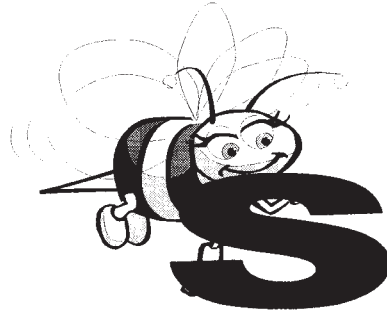
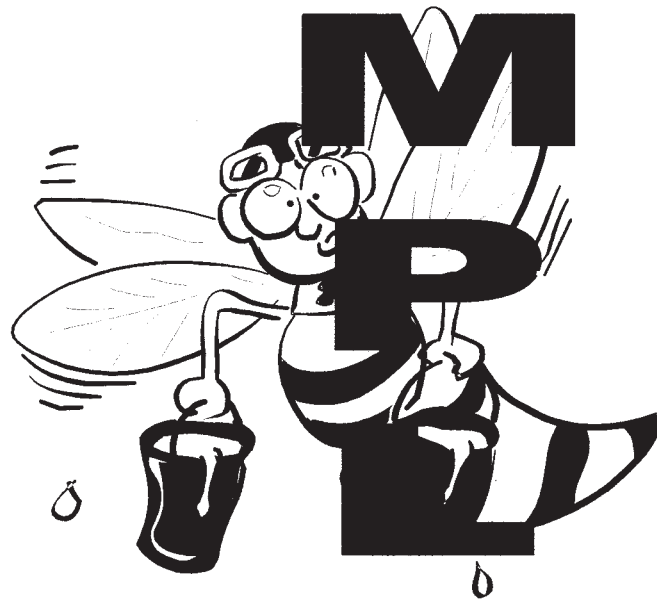


# TheraBee 5™



*Follow* **A** *ee.....*



Understanding & Following  
Directions **E**

[www.therabee.com](http://www.therabee.com)

Belinda Hill Speech-Language Pathologist

## 9. Coordinated Directions 1-step (and, then, or)

Work through the following directions. If the student is carrying out the instructions without error, introduce a 5 second delay to increase the difficulty of the activity. The student may use each word only once. Begin the activity telling the student they will need to give you items that belong to the chosen groups.



🐝 Tell me a boy's name and a girl's name.

🐝 Tell me a colour or a number.

🐝 Tell me a letter, then a number.

🐝 Tell me a food, then a drink.

🐝 Tell me a drink or a toy.

🐝 Tell me a piece of furniture and a body part.

🐝 Name a food and an animal.

🐝 Name a drink, then a food.

🐝 Name a colour or a toy.

🐝 Name a body part, then a piece of furniture.

🐝 Name a girl's name and a number.

🐝 Name a boy's name or a letter.

🐝 Whisper a body part and a colour.

🐝 Whisper a number or a letter.

🐝 Whisper an animal, then a food.

🐝 Whisper a drink or a toy.

🐝 Whisper a piece of furniture, then a girl's name.

Congratulations if you didn't use the same word more than once!



## 10. Coordinated Directions 2-step (and, then, or)

Read the following directions slowly, ensuring the student knows what to point to. Have them repeat the number sequence before pointing.



♪ Point to 5, then point to 8

♪ Point to 7 and point to 3

♪ Point to 10 or 6, then point to 4.

♪ Point to 9 and point to 2

♪ Point to 3, then 4 and

♪ Point to 7 or 10, then

♪ Point to 2 and point to 4 or 8.

♪ Point to 9, then point to

♪ Point to 2 and 1, then po

♪ Point to 8 or 7 and point

♪ Point to 1 and 10, then point to 8.

♪ Point to 10 or 2 and poi

♪ Point to 4 or point to 10 6. **\*\*(WATCH THIS ONE!)**

♪ Point to 5 and point to 4

♪ Point to 6, then point to 7 and 9.

