

Lesson 4: Presenting the Instruction (OA)



This lesson describes and provides examples of the appropriate way to present the instruction to the learner.

- ☰ Presenting the Instruction
- ☰ Appropriate and Inappropriate Variations of the Instructions
- 📺 Look at the Learner
- 📺 Reminders for Presenting the Instruction
- 📺 Practice Identifying Entire Antecedent
- 📺 Practice Deciding Next Step
- 📺 Practice Identifying Instructor Error
- ☰ Review

Presenting the Instruction

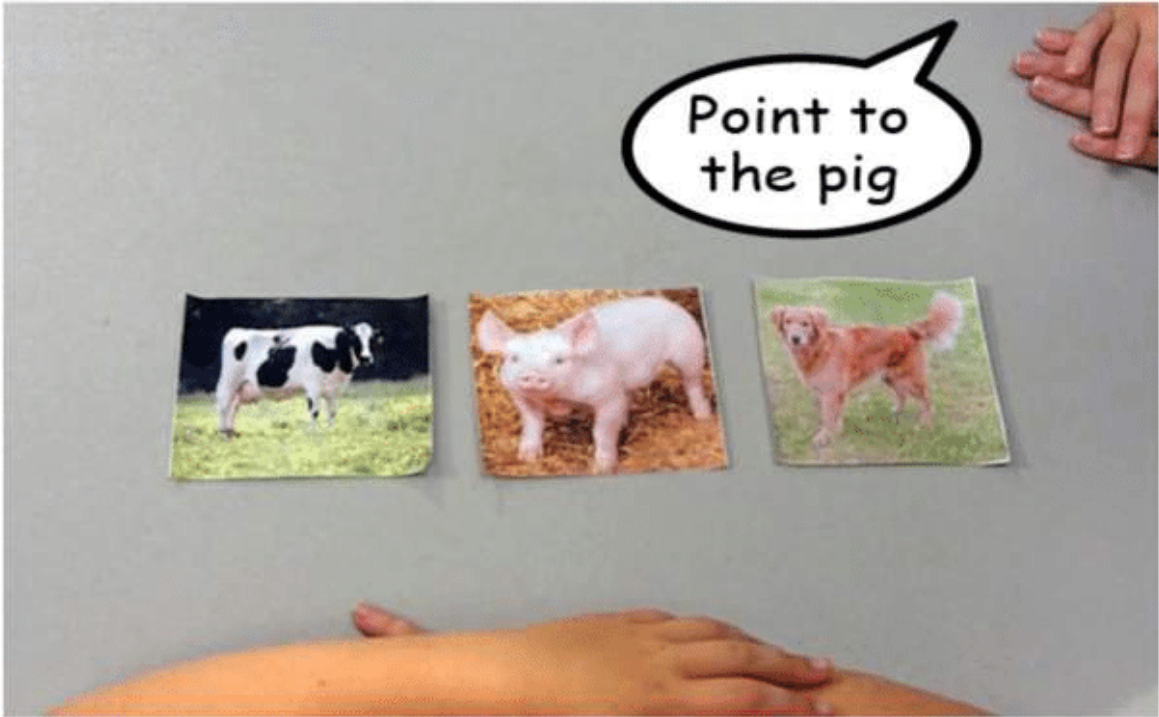


00:12

The important parts of the antecedent are the verbal instruction and the array of stimuli (pictures). When presenting the instruction, refer to the data sheet. The bold word is the target so that is what you will instruct the learner to point to.



	<i>Left</i>	<i>Center</i>	<i>Right</i>
1	Cow	Pig	Dog



Appropriate and Inappropriate Variations of the Instructions



You can vary the instructions, but make sure to keep them brief. The briefer, the better. You can have instructions like, “Cow,” “Find cow,” “Where’s the cow?” “Show me the cow,” or “Point to the cow.” Do **NOT** use any additional descriptors (e.g., “Point to the cow. It is black and white.”). Do **NOT** instruct the learner to say anything about the pictures (e.g., “Tell me where the cow is.” “What’s this one?”).

Appropriate	Inappropriate
“Cow.”	“Tell me where the cow is.”
“Find cow.”	“Point to the cow. It's black and white.”
“Show me the cow.”	“What's this one?”
“Point to the cow.”	“Is this one a cow?”

Look at the Learner



00:22

When presenting the instruction, look at the learner, not the pictures. If you look at the pictures you might accidentally look at the target you are asking for. Also, use a neutral facial expression and a neutral tone of voice when delivering the instruction. Reserve animated facial expressions and excited tone of voice for praising correct responses. That is what makes the consequence so rewarding.

Reminders for Presenting the Instruction



00:16

Remember!

1. Make sure all your materials are ready.
2. Arrange the stimuli in a neat row in front of the learner, in the order they're listed in the data sheet.
3. Get the learner's attention/make sure the learner is attending.
4. Look at the learner and present a clear verbal instruction using a neutral tone of voice and facial expression.

Practice Identifying Entire Antecedent

Practice Deciding Next Step

Practice Identifying Instructor Error

Review

- The bold word on the data sheet is the target and that is what you will instruct the learner to point to.
- You can vary the instructions, but keep them brief.
- Do **NOT** use any additional descriptors (e.g., “Point to the cow. It is black and white.”) in the instructions.
- Do **NOT** instruct the learner to say anything about the pictures (e.g., “Tell me where the cow is.” “What’s this one?”).
- When presenting the instruction, look at the learner, not the pictures, and use a neutral facial expression and a neutral tone of voice.

End of Lesson