COLORS B—IDENTIFYING COLORS

Long-Term Goal:	Short-Term Objective:
Student will identify colors.	Student will identify ____ (e.g., 5) colors.

Materials: Color Cards, Color Sheets

Use the color cards and sheets found in the Colors section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive.

Notes:

Rotate between the color sheets and cards to present several opportunities for identifying colors.

When you are using color cards, make sure you vary the position of the cards after each response.

To test for generalization, ask students to identify colors throughout the classroom and school environment. Track data using the same data sheet. Put a "G" above your initials to indicate you are testing for generalization.

Instruction	Correct Response	Correction Procedure	Data
Verbal students: Present one card/color at a time and ask the student, "What color?" **Nonverbal students:** Present three cards or a color sheet and say, "Show me/point to _____ (color)."	**Verbal:** Student says the correct color. **Nonverbal:** Student points to the correct color.	Point to the color and say, "This is _____ (color)." Repeat the instruction (with the same color) and say, **Verbal:** "What color?" **Nonverbal:** "Show me/point to _____ (color)." **Reinforce correct responses.**	**Correct Response:** Praise, and circle the corresponding number on the data sheet. **Incorrect Response:** Mark a line through the corresponding number on the data sheet.

SAMPLE DATA: COLORS B—IDENTIFYING COLORS

Student: _Mia_   **Year:** _2017_

Numbers "1" through "10" represent the number of trials on a given day. Circle correct responses and mark a line through incorrect responses. To see a graph of the student's progress, draw a square around the total number of correct responses in each column; then connect the squares with a line. The squares correlate to the percentage correct shown in the far-right column.

Mark a "G" above your initials when you are testing for generalization.

Note: On the lines provided below, write the colors the student is working on.

Instruction: "What color?" or "Show me _____."

	G											
Initials:	SF	SF	CS									
Date:	9/7	9/8	9/9									**Correct**
Red	10	10	(10)	10	10	10	10	10	10	10	10	10	**100%**
Yellow	(9)	(9)	(9)	9	9	9	9	9	9	9	9	9	**90%**
Black	(8)	(8)	(8)	8	8	8	8	8	8	8	8	8	**80%**
Brown	(7)	7	[7]	7	7	7	7	7	7	7	7	7	**70%**
White	[6]	6	6	6	6	6	6	6	6	6	6	6	**60%**
Green	5	[5]	(5)	5	5	5	5	5	5	5	5	5	**50%**
Orange	(4)	(4)	4	4	4	4	4	4	4	4	4	4	**40%**
Blue	3	3	(3)	3	3	3	3	3	3	3	3	3	**30%**
Pink	(2)	(2)	2	2	2	2	2	2	2	2	2	2	**20%**
Purple	(1)	1	(1)	1	1	1	1	1	1	1	1	1	**10%**

Instruction: "What color?" or "Show me _____."

Initials:												
Date:												**Correct**
	10	10	10	10	10	10	10	10	10	10	10	10	**100%**
	9	9	9	9	9	9	9	9	9	9	9	9	**90%**
	8	8	8	8	8	8	8	8	8	8	8	8	**80%**
	7	7	7	7	7	7	7	7	7	7	7	7	**70%**
	6	6	6	6	6	6	6	6	6	6	6	6	**60%**
	5	5	5	5	5	5	5	5	5	5	5	5	**50%**
	4	4	4	4	4	4	4	4	4	4	4	4	**40%**
	3	3	3	3	3	3	3	3	3	3	3	3	**30%**
	2	2	2	2	2	2	2	2	2	2	2	2	**20%**
	1	1	1	1	1	1	1	1	1	1	1	1	**10%**

DATA SHEET: COLORS B—IDENTIFYING COLORS

Student: _____   **Year:** _____

Numbers "1" through "10" represent the number of trials on a given day. Circle correct responses and mark a line through incorrect responses. To see a graph of the student's progress, draw a square around the total number of correct responses in each column; then connect the squares with a line. The squares correlate to the percentage correct shown in the far-right column.

Mark a "G" above your initials when you are testing for generalization.

Note: On the lines provided below, write the colors the student is working on.

Instruction: "What color?" or "Show me _____."

Initials:													
Date:													**Correct**
	10	10	10	10	10	10	10	10	10	10	10	10	**100%**
	9	9	9	9	9	9	9	9	9	9	9	9	**90%**
	8	8	8	8	8	8	8	8	8	8	8	8	**80%**
	7	7	7	7	7	7	7	7	7	7	7	7	**70%**
	6	6	6	6	6	6	6	6	6	6	6	6	**60%**
	5	5	5	5	5	5	5	5	5	5	5	5	**50%**
	4	4	4	4	4	4	4	4	4	4	4	4	**40%**
	3	3	3	3	3	3	3	3	3	3	3	3	**30%**
	2	2	2	2	2	2	2	2	2	2	2	2	**20%**
	1	1	1	1	1	1	1	1	1	1	1	1	**10%**

Instruction: "What color?" or "Show me _____."

Initials:													
Date:													**Correct**
	10	10	10	10	10	10	10	10	10	10	10	10	**100%**
	9	9	9	9	9	9	9	9	9	9	9	9	**90%**
	8	8	8	8	8	8	8	8	8	8	8	8	**80%**
	7	7	7	7	7	7	7	7	7	7	7	7	**70%**
	6	6	6	6	6	6	6	6	6	6	6	6	**60%**
	5	5	5	5	5	5	5	5	5	5	5	5	**50%**
	4	4	4	4	4	4	4	4	4	4	4	4	**40%**
	3	3	3	3	3	3	3	3	3	3	3	3	**30%**
	2	2	2	2	2	2	2	2	2	2	2	2	**20%**
	1	1	1	1	1	1	1	1	1	1	1	1	**10%**

INDEPENDENT SKILLS—HAND WASHING

Long-Term Goal:	Short-Term Objective:
Student will wash his or her hands independently.	Student will wash his or her hands with fewer than five prompts.

