

Group Play & Socialization: Joint Attention

The student will learn to share focus with another individual on an object of interest.

Suggested Materials

- ★ LB7 Language Builder:
3D-2D Matching Kit: Foods
- ★ LB8 Language Builder:
3D-2D Matching Kit: Animals
- ★ LB9 Language Builder:
3D-2D Matching Kit: Everyday Objects
- ★ LB10 Language Builder:
3D-2D Matching Kit: Vehicles
- ★ Preferred toys or games from around the classroom



Notes

Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. When engaged with a preferred toy or play-activity, [Student] will look toward an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
2. When engaged with a preferred toy or play-activity, [Student] will make eye contact with an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
3. When engaged with a preferred toy or play-activity, [Student] will comment on, or otherwise engage in conversation related to, the activity, with an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
4. When in the presence of an adult who is engaged with 1 of [Student's] preferred items, [Student] will take turns interacting with the item, willingly accepting and relinquishing the item according to the adult's direction, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
5. When an instructor points to and verbally addresses an object that is 2-10 feet away, [Student] will pause activity and look at the object, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

Group Play & Socialization: Joint Attention

Lesson Focus

The student will learn to share focus with another individual on an object of interest.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated at a table or on the floor, either next to or across from each other.

Preparation

Pull items from any of the LB7-10 Language Builder: 3D-2D Matching Kits in which the student has shown interest, or secure other objects from around the class that the student gravitates toward.

Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Create a circumstance in which joint attention would be a typical, age-appropriate response.
4. Give a verbal or physical instruction: "Look what I have" or point to an object asking the student to engage in joint attention. Choose the instruction to which the student responds best.
5. Prompt if necessary.
6. Wait for the student to reference the item and then look back to you.
7. Reinforce the student.

Prerequisites

Lesson 69: *Joint Attention* is an introductory activity. The prerequisites include:

- ★ **Lesson 1:** *Pairing & Accepting Reinforcers*
- ★ **Lesson 5:** *Ready to Learn*
- ★ **Lesson 6:** *Eye Contact*
- ★ **Lesson 12:** *3D-3D Matching*

Standards

Head Start

- ★ IT-LC 2

Common Core

- ★ N/A

ABLLS-R

- ★ A15

VB-Mapp

- ★ M 1-a, LR 1-a, LR 2-a, VPS-MTS 1-M

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

Look into toys that have a clear cause and effect. Try rolling a ball down a ramp, sorting shapes or other manipulatives, or playing with pop-up toys that have large easy-to-press buttons. This might help catch the student's attention intrinsically through play even before you say a word!

Lesson Progression

Joint attention, or shared attention, is the shared focus of two individuals on an object. It is achieved when 1 individual alerts another to an object by means of eye gazing, pointing, or other verbal or non-verbal indications. It is an important foundation for social skills and cooperative play.

Before starting this lesson, the student should be able to sit in a chair and maintain basic focus while responding to basic verbal imitation commands and should be able to make eye contact with the instructor.

Phase I

- Follow this progression:
 - Have the student engage in play with a toy or activity they enjoy and are able to do by themselves.
 - Approach the student and engage in parallel play of the same activity.
 - Replicate the actions the student is making while smiling and having fun with the activity.
 - As the student looks toward you and your activity, make eye contact and continue to play.
 - Comment on the student's toys or actions as you continue to play.
 - Narrate the actions and comment on the toys with which the student is playing.
 - Continue to engage in this type of pairing until the student will independently engage in play next to you and engage in commenting and eye contact.
 - As the student masters this level, move on to Phase II.

Phase II

- Follow this progression:
 - Find a number of items the student enjoys and put them aside.
 - Pull out one of the items and begin playing with it.
 - When the student approaches you say: "You see my toy," and hand the toy to the student.
 - Allow the student to play with the toy for a couple minutes.
 - Take the toy back from the student and say: "My turn."
 - When the student approaches again or reaches for the toy, say: "You see my toy," and hand the toy to the student.
 - Continue this exchange for several times in a row.
 - If the student loses interest in the object, get out another one of their preferred items.

Phase III

- Follow this progression:
 - Engage in parallel play with the student.
 - Share attention and eye contact during play.
 - Move a few feet away and point to another object and say: "Look at this!" or "Wow, look!"
 - When the student looks at the object you are pointing to, provide reinforcement.
 - Continue engaging in this activity, gradually increasing the distance of the requested joint attention object, and the number and type of objects to which the student will share attention.

Generalization

Once the student has mastered *Joint Attention*:

- Have the student practice joint attention with another staff member.
- Have the student engage in play with a peer and provide reinforcement for joint attention.
- Have the student ask and answer questions with a peer about an object with which they are playing.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can encourage joint attention at home or in other environments outside of school.

Whole-Child Lesson Ideas

Enticing Play

Think about ways to entice the student into looking at you and build that into the play itself. Try splitting up a toy around a defined area and asking for help to find the other pieces. For example, if the student is playing with one block, you can play with another while a third block is sitting prominently on a shelf. Make it a game and see if you can find the third block together, using a flashlight or glow stick as a pointer if preferred. For a simpler option, you can try blowing bubbles, dancing to a song, or wearing glow sticks around your wrists. Offer the student the same enticing toy if their curiosity is piqued.

Prompting

Suggested prompt ideas, in general from least to most invasive:

- Glance toward the object.
- Point to the object and make eye contact.
- Move the object closer to the student.
- Make extra noise or commotion with the object to catch the student's attention.
- Remove extra materials from the area around the object so there are fewer distractors.
- Guide the student to look at the object and then make eye contact.

Next Steps

Once the student has mastered **Lesson 69: Joint Attention**, move on to:

★ **Lesson 70: Sharing**





Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
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Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										