Object Sort Organization Guidelines

There are some students for whom it may not be appropriate to use a card sort system. Such as is the case of very early learners who are working on tasks using 3-D objects. In such cases, using cards to guide instruction may in fact impede fast paced instruction, because using the cards would require the instructor to then go search for the object with which they would have to perform the task. In such cases, it is best to use an "object sort" as described below:

1. Divide the bin drawer in two compartments using a piece of cardboard. Another option may be to use two bins or two drawers if you are using a cart.

2. The objects would directly guide the instruction.

3. As you complete each task, move the object to the other side (or the other bin) as you do them so that you make sure to rotate through all items.

4. It is helpful to keep smaller items in a smaller container for easy access. In addition, small duplicate items (for matching and imitation) can be kept together by using Velcro

5. In addition, you should use posters that would have the easies listed so staff can quickly glance up at the tasks, as oppose to going through cards and then having to search for the item.

6. Once student has the skill generalized to novel, it can be transferred onto a card with the general instruction, since at that point it can be done with any item and it will no longer slow down instruction due to "searching for specific items" (e.g., "Put in" <u>any item in any container</u>, "Do this" <u>tap any item on table</u>)

Example of a wall chart for Easies: Note these are just examples. The specific tasks will depend on what the individual students can do.

Student Name_____

Imitation/Listener Response - Easies

Item	Action	Item	Action
Ball	Give (in student's hand or on table) Put in (container held in front of student)	**Merry Go Round**	Push Push
Bean bag	Put in bowl	**Music Wheel**	Push Push button (held in front of student)
Bear	Put in (container held in front of student) Give (from right side of the table)	**Peg**	Put in bowl Put in (container held in front of student) Put in bowl (container held in front of student)
Block	Put in bowl Put in basket Give (block in student's hand, on table in front of student) Put in bowl (container held in front of student)	**Piano**	Push key Push key (held in front of student)
		Puzzle piece	Put in puzzle
Bowl	Put on plate	**Remote**	Push button Push button (held in front of student)
Craft stick	Put in basket	**Ring**	Put on stacker
Crayon	Put in basket	**Spinner Toy**	Push Push button (held in front of student)
Cup	Give (in student's hand, on table in front of student or from right side of the table)	**Spoon**	Put in cup Put in cup (container held in front of student or from right side of table) Give (from right side of the table)
Eraser	Put in (container held in front of student) Give (from right side of the table)	**Toolbox toy**	Push Pull apart
Marker	Put in (container held in front of student) Give (in student's hand, on table in front of student or from right side of the table)	**Toy Phone**	Push button

Student Name- _____

Imitation/Listener Response - Easies

Item	Action	Item	Action

Generalized Imitation

Put in: any item with container held in front
Put in: any item with container on table directly in front

Generalized Listener Response

Put in: any item with container held in front

Current Targets

- Here are some pictures for ideas of how to develop easy materials for students who have limited to no skills, so that materials can be made that vary across items however the demand or skill is the same across all of the different items.