Requesting Items/Activities (vocal)

• How to teach the skill:
  – Child wants item/activity.
  – Hold up item.
  – Ask, “What do you want?”
  – Immediately prompt the word(s) as such: “Say, _____.” (e.g., “Say cookie”.)

• Immediately give them the item if they say the word or an approximation

• As the child gets better, delay the prompts by 2 seconds at each level and give more of the named item if they beat the delay
  – Repeat up to 6 seconds

• If they need additional prompting or they say the wrong word(s), do not give the answer. Immediately do a correction trial:
  – Repeat the entire learning trial with prompts and without time delays.
  – Then immediately repeat the learning trial again with a delay added to the prompt level that you are currently fading (this is a transfer trial).

• NOT NECESSARY TO USE ALL PROMPTS!
Requesting Items/Activities (sign)

- **Teaching strategy:**
  - Child wants item.
  - Hold up item.
  - Ask, “What do you want?”
  - Immediately prompt the sign(s), as such: “Sign, ____.” (e.g., “Sign cookie”.)
  - Simultaneously model the sign.
  - Immediately give a physical prompt for the student to make the sign.

- Immediately give them the item if they sign the word or an approximation.

- Fade the prompts as before (physical prompts can be faded by reducing assistance without a time delay)

- No response and error correction

- Transfer Trial

- **NOT NECESSARY TO USE ALL PROMPTS!**
Requesting Items/Activities (sign)

• If they make the wrong sign, it may help to clasp their hands and wait 3-5 seconds.

• Then, complete the correction and transfer trials.
Requesting Attention

• How to teach the skill:
  – Child wants attention (you may have to contrive this)
  – Divert your attention (e.g., turn your head, don’t look at then, etc.)
  – Prompt them to say your name: “Say, ______.” (e.g., “Say, Mommy”.)
    (It might help if two family members or teachers were involved, one as the
    prompter and one as the person giving attention).

• Immediately give them your attention if they say the word or
  an approximation.

• As the student gets better, delay the prompts by 2 seconds
  and give more or longer periods of attention if they beat the
  delay.
  – Repeat up to 6 seconds.

• If they need additional prompting or they say the wrong
  word(s), do not give the answer. Immediately do a correction
  trial:
  – Repeat the entire learning trial with prompts and without time delays.
  – Then immediately repeat the learning trial again with a delay added to
    the prompt level that you are currently fading (this is a transfer trial).
Requesting a Break/Later/No/Leave

• How to teach the skill:
  – Student wants a break
  – Look for cues that the student doesn’t want/like something, or doesn’t want to do something (e.g., fusses, cries, screams, etc.)
  – Immediately prompt the correct words: “Say, I want a break.”, “Later”, “No”, “I want to leave”, etc. (depending on the situation).

• Immediately honor their request if they say the word or an approximation.

• As the student gets better, delay the prompts by 2 seconds.
  – Repeat up to 6 seconds.

• If they need additional prompting or they say the wrong word(s), do not give the answer. Immediately do a correction trial:
  – Repeat the entire learning trial with prompts and without time delays.
  – Then immediately repeat the learning trial again with a delay added to the prompt level that you are currently fading (this is a transfer trial).

• This skill is best taught in the natural environment.