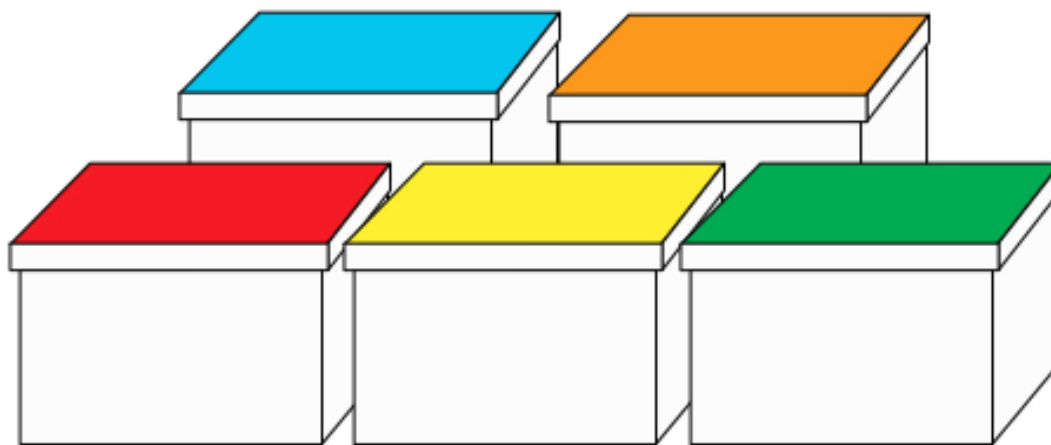


Color Container Activity Kit

Assembly Instructions & Activity Plan



Created by the developers of the Pyramid Approach to Education® and the Picture Exchange Communication System® (PECS®)



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Your Color Container Activity includes the following components:

- ▶ **5**– 8"x 8" Box with lid
- ▶ **5**– 8"x 8" Chip Board (cardboard)
- ▶ **5**– 8"x 8" Color sheets (red, orange, yellow, green, and blue)
- ▶ **1**– 8 ½"x11" Activity Board
- ▶ **1**– Sheet of 1 ¾" laminate pictures
- ▶ **32**– 1/2" VELCRO® Brand loop-VELCOINS®
- ▶ **20**– 1/2" VELCRO® Brand hook-VELCOINS®

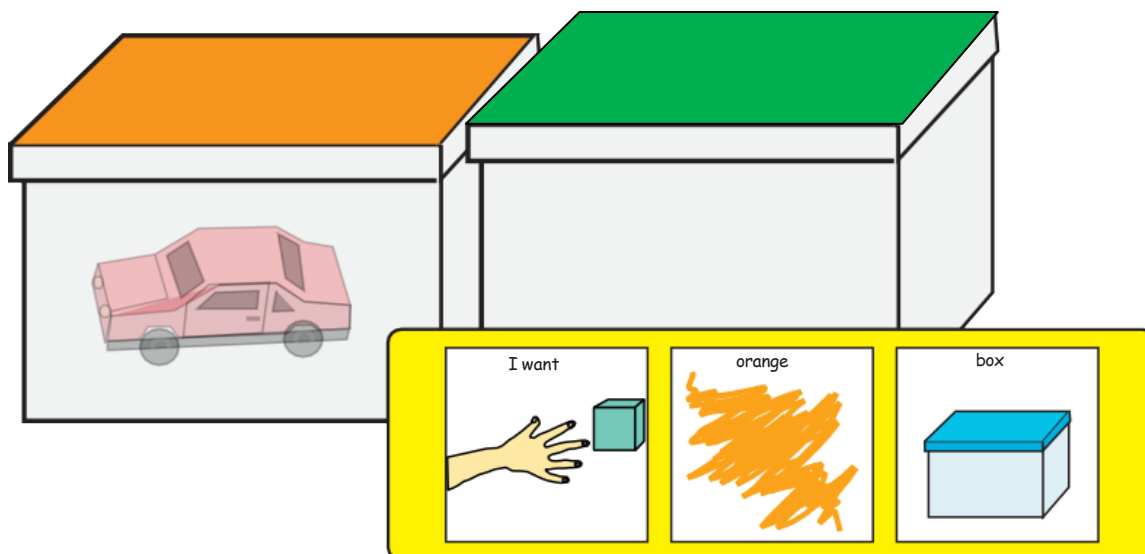
Assembly Instructions

1. Assemble all unfolded boxes.
2. Place chip board in bottom of each box for sturdiness.
3. Place lids on each box.
4. Adhere one VELCRO® Brand hook VELCOIN® to each of the four corners of the lid.
5. Adhere one VELCRO® Brand loop VELCOIN® to each of the four corners of the color slits.
6. Attach the color slits to the top of the lid by aligning the VELCRO® Brand hook and loop VELCOINS®.
7. Cut the laminated pictures and adhere one VELCRO® Brand loop VELCOIN® to the back of each picture.
8. Refer to the detailed Activity plan below to begin the activity.

