

Speaking and Listening Skills

Requests and Related Skills

Requests permit a learner to respond as a speaker and to access the initial and most important outcome of communication and language -- **preferred items, activities, and people when the learner wants or needs the same**. As shown in Table 1, requests occur when (1) a learner indicates that he wants or needs specific items, activities, or persons, (2) says words, forms signs, selects pictures, or selects, types or writes words, and (3) gains access to specific items, activities, or persons. If the learner says a word, forms a sign, selects a picture, or selects, types or writes a word that matches the word or sign commonly used to designate that item, activity, place, or person, the request is considered 'correct' and the learner gains access to the item, activity, or person that he indicated he wanted. If not, the instructor, care provider, or parent prompts the learner to make the correct response before providing access to the item, activity, place, or person he wanted. For example, as diagrammed in Table 1, an instructor **places a cookie in front of a learner two hours after his last meal**. If the learner reaches for the cookie and says or signs 'cookie', the request is correct and the care provider responds by providing access to the cookie. If the learner says or signs 'cracker', the request is incorrect and the care provider must prompt the learner to say or sign 'cookie' before providing access to the cookie. A second example involving adult children who select pictures or who select, type, or print words is also diagrammed in Table 1.

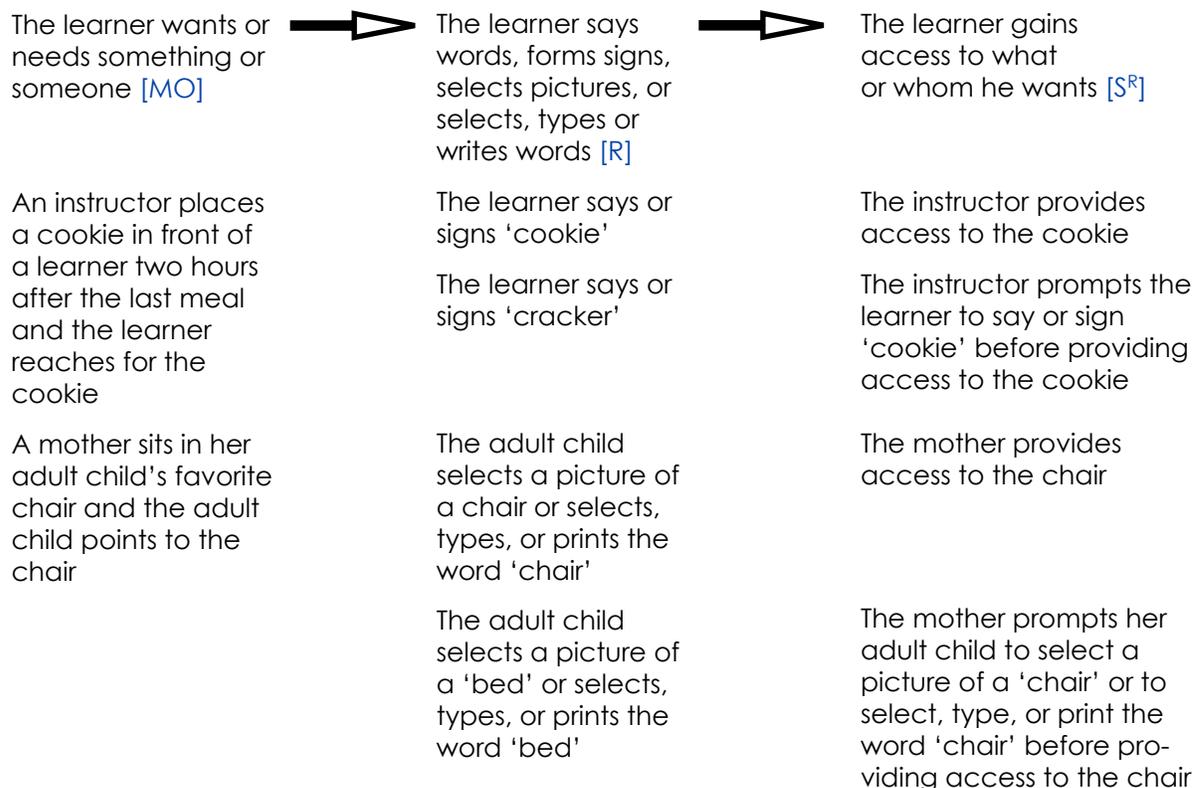
Mands and Related Listener Responses

mands
reinforcers when motivating
operations (MOs) related to
those reinforcers occur.

contrives and captures a
motivating operation.

