INSTRUCTIONAL PROGRAM SHEET: Following Directions

Follows One-Step Directions without Contextual Cues—Example

Child: ___________________________ Date initiated: _________ Date completed: _________

**Objective:** When an adult instructs the child with a one-step direction such as sit down or get the ball, and does not provide contextual cues such as gestures or the item (ball), the child follows the direction.

**Mastery criterion:**
- 90% or higher correct response for each set
- Minimum of 10 opportunities per day
- 2 consecutive teaching days
- Follows at least five, one-step directions

**Generalization:**
**People:** At least two adults
**Settings:** At least two settings
**Materials:** Across a variety of materials needed for the directions

**Things to consider:** If asking the child to get an item (e.g., get the ball), the child must be able to identify the item. For children with motor or sensory challenges, consider ability to complete action. For example, a child may not give a high-five or clap hands if he or she is sensitive to the tap of another hand on his or her hand.

**Teaching sequence**
1. Follows at least four, one-step gross motor actions (e.g., stand up, sit down, give a high-five)
2. Follows one-step directions that involve another person or object (e.g., get the ball, give a friend a high-five)

**PROGRAMMING LOG**

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Generalization</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date</td>
<td>End date</td>
<td>Start date</td>
</tr>
<tr>
<td>1</td>
<td>10/1/14</td>
<td>10/30/14</td>
</tr>
<tr>
<td>2</td>
<td>10/31/14</td>
<td>12/2/14</td>
</tr>
</tbody>
</table>
LEsson Plan: Following Directions

**Follows One-Step Directions without Contextual Cues—Example**

<table>
<thead>
<tr>
<th>Settings and materials</th>
<th>Decontextualized</th>
<th>Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instruction during individualized work time in work area.</td>
<td>Provide instruction during classroom routines and activities.</td>
<td></td>
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</tbody>
</table>

**Teaching**

What direction or cue will you give?

Provide direction that is the one-step direction for the set.

How will you prompt the child’s response?

*Circle type of prompt(s) used:*

- Physical
- Visual
- **Modeling**
- Verbal
- Other: __________________

*Circle prompt fading procedure used:*

- (Time delay) Most to least
- Graduated guidance
- Other: __________________

What is the child's response?

Follows one-step direction within 4 seconds of direction

What reinforcers are you using?

Praise and preferred item

What is the correction procedure?

Provide direction again while performing the action (model prompt)—child is able to imitate and will follow the model.

How will you collect data? *(circle answer)*

- Percentage correct
- Frequency
- Duration
- Permanent product
- Other: __________________

**Sets**

1. Stand up
   - Give a high-five
   - Sit down
   - Clap hands
   - Get in line

2. Give Tasha the ball
   - Give Teacher Caroline the paper
   - Give Tasha a high-five
   - Give the (toy) to Steven
   - Get the (toy) from Teacher Henry