ThinkPsych

LANGUAGE LEARNING CARDS

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INSTRUCTIONAL GUIDE

Introduction

Thank you for purchasing the First Actions set of our Language Learning Cards! This instructional guide will help teach you to use the cards as part of a language education program based on the principles of Applied Behavior Analysis (ABA). Following the steps described in this guide will ensure that your child will learn new words quickly and effectively!

Contents

90 Cards (3"x3")
30 Actions with 3 Examples Each
Instructional Guide
Language Tracking Sheet

Receptive Language

Receptive language is the ability to recognize and understand words spoken by others. Receptive language abilities may be tested by giving a child an instruction to physically do something such as "stand up", "clap your hands", or "come here". The child does not have to respond verbally to demonstrate receptive language ability.

In order to teach receptive language using our Language Learning Cards, we ask students to select a picture from a set of cards. For example, we could say "Touch Clapping" and present them with a set of three cards. If the child is able to find and touch the picture of a person clapping, we can increase the array (set) to larger and larger quantities. This will help improve the child's scanning skills and their ability to distinguish between similar pictures.

Receptive Identification Teaching Steps

1) Place **three** cards (e.g., smiling, walking, yelling) on a desk in front of the student.

2) Tell the child to identify a specific card (e.g., "Touch walking").

3) Before the child begins to respond, provide support to ensure that they get the correct answer. You can do this by gently guiding the child's hand or pointing to the right answer. When the child touches the correct picture (even with help), provide them with praise and a reward.

4) If the child makes a mistake or does not respond, prompt them to respond correctly.

5) After several successful trials, check to see if the child can respond independently. Repeat step 2 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward.

Note: Make sure that you switch the position of the "correct" picture and alternate between the three included examples of each card so that the child learns to recognize the target action from a variety of pictures.

6) Once a child can successfully identify all three examples of the action at least 90% of the time, then you can mark it as mastered on the Language Tracker under the "Receptive ID" column.

7) After a child has mastered about 15 actions in sets of three cards, then you can increase the set size up to five cards. Continue increasing as the child's ability to scan larger sets improves.

Expressive Language

Expressive language is the ability to use words, sentences, and gestures to communicate with others. It can also include the use of communication devices. Expressive language is tested by showing a child something and asking "What's this?". There can be a discrepancy between what a child can understand receptively and what they can express.

In order to teach expressive language using our Language Learning Cards, we will show children pictures one at a time and ask them "What are they doing?". We can also ask them to answer "Who, What, Where, Why, and How" questions related to the cards. For example, "What do you like to eat?" or "Where do you run?" or "Who do you like to play with?"

Expressive Identification Teaching Steps

1) Place or hold **one** card in front of the student and ask "What are they doing?"

2) Before the child begins to respond, provide support to ensure that they get the correct answer. This could include saying the full answer (e.g., "Dancing") or a portion of the word (e.g., "Dan"). If the child responds correctly, provide them with praise and a reward.

3) If the child makes a mistake or does not respond, state the correct answer (e.g., "Dancing") and prompt them to repeat after you.

4) After several successful trials, attempt to see if the child can respond independently. Repeat step 1 and do not provide any assistance. If the child responds independently and correctly, provide them with praise and a bigger reward.

5) Once a child can successfully label all three examples of the target action at least 90% of the time, then you can mark it as mastered on the Language Tracker under the "Expressive ID" column.

Visit our website for additional information, instructional videos, and downloadable versions of the language tracking sheet and this instructional guide.

http://thinkpsych.com/actions1

Do you have questions? Feedback? Email us!

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