

# Following Directions: Following Single Verb Commands

Student will learn to follow single verbal commands. Student will hear one-step commands and produce the appropriate action.

## Suggested Materials

- ★ LB1 Language Builder: Verb Cards & Action Words can be used as prompts

## Gross Motor with Objects

- ★ Tap hammer on table
- ★ Put the block in bucket
- ★ Take a drink from cup

## Suggested Commands

The actions best suited to this lesson are largely the same actions practiced in the *Non-Verbal Imitation Lesson*. For convenience, actions from that list are reproduced below.

### Gross Motor

- ★ Clap hands
- ★ Raise arms
- ★ Wave
- ★ Knock
- ★ Tap head

### Fine Motor

- ★ Put arms out to side
- ★ Stomp feet
- ★ Pat tummy
- ★ Slap knees
- ★ Cover ears with hands
- ★ Tap shoulders
- ★ Touch toes
- ★ Tap table with hand
- ★ Sit down
- ★ Tap hammer on table
- ★ Put the block in bucket
- ★ Take a drink from cup
- ★ Roll ball
- ★ Stack blocks
- ★ Push car
- ★ Ring bell
- ★ Shake tambourine
- ★ Bang drum
- ★ Put on hat
- ★ Honk horn
- ★ Shake snow globe
- ★ Put on sunglasses
- ★ Rock doll
- ★ Touch your eyes
- ★ Touch your nose
- ★ Point to (object)
- ★ Open and close hands
- ★ String beads
- ★ Turn door knob
- ★ Pick up item with thumb & index finger grasp
- ★ Blow bubbles
- ★ Blow whistle

Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. [Student] will complete 10 1-step gross motor actions that involve manipulating an object, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
2. [Student] will complete 20 1-step gross motor actions, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
3. [Student] will complete 20 1-step fine motor actions, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
4. [Student] will complete 20 1-step motor actions that include a combination of object manipulation, gross and fine motor, when given verbal direction by an instructor across 2 or more natural environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].

## Notes

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## Lesson Focus

Student will learn to follow single verbal commands. Student will hear one-step commands and produce the appropriate action.

## Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

## Location

This lesson begins as an indoor activity that requires the teacher and student to be in the same room with little or no distractions. This action is best started with the teacher and student sitting in chairs or on the floor, facing each other, with no table or impediment between them. The lesson can and should generalize to more natural settings.

## Preparation

Find a room, or a space within a room, with the least amount of distraction possible. Secure a clean copy of the *Skills-Based Lesson Data Sheet* to record student performance.

## Procedures

Choose a verbal command which the student has mastered in the *Non-Verbal Imitation Lesson* to target first. Some of the recommended beginning motor movements include *Clap*, *Stomp*, or *Stand Up*. Sit in a chair or on the floor with the student.

1. Make sure you have the student's attention.
2. Give the instruction, "Clap." (Or whichever command you choose to target first.)
3. If the student completes the action, reinforce immediately using praise or a reinforcing object.
4. If the student does not comply, prompt as necessary.
5. Wait for the student to complete action correctly.
6. Reinforce the student.
7. To increase the possibility of initial correct responses, use non-verbal imitation as a prompt each time you introduce a new command. Depending on the student's success on those first trials, increase or decrease the level of prompting as appropriate.

Once the student has mastered this single verb command, you can move through the list of suggested verb commands and use the "Teacher Says" game to reinforce this lesson.

## Prerequisites

Prerequisites for the *Following Single Verb Commands Lesson* vary based on the requested command. Many of the basic commands can be taught as soon as the student has mastered actions in:

- ★ **Lesson 8:** *Non-Verbal Imitation*

Some of the commands require more vocabulary knowledge and will be easier to teach after the student understands basic noun vocabulary from the following lessons:

- ★ **Lesson 17:** *Receptive Labeling—Body Parts*
- ★ **Lesson 18:** *Receptive Labeling—3D Objects*
- ★ **Lesson 19:** *Receptive Labeling—2D Picture Nouns*

If the student has trouble getting started with this activity, consider introducing:

- ★ **Lesson 25:** *Receptive Labeling—Verbs*

## Standards

### Head Start

- ★ P-LC 1

### Common Core

- ★ N/A

### ABLLS-R

- ★ C9

### VB-MAPP

- ★ LR 4-M, 8M, 9-M

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons Data Sheet*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills Home Communication Sheet*



## Teacher Tip

You can incorporate single command instructions into future lessons by using behavior momentum. This is a strategy to increase motivation by presenting several small already mastered tasks before challenging the student with a more difficult task/request.

## Lesson Progression

- Begin with simple gross motor commands that the student can perform at their chair, in close proximity to the instructor, such as **Sit, Stand, Clap, Stomp, Pat Head, Rub Tummy, Jump, Wave, Knock, Arms Up**, etc.
- Move to include gross motor activities with objects.
- Progress to fine motor activities that can also be performed at the chair, such as: **Point, Blow Kiss, or Touch Nose**.
- As the student gains mastery, you can use the “Teacher Says” whole-child lesson as a fun alternative to the rote lesson format.

## Generalization

Once the student can follow single verb commands:

- Have the student follow commands from a greater distance.
- Have the student follow commands in different environments.
- Have the students follow commands from another staff member.
- Incorporate appropriate commands into the student’s daily school life.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to communicate to parents and home staff which commands the student can successfully respond to so they can incorporate the exercise into home routines.

## Whole-Child Lesson Ideas

### Teacher Says

As soon as the student masters following single verbal commands, you can then play fun games. “Teacher Says” is a motivating way to reinforce the newly acquired skill. Here’s how to play “Teacher Says”:

1. “Teacher Says” is just like “Simon Says.”
2. You can choose to give the directions, or other times, you can use a puppet or a stuffed animal to make it more fun for the student.
3. Say, “Teacher says, **Clap Hands**.”
4. When the student complies, reinforce with praise.
5. You can also use a puppet of a character or animal and say, “Kitty Cat says, **Stomp Your Feet!**”
6. You can reinforce them with gold stars, stickers, or “cuddles” from the stuffed animal or puppet.

## Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Use verb photos from the LB11 Language Builder: Verb Cards & Action Words Set as a visual prompt.
2. Use a non-verbal imitation prompt to model action.
3. Lightly touching their hands or feet, whichever they are supposed to be using.
4. Use hand over hand prompting to have the student complete the action.

## Next Steps

Once the student has mastered *Following Single Verb Commands*, you can move on to:

- ★ **Lesson 11: Following Compound Verb Commands**





# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										