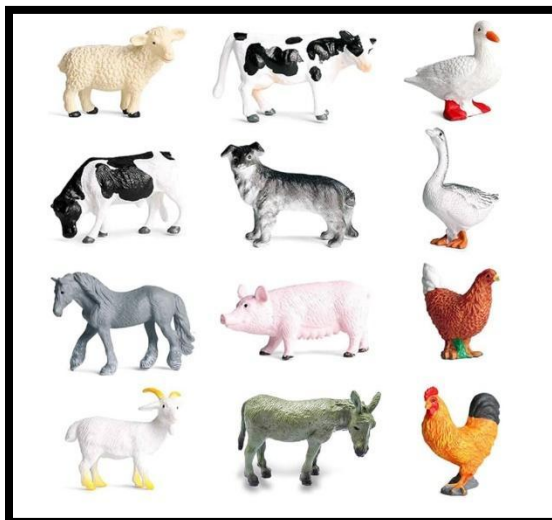


Farm Positional Terms

Farm Pieces

- Chicken
- Cow
- Dog
- Donkey
- Duck
- Goat
- Goose
- Horse
- Pig
- Rooster
- Sheep



Parts of the farm:

- Barn
- Fence
- Pond
- Trees
- Flowers
- Grass



Familiarize your student with the farm animals and their names before working on the positional terminology. When moving objects or pointing to locations, always verbalize what you are doing so the student can follow along. Make a game of it where you, the teacher, take turns moving the farm animals on the picture with the student. Ask the student to tell you where to put the farm animal.

If the student struggles with the pictured image, use a farm playset or any other playsets you may have available. Do you have a student who is not a fan of animals? Use items the student is more comfortable with (i.e. cars, blocks)

Possible script statements (feel free to create your own):

- Put the ____ above the ____.
- Put the ____ beside the ____.
- Put the ____ on the ____.
- Put the ____ below the ____.
- Put the ____ on top of the ____.
- Put the ____ in front of the ____.
- Put the ____ behind the ____.
- Move the ____ to the right of the ____.
- Move the ____ to the left of the ____.
- Put the ____ between the ____ and the ____.
- Put the ____ first and the ____ last by the ____.
- Put the ____ first, ____ second, and the ____ third.

Tips:

1. Verbalize the actions: When you are moving objects or pointing to locations on the image, always verbalize what you are doing so the student can follow along as well as learn the vocabulary.
2. Movement exercises: Ask the student to move to positions based on your instructions (e.g., "sit under the desk"). This will help the student generalize the terminology.
3. Placing items on themselves: Ask students to place objects on different parts of their own body/your body to reinforce positional terms (e.g., "put the hat on your head").
4. Use precise language: Be specific when using positional terms (above/under, on top, behind/in front of, left/right).
5. Use descriptive sentences: Use descriptive sentences to explain the location of objects (e.g., "The cow is next to the fence").
6. Avoid using ambiguous terms: Do not use vague terms like "here," "there," or "over there". Students with visual impairments require precise language in regards to positional terminology.
7. Collaborate: Work with the student's parents and specialists (i.e., Teacher of the Blind and Visually Impaired, O&M, OT) to develop effective strategies.
8. Consistency: Use consistent language and methods to help the student learn and internalize the concepts.