

# LA Task 1: Houses

## Materials and Setup

### Item 1

Houses



### Item 2

Houses



woods



apartment



### Item 3

Houses



fishing

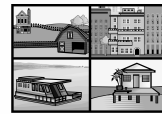


bicycle



### Item 4

Houses



barn



lake



## Item 5

Houses



lonely



happy



### Adaptive Instructions

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N/A (Not Applicable) (Item 1, 2, 3, 4, 5)

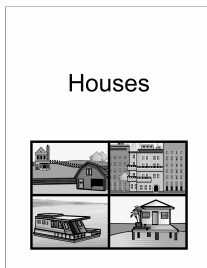
### Access Limitations

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N/A (Not Applicable) (Item 1, 2, 3, 4, 5)

## Houses: Item 1

### Setup



### Script

Say: *We're going to read a story about children who live in different houses.*

Say: *Listen while I read the story.*

Do: Read the story. Observe the student, noting any changes in response before, during, and after reading the story. Then, record a score on the basis of the rubric and go to the next item.

### Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

### Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

### Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

### Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented.

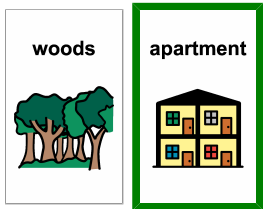
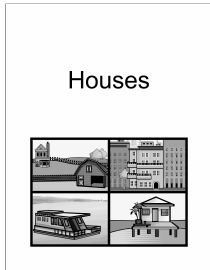
### Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

LA Task 1:

Houses: Item 2

Setup






Script

Do: Reread page 2 of the storybook.

Say: **Show (tell) me, where does David live: in the woods** (indicate the woods card) **or in an apartment** (indicate the apartment card)?

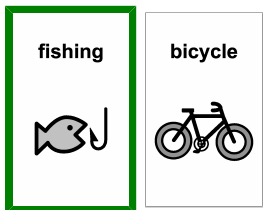
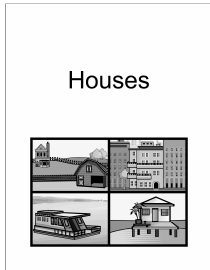
**TRY 1**

 →	Record 1	→	Next Item →
 →	Record 0	→	Next Item →
 →	Record N	→	Next Item →

LA Task 1:

Houses: Item 3

Setup






Script

Do: Reread page 4 of the storybook.

Say: **Show (tell) me, what do Sam and his father do together: go fishing** (indicate the fishing card) **or go biking** (indicate the bicycle card)?

**TRY 1**

 →	Record 1	→	Next Item →
 →	Record 0	→	Next Item →
 →	Record N	→	Next Item →

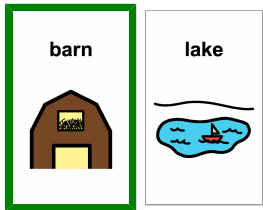
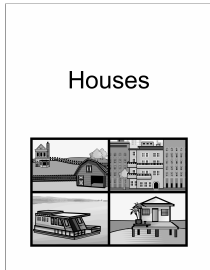
LA Task 1:

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Houses: Item 4

Setup

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Script

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Do: Reread page 6 of the storybook.

Say: **Show (tell) me, what is next to Cora's house: a barn**  
(indicate the barn card) **or a lake** (indicate the lake card)?

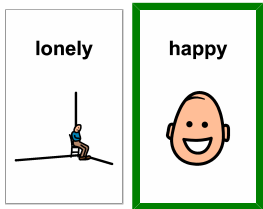
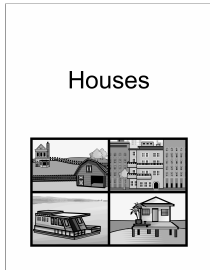
**TRY 1**

	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record N	→	Next Item →

LA Task 1:

Houses: Item 5

Setup






Script

Do: Reread page 8 of the storybook.

Say: **Show (tell) me, how do David and his friends feel about their houses: lonely** (indicate the lonely card) **or happy** (indicate the happy card)?

At the completion of the task say: **We're finished reading a story about children who live in different houses.**

**TRY 1**

 →	Record 1	→	Next Item →
 →	Record 0	→	Next Item →
 →	Record N	→	Next Item →

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