

Instructional Program Sheet
Domain Cognitive
Concepts: Categorizing
Categorizes Like Objects

Child: _____

Date initiated: _____

Date completed: _____

Is this objective on the child's IFSP/IEP? ____ Yes ____ No

Teaching Objective: When presented with pictures or objects that can be grouped by categories (e.g., clothing, food, animals), and told “match” or “put with same”, (child) will independently place the object or picture with the correct group within ____ seconds.

Mastery Criterion: 90% correct responding for each set of stimuli (i.e. no more than one error per session) over 2 consecutive teaching sessions. A minimum of 10 trials per session will be conducted. (Child) puts together at least three different objects in a group according to a broad-based category (e.g., food, clothing, animals).

Generalization Criterion: 4 correct responses out of 5 opportunities in at least 2 different settings (e.g. home environment, different classroom, or community setting), with at least 2 different people (e.g. peers, teachers, or family members).

Things to Consider: *Child is able to match non-identical objects and pictures. Keep in mind developmental appropriateness of categories.*

Skill Sequence

1. Group one category of objects with at least two distracting objects present from a different category.
2. Group two different categories of objects with at least one distracting object present from a different category.
3. Groups a variety of objects into several different categories.
4. Groups at least three different novel objects into a variety of categories.
5. If child does not generalize skill, return to set 2 using similar materials. Next probe for generalization with new materials. Continue last two sets as necessary.

Lesson Plan
Domain (Cognitive)
 Strand (Visual Performance)
 Skill (Categorizes Like Objects)

Skill Sequence: Group one category of objects with at least two distracting objects present from a different category.

Teaching Sequence	Context for Instruction
<p>What direction will you give? “match” “put with same”</p> <p>How will you prompt student’s response, if necessary? Use a constant time delay. Teach for 5 trials at a 0-second delay (i.e. prompt the child when you give the instruction). After 5 trials, then provide a 5-second delay. Prompt the child by pointing to the correct category (i.e., gesture).</p> <p>What response are you looking for? The child will place the object in the correct category within 5 seconds of being presented with the object and given the instruction.</p> <p>How will you respond:</p> <p>(a) 0-second delay trials, if child tolerates prompt, this will be a correct response. Provide tangible reinforcer with social praise until the child begins to demonstrate independent correct responses. Once the child begins to independently respond correctly, only provide corrective feedback with prompted correct trials (e.g., “that’s putting with the same”).</p> <p>(b) 5-second delay trials, both prompted and unprompted, initially provide tangible reinforcer with social praise. After the child demonstrates several correct independent responses, provide only social praise.</p> <p>(c) If response is incorrect, redeliver the instruction with a more restrictive prompt and reassess the controlling prompt (e.g., if using a gesture to prompt the child, physically prompt the child to get a prompted correct trial).</p>	<p style="text-align: center;">Decontextualized</p> <p>What materials do you need? Objects from the category sets being worked on; for example, have vehicles, food, and clothing objects available when teaching set 3.</p> <p>How will you set up and get ready? Place 3 different objects on the table, each object is from a different category. For example, place a car, an apple, and a shoe on the table in front of the child.</p> <p>Where and when will you teach this? Teach when available to give one:one attention to the child. Teach sitting at the table with only materials for teaching sets available.</p>
	<p style="text-align: center;">Embedded</p> <p>What materials do you need? Objects from the teaching categories available during play.</p> <p>How will you set up and get ready? Prepare teaching materials in the play areas for teaching. For example, in the dramatic play area, ask the child to put all the food in the refrigerator, all the utensils in the box, and all the pots on the stove. Also, when playing in the manipulative area, place a block, a peg, and a bead in three separate piles and give the instruction, providing several different objects from each category for the child to group.</p> <p>When and Where will you teach this? Teach during free choice in several different area, during snack at the table, and during small and large group activities at the table or on the floor.</p>

<p>(d) No response is not an option because the child will be prompted. If challenging behaviors, reassess reinforcers/motivation system. Also, consider if the child has a behavior plan in place or may need an assessment for a plan.</p> <p>How will you collect data or How will you monitor progress? Take data daily on each trial of the set being worked on. Be sure to take data on at least 10 trials.</p>	<p style="text-align: center;">Group</p> <p>Place at least three different objects, each from a different category, in front of the group and have the children take turns matching their materials to the correct group. Also, provide games that incorporate categories (e.g., each child has to find the other child in the group that has a match for his/her object/category).</p>
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