Box 1: Lesson 12

Matching: 3D to 3D Matching

Student will learn to match 44 identical 3D objects, including foods, animals, everyday objects, vehicles, and blocks.

🎨 Suggested Materials

LB6 Language Builder: Blocks
✴ All blocks with identical matches

LB7 Language Builder: 3D-2D Matching Kit: Foods
✴ All 3D objects

LB8 Language Builder: 3D-2D Matching Kit: Animals
✴ All 3D objects

LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
✴ All 3D objects

LB10 Language Builder: 3D-2D Matching Kit: Vehicles
✴ All 3D objects

📖 Notes

_____

_____

_____

_____

_____

_____

_____

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. [Student] will match 44 identical 3D objects, when provided a field of 2-4 objects and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

2. [Student] will match 44 identical 3D objects, when provided a field of 4-8 objects and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

3. [Student] will match 44 identical 3D objects, when provided a field of 8 or more objects in a messy array and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Academic Readiness Intervention System

LANGUAGE BUILDER®

Matching: 3D to 3D Matching

🔍 Lesson Focus

Student will learn to match 44 identical 3D objects, including foods, animals, everyday objects, vehicles, and blocks.

📂 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 target objects for the current lesson focus from:

1. LB6 Language Builder: Blocks
2. LB7 Language Builder: 3D-2D Matching Kit: Foods
3. LB8 Language Builder: 3D-2D Matching Kit: Animals
4. LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
5. LB10 Language Builder: 3D-2D Matching Kit: Vehicles

📋 Procedures

Choose a 3D object to begin the lesson.

Bowls and **Cups** from the Everyday Object Matching Kit are often a good first choice because they "nest." Nesting objects offer a natural motivator for students to stack them together.

Alternatively, start with an object that is attractive or motivating to the particular student.

If the student tends to engage in wheel-spinning stimulatory behavior, you may not want to start with wheeled vehicles.

1. Sit in a chair or on the floor with the student.
2. Make sure you have the student's attention.
3. Place 1 object in front of the student.
4. Hand the student the identical object, and ask the student to match the objects.
5. Use the instruction, "Match the **Apples**," "Put with same," or "Put **Apple** with **Apple**."
6. Prompt if necessary.
7. Wait for the student to match the object correctly.
8. Reinforce the student.

Once the student has mastered matching one object, introduce other identical objects from the suggested materials list. As the student becomes more competent matching identical objects in a field of one, add more objects to the field so the student will have to scan the objects before matching.

☑ Prerequisites

3D to 3D Matching is an introductory activity. The only prerequisites include:

- ★ **Lesson 5:** *Ready to Learn (Sits in Chair with Hands Down)*
- ★ **Lesson 6:** *Eye Contact*
- ★ **Lesson 8:** *Non-Verbal Imitation*

⭐ Standards

Head Start
- ★ IT-C 10; IT-LC 2

Common Core
- ★ N/A

ABLLS-R
- ★ B3

VB-Mapp
- ★ VPS & MTS 5-M, VPS & MTS 6-M

🖥 Record Keeping

Data Sheet
- ★ *Vocabulary-Based Lessons*

Home Communication Sheet
- ★ *Emerging & Maintaining Vocabulary*

Teacher Tip

When using the **Bowl** or **Cup** as a distractor, the student may feel compelled to place the item in the **Bowl** or **Cup**. To avoid this:

1. Do not use the **Bowl** or **Cup** as a distractor until the student has mastered the activity.
2. Flip the **Bowl** or **Cup** upside down if you are using it as a distractor.

Why Do We Teach This?

Teaching early language skills to children with autism often begins with having children match identical objects. Before a child can learn that the picture of an object actually represents a real item (also known as picture-object correspondence), the child may need to start learning by matching actual physical objects. It is often necessary to start by matching 3D objects such as cups or toy cars and later transition to matching identical images on cards *(Blumberg & Hurley, 2007)*.

🔄 Lesson Progression

Before starting this lesson, the student should be able to sit in a chair and maintain focus while responding to basic non-verbal imitation commands.

- Introduce one object at a time.
- Follow this progression:
  - » 1 object only.
  - » 1 object vs. a distractor object you will not be teaching.
    - › Choose a distractor object that is bland, innocuous, and unattractive to the student.
      - Examples: bolt, rock, plastic bottle, etc.
    - › For this step, keep the distractor the same for each trial until the student can consistently match to the target object.
  - » 1 object vs. rotating distractor objects.
    - › Again, choose distractors you will not be teaching.
    - › This time, rotate the distractor object each trial, or every couple trials, keeping the target object consistent.
      - Examples: bolt, then rock, then bottle.
    - › Repeat this phase until the student can consistently match to the target object, no matter which distractor you use.
  - » Introduce a 2nd target object, following the above procedure, until the student can consistently match to the new target object versus a rotating distractor.
  - » When the student knows 2 target objects:
    - › Step 1: Mass Trial Target 1, with Target 2 as distractor. Do not ask for Target 2.
    - › Step 2: Mass Trial Target 2 with Target 1 as distractor. Do not ask for Target 1.
    - › Step 3: Random Rotate Targets 1 and 2.
  - » As the student masters the skill of matching more 3D objects, gradually increase the number of objects in the field from 2 to 3, to 4, etc.
  - » Start with a grid array of objects arranged neatly and progress to a messy array of objects.
  - » Continue until the student can match all 3D objects in Language Builder ARIS and any 3D objects from the student's environment that are important.

⊕ Generalization

Once the student is able to match all of the 3D objects:

- Have the student match objects with another staff member.
- Have the student match the objects in another classroom.
- Expand to matching objects, when available, throughout the student's day (snack items, crayons, toys, socks, etc.)
- Incorporate "Grocery Game" into classroom and peer play activities.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff about the student's progress so they can do matching activities at home.

◎ Whole-Child Lesson Ideas

Grocery Game

As soon as the student masters matching 3D food objects, you can introduce fun, educational games using these newly acquired matching skills. The "Grocery Game" lets you reinforce 3D matching skills in a more natural and fun setting.

1. Fill a basket with one of each of some of the 3D food items.
2. Place matching 3D food items in the play kitchen area of your classroom.
3. Have the student search the basket for each of the matching 3D food objects they find in the kitchen.
4. Start with just one or a few 3D food items on the counter and increase until all items are out.

▤ Prompting

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

1. Place only the target item on the table.
2. Glance toward the correct match.
3. Point to the correct match.
4. Hand the match to the student, holding it right beside the object.
5. Place the target match closer to the student and the other choices further away.
6. Hand over hand match the 3D object.

➔ Next Steps

Once the student has mastered matching all of the 3D objects in the Language Builder ARIS kit, you can move to:

- ★ **Lesson 13:** *3D to 2D Matching*

Vocabulary-Based Lessons
DATA SHEET

aris™

STAGES learning

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME　　　　　*DATE*

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

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										