Table 1. **Requests**

Mands



MO: a motivating operation has occurred
R: the learner exhibits a mand
S^R: learner gains access to a reinforcer

Requests should be distinguished from **names or descriptions, also called labels or expressive object labels**, which permit a learner to describe her or his experiences as these experiences are occurring. Names occur when the learner is directed with spoken words, signs, or printed words to produce one or more spoken words or signs, or to select one or more printed words in the presence of **specific items, activities, or people, and result in praise or other forms of social approval**¹. For example, a teacher points to a 'cookie' or a picture of a 'cookie' and says 'what's that' or 'what do you see': the learner says or signs 'cookie' or selects the word 'cookie', and the teacher responds with an expression such as 'well done' or 'that's correct'.

tacts; not to be confused with the bi-directional naming relation described by Horne and Lowe (see references).

non-verbal stimuli, and result in forms of generalized, conditioned reinforcement

Requests should also be distinguished from **comments**, which are names, with a minor request component, that is, a request for very brief contact with an audience. Comments permit a learner to share information or an experience with someone else. For example, the learner says 'Look, it's a big dog' or 'Mom, [it's] raining'.

mand-tacts

Requests should also be distinguished from listener responses, which permit the learner to honor the requests of others. Listener responses occur when the learner is directed with spoken words, signs, or written words to point to people, items, pictures, or written words, or to complete one or more activities; these responses are also called receptive IDs and receptive commands respectively, and, again, result in praise or other forms of social approval. For example, a teacher puts a 'cookie' or a picture of a 'cookie' in an array of three or more items or pictures and says or signs 'find the cookie' or 'where's the cookie'. The learner points to the 'cookie' and the teacher responds with an expression such as 'good' or 'that's right'. In another example, a teacher places a 'plate of cookies' on a table in the kitchen and proceeds to another room where the learner is sitting on a couch. The teacher says 'please go and get the plate of cookies in the kitchen'. The learner goes to the kitchen, retrieves 'the plate of cookies', and brings it to the other room. The teacher then responds by saying 'thank you'.

Finally, requests should be distinguished from **answers to questions**, which permit the learner to respond to the requests of others by describing items and persons that are not present and activities that are no longer occurring. Answers to questions also permit the learner to retain an audience and to engage in conversation. Answers to questions occur when the learner is requested with spoken words, signs, printed words, or written words to respond with words, signs, or printed words that do not match the original words or signs. These responses result in praise, other forms of social approval, or requests for additional responses. For example, a care provider says or signs 'where are your shoes'. The learner says, signs, or types 'in my room' and the care provider says or signs 'let's get them so we can go outside'.

intraverbals

Requests represent the most important function of communication and language. An equally important and closely related function is represented by **Listener Responses**. These related skills include waiting for requests to be honored, accepting the removal of access to preferred items, activities, and persons, accepting no when requests are not honored, completing assigned tasks between opportunities to make requests, sharing and taking turns, and making transitions, all of which are included in this domain. Other basic listener responses are included in the chapter of the same name. Requests and these related skills make up seven of what we call **The Essential 8** -- eight skills that are essential for a happy and productive life as a child and as an adult. Must-have Requests and Related Skills should always be occurring without prompts, before instruction includes Names and Descriptions or Answers to Questions. Self-injurious, aggressive, destructive, and disruptive behavior, which often occur in learners with limited requesting repertoires and poor listener responses, can be avoided with an emphasis on these skills.

¹ Technically, 'pure' names or descriptions are preceded by the presence of specific items, activities, places, or people without the occurrence of spoken words, signs, or printed words. Pure names, however, seldom occur in daily living.

As you continue with this section, you should have access to an **Assessment and Record of Progress (ARP)** for each learner. When you are conducting an initial assessment, review the procedures described on pages 1-8 of the **ARP**. Determine each learner's performance level on each of the skills designated as *must-have* requests and related skills (**R1-R18**) and record this level on the **ARP**. The performance levels for requests are described in Table 2, while the performance levels for (1) waiting for requests to be honored, (2) accepting the removal of access to preferred items, activities, and persons, (3) accepting no when requests are not honored, (4) completing assigned tasks between opportunities to make requests, (5) sharing and taking turns, and (6) making transitions are described in Tables 3 and 4.

