

FUNCTIONAL READING C—SIGHT WORDS (PHASE I)

Elementary Sample

<p>Long-Term Goal: Student will read words in a variety of settings and read short stories.</p>	<p>Short-Term Objective: Student will read ___ (e.g., 10) sight words from list ___ (e.g., 1—Core).</p>
<p>Materials: Sight Word Sets 1, 2, 3, 4, 5, and 6; Sight Word Lists-Current, Mastered, Family Input; Student Portfolio</p> <p>Use the sight word sets and lists found in the Functional Reading section of the <i>Teaching Materials Kit</i> or create them from the templates provided on the <i>Reproducible Materials</i> flash drive. Refer to the Student Portfolio for additional sight words.</p>	
<p>Notes:</p> <p>Begin with sight words/picture cards if needed. Fade to just the sight words as the student displays recognition of individual words. Picture cards are included within each sight word set.</p> <p>Vary the word format—uppercase, lowercase, initial caps. If the student doesn't recognize the word in all formats/settings, the student has not mastered the word. Teach all formats simultaneously.</p> <p>Vary the order of presentation and position of the cards for nonverbal students. If three cards provide too many distracters, use only two cards.</p> <p>Refer to the student's Sight Word List-Family Input and Student Portfolio to identify which words are applicable to the student's interests and home environment.</p> <p>Use the sight words lists to keep track of each student's current and mastered words. Review mastered words one to two times per week for maintenance.</p>	

Instruction	Correct Response	Correction Procedure	Data
<p>Verbal students: Present one card/word at a time and ask the student, "What word?"</p> <p>Nonverbal students: Present three cards and say, "Show me/point to ___ (word)."</p>	<p>Verbal: Student says the correct word.</p> <p>Nonverbal: Student points to the correct word.</p>	<p>Point to the word and say, "This says ___ (word)." Repeat the instruction (with the same word) and say,</p> <p>Verbal: "What word?"</p> <p>Nonverbal: "Show me/point to ___ (word)."</p> <p>Reinforce correct responses.</p>	<p>Correct Response: Praise, and circle the corresponding number on the data sheet.</p> <p>Incorrect Response: Mark a line through the corresponding number on the data sheet.</p> <p>Note: For students using picture cards, check the box "With Pictures" on the data sheet.</p>

INDEPENDENT SKILLS—CHECKING A SCHEDULE

Secondary Sample

Long-Term Goal: Student will use a schedule to independently navigate his or her day.	Short-Term Objective: Student will identify each activity and the person he or she is supposed to work with.
Materials: Picture schedule	
Notes: Be sure your student’s schedule is specific to his or her needs. Create a duplicate schedule and model how to use it. Reinforce steps done correctly.	

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
Break timer or bell rings.	Student ends break activity.	“The timer/bell rang (S ^D). You need to end your break.”	“The timer/bell went off (S ^D). What do you need to do?”	Record the number of prompts per step.
Break is over.	Student finds his or her schedule.	“Break time is over (S ^D). You need to find your schedule.”	“Break time is over (S ^D). What’s next?”	
Schedule is in front of the student.	Student identifies the next activity.	“Your schedule is in front of you (S ^D). You need to find the next activity.”	“Your schedule is in front of you (S ^D). Now what?”	
Next activity identified.	Student locates needed materials.	“You found the next activity (S ^D). You need to get your materials.”	“You found the next activity (S ^D). What’s next?”	
Materials located.	Student finds the staff person he or she is working with or finds a place to work.	“You have your materials (S ^D). You need to find _____ (e.g., <i>Hollie</i>).” OR “You need to find a place to work.”	“You have your materials (S ^D). What’s next?”	