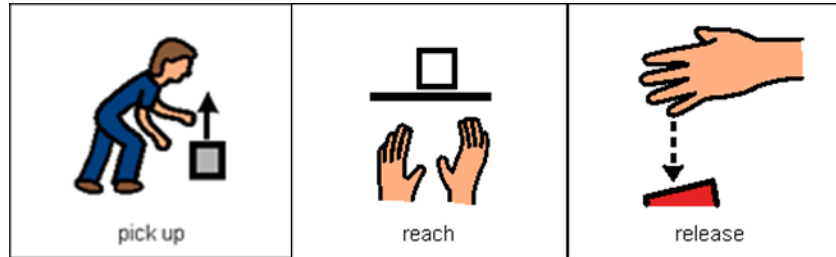
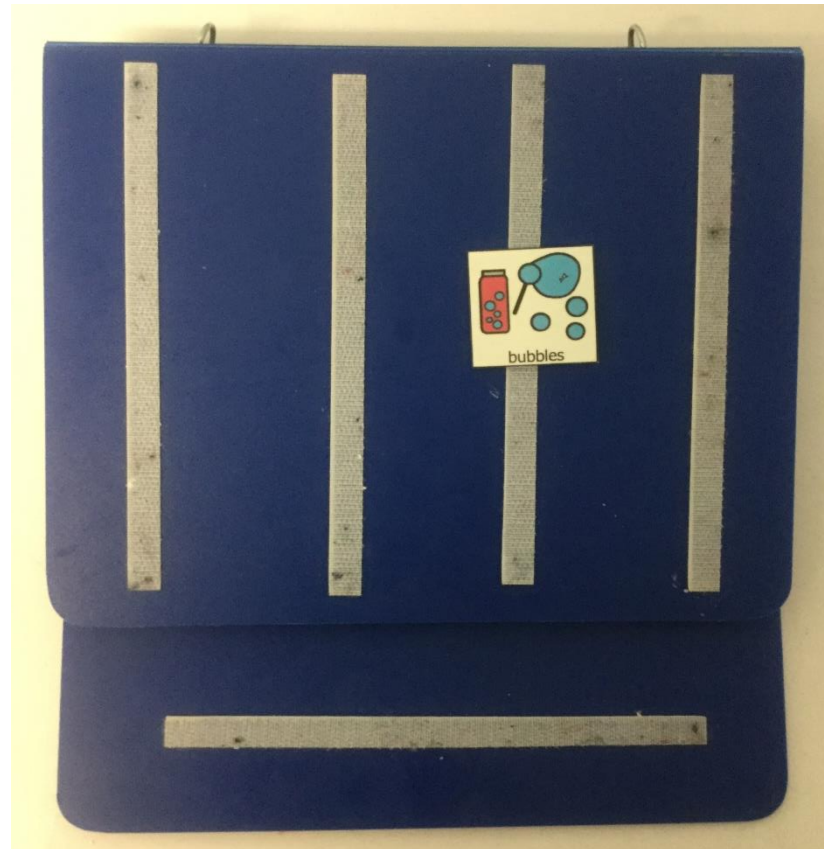


Phase 1

Pick up, reach, release



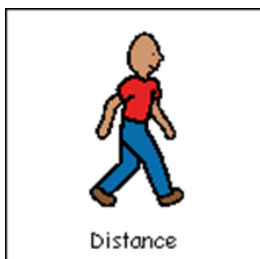
- Silently entice with real items
- Use a physical prompt
- Give the items quickly
- 40 times a day



