

# *Classroom Example* Direct Instruction Lesson for Teaching a Child with Autism to Count

TEACHER: Ms. Hadassa Field

SCHOOL: Palmetto Park Elementary

GRADE(S): 4-5

Instructional Range: K-2nd

ESE CLASS TYPE : VE moderate to severe

STUDENT(s): 1 student with autism, Andy

DATE: 1/10/05

TIME ALLOWANCE: 50 minutes

TIME START: 11:00

TIME STOP 11:50

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## **LESSON 12**

*PRESENT LEVEL OF PERFORMANCE:* Andy met criteria for counting 1–5 objects with 1-1 correspondence using physical prompts.

*INSTRUCTIONAL OBJECTIVE:* TSW count 1–5 randomly presented tangible objects with 1-1 correspondence using verbal cues.

*EVALUATION CRITERIA / METHODS:* 100% accuracy on 3 out of 4 trials

### **INSTRUCTIONAL PROCEDURES:**

*Review and Advanced Organizer:* Yesterday we counted. Today we are going to count again. Let's count these soldiers on the table. Then you will be able to play with them. Remember to put your head down all the way so you can see what you are counting. Yesterday I helped you. Today I will just remind you of what to do, but you will count. First I will do it. Ready?

*Demonstration:* I am putting the soldiers on the table. I put my head down so I can see them really well. Then I touch and count. One, two, three, four, five. There are five soldiers. Now let me see you do it. Please count the soldiers.

*Guided Practice:* Now let me see you do it again. Remember-head down, touch and count. Now count the soldiers. (repeat many times)

*Post Organizer:* Great job! Andy, what did you do to count the soldiers?

*Evaluation Results:* On the first trial, Andy achieved 80%. Over the next six trials, Andy met criteria of 100% five times, with a 30% on Trial 4. The 30% trial was at a moment when he lost his visual focus and got distracted.

*Source:* Provided by Hadassa Field, graduate intern, Palm Beach, Florida schools.