

Child ID(s): A.T. Review Date: 1/20/22 Week(s) of: January 6–January 20

**Target Skill/Goal:** Atlas will greet peers when they enter the classroom or join an activity

When will we teach the skill?	How to teach? What are the steps for helping/prompting? (e.g., full assistance, partial assistance, gestural/verbal prompts, visuals)	
	Strategy (what will it look like to teach the skill in this routine):	Materials Needed:
Play	Using least to most prompting, when a child enters the same area of play as Atlas, the teacher will give a natural verbal cue like "Atlas your friend is here." Then follow the levels of support below.	2 visual choices of how to greet a friend
Care Routines	Teacher will model greeting a proximal peer when Atlas rejoins his peers after a care routine.	2 visual choices of how to greet a friend
Structured Group (when appropriate)	Teacher will introduce the visuals for greeting choices and have children practice greeting one another with the different modes. Use Least to Most prompts below for Atlas' turn.	at least 2 visual choices of how to greet a friend
Outdoor Play	When teacher notices Atlas playing alone or when a peer approaches Atlas on the playground, the teacher will help Atlas approach a peer and use least to most prompting to encourage Atlas to greet his friend.	2 visual choices of how to greet a friend

Define anchors by steps/levels of support	Date													
	1/6	1/7	1/8	1/9	1/10	1/11	1/12	1/13	1/14	1/15	1/16	1/17	1/18	1/19
5 = Greets independently	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 5
4 = Teacher gives verbal cue	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4
3 = Shows visual choice	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2 = Teacher models greeting	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
1 = Teacher helps child wave gives verbal prompt	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1