

In this session the child performs a structured activity in sequence.

The proposed work is self-explanatory, that is, the boy is able to understand what he is asked to do and for how long, just looking at the material and how it is placed in space.

This work is the result of a task analysis. In fact, when you want to teach a complex skill, you divide the sequence into several parts, with simpler sub-objects. The number of steps in which the ability will be decomposed depends on both the type of skill and the skills of the boy. Later, after the decomposition, the various steps will be connected, for the execution of the whole task (Chaining).

The operator gives the prompt to the child both verbally, giving verbal indications in times of difficulty (e.g. "put in the box"; "looks good"; "counts"; "still"), and physically moving the material.

At each step performed correctly the operator gives a social reinforcement to the boy ("good"; "very good" "beat the five", "ok", go G you're very good ").

The choice of the use of social reinforcement comes from the fact that he seems motivated and to appreciate it: in fact, he turns to the operator and smiles at him.

During the work the boy almost never releases deferred echolalia, and this seems to be an indication of the satisfaction of the task.

This information is important for the operator when proposing activities, to avoid demotivation, avoidance of the task and the emergence of problematic behaviors, which do not facilitate learning.