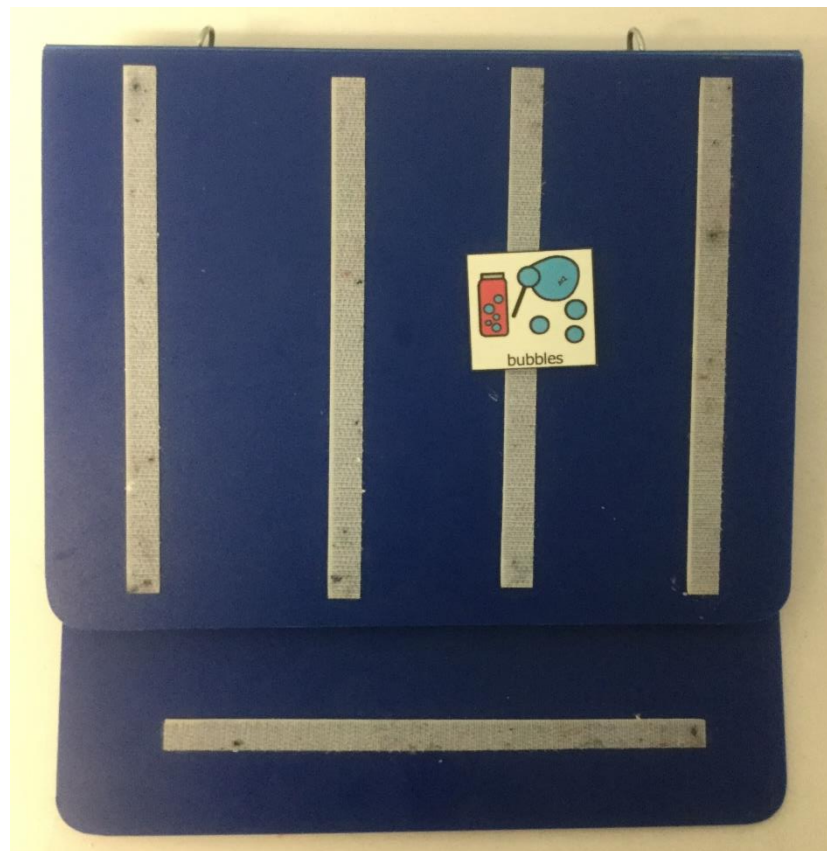
- Verbally prompt e.g. say 'asking'
- Put your hand out to exchange
- Use more than 1 symbol at a time

Phase 2

Distance and Persistence



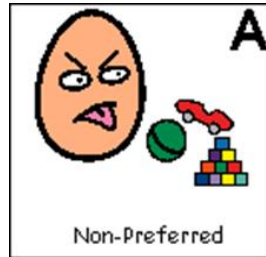
- Gradually increase distance from the student
- The PHYSICAL PROMPTER should physically prompt students to get their PECS book
- Teach students to carry their book
- Remove subtle prompts



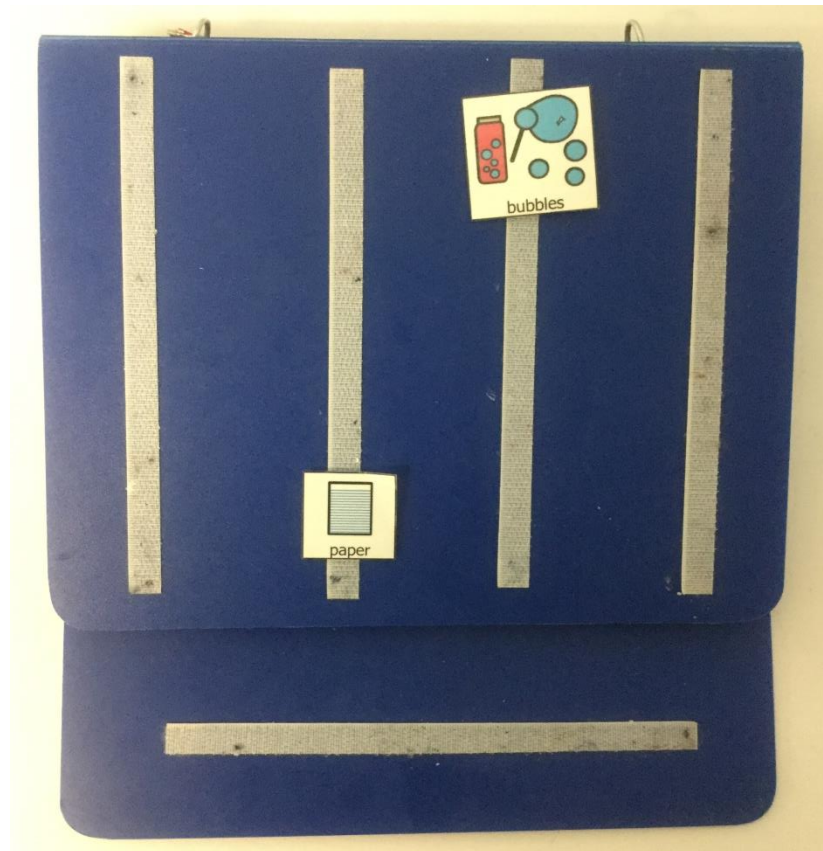
- Don't say "get your book"
- Get a student's PECS book for them
- Leave their PECS book behind
- The COMMUNICATION PARTNER should never prompt

