






## Lesson B:H1

<b>Area of self-regulation 1:</b> Behavior			
<b>Area of focus 1:</b> Hands			
<b>Area of skill development 1:</b> Awareness of Ability			
<b>Primary executive functions:</b>		<b>Secondary executive functions:</b>	
	Inhibitory control		Planning and organization
	Self-monitoring		Working memory
			Cognitive flexibility
<p><b>Comments on executive functions:</b> <i>This activity requires that the child control his impulses and begin to monitor his performance. There is little emphasis on planning and organization and working memory in the sense that only single actions are required each time and they are in direct imitation of the adult. Little cognitive flexibility is needed to perform the simple actions in this lesson.</i></p>			
<p><b>Task variation:</b> Change in location/position (where actions are performed and/or where body parts are placed)</p>			
<b>Task structuring:</b>			
<p><b>Directness of adult involvement:</b> Imitation of adult model</p> <p><b>General organization and arrangement of the activity:</b> You may wish to start work on imitation in a side-by-side position with the child so that he does not have to reverse/mirror your actions. Move on to face-to-face practice once the child successfully imitates actions. See page 45 for more information on positioning.</p> <p>Using the dynamic of a group can help induce the child to engage in the activities more readily; he will be side-by-side with peers and will likely be prompted by ‘peer pressure’.</p>			
<p><b>Objective:</b> the child will be able to imitate location/position variations in hand movements from the adult model with at least 80% accuracy.</p>			
<b>Materials:</b>			
<ul style="list-style-type: none"> <li>rhymes and songs (see pages 301-303) and storybooks (see page 321)</li> <li>illustrations of actions and locations/positions (see pages 304-306 for examples)</li> </ul>			
<b>Introduction:</b>			
<p>“Let’s do a song/story. I need your help with it, though. Help me with the actions. Do the same thing as me. Watch and listen carefully.”</p>			
<b>Practice:</b>			

Be sensitive to whether an action is visible or invisible to the child. Visible actions are those that he can see as he performs them. Invisible actions are out of the child's range of vision, such as on his head or behind his back. Some children may be able to perform visible actions more readily at least in the initial stages so start there. Move on to invisible actions as the child's performance improves.

Use illustrations of actions to accompany the targeted action words in each song or story so that the child receives additional prompting in the beginning stages. Always accompany actions with key words, such as "on my head", "in my pockets", "behind my back", so that the child becomes familiar with them.

***Prompting:***

"I do this \_\_\_\_\_. Make your hands do the same". You can also just say "Do the same" and then make the action. Try doing an action and then say "You do" as you point to the child.

Use the illustrations of actions to help clarify the meaning of words.

If the child becomes distracted, tap your finger on the picture repeatedly and wait for him to look. Try to remain silent while tapping, speaking only if the child has not responded after 10 to 20 seconds.

***Self-monitoring:***

After the child becomes engaged in the actions and begins to imitate them, ask him how he did. Ask, "Did your hands do the action okay?" Refer to the child's hands as doing the action. This objectifies the learning process and places the child in the position of teaching his hands so he feels a sense of personal competence by being 'teacher'.

***Solidifying/Highlighting:***

Point out to the child how he made his hands do the action and how he controlled his hands all by himself.

***Additional Comments:***

During these activities, avoid having the child touch other people until he gains consistent control of his body.

**Send home Newsletter #1 before starting this lesson.**

**NOTE:** you may wish to hold a parent information session on self-regulation before starting. This will help them understand the importance of self-regulation, how slowly it typically develops and the need for careful planning and sequencing of activities.