



FIRSTPATH
AUTISM



Lesson Guide

15. Feature, Function, Class of Objects



Overview

Teaches:	Goes beyond knowing the name/label of an object, to teach how to identify and recognize objects based on their features, or what they are used for (function), or what category/group they belong to (class).
Before beginning:	Child should already have mastered basic Labeling Skills lessons and targets, including objects, colors, shapes, sizes, people/occupations, body parts, actions, prepositions. Child should also have the ability to follow instructions reliably and mastered "WH" questions. For the category/class area, it helps if the child has already mastered matching and basic sorting.
Why it's important:	This skill is generally useful in expanding vocabulary and conversation skills, and also in activities or situations where the child must use reasoning to figure out more general information. Also helpful in organizational and sorting skills where objects are grouped based on their features, function, or class.
Materials needed:	A variety of objects that the child already knows (has labels mastered). Objects can be in both 3D and 2D form.
Generalization activities:	Treasure hunts, problem solving scenarios/games, sorting activities, identifying which items belong and do not belong (e.g., same/different), general organization



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have materials prepared, both target items as well as extra "distracters".
3. Have several highly preferred items ready and available.
4. Have data collection ready.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

NOTE: As with the Labeling Skills lesson, these lessons can be taught receptively or expressively. Typically, targets are taught first receptively and later expressively, in the context of conversation skills.

Receptive: Touch/Physical Response

FEATURE

1. Lay out several objects on the table.
2. Ask the child to identify an object with the feature you describe. It is important NOT to say the name/label of the object itself; rather, you are describing a feature of the object. Examples are: "Find something that has a long tail", "give me is the one that is small and red?", "Choose the one is shaped like a square?", etc.
3. Wait 3-5 seconds for child to respond
4. Provide feedback on how the child responded:
Correct response: enthusiastic praise and/or deliver chosen reinforce
Incorrect or No response: corrective feedback, model or prompt of correct response
5. Record data.
6. Begin again at step 1.



Examples include:

Correct response	Incorrect response	No response
<p>Teacher: "Find the red one."</p> <p>Child: locates and touches a red object on the table</p> <p>Teacher: "Yes! Great job." Delivers reinforcer.</p>	<p>Teacher: "Find the red one."</p> <p>Child: touches an item that is not red</p> <p>Teacher: (correct based on the feature specified...in this case, color) "Oops. That's not red; it's green! <u>This one is red.</u>" (while pointing to indicate) Does not deliver reinforcer at this point; re-start teaching cycle with the same repeated instruction. Follow the error correction procedure.</p>	<p>Teacher: "Find the red one."</p> <p>Child: no response</p> <p>Teacher: "Uh-oh. Let's try again. Find the red one."</p> <p>Does not deliver reinforcer at this point; re-start teaching cycle with the same repeated instruction. Follow the error correction procedure.</p>

FUNCTION

1. Lay out several objects on the table.
2. Ask the child to identify an object with the function you describe. It is important NOT to say the name/label of the object itself; rather, you are describing what the object can do or is used for. Examples are: "We need something that we can use for tying", "Find is the one you write with.", "Give me the one you cut with".
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.

Examples include:

Correct response	Incorrect response	No response
<p>Teacher: "Find the one that you use to color."</p> <p>Child: locates and touches a crayon</p>	<p>Teacher: "Find the one that you use to color."</p> <p>Child: touches a toothbrush</p>	<p>Teacher: "Find the one that you use to color."</p> <p>Child: no response</p>



Teacher: "Excellent!" Delivers reinforcer.	Teacher: (correct based on function) "uh-oh...you use that to brush teeth! This one is for coloring." (while touching crayon) Does not deliver reinforcer at this point; re-starts teaching cycle.	Teacher: "Oops! I need you to listen. Find the one that you use to color." (Does not deliver reinforcer at this point; deliver corrective feedback and then re-start teaching cycle with the same repeated instruction.) Model and prompt
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CLASS:

1. Lay out several pre-sorted sample groups/categories on the table. Examples might be clothing, animals, food, transportation vehicles, etc.
2. Give the child a target item and ask him to put it into the correct group/category. Examples are: "Put this in the right group", "Where does this one belong?", etc.
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.