



Using Constant Time Delay and SMART Board Technology to Teach Grocery Store Vocabulary

Objective: To teach students grocery store sight words.

Setting and Materials:

Settings: Technology lab or classroom where students can access to a SMART Board instruction

Materials:

- 18 multi-syllabic, compound, and multiple words unknown to the students. These words were identified from a screening list of 122 grocery aisle marker words (e.g., frozen waffle), which was selected from sampling three major grocery store chains in the area. The specific screening list is not available.
- The touch-sensitive display (screen) of the SMART Board connects to a computer and digital projector to show the computer image on the screen.
- A Dell Optiplex Pentium Class computer
- An USB
- A Sony Digital Projector

Content Taught

Teach the skills needed to facilitate SMART Board technology and manipulate grocery words.

Teaching Procedures

1. First session: 0s prompt delay trials
 - a) Instructor presents task direction on a slide, "What word?"
 - b) The instructor immediately models the word name
 - c) Students read the word
 - d) The slide advances and presents the non-identity matching trial
 - e) The Students will be told to, "Touch the picture that goes with this word" (printed target word) upon seeing a slide with four photographs and the printed target word.
 - f) Sessions continued at 0s until each student in the group reach 100% prompted correct responses for both naming and matching
2. The remaining trials: 3s prompt delay interval was inserted between the presentation of the word and the delivery of the controlling prompt.
 - a) A target word appears on the screen
 - b) The instructor will say the student's name whose turn in is, by asking "What word?", and will wait 3s for the student to respond
 - c) Unprompted and prompted correct responses will be followed by verbal praise
 - d) The instructor will advance to the slide with four photographs of grocery items



- e) Unprompted incorrect responses, prompted incorrect responses, or no responses after a prompt will be followed by the instructor saying the correct word
- f) For non-identity matching, unprompted and prompted correct responses will be verbally reinforced by the instructor
- g) Program advances to the next slide with a printed target word
- h) Unprompted incorrect responses, prompted incorrect responses, or no responses after the prompt will be followed by the instructor touching the correct photograph with advanced the program to the next slide
- i) Criteria for mastery on each word set is 100% unprompted correct responding for one session (30 trials: 15 reading and 15 non-identity matching trials) when reinforced on a continuous schedule of reinforcement (CRF)
- j) All students will be required to reach criteria on their set of three reading and non-identity matching words before implementation of the next Target Probe condition and subsequent instructional conditions
- k) Students who reach criterion early, will continue to work on their set of words

Example:

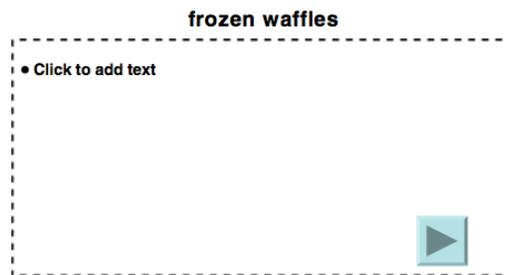


Fig. 1 Facsimile of *PowerPoint* slide with target grocery store word



Fig. 2 *PowerPoint* slide of matching photograph to target word



Evaluation

Record percentage of unprompted and prompted correct and incorrect response. See the chart below for an example.

UC	UI	PC	PI

*Note: UC= unprompted correct, UI= unprompted incorrect, PC= prompted correct, PI= prompted incorrect.

Lesson Plan Based on:

Mechling, L. C., Gast, D. L., & Krupa, K. (2007). Impact of SMART board technology: An investigation of sight word reading and observational learning. *Journal of Autism and Developmental Disorders, 37*, 1869-1882. doi:10.1007/s10803-007-0361-9

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