Phase 3A

Discrimination – preferred Vs non-preferred



- Preferred vs non-preferred e.g. car vs sock
- Silently entice with items
- Use “oooh to the new” strategy
- 4 step error correction
- Move the symbols around if the student exchanges the correct symbol



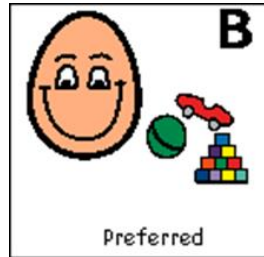
- Verbally prompt e.g. “choosing/asking”
- Stop Phase 2: travelling
- Move on until the child is ready
- Move the symbols around during a 4 step error correction

Phase 3B

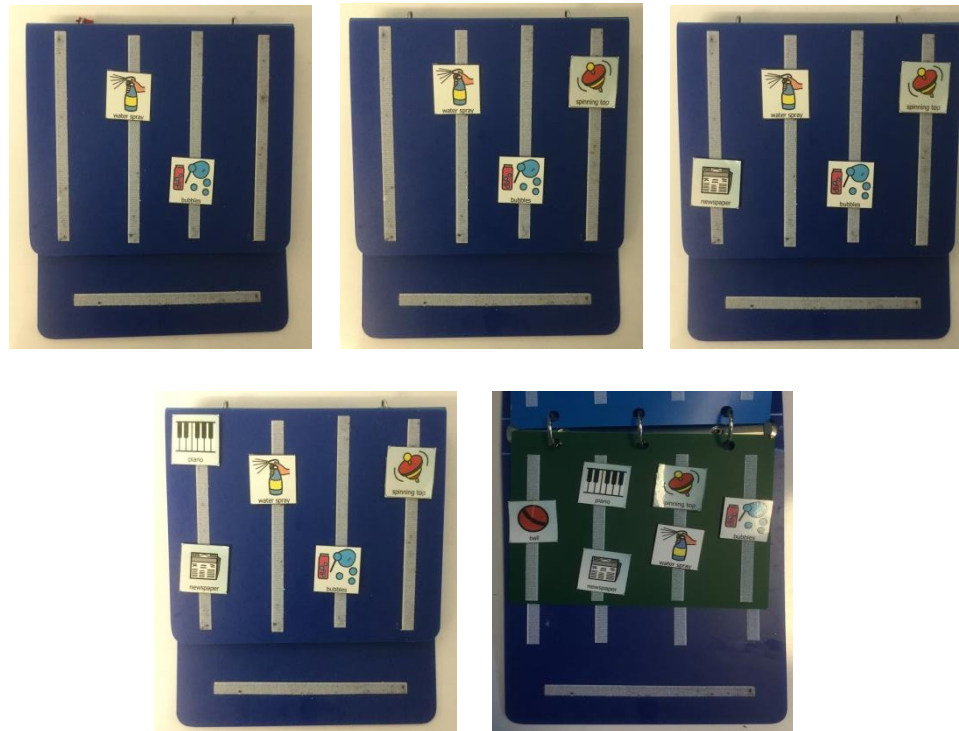
Discrimination – preferred Vs preferred



- Use students motivators
- Silently entice with items
 - Use correspondence check e.g. say “take it” when offering items
- 4 step error correction
- Move the symbols around if the student exchanges the correct symbol