Table 2. The Performance Levels for Requests

When motivating events occur, learners can be expected to request specific items, activities, or persons, or a request for specific information consistent with those events on the first opportunity of the day for three consecutive days...

without self-injurious, aggressive, or destructive behavior	SA
without disruptive or repetitive behavior	DR
without resistance to prompts and without leaving the area	NR
with a full physical or full demonstration prompt (includes echoic prompts)	FP
with a partial physical or partial demonstration prompt (includes partial echoic prompts)	PP
with a minimal touch, minimal gestural, or minimal echoic prompt	MP
without prompts, without scrolling, and without hesitation	Ind
in two or more settings	2S
in the presence of either of two people	2P
when the learner does not have sensory contact with the requested item, or an item that is part of the requested activity	NI

R6. Requests 10 highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

1 cookies	SA	DR	NR	FP	PP	MP	Ind	2S	2P	Ni
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Continue conducting the assessment with this domain only if a learner has reached the highest performance level on most of skills from **R1-R18**. If this is the case, continue the assessment with **R19** until the learner requires prompts, exhibits inappropriate responses, or responds with problem behavior on three consecutive skills or items within skills.

Before you begin teaching requests and related skills, make certain that the learner's primary method of speaking has been selected and confirmed. If the learner's method includes idiosyncratic signs or gestures, make certain that the signs or gestures that are required are clearly defined. Also, clearly define inappropriate responses or problem behavior. Use the three teaching protocols for requesting skills described in chapter X, along with the protocols for waiting, accepting no, accepting the removal of preferred items, activities, or persons, sharing and taking turns, making transitions, and completing assigned tasks between opportunities to make requests. Record the learner's performance level on one of the Probe Data Sheets provided in chapter X. Then, as the learner reaches specific performance levels, transfer this information to the **ARP**.

Table 4. The Performance Levels for
(4) Completing Assigned Tasks between Opportunities to Make Requests,
(5) Sharing and Taking Turns, and (6) Making Transitions

When directed to do so, learners can be expected, to (4) complete assigned tasks between opportunities to make requests, and (5) share and take turns...

without self-injurious, aggressive, or destructive behavior	SA
without disruptive or repetitive behavior	DR
without resistance to prompts and without leaving the area	NR
with a full physical or full demonstration prompt (includes echoic prompts)	FP
with a partial physical or partial demonstration prompt (includes partial echoic prompts)	PP
with a minimal touch, minimal gestural, or minimal echoic prompt	MP
without prompts and without hesitation	Ind
in two or more settings	2S
in the presence of either of two people	2P

When directed to do so, learners can be expected, to (6) make transitions...

without self-injurious, aggressive, or destructive behavior	SA
without disruptive or repetitive behavior	DR
without requesting the preferred item or activity or making additional requests	IR
in two or more settings	2S
in the presence of either of two people	2P

R11. Completes five new tasks between opportunities to make requests

2 pointing to his book bag

SA	DR	NR	FP	PP	MP	Ind	2S	2P
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R10. Shares or takes turns obtaining access to each of the items and activities in R6 and R7 with an instructor, care provider, parent, or peer

1 cookies

SA	DR	NR	FP	PP	MP	Ind	2S	2P
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R12. Makes transitions from preferred items and activities to required tasks

1 from computer to washing hands

SA	DR	IR	2S	2P
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Requests and Related Skills: R1 through R80

Must-have Indications of Interest

In order for our children and adults with developmental disabilities to learn to make requests, they *must* be able to indicate what interests them. They must be able to do this:

- when items and activities are made available,
- when items and activities are offered to them, and
- when items and activities are presented one at a time.

R1. Instructors, parents, and care providers begin to determine the interests of the learner

Before assessing and teaching requests, we must begin by determining **the interests of the learner in specific items and activities**. Some learners indicate interest in a wide variety of items and activities readily and frequently. Others indicate interest in only a few items or activities. Some learner's interests seem to be limited

the items and activities that may function as reinforcers and for which mands should be targeted

to one or more items they carry with them wherever they go or a repetitive movement they exhibit every few minutes throughout the day. Still others struggle to make responses that would indicate interest and to make these responses only when they are interested. Many older learners who have grown up in a culture of compliance, may, in the beginning, require permission to indicate interest in any specific items or activities.²

Begin by interviewing one or both parents, an instructor, or care provider who spends a considerable amount of time each day with the learner. Ask them to make a list of the learner's favorite items and activities and to prioritize this list from most to least favorite, using column **R1** of the Favorite Items and Activities Data Recording Form (see Table 5 and chapter X). This list should include favorite foods, drinks, toys, items of clothing, forms of entertainment, or other favorite activities. Based on your interactions and your experiences with the learner, you should also add items or activities to column **R1**, especially if parents and other instructors or care providers were only able to provide a short list. conduct an indirect preference assessment

