# Sample Activity Based Objectives with Prompting Hierarchy Script

**TEAM: Marla Dewey    Student:   Alexis         Activity: buying drinks for people from the vending machine**

| Activity Based Objectives | STEP 1: Environmental Cue | STEP 2: Open Question | STEP 3: Partial Prompt | STEP 4: Command | STEP 4: Full Model | Descriptive Feedback (Comment or Language Expansion) |
|---|---|---|---|---|---|---|
| 1. After T cues "It's break time", Alexis gets materials she needs to take drink orders. | Communicator and order form with choices and money pocket positioned on table | T asks "What do you need to get?" | T points in the direction of the materials | T says "you need to get the drink order" | T walks over to table and picks up materials | T, "Great, it looks like you're ready to take orders." |
| 2. Alexis wheels up to first individual and asks, "Would you like something to drink?" | Individual looks at A as she wheels up | T asks, "What do you have something to ask ___?" | T points towards communicator | T says "Ask ____ if they want a drink." | T touches correct square and cues, "This is how you ask your question." | Individual responds by saying either " yes" or "no". |
| 3. Alexis then asks, "What would you like to drink?" and hands the order form to individual. | Individual waits for order form to be handed to them | T cues, "What do you need to ask now?" | T points towards communicator and to the order form | T says "Ask ____ what they want to drink." | T touches correct square, picks up order form and hands to individual | Individual checks their soda choice, places money in the pocket, returns form to A and says "Thank you." |
| 4. Alexis wheels to the vending machine. | Landmarks in the school | T cues, "Where do you need to go?" | T points in correct direction | T walks ahead of A | T assists with wheelchair | T, "We're here." |
| 5. Alexis takes out the money and places it in the correct slot. | Vending machine positioned in front of her | T cues, "What do you need to do first/ where does the money go?" | T points towards money & slot | T verbally explains putting money in slot. | T takes money and places it in front of slot | T, "Looks like you're ready to make your selection." |
| 6. Alexis looks at order form, matches choice to correct button on machine and pushes it. | Indicator light on machine indicates that money amount is correct | T cues" What do you want to buy?" | T point to order form | T points to specific choice on order form, matching choice on the vending machine | T assists in pushing item. | T, "Great job." |
| 7. Alexis gets soda from the machine and any change. | Soda and change in machine slots | T cues, "Get the drink and your change" | T points to vending machine | T points to drink and to any change | T takes soda and change and hands to A | T "Lets go." |
| 8. Alexis wheels back to room. | School landmarks and classroom door | T cues" Where do you go now?" | T points in correct direction | T walks ahead of A | T assists with wheelchair | T, "We are back at the room." |
| 9. Alexis wheels up to individual, says, "I have your drink for you. I hope you enjoy it." She hands them the drink. | Individual sitting/standing in room | T cues, Where is _____". What do you have something for them?" | T points toward individual. | T says "you need to give the soda to ____." | T walks over to individual and assists with giving soda and change. | Individual takes drink, says "Thank you" and gives Alexis a big hug. |

Example from Teacher, Marla Dewey, GA

# Activity Based Objectives with Prompting Hierarchy Script - Revision #1

**Teacher Name:** Amy Brown    **Student:** Eleisha    **Activity:** Selling Cookies

| Activity Based Objectives | STEP 1: Environmental Cue | STEP 2: Open Question T. says, | STEP 3: Partial Prompt T. says, | STEP 4: Command T. says, | STEP 5: Full Model T. says, | Descriptive Feedback (Comment or Language Expansion) |
|---|---|---|---|---|---|---|
| 1.  E. asks the customer, "Hello, may I take your order?" | Customer has approached the cookie cart to place an order. | "What do you ask your customer? | "Do you ask, hello, may I help you or goodbye?" | Ask, "Hello, may I take your order?" | "Hello, may I take your order?" & has E. repeat | Customer states his/her order. |
| 2. If someone asks what kind of cookies she is selling, E says, "We have chocolate chip today." | Customer asks a question regarding the kind of cookie being sold. | "What do you tell the customer about the cookies?" | "Do you tell him chocolate chip or peanut butter?" | Tell him/her, "We have chocolate chip today." | "We have chocolate chip today." and have E. repeat. | |
| 3.  When customer tells their order, E. says, "That will be ____ dollars." | Customer orders ___ bags of cookies. | "What do you tell your customer about his/her order?" | "Do you tell him/her how much money they owe or thank you?" | Tell him/her, "That will be ___ dollars." | "That will be ___ dollars." and have E. repeat. | You've given him/her their total. |
| 4.  If someone has bills larger than a $1 or has coins, E. will tell the teacher or supervisor, "Please help me with this money." | Customer pays with bills larger than a $1 or with coins | "What do you need to tell your supervisor?" | "Do you tell him/her to help you or to go away?" | Tell him/her, "I need help with the money." | "I need help with the money." and has E. repeat. | You need to give your customer ___ dollars in change or the coins are correct. |
| 5.  E. gives the customer his cookies and change and E. says, "Here's your change and/or thanks and have a great day." | Customer has his/her cookies | "What do you tell your customer?" | "Do you tell him/her thanks and have a great day or see you later?" | Say, "Thanks and have a great day." | "Thanks and have a great day." & has E. repeat | That was excellent customer service. |
| 6. Repeat steps 1-5 for every customer | | | | | | |
| 7.  When all cookies are sold or the lunch period is over, E. will take cookie cart back to the room. | Lunch is over or cookies are sold out | "What do you do now?" | "Do you take the cart back to the room or keep standing here?" | Take the cart back to the room. | Teacher has Eleisha take the cart using hand over hand model. | Your cookie shop did well today. |