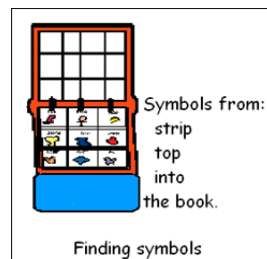


- Verbally prompt e.g. “choosing/asking”
- Stop Phase 2: travelling
- Do not move on until a student can discriminate between 5 symbols & can independently go into their book
- Move the symbols around during a 4 step error correction



Phase 4

Sentence structure



- Use students motivators

- Silently entice with items

- Use 5 second time delay

- 4 step error correction



1. Student places the motivator symbol on the sentence strip



2. Student places the 'I want' and motivator symbols on the sentence strip



3. Student will tap out the symbols

4. Give a 5 second time delay



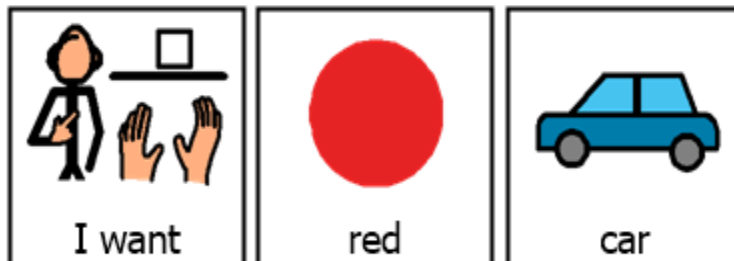
- Use too many symbols:
Always teach with one motivator then build up

- Verbally prompt e.g. "choosing/asking"

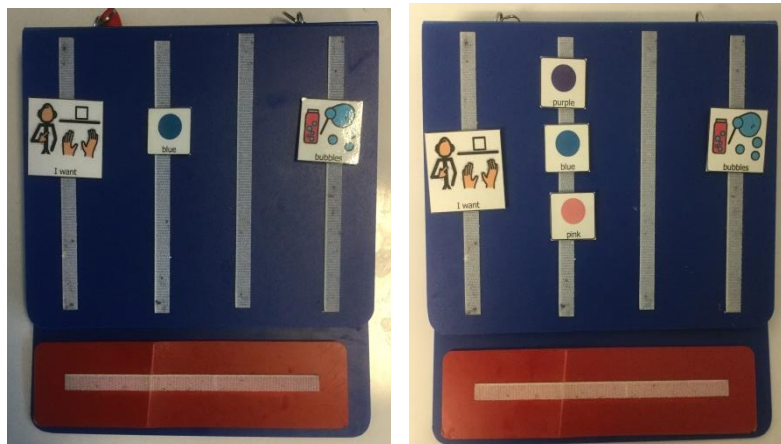
- Demand speech e.g. "I want p, p, pen"

Phase 4

Attributes



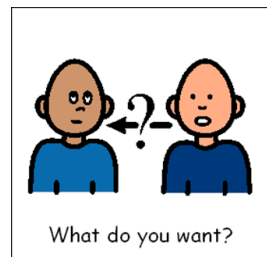
- Complete a reinforcer assessment to identify preferred attributes
- Silently entice with items
- Start with 3 symbols to teach new skill
- Remember to say “I want THAT one”



- Skip preferred Vs non-preferred stage
- Stop Phase 2: travelling
- Verbally prompt e.g. “choosing/asking”

Phase 5

Answer: "What do you want?"



- Use the students motivators
- Use a 1 second delay and gradually increase the delay
- Move on as soon as the child 'beats the prompt
- Ensure there are still opportunities for spontaneous requesting



- Spend too long on Phase 5

Phase 6

Requesting and commenting



- Make commenting activities to suit students interests
- Teach one sentence starter at a time
- Use 'I am working for' to provide motivation to socially comment – give rewards frequently
- Ensure spontaneity – phase out questions
- Use 4 step error correction



- Repeat questions too many times e.g. “what do you see? what do you see? what do you see?”
- Limit commenting to lessons
- Stop phase 2 travelling

