

lessons from the abilities curriculum

Pre-Academic

Core Lessons

- Matching Identical Objects-Younger
- Matching Identical Objects-Older
- Matching Identical Pictures

Attending

- Keeping Hands Appropriate while Sitting - Younger
- Keeping Hands Appropriate while Sitting - Older
- Keeping Hands Appropriate while Standing
- Making Eye Contact when Name is Called from a Distance
- Waiting for Preferred Items
- Waiting to Begin an Activity
- Visually Tracking an Object
- Visually Tracking a Person
- Sustaining Eye Contact when Speaking

Imitation

- Imitating Sounds
- Imitating Sounds & Words
- Imitating Fine Motor Movements
- Imitating Oral Motor Movements
- Imitating Actions with Objects Paired with Sounds
- Imitating Sequenced Actions with Objects
- Imitating Block Structures

Matching

- Matching Shapes
- Matching Objects to Pictures
- Completing a Matching Book
- Matching Non-Identical Objects
- Matching Non-Identical Pictures
- Matching Letters
- Matching Numbers
- Matching Words
- Matching Categories
- Matching Words to Objects
- Matching Words to Pictures

Academic

Core Lessons

- Making Eye Contact when Name is Called
- Responding to the Instruction "Look at Me" - Younger
- Responding to the Instruction "Look at Me" - Older

Mathematics

- Completing a Pattern
- Identifying Numbers
- Naming Numbers
- Sequencing Numbers
- Counting Objects
- Counting Objects-Incidental Teaching
- Counting Items in Pictures
- Matching Numbers to Quantity
- Identifying Quantity
- Counting to a Designated Number

Reading

- Sequencing Letters
- Identifying Words
- Identifying Words - Incidental Teaching
- Identifying Own Name
- Reading Words
- Reading Words - Incidental Teaching
- Spelling Name
- Identifying Letters when Given Corresponding Sound
- Making Sounds Corresponding to Letters

School Readiness

- Using a Token System
- Following Group Instructions
- Participating in Show & Tell
- Singing with a Group
- Following Written Instructions
- Following Conditional Instructions
- Using a Timer During Activities
- Completing Tasks within a Time Period
- Calling for an Adult from a Distance
- Raising Hand to Answer Questions

lessons from the abilities curriculum

Academic (Continued)

Mathematics

- Counting Objects from a Set
- Writing Numbers Based on Quantity
- Identifying More or Less and Most or Least
- Counting by 2's
- Counting by 5's
- Solving Single-Digit Addition Problems with Objects
- Solving Addition Problems on Flashcards
- Matching Coins
- Identifying Coins
- Identifying Coin Value
- Identifying Coin Value-Incidental Teaching
- Identifying Bills
- Labeling Coins
- Labeling Value of Coins
- Labeling Bills
- Solving Single-Digit Subtraction Problems with Objects
- Telling Time on a Digital Clock
- Telling Time on an Analog Clock
- Measuring with a Ruler
- Labeling the Value of Coin Combinations
- Labeling Value of Bill Combinations
- Labeling Value of Coin and Bill Combinations
- Writing Amounts for Coins and Bills
- Matching Written Time to a Clock
- Solving Math Word Problems

Reading

- Labeling Letters when Given Their Corresponding Sounds
- Identifying Rhyming Words
- Writing a Telephone Number
- Writing Date in Numbers
- Reading Sentences
- Sounding Out Words Phonetically
- Matching Sentences to Pictures
- Spelling Contractions
- Spelling Words
- Spelling Words - Incidental Teaching
- Alphabetizing
- Writing Simple Words from Memory
- Writing Words Corresponding to Pictures
- Writing Words Corresponding to Objects - Incidental Teaching
- Writing Sentences Using a Target Word
- Writing Sentences about a Picture
- Putting Words in Order to Form a Sentence
- Completing Sentences
- Answering Reading Comprehension Questions
- Using Vocabulary Words in a Sentence
- Answering Inference Questions about a Story

