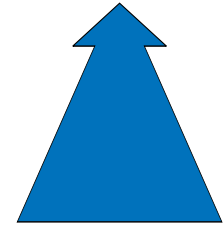


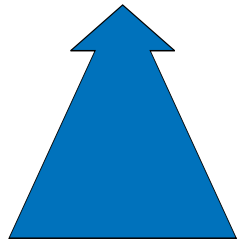
Requesting Items/Activities (vocal)



Fade Up

- 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)



Fade Up

- 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 them, 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.