

Strand B2: Play Time

Natural Communication – Intermediate 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 B2 lesson planStrand B2 REELData collection sheet	<ul style="list-style-type: none">Large, clear plastic containers or boxes

Goal: The student will use phrases with 3 words or more to request preferred items and say, “No” to reject non-preferred items when shown the desired and non-desired items.

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 in a variety of ways

Target skill goal: The student will use a variety of 3-4-word phrases to request preferred items and the student will say, “No” to reject non-preferred items when shown the desired and non-desired items for 90% of the trials for 2 consecutive weekly probes for at least 5 different items.

Phase 2: Requesting in a variety of ways (expanded)

Target skill goal: During a play activity, the student will use age-level vocabulary and expanded phrases to spontaneously request with a vocabulary of 5 or more words when given the opportunity for 90% of the trials for 2 consecutive weekly probes with 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 in a variety of ways

- Create opportunities for students to make requests by coaching caregivers to use the following strategies for both phases:
 - Block access.** During play, the caregiver blocks access to what the student is doing in a playful and fun way. For example, explain that the caregiver can put their hand on the toy and block access using animation, another toy, a blanket, or a puppet. It is important to be playful and fun when blocking access to the toy or taking a turn. For example:
 - Place your hand in front of a toy train going down a ramp.
 - Exaggerate a pause right before knocking over a tower of blocks or blowing a bubble.
 - If the student is running back and forth, playfully get in their way.
 - Parallel talk.** During play, the caregiver labels or describes what the student is doing or what is happening in the play scenario. For example:
 - Say, “Opening door” when the student opens the door on a dollhouse.
 - Say, “Putting in” when the student puts an item in the toy bin.

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- c. **Self-talk.** When the caregiver is doing something in play, they label and talk about it. For example:
 - i. Say, “Car fast” when you are pushing a toy car.
 - ii. Say, “Turn on” when you press the on button on a toy.
 - iii. Say, “Cookie hot” when you are taking a play cookie out of the imaginary oven.

Phase 1: Requesting in a variety of ways

1. Explain the activity using the following script to coach the caregiver:
 - a. “Hold up a preferred item or show the student the preferred item. Occasionally hold up something the student does not want to teach the student to reject the item using the word ‘no.’”
 - b. “If needed, start by prompting with a verbal cue such as ‘may I have X?’ to prompt the correct response.”
 - c. “After the student asks, ‘May I have X?’ or uses another appropriate phrase, give the student the actual item, repeat the name of the item, and allow them to access the item for a few seconds before giving the student another opportunity to respond.”
 - d. “Start the next trial by restricting access to the item or, if needed, say, ‘My turn’ and take the item back.”
 - e. “If the student rejects the item by saying, ‘No,’ remove the item and find another item the student wants. Use the new item to teach the student to request using ‘May I have X?’ or another similar phrase.”
 - f. “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.”

Phase 2: Requesting in a variety of ways (expanded)

1. Explain the activity using the following script to coach the caregiver:
 - a. “During a play activity, occasionally restrict access to a preferred item or provide the student with choices.”
 - b. “If needed, start by prompting with a verbal cue such as ‘may I have the red truck please?’ to prompt the correct response.”
 - c. “After the student asks, ‘May I have red truck please?’ or uses another appropriate phrase, give the student the actual item, repeat key words in the phrase (i.e. “red truck”) and allow them to access the item for a few seconds before giving the student another opportunity to respond.”
 - d. “Start the next trial by restricting access, providing the student choices or, if needed, say, ‘My turn’ and take the item back.”
 - e. “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.”