Activity Plan

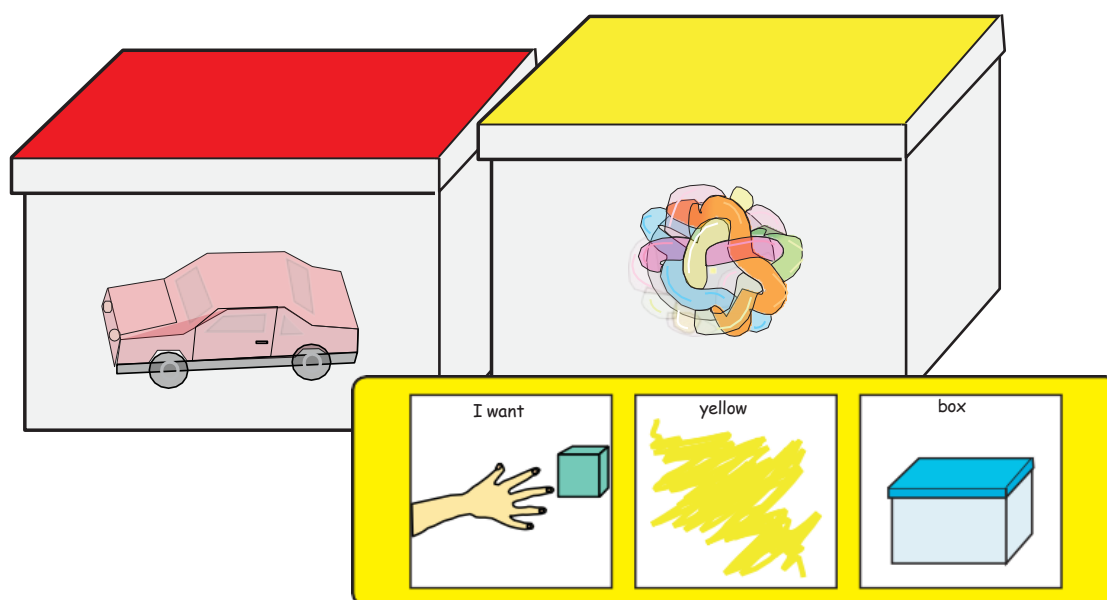
What can you do when you cannot identify any attributes that are important to your learner? Some learners do not have a preference for a specific color of their favorite ball or the shape of a cookie, etc. If this is the case, you can create requesting or commenting lessons that require using a specific attribute.

Initially, teach the learner to ask for “box.” While the learner is watching, put a preferred item in a box and close the lid. If the learner opens the box and retrieves the item and can do this several times, then teach her to ask for the box (“I want box). The first color lesson teaches discrimination between two boxes: one color box containing something the learner really wants and one containing something she does not want. This is similar to what is taught in Phase IIIA. While the learner is watching, put a preferred item in one box and a non-preferred item in the other box. Once the learner sees what is in each box, put the lids on the boxes. Help the learner to request “I want “X” box using the correct attribute (color) picture.



Next, put preferred items in two boxes with different color lids. While the learner watches, put one preferred item in each box. Put different color lids on each box. This lesson is similar to Phase IIIB. When the learner exchanges a Sentence Strip "I want color box," do a Correspondence Check. If your student simply requests, "I want car," rather than the box the car is in, respond as if you don't understand ("I don't see a car!" or "I don't understand").

For further instructions on implementing these attribute discrimination tasks, be sure to turn to the PECS Training Manual, 3rd Edition!



Extension Activities

PECS	Phase IV	Teach the learner to ask, "What's inside?" by not showing him the contents of a single box. When you answer, then if it's a preferred item, the learner can request it.
PECS	Attributes	Teach the learner to ask, "What's inside (color) box?"
PECS	Phase V	Ask the learner, "Which box do you want?"
PECS	Phase VI	Show the learner a single box and ask, "What's inside? Teach the learner to either answer "It's _____," or to indicate, "I don't know."
PECS	Phase VI	Put noise-making items in the boxes (activate them before closing the lid!). Ask, "What do you hear?" or "What do you hear in the red box?"
Additional Communication Skills	Yes/No	When the learner asks, "What's inside the green box?" tell her and ask, "Do you want it?"