

# Strand B1: Play Time

## Natural Communication – Beginning Requesting



Materials (at home):	Provided materials:	Additional materials (if available):
<ul style="list-style-type: none"> <li>Preferred toys and activity options</li> </ul>	<ul style="list-style-type: none"> <li>Strand B1 lesson plan</li> <li>Strand B1 REEL</li> <li>Data collection sheet</li> </ul>	<ul style="list-style-type: none"> <li>Large, clear plastic containers or boxes</li> </ul>

**Goal:** The student will make requests for preferred items using spontaneous words and the phrase “I want X.”

### Progression of skills:

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

#### Phase 1: Requesting using spontaneous words (expanded)

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

#### Phase 2: Requesting using “I want X”

**Target skill goal:** The student will say, “I want” to obtain preferred items when shown the desired item for 90% of the trials for 2 consecutive weekly probes for at least 5 different items.

### 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:

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

### Phases 1 and 2: Requesting using spontaneous words and requesting using “I want X”

- Create opportunities for students to make requests by coaching caregivers to use the following strategies for both phases:
  - 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.
  - 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.
  - 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.
  - Slow down.** When you are modeling language during play, speak slowly and clearly. This may feel strange at first, but it will help the student attend to the words you are emphasizing. Speak slowly, adjust your volume, and be animated.
  - Use gestures.** Point to things as you label them in play. For example:
    - If the student is pushing the car, point to the car and say, “Car” or “Drive.”
    - If the student is playing with blocks, point to the blocks and say, “Blocks” or “Stack blocks.”
  - Emphasize important words.** When you model a phrase or a few words, pause before saying the most important word and stress that word. For example:
    - “You are [pause] jumping” with an emphasis on the word “jumping.”
    - “Make the [pause] ball [pause] bounce” with an emphasis on the words “ball” and “bounce.”

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2. Explain the activity using the following script to coach the caregiver:
  - a. “To teach the student to request an item, we are going to follow these steps.”
  - b. “Hold the preferred item out of reach, and when the student communicates with a spontaneous word or by saying, ‘I want X,’ give them the preferred toy or activity.”
  - c. “If the student doesn’t say anything, say the name of the toy or the phrase ‘I want X’ and wait for the student to repeat you before giving them access to the toy.”
  - d. “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.”