School Readiness

- Completing Seatwork Independently
- Answering Questions During a Lesson

lessons from the abilities curriculum

Social / Emotional

Core Lessons

- Making Eye Contact to Start an Activity

Interacting With Others

- Responding to Bids for Joint Attention
- Initiating Joint Attention
- Showing Objects to People
- Requesting from Peer
- Using Please and Thank You
- Imitating a Peer
- Responding to Gestures
- Making Comments in Response to Toys
- Reciprocating Comments about Objects
- Reciprocating Comments about Objects with Peers
- Answering a Peer's Questions
- Demonstrating Emotions
- Describing Drawings
- Helping Others
- Making Polite Statements
- Recalling Items
- Recalling Information about Pictures
- Recalling Experiences about the Day
- Using Gestures
- Introducing Yourself
- Having a Scripted Conversation

- Waiting when Instructed – Younger

Interacting With Others (continued)

- Responding to a Peer's Questions and Comments
- Telling Jokes
- Demonstrating New Responses Through Observation
- Making Comments about a Picture Book
- Introducing Others
- Giving Compliments
- Reciprocating Compliments
- Joining an Ongoing Conversation
- Demonstrating Empathy
- Using Gestures – Advanced
- Naming What Makes You Feel ____
- Predicting How Things Will Make You Feel
- Labeling Current Emotions
- Labeling Another Person's Feelings
- Predicting How Others Will Feel
- Predicting How Others Will Act
- Making Inferences in Dialogue
- Understanding Figures of Speech
- Sustaining a Conversation on a Topic
- Participating in Trick or Treat

- Waiting when Instructed – Older

Toleration

- Cooperating with Termination of Preferred Activities
- Cooperating When Waiting for Preferred Items
- Tolerating the Presence of a Non Preferred Item
- Cooperating When Wearing a Bandage
- Cooperating when Wearing Headphones
- Cooperating when Wearing Gloves
- Cooperating when Wearing Costumes
- Preparing for a Haircut
- Cooperating when Hair is Brushed and Styled
- Cooperating during Face Washing

Daily Living

Core Lessons

Following the Instruction "Come Sit Down"

Household / Prevocational

- Cleaning Up Toys

Remaining Seated for a Given Amount of Time

Self-Care

- Using Toilet for Urination on a Schedule

lessons from the abilities curriculum

Daily Living (Continued)

Household / Prevocational

- Preparing a Snack Following a Schedule
- Making a Bed
- Setting the Table
- Using a Microwave
- Vacuuming
- Completing a Chore List
- Folding Laundry
- Cleaning a Bedroom Following a Schedule
- Cleaning a Living Room
- Cleaning a Designated Area at a Work Site
- Completing a Work Chore List
- Completing Office Chores Following a Schedule
- Cleaning an Office

Self-Care

- Washing Hands
- Using a Spoon
- Putting On Pullover Shirt
- Brushing Hair
- Taking Off Socks
- Brushing Teeth
- Using a Fork
- Using a Napkin
- Taking Off Shoes
- Unbuttoning
- Zipping
- Following a Morning Schedule
- Dressing Following a Schedule
- Tying Shoes
- Pouring Liquids
- Cutting Food with Fork and Knife

Motor Skills

Core Lessons

- Imitating Gross Motor Movements- Older
- Imitating Actions with Objects - Older

- Imitating Gross Motor Movements- Younger

- Imitating Actions with Objects -Younger

Fine Motor

- Opening Containers
- Practicing Snapping and Unsnapping
- Tracing Lines, Shapes & Letters
- Tracing Name
- Tracing Numbers
- Pasting with Glue
- Cutting Lines with Scissors
- Cutting Shapes
- Finger Painting
- Coloring a Picture