Table 5. Determining the Interests of the Learner by Interviewing Others and Making Items and Activities Available (**R1** and **R2**)

Learner: _____ Birthdate: _____ Age: _____

School, Home, Day Activity, or Residential Program: _____

Interests of the learner as indicated in a interview by persons who know the learner well...	Interests of the learner as indicated by learner...																			
R1: Items and activities are ranked from most favorite to least favorite All items and activities on this list go to R2 or R4	R2: when items or activities are made available one at a time All items and activities on the list or interests that are indicated go to R3				R3: when items or activities are given one at a time When interest is indicated in three or more items or activities go to R4				R4: when items or activities are presented one at a time When interest is indicated in three or more items or activities go to R5 or R6				R5: when items or activities are presented two or more at a time All interests that are indicated go to R6							
	1	2	3	4	✓	1	2	3	4		1	2	3	4		1	2	3	4	
1. crackers	1	2	3	4	✓	1	2	3	4		1	2	3	4		1	2	3	4	
2. juice	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
3. Coke	1	2	3	4	✓	1	2	3	4		1	2	3	4		1	2	3	4	
4. DVD player	1	2	3	4	✓	1	2	3	4		1	2	3	4		1	2	3	4	
5. popcorn	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
6. hugs	1	2	3	4	✓	1	2	3	4		1	2	3	4		1	2	3	4	
Items the learner carries around or repetitive behaviors the learner exhibits frequently																				
1 -- a bandana (her 'flag') she frequently wraps around her left hand and wrist																				
2 --																				

² Many programs serving learners with developmental disabilities have emphasized responding as a good listener almost to the exclusion of responding as a speaker. Many of these learners have been taught, albeit inadvertently, to wait for permission to indicate 'what they want'.

If the learner carries items with him or exhibits repetitive movements every few minutes, list these items and behaviors in the designated area of the Favorite Items and Activities Data Recording Form (see Table 5). If the learner readily accepts items and activities from instructors, care providers, and parents without resistance, and your experience with the learner suggests that this list is accurate, you can skip **R2 and R3**, score both NA (not applicable), and proceed to **R4**.

R2. The learner indicates interest in 10 specific items or activities made available one at a time

Begin by making each of the first three or four items or activities on Favorite Items and Activities Data Recording Form available *one at a time* in the learner's immediate environment without making direct contact with the learner. In other words, place each of these items or provide items that are part of each of these activities in locations that, within a few seconds, will be within reach or within sensory contact of the learner.³ Provide the items one at a time and alternate

Begin to conduct a direct preference assessment with single stimulus engagement and without contact with another person.

items until each item has been made available four times. If the learner indicates interest by approaching, consuming, or interacting with an item or an activity, simply permit the learner to do so without interacting with him or placing demands on him. Record this indication of interest in column **R2** by marking the box which contains the numeral '1' with a yellow marker, which represents one of the four times the item was made available (see Table 5). If the learner does not indicate interest in the item or activity within two minutes, withdraw it, and record this lack of interest by marking the box with a blue marker. When each of the three or four items or activities has been made available four times, select the items or activities in which the learner has indicated interest three or four times by placing a check mark in the box at the right side of this column. Repeat these procedures with the remainder of the items and activities on the Favorite Items and Activities Data Recording Form. Then, with the items and activities in which the learner has indicated interest three or four times (i.e., the checked items and activities), proceed to **R3**.

As shown in Table 6, some learners may indicate interest in every item or activity, while others, including some of those who carry items with them or who exhibit repetitive movements, may not approach, consume, or interact with any of the items or activities. If either occurs, proceed to **R3**.

Table 6. If Learners Indicate Interest in Every Item and Activity Made Available (**R2**) or Do Not Indicate Interest with Any of the Items or Activities, Proceed to **R3**

R1:	R2:			
	go to R3			
1. crackers	1	2	3	4
2. juice	1	2	3	4
3. Coke	1	2	3	4
4. DVD player	1	2	3	4
5. popcorn	1	2	3	4
6. hugs	1	2	3	4

R1:	R2:			
	go to R3			
1. crackers	1	2	3	4
2. juice	1	2	3	4
3. Coke	1	2	3	4
4. DVD player	1	2	3	4
5. popcorn	1	2	3	4
6. hugs	1	2	3	4

³ The learner will be able to see, hear, touch, feel, taste, or smell the items.

