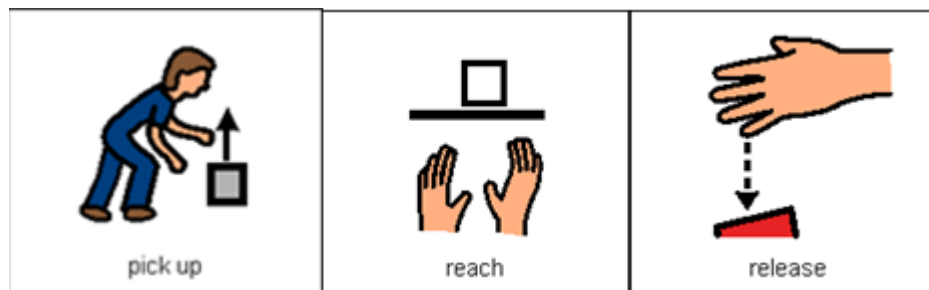


Phase 1

Pick up, Reach, Release



DO

Silently entice with real items

Use a physical prompter

Give the items quickly

40 times a day

DON'T

Verbally prompt e.g. say 'asking'

Put your hand out to start the exchange

Use more than 1 symbol at a time

Phase 2

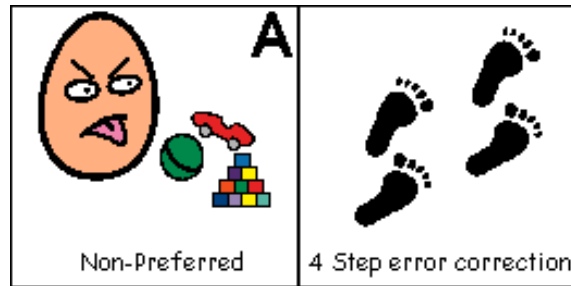
Distance and Persistence



DO	DON'T
<p>Physically prompt getting PECS books</p> <p>Teach carrying books</p> <p>Remove subtle prompts</p>	<p>Say 'get your book'</p> <p>Get book for them</p> <p>Leave book behind</p>

Phase 3A

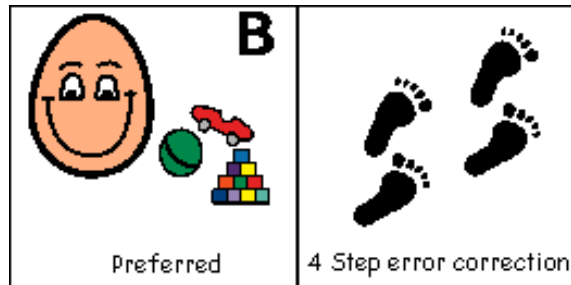
Discrimination – preferred vs non-preferred



DO	DON'T
<p>preferred vs non preferred e.g. balloon and broken balloon</p> <p>Silently entice with items</p> <p>Use 'oohhhh to the new' strategy</p> <p>4 step error correction</p>	<p>Verbally prompt e.g. saying 'asking'</p> <p>Stop phase 2 travelling</p> <p>Move on before child is ready as phase 4 is 'easier'</p>

Phase 3B

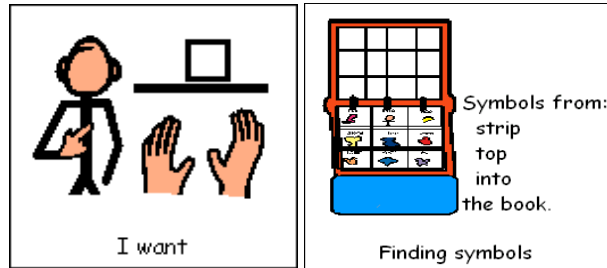
Discrimination – preferred vs preferred



DO	DON'T
<p>Use child's motivators</p> <p>Silently entice with items</p> <p>Use correspondence checks e.g. say 'take it' when offering items</p> <p>4 step error correction</p>	<p>Verbally prompt e.g. saying 'asking', naming items</p> <p>Stop phase 2 travelling</p> <p>Child MUST be able to discriminate between 5 preferred symbols & go into their books - do not move on before this is achieved</p>

Phase 4

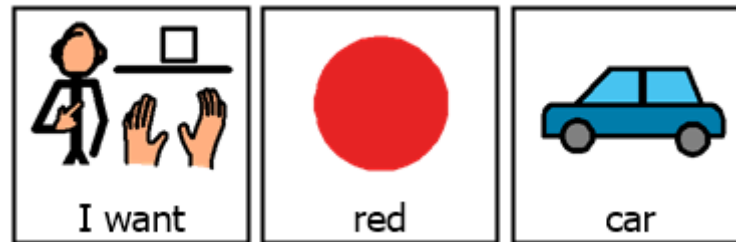
Sentence Structure



DO	DON'T
<p>Use child's motivators</p> <p>Silently entice with items</p> <p>Use 5 second time delay</p> <p>Back step error correction</p>	<p>Use too many symbols - start with I want + motivator and build up</p> <p>Verbally prompt e.g. saying 'asking'</p> <p>Demand speech e.g. 'I want P..P...P Pen'</p>

Phase 4

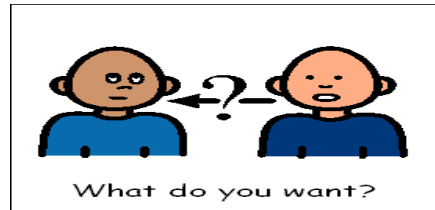
Attributes



DO	DON'T
<p>Complete a reinforcer assessment to identify preferred attributes</p> <p>Silently entice with items</p> <p>Start with 3 symbols to teach new skill</p> <p>Remember 'you want THAT one'</p>	<p>Skip preferred vs non preferred stage</p> <p>Verbal prompting e.g. say 'asking'</p> <p>Stop phase 2 travelling</p>

Phase 5

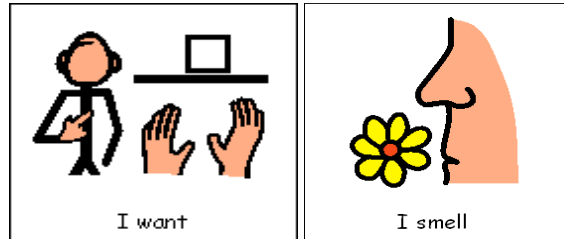
Answer 'What do you want?'



DO	DON'T
<p>Use child's motivators</p> <p>Use 1 second delay and increase delay gradually</p> <p>Move on as soon as the child 'beats your prompt'</p> <p>Ensure there are still opportunities for spontaneous requesting</p>	<p>Spend too long on phase 5</p>

Phase 6

Requesting and Commenting



DO

Make commenting activities to suit child's interests

Teach one sentence starter at a time

Use 'I am working for' to provide motivation to socially comment, give rewards frequently

Encourage spontaneity - phase out questions

Use 4 step error correction

DON'T

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

Error correction strategies

<p><u>Discrete</u></p> <p>Right or wrong answer, e.g. I see vs I hear</p>	<p><u>Sequential</u></p> <p>Order of sequence or sentence, e.g. phase 1, creating a sentence</p>
<p>4 step error correction</p> <p>Phases: 3A/3B, Attributes, 6</p>	<p>Backstep</p> <p>Phases: 1, 2, 4</p>