



## OBSERVATIONAL LEARNING

### Objectives:

1. Student learns to attend without direct instruction.
2. Acquisition of concepts or information by listening and watching others.
3. Learning through a more natural method of instruction, thereby facilitating inclusion into more natural educational settings.
4. Develop social skills
5. Develop awareness and attending skills.
6. Develop retention.
7. Learning to wait his turn
8. Develop age appropriate social behavior (e.g., becoming aware of hair styles, clothes, lunch boxes, interests, etc.)

### Procedure:

The format involves asking questions of an accomplice (ideally a peer but perhaps initially another adult). Subsequently, ask Student the same question, and provide reinforcement for correct response. Attempt to delay asking him the question, so as to facilitate attention. To increase difficulty, ask two or more persons questions with different answers, before giving Student a turn to answer. Then he must sort through a larger amount of information to come up with the correct answer to his question.

Gradually, the instructions and questions should become more complex. **BE CAREFUL NOT TO OVERDO CUEING TO PAY ATTENTION. YOU SHOULD FADE ANY ATTENTION PROMPTS AS QUICKLY AS POSSIBLE.!!!**

### Prompts:

Use modelling as the main type of prompt. If a stronger prompt is needed, use direct verbal prompt or physical guidance. Gradually fade the prompt to a light touch and then a slight gesture.

**Phases:**

1. Object Labelling. Use modelling as a means of prompting Student to get necessary information.
2. In a group setting (i.e., 2 or more) ask Student questions that require observation of group members (e.g., "who has a hat on their head", "who is holding a ball", "who is wearing blue jeans", etc.). Gradually questions should require more keen observations. He should identify which person in group:
  - a. holds a particular object
  - b. has certain attribute (hair color, blue sweater, etc.)
  - c. is performing a particular action
3. Every member of the group makes a statement about himself (e.g., "I like pizza", "I don't like cleaning my room", "I love the Dodgers", etc.). Student is then asked a question about the statement (e.g., "who likes pizza?" or "what does [person] like?").
4. Information Acquisition-Verbal. Have Student sit in circle with other persons. The objective is for Student to learn to listen while trials are occurring with other persons and wait for his turn. The teacher asks questions of other Students and they are allowed to respond. Do not cue Student to attend, since the goal is for him to be able to observe events without being prompted. The teacher then asks Student a question about what was said.

Teacher (to other Student): "Bobby, what time is it?"

Other Student: "Three o'clock"

Teacher (to Student): "Student, what time is it?"

Student: Answers teacher's question.

Teacher (to other Student): "Heather, what did you have for breakfast?"

Other Student: "Cheerios"

Teacher (to Student): "Student, what did Heather have for breakfast?"

Student: Answers teacher's question.

Also the teacher should have persons engage in general conversation. At various times after a person has said something, the teacher should turn to Student and ask what the person has just said.

5. Listens to incidental information. For example, someone says to another person, "Hey, I brought some chocolate chip cookies for Student. He can have them whenever he wants."
6. Information Acquisition-Observation of activity. Activity is staged or allowed to occur naturally. Do not cue Student to attend, since the goal is for him to be able to observe events without being prompted. Ask question of Student about what happened (e.g., What did Ron do? Who bounced the ball?)
7. Detects incorrect answer or information. Occasionally someone should give an incorrect answer and Student should catch them and correct the error.
8. Show accomplice a picture, without Student being able to see the picture. Have accomplice describe what is in the picture. Show two pictures to Student and ask which one the accomplice saw. Gradually the pictures should be very similar and the dimension that the accomplice describes is subtle (e.g., a boy riding a bike with blue socks vs. a boy riding a bike with green socks).
9. Group Instructions
  - a. Addressed to entire group
  - b. Conditional (e.g., "Everyone with red hair stand up", "Anyone who wants soda raise your hand", "If your name starts with an "H" wave", etc.)
10. I do/Not me! Offer things that Student would or would not want. Prompt him to give appropriate answers: I do! Not me! No way! Yuck!  
  
Who wants a tickle?  
Who wants a lemon?  
Who wants a hug?  
Who wants a pinch?  
Who wants a noogie?  
Who wants a snack?  
Who wants an onion?
11. Drawing Inferences-Verbal

Teacher: "Diane what did you do this weekend?"

Diane: "I went to a carnival."

Teacher: "Student, do you think Diane had fun this weekend?")

Person 1: "I like pizza"

Person 2: "I like ice cream"

Teacher: "Student, who would go to Pizza Hut for lunch?"

12. Drawing Inferences-Observation of activity: Have people demonstrate reactions to certain activities or items. Ask Student questions about these things (e.g., would you like to try this?; how did Marlena like that?; would Rick do that again?)
13. Ask Student to describe peer's interests

**Cross-Refer:** Receptive Instructions  
I Don't know  
Assertiveness  
Expressive Labels