

## Following Directions Lesson Plan: For Parents and Educators

### **Target Goal:**

### **Following 2-step related directives using familiar vocabulary.**

\*Note: If the child is having trouble understanding 2-step directives, use simpler, 1-step directives, such as “get the spoon”, “mix the soup” or “cut the cheese”. The longer your sentence, the more complex the directive will be and the more difficulty the child may have. You can make your directives more challenging or less challenging as needed.

### **Materials:**

*(Note: Once you feel comfortable with this lesson, you may want to try it using different toys/materials than the ones below)*

1. Toy people or baby doll
2. Toy food (e.g., bread , cheese, banana, pizza, etc.)
3. Toy utensils (e.g., plates, spoons, knife)

### **Activity**

Provide directives using objects and/or actions familiar to the child. Some target directives may include:

1. Get the spoon **and** mix the soup.
2. Find the banana **and** put it in the bowl.
3. Get the knife **and** cut the cheese.
4. Find the pizza **and** eat it.
5. Give the baby milk **and then** give the baby banana.

### **Prompts/Cues:**

**Verbal cues:** Narrate and demonstrate what you are doing to enhance language comprehension. For example, when saying, “we are mixing/cutting/eating”, provide a visual model of the target action before providing the directive. If the child does not respond, follow with a verbal repetition by narrating your actions once again and repeating the visual demonstration.

**Visual Cue:** The parent/therapist may also hold up the objects required to perform the directives or place them in the child’s visual field for easier processing and recall of information. To increase difficulty, the parent/therapist may place an additional unrelated item next to the target object, followed by the directive.

**Parent/Therapist Response/Praise:** When a directive is understood and followed successfully by the child, whether it is performed fully or partially, the parent/therapist may provide praise by free playing with the toys and giving meaning to the action(s) performed to give greater context and increase comprehension/receptive language skills.

*Note: If the child did not seem to understand the directive, you may try to make it easier by using simpler sentences and asking the child to perform less actions. Always praise the child for their efforts. If the child seems frustrated, it is recommended to change the activity or try different materials. Lessons are always more rewarding and effective when the therapist/parent has a positive connection with the child.*

**\*\*If you enjoyed this activity and would like personalized lesson plans and guidance designed specifically for your child or student, please do not hesitate to reach out and book **parent or educator coaching, language enrichment** and/or **speech therapy sessions**. For more information, visit [awesohmspeechtherapy.com](http://awesohmspeechtherapy.com) or email me at [awesohmspeechtherapy@gmail.com](mailto:awesohmspeechtherapy@gmail.com). Best of luck!**