R3. The learner indicates interest in items and activities from R2 given one at a time

If you skipped **R2**, also skip **R3**, and proceed to **R4**. If you did not skip **R2**, approach the learner and immediately begin to give her each of the items and activities that were previously made available and in which she indicated interest three or four times. In other words, place these items in the learner's hands or put the learner in contact with these activities one at a time (e.g., place a piece of cookie in the learner's hand, place yogurt on the learner's tongue, place the learner on the trampoline, or begin to rub the learner's back). Remember not to place any demands on the learner. **This procedure pairs the learner's preferred items and activities with the behavior of instructors, care providers, and parents, which will make it more likely that, when it is time to teach requests, the learner will readily approach these individuals and respond without resistance to prompts and other demands.** Alternate items and activities, until each has been offered four times. If the learner indicates interest by consuming or interacting with an item or activity, permit the learner to do this and indicate your approval (e.g., 'cookies, good choice'). As shown in Table 7, record this indication of interest in column **R3** by marking the box which contains the numeral '1' with a yellow marker, which represents one of the four times the item was given to the learner. If the learner does not indicate interest in an item or activity within a few seconds (learners with delayed movements may require a longer period of time to respond), indicate your approval (e.g., 'I understand; you don't want the cookies. '), withdraw the item or activity, and record this lack of interest by marking the box with a blue marker. When each of the items and activities has been given to the learner four times, select the items or activities in which the learner has indicated interest three or four times by placing a check mark in the box at the right side of this column.

Noncontingent stimulus-stimulus pairings of preferred items and activities with the behavior of instructors, care providers, and parents will increase the probability that these behaviors will function as reinforcers and that, when it is time to teach demands, prompts will function as establishing operations which increase, rather than decrease, the value of the items and activities, making it more likely that learners will approach, rather than avoid instructors, care providers, and parents.

For learners who did not respond to any items or activities in **R2**, and who carry items with them wherever they go, or who exhibit repetitive movements every few minutes, withdraw these items and interrupt these movements and *immediately* give them one of the first three or four items or activities on the Favorite Items and Activities Data Recording Form. If the learner begins to indicate interest in some items or activities, continue with the procedures previously described. If the learner does not begin to indicate interest in any item or activity or exhibits severe problem behavior, consult a behavior analyst or a comparable professional for assistance.

For other learners who do not respond to any items or activities, provide permission to do so by saying 'do you want this'. If the learner begins to indicate interest in some items or activities, continue with the procedures previously described.

If, as a result of any of the aforementioned procedures, the learner has indicated interest in two or fewer items or activities, interview others who know the learner well, add new items or activities to column **R1**, and continue with these procedures. As soon as the learner indicates interest in three or more items or activities, proceed to **R4**. As the learner moves on to **R4** or **R5**, continue with **R3** until the learner has indicated interest in twenty items or activities.

Table 7. Determining the Interests of the Learner by Giving the Learner Items and Activities (**R3**)

Interests of the learner as indicated in a interview by persons who know the learner well...	Interests of the learner as indicated by learner...																			
R1: Items and activities are ranked from most favorite to least favorite All items and activities on this list go to R2 or R4	R2: when items or activities are made available one at a time All items and activities on the list or interests that are indicated go to R3					R3: when items or activities are given one at a time When interest is indicated in three or more items or activities go to R4					R4: when items or activities are presented one at a time When interest is indicated in three or more items or activities go to R5 or R6					R5: when items or activities are presented two or more at a time All interests that are indicated go to R6				
1. crackers	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	1	2	3	4		
2. juice	1	2	3	4		1	2	3	4		1	2	3	4	1	2	3	4		
3. Coke	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	1	2	3	4		
4. DVD player	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	1	2	3	4		
5. popcorn	1	2	3	4		1	2	3	4		1	2	3	4	1	2	3	4		
6. hugs	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	1	2	3	4		

R4. The learner indicates interest in items and activities from R1, R2, or R3 presented one at a time

If you skipped **R2** and **R3**, approach the learner and immediately begin to present one of the first three or four items or activities in column **R1** on the Favorite Items and Activities Data Recording Form (see Table 8). If you completed **R3**, approach the learner and begin to present each of the items and activities that were previously given and in which she indicated interest three or four times (see Table 7). In other words, place each item or each item that is part of an activity near the learner so that the learner is aware of its presence and 'wait'. Remember to present these items and activities one at a time without placing any demands on the learner. If the learner indicates interest by gesturing toward an item or activity with one or more of the following movements --

