



FIRSTPATH
AUTISM



Lesson Guide

4. Asking/Requesting



Overview

Teaches:	How to request items, activities, events, actions, etc. to meet wants and needs.
Before beginning:	When teaching this lesson it will greatly help if the teacher is able to <u>either take advantage of or create a situation where the child is in need of something</u> . For example, if the child is thirsty, it will be easier to teach him to ask for a drink; if the child is hungry, it will be easier to teach him to ask for food; if there is a favorite toy that the child has not been able to play with yet that day, it will be easier to teach him to ask for it, etc. As the teacher you will want to make sure one or more such conditions exist in order to have a successful teaching time for this lesson.
Why it's important:	One of the most basic abilities that a child needs is to be able to gain access to his/her wants and needs. It is critical that s/he be able to make requests/ask for things in an appropriate way that others can understand and help with.
Materials needed:	Highly preferred items, activities, actions, events.
Generalization activities:	Asking for preferred items and activities with <u>various people, in various environments</u> . Games such as "Mother, May I?" Activities such as mealtimes and arts & crafts (i.e., "Please pass the_____").

NOTE: though examples and instructions are given in reference to a vocal (speaking) mode of communication, this same method can be used for other communication methods such as sign language or PECS.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several rewards and highly preferred items ready and available.
3. Have data sheets and pen/pencil ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

NOTE: Though initially, structured training of this skill should occur, it ideally should happen throughout the day in any and all naturally occurring contexts. The naturally occurring contexts are often the most powerful in teaching this skill since the child can see and understand the immediate use of asking/requesting.

Teach

1. Ask the child to "Say_____" (fill in target sound/word); in some cases, simply holding up the item and modeling the word can serve as the instruction for the child to also say/imitate the word
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
Correct response: enthusiastic praise and **give the child the corresponding item/activity** (i.e., what s/he asked for)
Incorrect (but attempted) response: praise for trying; if s/he said the name of a different item/activity, give the child that corresponding item
4. Write down data
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: (while holding up a	Teacher: (while holding up a	Teacher: (while holding up a



ball) "Ball."Child: "Ball."Teacher: "Yay! Ball." (while giving child the ball)	ball) "Ball."Child: screaming, whining, grabbing at the ballTeacher: "Oops--use your words, please. Ball."	ball) "Ball."Child: (no response)Teacher: "Oops--try again. Say, 'ball'."
<i>(more advanced language)</i> Teacher: (while holding up the ball)"Say, 'I want ball.'"Child: "I want ball."Teacher: "Great job! Here's the ball."(while giving child the ball)	<i>(alternate example)</i> Teacher: (while holding up a ball) "Ball."Child: "Bear."Teacher: "Oh—you want <u>bea</u> r." (while giving child the bear)	

TYPICAL ORDER OF LEARNING TARGETS:

1. Prompted requests, where item/activity is visible to/present with child
2. Independent requests (no instruction or model to ask is given), where item/activity is visible to/present with child
3. Prompted requests, where item/activity is not visible to/present with child
4. Independent requests (no instruction or model to ask is given), where item/activity is not visible to/present with child Child responds to "What do you want?" by making a request

NOTE: The question "What do you want?" is intentionally not used before this point, in order to encourage the child's initiation ability