♪ Point to 5 or point to 4

♪ Point to 10, then point to

♪ Point to 1, then 2 and poi

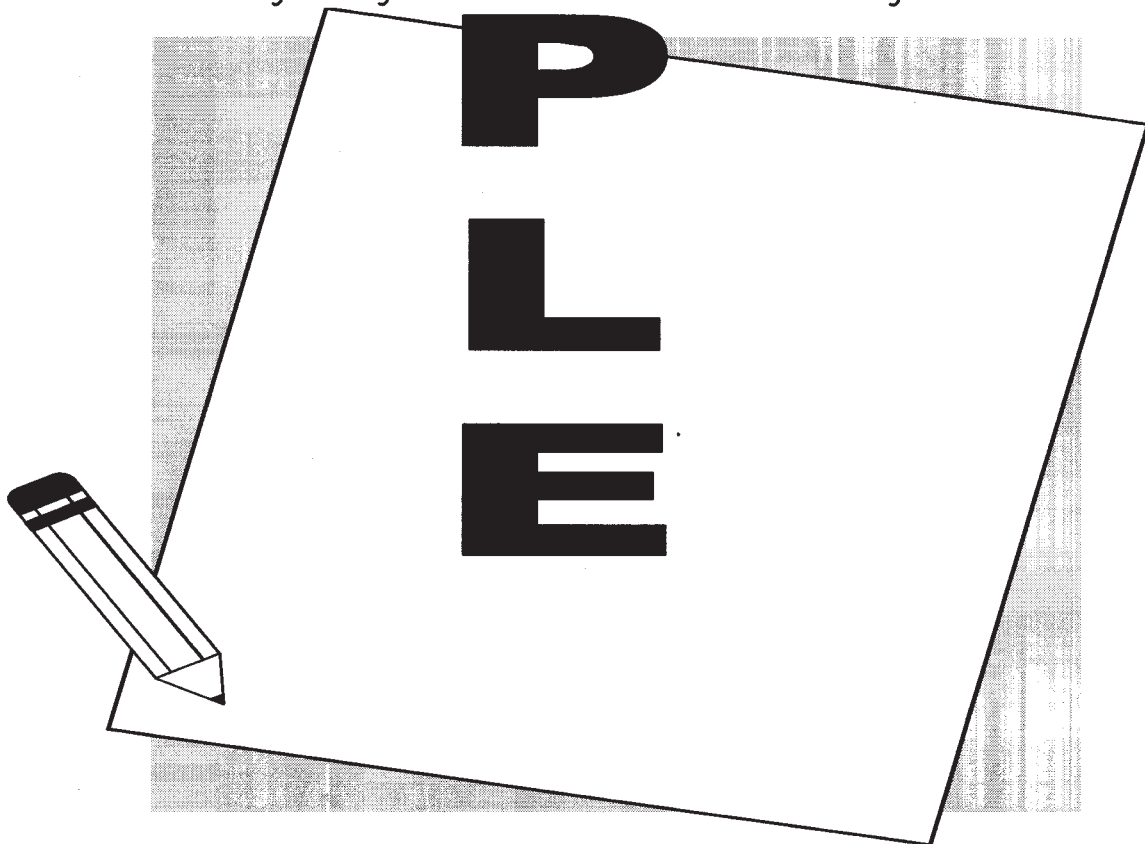
♪ Point to 7 or 10, then point to 5.



## 2. Conditional Directions 1-step (Negative) "don't"

Another activity to develop an understanding of identifying items by exclusion. Instruct the students to draw the shapes as outlined in the box below. If the student has difficulty understanding "but don't", shake your head as you say it.