- smiling
- blinking
- moving the eyes
- moving the lips
- nodding
- leaning against
- turning toward
- making a noise
- reaching
- pointing
- touching
- [a movement available to the learner] _____

-- acknowledge the selection (e.g., 'oh, you want the ball') and provide the learner with immediate access to the corresponding item or activity. If the learner has a limited repertoire of gestures, and seems hesitant to respond, prompt a gestural movement using a demonstration or hand-over-hand prompt. Wait a few seconds for the learner to respond (learners with delayed movements may require a longer period of time to respond). If the learner completes the indication of interest by accepting and consuming, or interacting with the item or activity, indicate your approval (e.g., 'you've got the ball'). Then, as shown in Tables 8 and 9, record this indication of interest in column **R4** by marking the box which contains the numeral '1' with a yellow marker, which represents one of the four times the item was presented to the learner. If the learner does not indicate interest in an item or activity within two minutes, indicate your approval (e.g., 'I understand; you don't want the ketchup; that's fine with me.'). Withdraw the item or activity, and record this lack of interest by marking the box with a blue marker. When each of the items and activities has been presented four times, select the items or activities in which the learner indicated interest three or four times by placing a check mark in the box at the right side of this column (see Tables 8 and 9).

Table 8. If You Skipped **R2** and **R3**, Determine the Interests of the Learner by Presenting Items and Activities One at a Time (**R4**)

R1: All items and activities on this list go to R2 or R4	R2:				R3:				R4: When interest is indicated in three or more items or activities go to R5 or R6				
1. crackers	1	2	3	4	1	2	3	4	1	2	3	4	✓
2. juice	1	2	3	4	1	2	3	4	1	2	3	4	
3. Coke	1	2	3	4	1	2	3	4	1	2	3	4	✓
4. DVD player	1	2	3	4	1	2	3	4	1	2	3	4	✓
5. popcorn	1	2	3	4	1	2	3	4	1	2	3	4	
6. hugs	1	2	3	4	1	2	3	4	1	2	3	4	✓

Repeat these procedures with the remainder of the items and activities in column **R1** or column **R3** on Favorite Items and Activities Data Recording Form. If, as you are working with the learner, she begins to indicate 'a new interest', add this item or activity to column **R1**. As soon as the learner indicates interest in three or more items or activities three or four items, when these items and activities are presented one at a time, you may proceed to **R5** or **R6**. In other words, you can either teach the learner to indicate interests by making choices among several items presented or encountered at the same time (**R5**) or to make requests for the items in which he has already indicated interest when they are presented one at a time (**R4**). If you decide to move on to **R6**, come back and teach **R5** at a later point in time. As the learner moves on to **R5** or **R6**, continue with **R3** and **R4** until the learner has indicated interest in twenty items or activities.

Table 9. If You Completed **R3**, Determine the Interests of the Learner by Presenting Items and Activities One at a Time (**R4**)

Interests of the learner as indicated in a interview by persons who know the learner well...	Interests of the learner as indicated by learner...																			
R1: Items and activities are ranked from most favorite to least favorite All items and activities on this list go to R2 or R4	R2: when items or activities are made available one at a time All items and activities on the list or interests that are indicated go to R3				R3: when items or activities are given one at a time When interest is indicated in three or more items or activities go to R4				R4: when items or activities are presented one at a time When interest is indicated in three or more items or activities go to R5 or R6				R5: when items or activities are presented two or more at a time All interests that are indicated go to R6							
1. crackers	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	
2. juice	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
3. Coke	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	
4. DVD player	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	
5. popcorn	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
6. hugs	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	

Should-have Indications of Interest

In order for our children and adults with developmental disabilities to acquire a large repertoire of requests, they should be able to indicate what interests them by:

- gesturing toward items or activities presented two or more at a time, and
- leading others to specific items, or completing activities that are typically paired with or precede other specific activities.

R5. Indicates interest in 10 specific items or activities presented two or more at a time (makes choices)

Many, but not all learners, can learn to indicate interests by making choices among several items presented or encountered at the same time. This provides learners with a distinct advantage in daily living, as several preferred items and activities are often available at the same time. *Making choices, however, is not a prerequisite for making requests.* In other words, it is not necessary for the learner to complete **R5** in order to begin **R6**. If a child or an adult learns to make requests for several items or activities without prompts, but has not completed **R2-4**, or **R5**, these skills should be added to his program.

