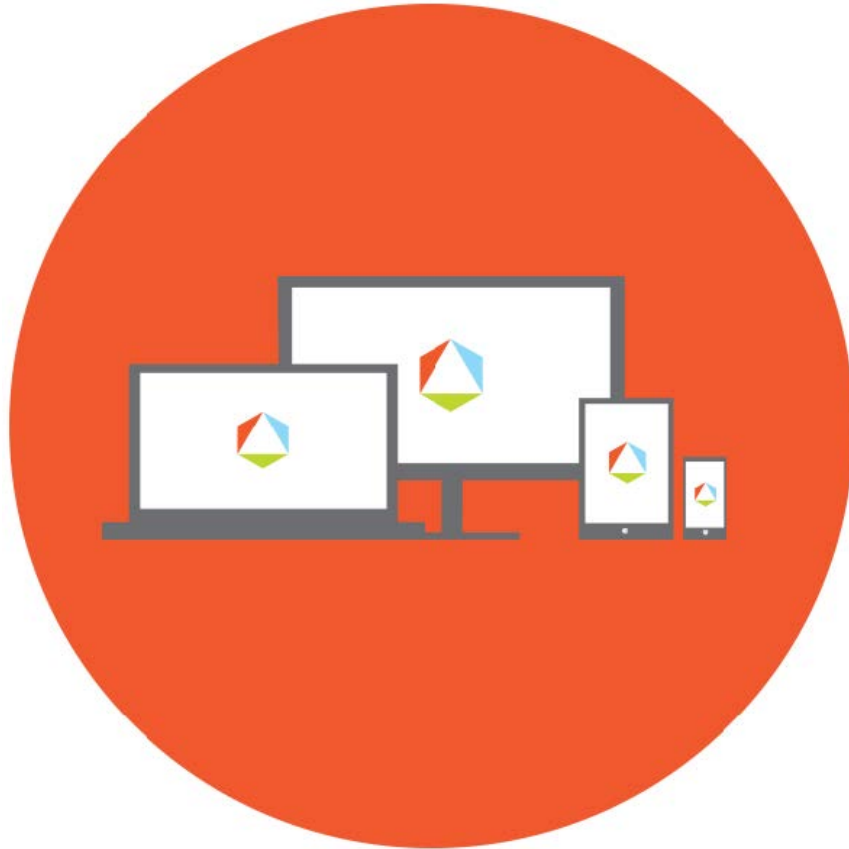




FIRSTPATH
AUTISM



Data Sheet
Asking / Requesting
Advanced

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Asking / Requesting (Advanced)

How to further develop the ability to communicate wants and needs. How to get more specific about wants and needs (e.g., use descriptions and attributes), and how to communicate more completely and fluently (i.e., use complete sentences).

Receptive Discriminative Stimulus (SD): Clinician (or parent, teacher) asks the child "What do you want"?

Correct Response: Child responds "I want playdough".

Target	Intro MT*	Mastery RR**	Target	Intro MT*	Mastery RR**
1. What do you want?			18.		
2. "I want _____"			19.		
3. "Can I have_____"			20.		
4. "Can I please get the _____"			21.		
5. "May I please have the_____"			22.		
6. "which crayon do you want"?			23.		
ATTRIBUTES			24.		
7. Colors			25.		
8. Size			26.		
9. Texture/ material of object (shiny, soft, plastic, wood, etc.)			27.		
10. Quantity			28.		
11. Other descriptors			29.		
12.			30.		
13.			31.		
14.			32.		
15.			33.		
16.			34.		
17.			35.		



* **Intro MT:** The date the target was introduced to the child

** **Mastery RR:** Is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.

Maintenance: When all targets are mastered, reduce frequency of the presentation of the program to child systematically, ensuring that the child maintains skills by maintaining mastery scores of 80-100% before decreasing frequency further. (e.g. 5 times per week to 4 times per week for a month, to 3 times per week for a month to 2 times per week for a month, to once a week for a month, to generalized settings.)