To follow instructions from One step'

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3- Mention for commands (Sit - Stand - Come here- Put your hands down or up -Move your hands by doing (bye-bye) and so on

4- Encourage the child to perform the response

5- Adopting the child physically to perform the response

\*

To recognize parts the body

1-Sit on chair facing in a chair Child

2-make sure you have his/ her attention

3- Ask the child to touch the Correct part in his or her body (head ,foot ,stomach,eye)

4- instruct the child physically to perform The response

5-simulate the correct response in front of the child

\*

To recognize things

1- Sit on chair facing in a chair Child

2-make sure you have his/ her attention

3- say to him give me (the name of the thing example car,plane,apple,orange, tomatos,onions,cow ,giraffe,chair,and so on... ",

\*

To recognize the pictures

1- make sure you have his/ her attention

2- say the name of the element in the picture using group implicit picture

3- ask the child to point the picture

\*

To recognize Familiar people

A- To recognize picture of familiar people:

1-make sure you have his/ her attention

2-Describe two pictures of familiar people.

3-Use pictures of things(As child attraction)

4-Start with a clear picture of the person then The two pictures of things gradually add more pictures of people Two different

5- say the name of the familiar person then ask the child to point the picture

B-introducing people with familiar people roommate:

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3- say the name of familiar person

4- ask the child to go to the familiar person

5- Giude the child physically to respond

6-Encourage the child to go to the familiar person

\*

To Follow verb commands

1-Sit on a chair facing the child

2-make sure you have his/ her attention

3- ask the child to to do actions such as (drink-play-draw-eat- kick and so on ..)

4-Giude the child physically to respond

5-Encourage the child to go to the familiar person

\*

To recognize the action in the pictures

A- To follow verbal instruction:

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3- put some neccessary material(material familiar to the child )

4- say to the child show me,explain me, do

5-Giude the child physically to respond

6-Encourage the child to do the action

B-To recognize the verbs in the pictures:

1- Place a picture on the table in front of the child

2-Sit in a chair facing the child

3-make sure you have his/ her attention

4- say to the child show me the action ( the food, the drink,jumping,Hugging,Sleep,Roads ,reading,Draw,Shouting,the laundry,Throwing, Walking )

5-Giude the child physically to respond

6-Encourage the child to point to the correct pictures

\*

To recognize things In the environment

1-the child knows something environmental

2-Sit in a chair facing the child

3-make sure you have his/ her attention

4- ask the child to touch enviromental thing such as(chair,window,Land,Wall,Door,Carpets,lamp (light),Ladders,a refrigerator,Basin ,Bed

5-Giude the child physically to respond

5-Encourage the child to walk And he touches things 6-To stimulate, start bringing the child closer to objects and then reduce the distance Between the child and the object)

\*

ItemModel(7, '9-

To point a pictures in a book

1-present the child a page in a picture book

2-ask the child to point to (say the name of element from picture books)

3- Encourage the child to point to the correct pictures

4-Giude the child physically to respond

\*

To recognize Use of things

1-Defining the things and its function

2-Putting the thing or picture on a table in front of the child

3-make sure you have his/ her attention

4-ask the child by what you (drink ,eat ,cut,sit ,speak ... and so on

5-Encourage the child to point to the picture The right word

\*

To recognize Property

1-To know the property

2-With someone known to the child and standing in front of him

3-Encourage the child to touch the correct part of the body or cloth

4-Guide the child physically In order to point to the correct part of the body or clothing

\*

To recognize Sounds in the environment

A-Pointing to a picture of something that hears its sound:

1-Put a picture or group of Pictures on the table in front of the child and then play a sound on the cassette tape

2-to point the corresponding image For sound

B- Determine the name of the voice:

1-Play audio on cassette tape

2-Ask the child what do you hear

3-Encourage the child to identify the name of the sound

4-mimic the response in front of the child or physically prompt the child to point to Correct image

5-Imitate the correct response in front of the child

To recognize the rooms

1-To know the location of the rooms

2-Sit in a chair facing the child

3-make sure you have his/ her attention

4-ask the child to go to room(say the name of room)

5-Encourage the child to walk into the correct room

\*

To Identify feelings And agitation

1-You can use the emotion pictures available to you for the child to refer to

2-feelings And agitation example such as (Happy ,sad ,angry ,amazed, Frightened ,sleepy,sick,afraid,cry)

\*

To Know the places

1-Place photos of the places on the table in front of the Child

2-make sure you have his/ her attention

3-then say to the child point to( Zoo , Library , Beach, Farm, School ,Circus, airport , City ,a restaurant , grocery, store ,a forest ,A water ocean, Hospital , Chapter, stadium, train station, Your birthday party, Museum, The dentist's clinic

4-Encourage the child to point To the correct image

5-Giude the child physically to point to the picture

6-Use pictures of places your child (goes to)

\*

To Follow the instructions from Two steps

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-Offer a two-step command to the child, encourage the child to follow the instructions on the command presented

4-Guide the child physically to perform the response

5-Remember the second part of the matter when he has finished implementing the first part and gradually start by mentioning the two parts together

6-specify your words when presenting the command, for example mention “touch the head, touch the nose” instead of saying “touch your head and nose”Gradually start with additional words to improve mastery and accuracy

\*

To give two things

1-Put various items on the table

2-make sure you have his/ her attention

3-ask the child to give you two things for example(give me the and car

4-Encourage the child to give you both things

5-Physically guide the child to give you both things

6-Say the name of the other thing. When your child reaches the first thing, gradually start asking for the two things at the same time

\*

To regains things he does not see

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-Then mention the command Bring me (the name of the thing) for example:- An apple