| ACTIVITY BASED OBJECTIVES | STEP 1: Environmental Cue | STEP 2: Open Question | STEP 3: Partial Prompt | STEP 4: Command | STEP 5: Full Model | Descriptive Feedback |
|---|---|---|---|---|---|---|
| Rylan will put calendar on the floor.... | T says "It's calendar time" | What do we do first? | Seasons or weather? | T says, "R, set up the calendar." | | |
| R will put all symbols & pieces in proper place/order. | T directs R to set calendar up | Where do all the pieces go? | Do we put them in the pockets or on the velcro? | Those pieces go on the velro. | T assists R by putting pieces in the correct position. | Good job R. That's where they go. |
| R will choose the correct symbol for season and answer with Fall, Spring, Winter or Summer. | T says, "We need someone to tell us what the weather is today." | Which symbol describes our weather best? | It's either _____or_____. | T says, "It's _____.  Find the _____ symbol." | T assists R by placing correct symbol in its place. | That's right, it is _____ outside." |
| R will choose the correct symbol and tell the season. | T says, "Now let's look at the season symbols." | Which picture symbol shows the correct season? | Is it _____ or _____? | Look at the pictures on the symbols and tell me ____. | T chooses correct symbol and touches talker to say, "It's _____." | That's right, this season in _____. |
| R sings the month song and says _____ (current month). | T says, "Let's sing our song about the months of the year to help us figure out which month we are in. | What month is it? | Show last month title.  Is it _____ or _____? | Tell me, "It's _____." and put the symbol on the calendar. | T touches the device 'It is _____ (month) and puts the symbol on the calendar. | Good, now let's choose the day of the month. |
| R will answer, then claps the correct number. | T says, "Yesterday was the ____.  How many will be clap today?  Let's clap the correct number of days." | How many claps? | Yesterday it was ___.  So is do we clap _____ or _____? | Today it's _____.  Tell me ____ and let's clap. | T uses the device to say (number) and starts clapping. | That's right – so we put ____ for the number. |
| R will sing the days of the week song and answer teacher with the current day. | T says, "We need to figure out what today is." | What is today? | Is today ____ or _____? | Today is _____.  Tell me _____. Put the day here. | T touches the current day on the device and puts the correct day on the calendar. | Yes, that is today and we put it in the right spot. |
| R will answer _____ (yesterday's day). | T says, "We need to figure out what yesterday was." | What was yesterday? | Was yesterday _____ or _____? | Yesterday was _____.  Tell me with your device and put the symbol on the calendar. | T touches yesterday's day on the device and puts the symbol on the calendar. | Right, that is where the answer goes. |
| R will answer _____ (tomorrow's day) | T says, "Let's figure out what tomorrow will be." | What will the day be tomorrow? | Will tomorrow be _____ or _____? | Tomorrow will be _____.  Tell me with your device and put the symbol on the calendar. | T touches ____(tomorrow) on the talker and puts the symbol on the calendar. | Tomorrow will be _____. That's right and that is where the answer goes. |
| R will sing and act out the song. | You did a great job on the calendar. Now to finish Circle Time, let's sing Tooty- Ta. | What comes next? | Do you want to come help be leader and sing or stay where you are and sing? | Come be leader and sing with me. | T drags R to the front to sing. | Good job everybody.  We're finished with Circle Time. |