Oral Motor

- Completing Blowing Responses

Gross Motor

- Throwing a Ball
- Catching a Ball
- Playing Catch
- Kicking a Ball
- Demonstrating Motor Responses with Equipment
- Doing Jumping Jacks
- Doing Sit Ups
- Following an Exercise Video

lessons from the abilities curriculum

Motor Skills (Continued)

Fine Motor

- Coloring Within the Lines
- Printing Name
- Printing Numbers
- Writing Within a Boundary
- Writing Letters in Cursive

Play / Leisure

Core Lessons

- Completing Activities with a Beginning and End - Younger
- Completing Activities with a Beginning and End - Older
- Doing Activities for Increasing Lengths of Time - Older
- Doing Activities for Increasing Lengths of Time - Younger

Independent Play

- Looking at Books
- Watching Television Appropriately
- Completing Puzzles
- Following a Photographic Play Schedule
- Building Models
- Using Playdough
- Completing Connect-the-Dots
- Completing Mazes
- Completing Color-by-Number-Worksheets
- Doing an Art Project

Group / Peer Play

- Taking Turns
- Initiating Play with a Peer when Instructed
- Following Play-Related Instructions From a Peer
- Joining Ongoing Play with a Peer
- Playing Follow the Leader
- Playing Hokey Pokey
- Playing Pin the Tail on the Donkey
- Playing Musical Chairs
- Playing Simon Says
- Playing Board Games
- Playing Freeze Dance
- Playing Charades

Pretend Play

- Engaging in Pretend Actions
- Playing with Figures/Dolls
- Playing Dress-up
- Role Playing with Puppets
- Having a Tea Party

lessons from the abilities curriculum

Expressive Language

Core Lessons

Making Requests by Pointing

Labeling, Describing, & Summarizing

- Labeling Objects
- Labeling Objects by Using a Voice-Output Device
- Labeling Pictures
- Labeling Pictures by Using a Voice-Output Device
- Labeling Familiar People in Pictures
- Labeling Body Parts in Pictures
- Labeling Colors
- Labeling Colors - Incidental Teaching
- Labeling Shapes
- Labeling Verbs in Pictures
- Labeling Rooms in Pictures
- Labeling Places in Pictures
- Labeling Function of Objects - Incidental Teaching
- Labeling Letters
- Labeling Community Helpers in Pictures
- Labeling Parts of Objects
- Labeling Categories
- Labeling Categories - Incidental Teaching
- Naming Items in a Category
- Naming Days of the Week
- Labeling Function of Body Parts
- Labeling Function of Rooms
- Labeling Function of Community Helpers
- Labeling Adjectives
- Labeling Adjectives - Incidental Teaching
- Labeling Prepositions
- Labeling Prepositions - Incidental Teaching

Making Requests by Using Word or Sound Approximations

Verbal Interaction

- Answering "What do you want?" By Using a Communication Device
- Making Requests Using a Voice-Output Device
- Completing Fill-Ins
- Responding with Yes When Name is Called
- Responding Verbally when Name is Called
- Responding to "Where are you?"
- Using a Variety of Statements to Make Requests
- Answering Social Questions
- Answering Social Questions By Using Written Cards
- Answering Social Questions Using a Voice-Output Device
- Answering General Knowledge Questions
- Answering Choice Questions
- Saying "I don't know"
- Saying "I don't understand"
- Using Simple Sentences
- Answering Social Questions with Full Sentences
- Answering Yes-No Questions about Facts
- Answering Questions about an Object
- Answering Questions about a Picture
- Answering Questions about a Topic
- Answering Questions about a Calendar
- Answering Questions about Seasons
- Answering Questions about Holidays

Making Requests By Giving a Picture Card

Speech & Grammar

- Using Singular and Plural
- Using Negatives
- Modulating Voice Volume
- Using Correct Verb Tense
- Using Pronouns
- Using Possessive Pronouns
- Labeling Parts of Speech

lessons from the abilities curriculum

Expressive Language (Continued)

