Print on 4 x 6 post cards (Avery 3611) or cardstock (and trim on lines after laminating). Laminate, hole punch, & use 2–3 small rings to hold them together.

WHAT

Idea 1: Use a barrier (bag, box) to "hide" materials of the activity from view. Talk about the fun things in the bag/box. If necessary, let the person hear/feel that there is stuff in there.

Idea 2: Use a lead-in statement ("I have an idea") and when wait for the person to ask "what?"

LOOK

Idea 1: You look at the materials you brought, but don't take them out of the barrier container. Don't let the person see what is in the bag. This sets up the activity for them to ask for "help."

Idea 2: Do something out of the ordinary with something and draw attention to it with "look."

Idea 3: Spend time looking at the materials.

Idea 4: Don't let the person see something and wait for him/her to request to "look."

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HELP

Idea 1: After the person asks "what" to find out what you brought, hand him/her the bag and let him/her try and open it. Create barriers so that he/she needs to ask for "help" to open it.

Idea 2: Model the word "help" when taking the materials from the bag/box and as you do the activity. Give the person opportunities to say he/she wants to "help" you.

Idea 3: Use obstacles or barriers to prevent the person from using the materials independently during the activity.

ALL GONE / GONE

Idea 1: When using objects (things for snack, art supplies, cooking ingredients) forget or lose 1 or some of the key materials for the activity.

Idea 2: Don't give the person enough of something so that it runs out and he/say has to say "gone" or "all gone."

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MORE

Idea 1: Use moderation with the materials you are giving the person to create the opportunity to ask for "more."

Idea 2: Use "more" to get more stuff and "again" to repeat an action. Go back and forth between the 2 words.

DO

Idea 1: Use "do" for a variety of activity-specific actions. Name and even list the various actions that need to be done in the activity (cooking – open, pour, stir) and use "do" to refer to these actions. Have the person say "do" to direct you to do the identified action steps. Prompt with "are we all done or is there something else we have to do?" Don't automatically "do" things for him/her.

Idea 2: Use this word in combination with "again."

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AGAIN

Idea 1: Use moderation with the actions you are doing with the person to create the opportunity for him/her to ask to do it "again."

Idea 2: Use "more" to get more stuff and "again" to repeat an action. Go back and forth between the 2 words.

ALL DONE/FINISHED

Idea 1: As you do each step in the activity, decide when you are "all done" with that step and are "ready" to go on to the next step in the activity.

Idea 2: "All done" could also signal a complete end to the activity and can be exchanged with "stop."

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DIFFERENT

Idea 1: Encourage the use of "different" to change steps in an activity, (read a different book or use a different crayon.) But continue with the same activity.

Idea 2: "Different" could also mean a complete change to something "different" the person wants to do. Then you would change activities.

STOP

Idea 1: Emphasize "stop" as a word that signals the complete end to the activity. The word "all done" could also be used for this communication function.

Idea 2: "Stop" could be used as an action in the activity (e.g., stop vs. go when swinging.)

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Additional Word

1. Pencil in another word you want to use in this activity.

2. What will you do to create the opportunity to use this word?

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PROMPT HIERARCHY

1. **State**: Make a very general statement about the situation. ("I brought a big bag of stuff, but you don't know "**what"** is in it.") Keep eye contact and wait up to 10 seconds (more or less).
2. **Suggest**: Be a little more direct, but still general. ("You can ask me "**what**" I brought today.) Watch and Wait.
3. **Say**: Tell the person specifically what to say. ("Say the word "**what**" to find out "**what**" I brought.) Watch and Wait.
4. **Assist**: Physically assist the person. ("Let me help you say "**what**" so you can see **what** I brought.")

RESPONSE STRATEGIES

1. **Correct**: Explain the error. Use the appropriate prompt. ("You said "home." It's not time to go home. Say "**what**" to find out "**what**" I brought.")

If he/she used the target word, respond one of these ways.

1. **Confirm**: Repeat and confirm what he/she said, modeling the target word. ("Yes, you want to know "**what**" is in the bag.") **OR**
2. **Expand**: Use the word he/she said and add another word so it makes a short phrase. ("Yes, you want to "**look**" at "**what**" I brought.") **OR**
3. **Comment**: Acknowledge that he/she used the target word, but model a different word. (Yes. You can open it and **look**.")

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