Begin with items and activities in which the learner has already indicated interest three or four times when these same items and activities were presented one at a time (see column **R4**). If, as you are working with the learner, she begins to indicate 'a new interest', add this new item or activity to the list in column **R1**.

Approach the learner and begin to present each of the items Begin conducting a preference assessment with two stimuli and replacement

or activities two or three at a time, alternating and mixing items until each item is presented five times. In other words, place two or three items or activities, or some combination thereof, near the learner so that the learner is aware of their presence and 'wait'. Remember to alternate and mix items without placing any demands on the learner. If the learner indicates interest by gesturing toward one or other of the items or activities, acknowledge the indication (e.g., 'oh, you want the chocolate milk') and provide the learner with immediate access to the corresponding item or activity. If the learner completes the indication of interest by accepting and consuming or interacting with the item or activity, indicate your approval (e.g., 'enjoy your chocolate milk'). Then, record this indication of interest in column **R5** by marking the box which contains the numeral '1' with a yellow marker, which represents one of the four times the item was presented to the learner with one or two additional items or activities (see Table 10). If the learner indicates lack of interest by not gesturing toward any of the items or activities, permit him to do this and indicate your approval (e.g., 'you don't want either of these; that's fine'). If the learner indicates lack of interest by gesturing toward one item or activity and then not accepting, consuming, or interacting with the item, permit him to do this and indicate your approval (e.g., 'I understand; you don't want the crackers'). Then, record this lack of interest by marking the box with a blue marker (see Table 10). When each of the items and activities has been presented four times, select the items or activities in which the learner indicated interest three or four times by placing a check mark in the box at the right side of this column. Then, proceed to **R6** and begin to teach requests for these items and activities.

Table 10. Determining the Interests of the Learner by Presenting Items and Activities Two or More at a Time (**R5**)

Learner: _____ Birthdate: _____ Age: _____

School, Home, Day Activity, or Residential Program: _____

Interests of the learner as indicated in a interview by persons who know the learner well...	Interests of the learner as indicated by learner...																								
	R1: Items and activities are ranked from most favorite to least favorite All items and activities on this list go to R2 or R4					R2: when items or activities are made available one at a time All items and activities on the list or interests that are indicated go to R3				R3: when items or activities are given one at a time When interest is indicated in three or more items or activities go to R4				R4: when items or activities are presented one at a time When interest is indicated in three or more items or activities go to R5 or R6				R5: when items or activities are presented two or more at a time All interests that are indicated go to R6							
1. crackers	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓
2. juice	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
3. Coke	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓
4. DVD player	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓
5. popcorn	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
6. hugs	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓	1	2	3	4	✓

For learners who carry items with the or exhibit repetitive movements, you may need to withdraw these items and interrupt these movements in order to obtain indications of interest in other items and activities.

Many children and adults already indicate interest in some specific items or activities by leading others to those items or activities or to locations where those items or activities are typically found (e.g., taking care providers by the arm and leading them to the cabinet where the cookies are kept or taking instructors to the gym and pointing to the trampoline). If your learner does not begin to do this, prompt her to do so with items and activities in column **R5**. Some learners obtain items or complete activities that are typically paired with these items or activities (e.g., getting the car keys and putting on a jacket). Whenever learners do this, acknowledge their indications of interest, and, if you have not already done so, begin to teach requests for these items and activities. For some learners, these indications of interest also function as a method of speaking. This method has significant limitations (see alternative methods of speaking **AMS __** and **AMS __**), and should be replaced with another method whenever possible.

Must-have Requests and Related Skills

In order to begin functioning effectively as speakers, learners must begin, as most young children do, by 'saying what they most want to say'. This insures that they will continue making the effort to 'say things'. Learners most want to request highly preferred items and activities when they want them. To make this task easier to acquire, they must begin:

- requesting items and activities that can be made frequently and immediately available, and
- requesting that certain unpleasant situations be removed or reduced in intensity.

As they learn to make these requests, they must also begin:

- waiting for the requests to be honored,
- accepting 'no' when they are not honored,
- accepting the removal or lack of availability of the items and activities they were requesting,
- sharing and taking turns obtaining preferred items and activities,
- completing required tasks or activities between opportunities to make requests, and
- makes transitions from preferred items and activities to required tasks.