Labeling, Describing, & Summarizing

- Labeling Objects in View When Described
- Labeling Objects Out of View When Described
- Describing Objects in View - Incidental Teaching
- Describing Objects by Attribute, Function and Category
- Describing Pictures Using a Voice-Output Device
- Describing Pictures
- Labeling Gender
- Labeling Emotions
- Labeling Same and Different
- Labeling parts of a Calendar
- Naming Months of the Year
- Naming Opposites
- Labeling Before and After
- Naming Rhyming Words
- Naming What Goes Together
- Naming What Belongs in a Room
- Naming What is Missing
- Naming What is Wrong
- Describing a Sequence of Pictures
- Sequencing Word Cards to Describe a Picture
- Describing Cause and Effect
- Describing Similarities and Differences
- Describing How Things Work
- Describing How Things Work - Incidental Teaching
- Describing How to Do Something
- Providing Explanations
- Retelling Stories
- Making Predictions about Actions in Pictures
- Telling a Story about a Topic

Verbal Interaction

- Answering Questions about a Story Told Aloud
- Answering Questions about a Video
- Answering If Questions
- Answering Questions about Animal Habitats
- Asking for Missing Objects
- Asking "What is that?"
- Asking "What's that?" - Incidental Teaching
- Asking "Who is that?"
- Asking What a Person is Doing
- Asking for and Delivering Objects from Others
- Asking for and Reporting Information
- Delivering a Message
- Following the Instruction "Ask" vs. "Tell"
- Asking for Clarification
- Asking 'Wh' Questions in Response to Verbal Information
- Giving Information to Clarify

Speech & Grammar

lessons from the abilities curriculum



Receptive Language

Core Lessons

Following One-Step Instructions

Identifying Objects

Identification

- Identifying Body Parts
- Identifying Pictures
- Identifying Familiar People in Pictures
- Identifying Colors
- Identifying Shapes
- Identifying Verbs in Pictures
- Identifying Rooms in Pictures
- Identifying Community Helpers
- Identifying Parts of Objects
- Identifying Categories
- Sorting Objects and Pictures
- Identifying Objects by Function
- Identifying Objects by Attribute, Category or Function
- Identifying Body Parts by Function
- Identifying Rooms by Function
- Identifying Places by Function
- Identifying Community Helpers by Function
- Identifying Letters
- Identifying Sounds
- Identifying Emotions
- Sequencing Pictures
- Identifying Same and Different
- Identifying Parts of a Calendar
- Identifying Opposites
- Identifying Synonyms
- Identifying Left and Right
- Identifying What Goes Together
- Identifying What Does Not Belong
- Identifying What's Wrong
- Identifying Objects in View When Described
- Identifying States on a Map

Instruction Following

- Following a Point
- Demonstrating Verbs
- Going to Familiar People
- Giving Objects to Familiar People
- Getting Objects from a Distance
- Locating Objects Based on Information
- Following Two-Step Instructions
- Following Multi-Step Instructions
- Placing Objects Using Prepositions

Grammar

- Identifying Singular and Plural
- Identifying Negatives
- Following Instructions that Include Negatives
- Identifying Verb Tense in Pictures

lessons from the abilities curriculum

Training and Support

Discrete Trial Teaching

An effective way to teach new skills by breaking them down into simple responses

Prompting

Anything you do that helps the student respond correctly to an instruction

Reinforcers

Anything you give the student after he responds, that makes him more likely to respond correctly again

Incidental Teaching

An effective way to teach by capturing the student's interest

Generalization

Teach the student to apply skills in daily life beyond the teaching environment

Maintenance

Help the student continue to use learned skills

Recording Results

Record results on your student's progress to determine when it's time to teach new skills

Problem Behavior

Reduce or prevent any behavior that is disruptive, interferes with learning, or is socially stigmatizing

Incidental Teaching for Elaborating Language

Expand your student's language by capturing his interest

Teaching Complex Tasks

Teach the student to complete complex tasks by linking small steps together into a long chain