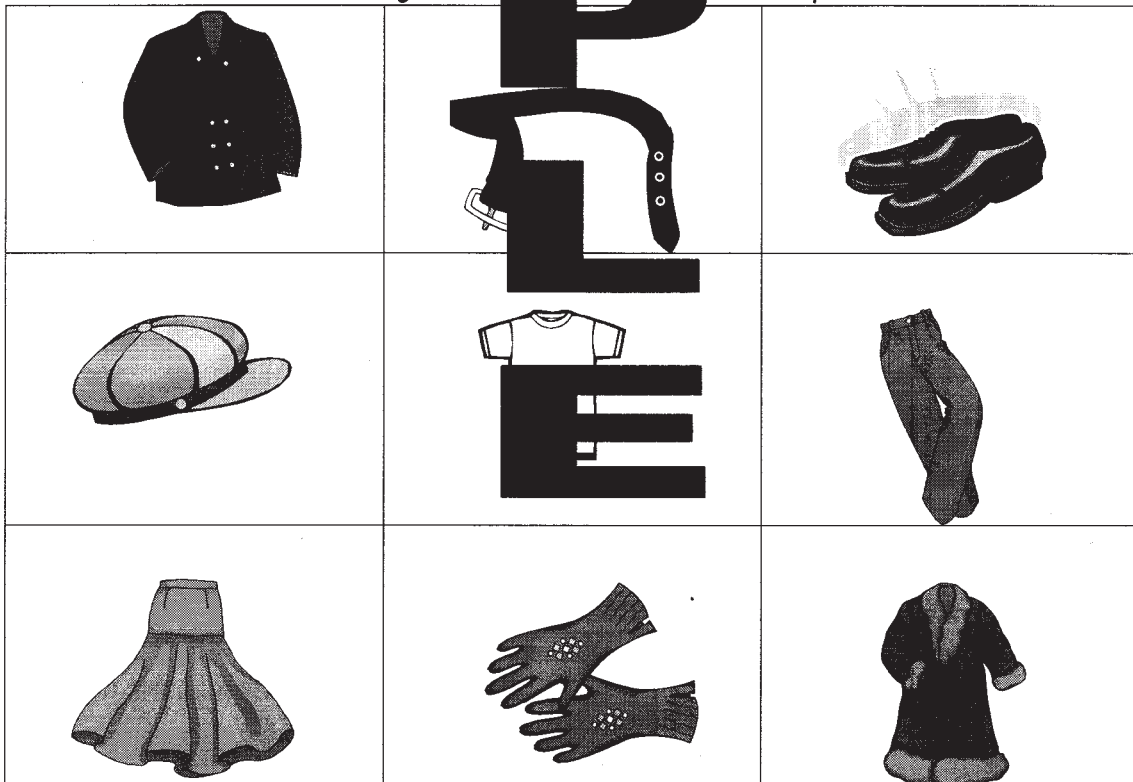
- 🚲 Draw a circle but don't draw a square.
- 🚲 Don't draw a triangle but draw a star.
- 🚲 Draw a square but don't draw a circle.
- 🚲 Don't draw a star but draw a triangle.
- 🚲 Draw a face but don't draw a nose.
- 🚲 Cross out the eyes but not the mouth.
- 🚲 Draw a nose on the face but not a tongue.
- 🚲 Draw a little circle but not a big circle.
- 🚲 Don't draw a big square but draw a little square.
- 🚲 Draw a big triangle but don't draw a little triangle.



### 13. Conditional Directions (Negatives) "Neither/Nor"

In this activity the student will further develop their understanding of identifying items by exclusion. If the student has difficulty with drawing a circle around the items they can point to them or place a token on it.

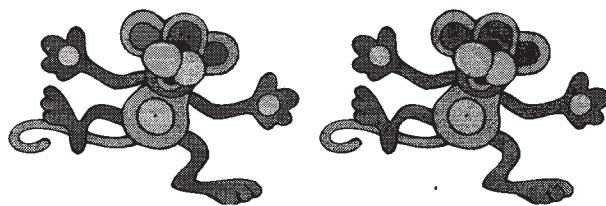
- 🔒 Draw a circle around neither a hat nor a belt.
- 🔒 Draw a circle around the pants.
- 🔒 Draw a circle around neither the shoes nor the gloves.
- 🔒 Draw a circle around the shoes and the skirt.
- 🔒 Draw a circle around the coat and the t-shirt.
- 🔒 Draw a circle around neither the hat nor the belt.
- 🔒 Draw a circle around the gloves.
- 🔒 Draw a circle around neither the hat nor the shoes.
- 🔒 Draw a circle around the belt and the belt.
- 🔒 Draw a circle around the hat and the belt neither the pants nor the gloves.
- 🔒 Point to neither the coat nor the shoes but point to the hat.
- 🔒 Point to neither the gloves nor the shoes but point to the shirt.