Materials: Sink, soap, Student's picture task analysis (if needed)

Notes:

You may already have a strategy for teaching hand washing. Feel free to teach this lesson in the way you typically would.

Depending on the student's proficiency, add or reduce the number of steps required.

Correction Procedure

S^D / Cue	Correct Response	Initial Acquisition of Skills when the student is first learning	Fading Prompts after the student has begun learning the skill	Data
Student's hands are dirty or just used the restroom.	Student turns on water.	"You need to wash your hands (S^D). Turn on the water."	"You need to wash your hands (S^D). What do you do?"	Record the number or type of prompts per step.
Water on.	Adjusts to appropriate temp.	"The water is on (S^D). You need to adjust the temperature."	"The water is on (S^D). What do you do now?"	
Water adjusted.	Picks up/pumps soap.	"You adjusted the water (S^D). You need to pick up/pump the soap."	"You adjusted the water (S^D). What do you do next?"	**Note:** It is up to you to adjust the steps on the task analysis per student.
Soap in hand.	Rubs hands with soap.	"You have the soap (S^D). You need to rub your hands together."	"You have the soap (S^D). What do you do next?"	
Hands are soapy.	Rinses hands.	"Your hands are soapy (S^D). You to need to rinse them."	"Your hands are soapy (S^D). What's next?"	
Soap is rinsed off.	Turns off water.	"You've rinsed your hands (S^D). You need to turn off the water."	"You've rinsed your hands (S^D). What do you do next?"	
Water is off.	Dries hands.	"The water is off (S^D). You need to dry your hands."	"The water is off (S^D). What's next?"	

TASK ANALYSIS WITH SAMPLE DATA: INDEPENDENT SKILLS—HAND WASHING

Student: _Mia_   **Year:** _2017_

Task Analysis		Number of Prompts					
	Initials: Date:	SF 2/4	CS 2/5				
1 Turns on hot/cold water		//	/				
2 Picks up soap		/	/				
3 Rubs soap on hands		/	/				
4 Rinses off soap		/	/				
5 Turns off water		/	/				
6 Dries hands		//	/				
Total Number of Prompts		8	6				

ALTERNATE DATA SHEET: INDEPENDENT SKILLS—HAND WASHING

Circle the type of prompt per step. Leave blank if no prompts are given.

Student: _Mia_   **Year:** _2017_

Note: P = Physical, **G** = Gesture, **V** = Verbal

Task Analysis		Type of Prompts				
	Initials: Date:	SF 4/1	SF 4/2			
1 Turns on hot/cold water		P G (V)	P G (V)	P G V	P G V	P G V
2 Picks up soap		P (G) V	P G (V)	P G V	P G V	P G V
3 Rubs soap on hands		P (G) V	P G (V)	P G V	P G V	P G V
4 Rinses off soap		P G (V)	P G V	P G V	P G V	P G V
5 Turns off water		P (G) V	P G (V)	P G V	P G V	P G V
6 Dries hands		(P) G V	(P) G V	P G V	P G V	P G V
Total Number of Physical Prompts		1	1			
Total Number of Gestural Prompts		3	0			
Total Number of Verbal Prompts		2	4			

TASK ANALYSIS: INDEPENDENT SKILLS—HAND WASHING

Student: _____   **Year:** _____

Task Analysis		Initials: Date:	Number of Prompts					
1	Turns on hot/cold water							
2	Picks up soap							
3	Rubs soap on hands							
4	Rinses off soap							
5	Turns off water							
6	Dries hands							
Total Number of Prompts								

Task Analysis		Initials: Date:	Number of Prompts					
1	Turns on hot/cold water							
2	Picks up soap							
3	Rubs soap on hands							
4	Rinses off soap							
5	Turns off water							
6	Dries hands							
Total Number of Prompts								

ALTERNATE DATA SHEET: INDEPENDENT SKILLS—HAND WASHING

Circle the type of prompt per step. Leave blank if no prompts are given.

Student: _____   **Year:** _____

Note: P = Physical, **G** = Gesture, **V** = Verbal

Task Analysis		Initials: Date:	Type of Prompts				
1	Turns on hot/cold water		P G V	P G V	P G V	P G V	P G V
2	Picks up soap		P G V	P G V	P G V	P G V	P G V
3	Rubs soap on hands		P G V	P G V	P G V	P G V	P G V
4	Rinses off soap		P G V	P G V	P G V	P G V	P G V
5	Turns off water		P G V	P G V	P G V	P G V	P G V
6	Dries hands		P G V	P G V	P G V	P G V	P G V
Total Number of Physical Prompts							
Total Number of Gestural Prompts							
Total Number of Verbal Prompts							

Task Analysis		Initials: Date:	Type of Prompts				
1	Turns on hot/cold water		P G V	P G V	P G V	P G V	P G V
2	Picks up soap		P G V	P G V	P G V	P G V	P G V
3	Rubs soap on hands		P G V	P G V	P G V	P G V	P G V
4	Rinses off soap		P G V	P G V	P G V	P G V	P G V
5	Turns off water		P G V	P G V	P G V	P G V	P G V
6	Dries hands		P G V	P G V	P G V	P G V	P G V
Total Number of Physical Prompts							
Total Number of Gestural Prompts							
Total Number of Verbal Prompts							