

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

Besides him he has a string of images, to make requests and an image on the left that is going to: "work at the table" and then tells him what he is doing at that moment: "now you work".

The images have the task of facilitating understanding and allowing clear requests to be made.

The proposed work is self-explanatory, that is, the child 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. The teaching of a complex skill occurs through the subdivision of 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 boy both verbally, and with verbal indications in times of difficulty (eg "I take", "I put in place"; "again"; "again"), which with physical help facilitating the child to move the color or take it.

At each step performed correctly, the operator gives a social reinforcement to the boy by modulating the voice to be more effective ("Go L."; "bravo" "bravoooo").

The choice of the use of social reinforcement derives from the fact that the child on various occasions has shown pleasure in receiving it, for example, smiling at the operator.

During the work the boy does not avoid the task by getting up for example, 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, behavioral problems, which do not facilitate learning.