

Strand A1: Play Time

Natural Communication – Initial Requesting



Materials (at home):	Provided materials:	Additional materials (if available):
<ul style="list-style-type: none">Preferred toys and activity options	<ul style="list-style-type: none">Strand A1 lesson planStrand A1 REELData collection sheet	<ul style="list-style-type: none">Large, clear plastic containers or boxes

Goal: The student will make a request for preferred items using sounds, imitation, and spontaneous words.

Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

Phase 1: Increasing sounds

Target skill goal: The student will increase their rate of making sounds when engaged in a preferred activity to at least 3 sounds per minute in 90% of trials across 2 consecutive weekly probes.

Phase 2: Requesting with sounds

Target skill goal: The student will make a sound to obtain 3 preferred items when shown the desired item in 90% of trials across 2 consecutive weekly probes.

Phase 3: Requesting using imitation

Target skill goal: The student will imitate the caregiver's cue for a word to obtain 5 preferred items when shown the desired item in 90% of trials across 2 consecutive weekly probes.

Phase 4: Requesting using spontaneous words

Target skill goal: The student will spontaneously use one word to obtain 5 preferred items when shown the desired item in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:

1. During this instructional session, coach the caregiver to work directly with the student.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific skill for requesting.

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Phases 1-4: Increasing sounds, requesting with sounds, requesting using imitation, and requesting using spontaneous words

1. Create opportunities for students to make requests by coaching caregivers to use the following strategies for each phase:
 - a. **In sight and out of reach.** The caregiver puts the preferred activity or item out of reach but within the student's sight. That might be up on a shelf or in a clear box that only the caregiver can open.
 - b. **Control access.** The caregiver restricts access to a preferred item by holding it away from the student, so that they are motivated to communicate.
 - c. **Assistance.** The caregiver gives the student a toy that they need help with like bubbles, balloons, and toys that turn on/off. Then, coach the caregiver to cue the student to request for help.
 - d. **Inadequate portions.** After the student makes a request for something (i.e. a snack, toy, or parts of a toy like building blocks), give them only a small quantity at a time so they must request again.
 - e. **Silly situations.** The caregiver does something silly with a toy (i.e. making a toy dog fly) to elicit a response from the student.

Phases 1-3: Increasing sounds, requesting with sounds, and requesting using imitation

1. Explain the activity by saying, "To teach the student to request an item, we are going to follow these steps."
2. Begin instruction:
 - a. "Hold the preferred item out of reach and label the item using one simple word."
 - b. "When the student communicates with a sound or imitation, give them the toy or activity that they want."
 - c. "If the student doesn't say anything, say the name of the toy and wait for the student to repeat you before giving them access to the toy."
 - d. "If the student does not repeat the sound/word, tell them what to do using a previously learned skill. For example, say, 'Look at me' and provide access to the toy. If needed, try holding the item up by your eyes to increase eye contact."

Phase 4: Requesting using spontaneous words

1. Explain the activity by saying, "To teach the student to request an item, we are going to follow these steps."
2. Begin instruction:
 - a. "Hold the preferred item out of reach, and when the student communicates with a spontaneous word, give them the preferred toy or activity."
 - b. "If the student doesn't say anything, say the name of the toy and wait for the student to repeat you before giving them access to the toy."
 - c. "If the student does not repeat the word/phrase, tell them what to do using a previously learned skill. For example, say, 'Look at me' and provide access to the toy. If needed, try holding the item up by your eyes to increase eye contact."