## 14. Conditional Directions 1-step (when)

This activity aims to develop the student's ability to follow a direction under a condition. The student should be instructed to wait until the direction is completed before they start. It may be helpful to point to yourself as you say "When I.." and to the student as you say "You..". As the activity progresses, students will have to listen and watch carefully so they only complete their action when they see the correct action completed.












- S**
- a. When I wave my hand, you point to your nose.  
b. When I close my eyes, you poke out your tongue.  
c. When I put up my hand, you lift your foot.  
d. When I click my fingers, you tap your hands.  
e. When I point to my ribs, you touch your elbow.  
f. When I close my teeth, you open your mouth.  
g. When I put my hands together, you put yours up in the air.  
h. When I put my head down, you shake your shoulders.  
i. When I scratch my nose, you put your hands on your head.  
j. When I rub my eyes, you pretend to draw.  
k. When I touch my ear, you put your hands on your head.  
(Instructor to point to nose first, WAIT, then ear)
- A**
- l. When I smile, you lift up your knee. (frown, WAIT, smile)
- M**
- m. When I lick my lips, you put your hands in your lap. (lips together, WAIT, lick lips)
- P**
- n. When I rub my eyes, you wiggle your fingers. (touch eyes, WAIT, rub eyes)
- L**
- o. When I put my hands out to the side, you move both thumbs. (hands up, WAIT, hands out to the side)
- E**



## 16. Conditional Directions 1-step (don't..unless)

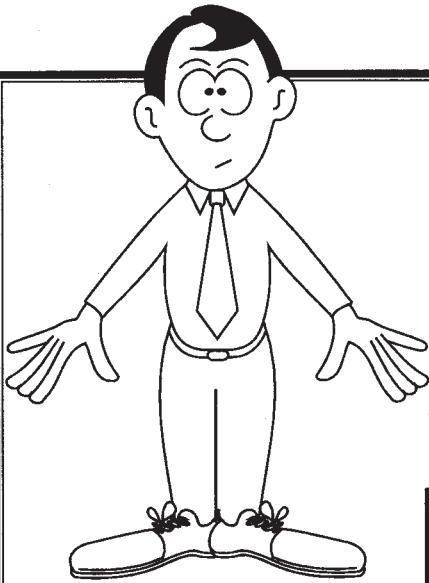
The student will observe and listen closely, to follow these conditional directions. The objective is to develop an understanding of following a direction with a rule or 'condition'. The following page is to be copied and used to carry out the instructions below. Give the student specific feedback along the way. For example, "Great, you waited to see if I did my part first!".

Instruct the student, "We are going to draw a person together. Listen carefully to each instruction".

-  Don't draw a little circle for the head, unless I draw a big circle for the body.
-  Don't draw an arm, unless I draw a leg.
-  Don't draw two eyes, unless I draw another arm.
-  Don't draw the hands, unless I draw a nose.
-  Don't draw the hair, unless I draw the mouth.
-  Don't draw the other leg, unless I draw two ears. (Draw one ear, WAIT, draw the other ear.)
-  Don't draw the feet, unless I draw ten fingers. (Draw 5 fingers, WAIT, draw the other five fingers)
-  Don't draw the eyebrows, unless I draw the toes.
-  Don't draw pants, unless I draw a shirt.
-  Don't draw eyelashes, unless I draw six buttons. (Draw 4 buttons, WAIT, draw two more buttons)
-  Don't draw two shoes, unless I draw a hat with a flower on it. (Draw the hat, WAIT, draw the flower on it)

16. Conditional Directions (don't..unless)

WORKHEET  
"DRAW A PERSON"