4-according to his character And his job and his group for example(It is red and you can eat it while it is a fruit)

5-Encourage the child to attend the thing

6-Start with a few things that the child can see and at the same time the characteristics and functions are clearly different (example: a green item and a yellow item, one of which is eaten and the other we can play with)

7- As time increases, increase the number of similar things (for example: I am thinking of a place where we can swim and play with sand) and also can describe people (people) ( for example: I think of someone with black hair, and she is a girl who plays with you every Saturday)

\*

Recognition Helpers in the community

1-Place one or more pictures People at the table in front of the child

2-Make sure to attend and then mention The command point to (name of the helper)

3-Encourage the child to point to the correct image

4-Guide the child physically to point to the correct image

5-Make sure to point to the helper in the community when you go out With your child on the street

\*

Pretending (to do Things)

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3- Submit the order Pretend to do a movement (drinking, combing hair, washing face, brushing teeth, licking ice cream), animal (snake, lion, monkey dog),Auxiliary person in the community)

4-Encourage the child to imitate the movement, for example: (to imitate the drinking movement, a child brings his hand while it is clenched in the form of a cup towards his mouth, then makes the drinking sound)

5-Materials:Items that we need in order to pretend to be a helpful person in society Example: (fire man hat, doctor tools)\n

6-Giude the child physically to perform the response

\*

Knows the categories of things

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-Mention the command Give me (fruits / vegetables or others)

4-Encourage the child to bring you the category pictures, for example: (strawberry - apple - banana from the fruit category)

5-Giude the child physically to perform the response

\*

Know pronouns

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-mention the command “where is(he -she-they)(eat - eat - they eat) Example: (Where is she eating)

4-Encourage the child to point to the correct image

\*

Followed the instructions that Contain prepositions

1-Followed the instructions that Contain prepositions

2-Sit in a chair facing the child

3-make sure you have his/ her attention

4-Mention a command Put this (preposition) the (Positions) Example: Put this on the table

5-Encourage the child to put the thing in the correct place

6-Materials:(The implicit image set illustrates the prepositions

\*

Recognizes objects when they are described to him in his field of view

1-In the field of vision

2-Put a bunch of things on the table In front of the child

3-make sure you have his/ her attention

4-And say, I am thinking of something(Description of one of the things on the table)\n

5-Example: If there is an apple on the table, say (I am thinking of something red It is found on the tree and you can eat it

6-Encourage the child to point to and identifies the thing that you have described an example: an apple 6-Start with a few things that the child can see and at the same time the characteristics and functions are clearly different. Example: (element Green and yellow, one is eaten and the other one can play with)

7-By increasing the time, increase the number of similar things, for example: (I am thinking of a place where we can swim and play with sand) and also people (people) can be described, for example: (I think of someone with black hair, and she is a girl who plays with you every Saturday)

\*

To Put the cards Serialized in order

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3- Ask the child To Put the Serialized cards in order

\*

Knows the masculine And feminine

1-Place a picture showing (gender) (male / female) on the table in front of the child Example: a picture of a boy and a picture For a girl

2-Make sure to attend, then mention a command. Point to (gender)

3-Encourage the child to point to the correct picture ((Example the girl)

4- Guide the child physically to point to the correct image

5-Use magazines to get pictures of both types

6-Use pictures that show the type clearly and without ambiguity

\*

Knows the elements Imperfect

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-Use the embedded image set

\*

Answer with yes or no

Answer with yes or no In response to questions about Things and activities In a non-verbal way

A- For things (yes):

1-Sit in a chair facing the child

2-Offer something to the child and then say Is that (the name of the thing)

Example :( Is this Car?) Urge the child to respond non-verbally (Yes)

B-For thins (No):

1-Sit in a chair facing the child

2-Offer something to the child and then say Is that (another name)Example :( Is this apple?) Urge the child to respond non-verbally (No)

3-This (the name of the thing Real) Example: No, this is a car

C-random yes and no:

1-Sit in a chair facing the child

2-Offer something to the child and then say Is that (another name) or (something else)

3-Urge the child to respond non-verbally (yes or no )

\*

points to a picture of Things after touching them inside Bag

1-points to a picture of Things after touching them inside Bag

2-Sit on a chair facing the child

3-Put something for the child in a bag, then say (touch and consult for the picture Occasion )Example: (A car inside the bag?) Urged the child to point to me A picture of a car

5-Urged the child to point to me A picture of a car on the table

\*

To follow 3-step instructions

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-Offer a set of commands, prompting the child to take steps Example (Clap your hand, then waved bye bye) Study commands from two steps connected to each other. This will be appropriate for your child, for example (Get the ball and then throw it into the basket or aim it in the basket)

4-Provide verbal commands to meThree steps Example( Take off the jacket - put it on the hanger - and go into the room

\*

To point to a picture Something

1-To point to a picture of Something when a part appears One of it

2-Put a picture or Pictures on the table in front of the child

3-Lift in front of the child part of One of them ask the child (any picture represents this part)

4-Encourage the child to point to the image corresponding to the part

\*

To point at me A person / place

1-To point at meA person / place / something when It is described to him

2-Put a picture or pictures on the table in front of the child

3-Then describe the thing, for example: I am thinking of something repeating, and you can skip it

4-Encourage the child to identify the image of the thing you have described, for example:(ball)

\*

To know the Similar elements

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-And ask what the similarities between this and this Example: What are the similarities between an apple and a banana?\n

5-Encourage the child to point out the similarities between the two things

\*

To know the elements Different

1-Sit in a chair facing the child

2-make sure you have his/ her attention

3-And the difference between this and this Example: What is the difference between an apple and a banana?

5-Urging the child to point out the differences between the Two objects (example: one red and the other yellow