. Holds up symbols *Winter* and *Story*. Pauses for response. Provides cues as needed.

Student Action: Points to symbols *Winter* and *Story* on mini-board or sentence strips. Vocalizes when possible.

Note: Words in parentheses may be omitted to simplify utterance complexity if necessary.

Symbol Teacher props up large symbol, holds up small symbol, and then waits for response.

Winter Story Winter and Story It's Winter It and Winter I see snow See and Snow Cold and Outside It's cold outside I put on my jacket Put on and Jacket I put on my boots Put on and Boots I put on my scarf Put on and Scarf I put on my mittens Put on and Mittens I put on my hat Put on and Hat I go outside Go and Outside I build a snowman Build and Snowman I ride on a sled Ride and Sled I like winter Like and Winter

Student Action: Points to symbols on mini-board or sentence strips. Vocalizes when possible,

Winter Story - Expressive #5

Materials Needed: Large symbols, small symbols on mini-board or sentence strips **Short-term Goals:**

- To increase two-word utterance/symbol sequences expressively in a storytelling task without symbol sequencing cues.
- To increase use of a variety of semantic functions.

Teacher introduces the task by saying, "You be the teacher. You tell the story."

Teacher Action: To be completed for each of the symbols listed:

- 1. Hold up the symbol.
- 2. Pause for student to respond by pointing or verbalizing.

Example:

Teacher Action: Holds up large symbol *Winter Story*. Pauses for response. Provides cues as needed.

Student Action: Points to symbols *Winter* and *Story* on mini-board or sentence strips. Vocalizes when possible.

Symbol

Teacher holds up symbol and pauses for the following response:

Winter Story	Points to Winter and Story
It's winter	Points to It and Winter
I see snow	Points to See and Snow
It's cold outside	Points to Cold and Outside
I put on my jacket	Points to Put on and Jacket
I put on my boots	Points to Put on and Boots
I put on my scarf	Points to Put on and Scarf
I put on my mittens	Points to Put on and Mittens
I put on my hat	Points to Put on and Hat
I go outside	Points to Go and Outside
I build a snowman	Points to Build and Snowman
I ride on a sled	Points to Ride and Sled
I like winter	Points to Like and Winter

Student Action: Points to symbols on mini-board or sentence strips. Vocalizes when possible.

Student:

INSTRUCTIONAL GOALS DATA SHEET WINTER STORY - RECEPTIVE

Goals	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
To increase receptive vocabulary related to winter.				
To increase receptive functional vocabulary.				
To recognize "Winter Story" sequence.				
To follow one-step direction "Point to" from an array of one.				
To follow one-step direction "Point to" from a multiple array on a miniboard.				
To increase pointing skills.				
To match symbol to symbol.				

Student:

SCORE SHEET FOR TARGET ITEMS WINTER STORY - RECEPTIVE

Receptive Vocabulary	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
Winter				
Story				
It				
Cold				
Outside				
Ι				
See				
Snow				
Put on				
Jacket (winter)				
Boots				
Scarf				
Mittens				
Hat (winter)				
Go				
Build				
Snowman				
Ride				
On				
Sled				
Like				
What is it?				
Where is it?				
What are they?				

Student:	
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INSTRUCTIONAL GOALS DATA SHEET WINTER STORY - EXPRESSIVE

Goals	Criteria	Dates Introduced	Comments/Cues needed	Date Achieved
To increase expressive vocabulary related to winter.				
To increase expressive functional vocabulary.				
To increase pragmatic turntaking skills.				
To respond correctly to simple <i>Wh</i> -questions.				
To increase two-word utterance/symbol sequences expressively in a storytelling task with symbol sequencing cues.				
To match symbol to symbol.				
To increase use of a variety of semantic functions with symbol sequencing cues.				
To increase two-word utterance/symbol sequences expressively in a storytelling task without symbol sequencing cues.				
To increase use of a variety of semantic functions without symbol sequencing cues.				

SCORE SHEET FOR TARGET ITEMS WINTER STORY - EXPRESSIVE

Expressive Vocabulary	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
Winter				
Story				
It				
Cold				
Outside				
I				
See				
Snow				
Put On				
Jacket (Winter)				
Boots				
Scarf				
Mittens				
Hat (Winter)				
Go				
Build				
Snowman				
Ride				
On				
Sled				
Like				

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