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Paint by Numbers Strategy Lesson

**NAME OF STRATEGY:**

Task Analysis – A strategy to teach a student to paint by numbers.

Szidon, K., & Franzone, E. (2010). Task Analysis: Online Training Module. (Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin). In Ohio Center for Autism and Low Incidence (OCALI), *Autism* Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

**GOAL:**

* The goal of this strategy is to have the student paint by numbers independently.
* The larger goal is for the student with Autism to be able to start, complete, and move on to the next activity as independently as possible.
* Student must be able to recognize numbers to 9. Student must be able to reasonably paint within lines.
* Low entry level skills.

**MATERIALS/ENVIRONMENT NEEDED:**

* Paint set, water, picture with numbers to paint. Area set apart for student to do work.

**PROCEDURES:**

* Set up a work place away from the other students so that the target student can work most efficiently without a lot of distraction
* Ask student to grab materials necessary and bring them to his work space.
* Explain to him what he is doing, and to emphasize that paint brush is to stay in the work space and only to touch paper or water cup.
* Show him an example of what he is supposed to do, and remind him that he is to do it on his own without any help.
* Reinforce with a positive reward when they have finished their work correct and complete.
* Walk away, but make sure you are staying at a safe distance to watch and make sure he is staying on task and not getting distracted.
* When/if the student asks for help, remind him that he is to do it on his own if he wants his reward at the end.
* Walk by occasionally, saying positive things and telling them they are doing a good job.
* When the student finishes, check over to make sure it is complete and done correctly.
* Also check to see if he has kept the work place clean and tidy with no excessive mess.
* When the student has completed their work, ask them to clean up their work place completely just the way they found it, and to return all the material used back to its original places.
* Reward student accordingly

**PRACTICE/EXTENSION:**

* The student(s) can practice by repetition, whether it is on the same paper with multiple numbers to trace, or multiple papers to work on. Another way that they can practice is to use a different color every time so the student can see how their progress is going, and how they are improving.
* The student will learn how to trace a number and hopefully move closer to writing their numbers with no line to follow, so essentially on their own. They will also be reinforced on the fact of being able to stay on task without being distracted or losing focus.
* Some adaptations that can be made to the lesson are, if the student is learning English as a second language, you can pair up the numbers with dots or other things to show how many the number represents

**EVALUATION:**

* How will I know students have met the targeted goal? You will know you have met your targeted goal when the student is able to trace the numbers with the paintbrush perfectly and not be distracted at all while doing it.
* This is also a stepping stone to being able to draw the numbers with no tracing assistance.
* With diverse learners, you must pound home the amount that a number represents, so they don’t confuse the amounts.