**S**  
**A**  
**M**  
**P**  
**L**  
**E**



## 17. Conditional Directions 1-step (if)

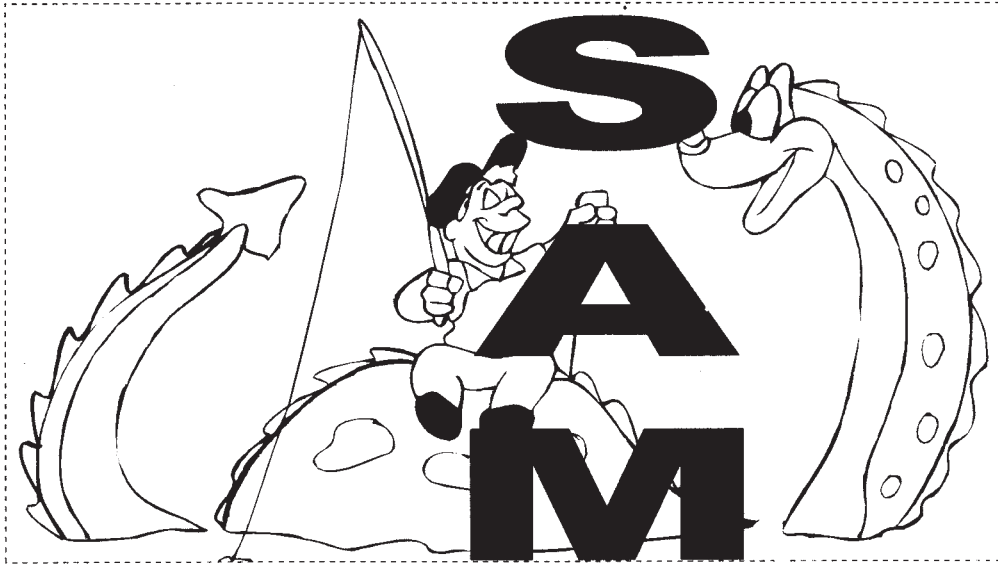
In this activity the student will need to listen to the direction, then examine things in their environment to determine what they should do. If they appear to have difficulty, repeat the instruction, emphasising the word "if". Cut off the instructions and give the student the picture to mark.



- ) If you have brown hair, colour the man's shoes blue.
- ) If you have socks on, colour the man's pants red.
- ) If you have shorts on, colour the man's hat green.
- ) If you have long hair, colour the man's hands yellow.
- ) If you are a boy, colour the man's tie black.
- ) If you are sitting down, colour the man's coat pink.
- ) If you are at school, colour the man's collar purple.
- ) If there is a desk in the room, colour the man's jumper orange.
- ) If you have earrings in, draw buttons on the man's shirt.
- ) If you have a tie on, draw shoelaces on the man's shoes.
- ) If it is a sunny day, draw a tongue on the man's face.
- ) If you have a pencil in your hand, draw a circle around the man

## 19. Conditional Directions 2-step (don't..unless, if)

For this activity you will need some coloured pencils. The student will mark the picture as per the instructions. If the student marks the incorrect item, wait until they are finished and then review the instruction together. Cut out the picture and sit beside the student as you mark it together.



- 1) Don't colour the man's pants **P** unless I colour his arms blue and yellow.
- 2) Don't circle the dinosaur's tail **L** unless I draw teeth in his mouth.
- 3) Don't circle the dinosaur's spots **E** unless I circle the man's shoes.
- 4) If I draw a fish on the fishing line, you draw 3 buttons on the man's shirt.
- 5) If I colour the dinosaur's horn black, you colour the man's hair brown and yellow.
- 6) Don't colour the man's shirt **L** unless I draw stripes on the dinosaur's back. (Draw 3 spots, ~~draw stripes~~, draw stripes)
- 7) If I colour the fishing rod black, you draw a hat on the dinosaur. (colour the fishing rod blue)
- 8) Don't trace the fishing line unless I trace the dinosaur's spikes. (trace the dinosaur's horn)

## 1. Directions with attributes (basic level)

In this activity the student needs to pay careful attention to the describing words and the detail in each instruction. It is important for the listener to repeat back what they have heard. This will highlight how much they remember. Cut off the picture below before you start.

- 🔊 Colour the hat blue. **S**
- 🔊 Trace around the yo-yo in the picture. **S**
- 🔊 Draw a tongue on the snake. **S**
- 🔊 Circle the slingshot. **A**
- 🔊 Draw some more green grass. **A**
- 🔊 Colour the shirt green. **A**
- 🔊 Draw buttons on the shirt. **M**
- 🔊 Trace the boy's soccer ball. **M**
- 🔊 Draw an orange sun. **M**
- 🔊 Draw triangles on the shorts. **P**
- 🔊 Give the snake a hat. **P**
- 🔊 Give the boy a ring on his finger. **P**