Must-have requests also include:

- forcefully requesting that an intruder or a person making sexual advances go away,
- requesting 'help' in threatening or dangerous situations,
- making a generalized request for an audience, and
- making a request for a communication board, book, or device.

Must-have requests generally include just one word, one sign, or one picture.

R6. Requests 10 highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

Now that the learner has indicated interest in four or more items or activities which have been paired with an instructor, care provider, or parent and presented one at a time (**R4**) and possibly two at a time (**R5**), begin teaching requests for these same items and activities. 'Making requests' is one of **The Essential 8**. This skill permits learners to function effectively as speakers. Without this skill, learners may begin to exhibit problem behavior, especially when **they want specific, preferred items and activities** and they cannot make requests for the same. motivating operations related to specific reinforcers are strong.

Before beginning to teach children or adults to make requests, you must first select a method of speaking for each learner (see chapter X). Once this has been accomplished, begin teaching learners to make requests for specific, highly preferred items and activities that can be made frequently and immediately available (e.g., cookies, juice, soda, tickles, hugs, movies).

If the learner's method of speaking is 'saying words', begin by teaching requests for 4-6 items or activities at the same time. If the learner's method of speaking includes 'signs', and she imitates fine motor movements, or if the learner 'selects pictures' and she matches pictures to corresponding objects, begin by teaching requests for 4-6 items or activities at the same time. For all other learners, begin by teaching requests for 2-3 items or activities. For most learners, it is not advisable to begin by teaching a request for only one item or activity at a time. Learners who acquire one spoken word, one sign, or one picture selection request, tend to perseverate on this word, sign, or picture selection, even when they want something else, making it very difficult to prompt and teach a request for a new item or activity.

In general, do not begin by teaching generalized requests: 'please', 'more', 'help', 'want', or 'eat'. These requests require another word, sign, or picture to have any meaning (e.g., 'want juice' or 'more tick-ling') and tend to interfere with the acquisition of requests for specific items and activities. Generalized requests should be taught after learners have acquired a substantial repertoire of requests for specific items, activities, and people (**R6-7, R19-20, R24, R27-28**).

In general, do not begin by teaching mands for generalized, positive reinforcers.

Also, in most circumstances, it is not advisable to begin by teaching requests for avoidance or escape from required tasks -- e.g., 'break', 'stop', or 'finished'. These requests pair unpleasant situations with the behavior of instructors, care providers, and parents, making it more likely that, in the future, learners will withdraw from these individuals.

In most circumstances, do not begin by teaching mands for generalized, negative reinforcers

Some learners, with few to no requests, exhibit intense and frequent self-injurious, aggressive, and destructive behavior. When this occurs, it is highly advisable to enlist the services of a behavior analyst with extensive experience with these forms of problem behavior. *When these problem behaviors have resulted in escape or avoidance in the past, many behavior analysts will recommend that one of the learner's first few requests result in this same outcome.* While this may be necessary in some circumstances, we prefer to begin by reducing demands, making escape or avoidance less valuable, and teaching requests for highly preferred items and activities.

When problem behaviors are a function of avoidance or escape, many behavior analysts will recommend that "break" be one of the learner's first mands.

When you are teaching requests, circumstances will occur that will require the learner to 'wait', 'accept no', accept the withdrawal of preferred items and activities, and complete required tasks or activities between opportunities to make requests. As such, it is highly desirable to teach **R8-12**, along with **R6** and **R7**.

Continue with the procedures described in this section and those that apply from **The Essential 8** until the learner is requesting 10 items or activities without prompts (Ind). As you begin to teach requests that are part of **R19** and **R20** gradually fade the presence of the requested items and items that are part of the requested activities in **R6** and **R7**.

R7. Requests two very highly preferred items that the learner may carry with him wherever he goes or repetitive activities in which he engages frequently

For learners who carry very highly preferred items with them wherever they go, or engage in repetitive activities every few minutes, consider teaching requests for these items and activities. It is generally advisable to do this only after learners have acquired 5-6 requests in **R6**. These items and activities may include: 'a piece of yarn', 'a page torn from a magazine and rolled-up to form a magic wand', 'a Raggedy Ann doll', 'a shoestring', 'making specific finger movements', or 'reciting part of the script from *Dora*', to name a few we've encountered.

Teaching requests for these items and activities requires withdrawing access or interrupting engagement, which often results in an immediate and substantial change in motivation and one or more instances of problem behavior. Providing free and uninterrupted access to these items and activities for awhile and teaching requests for them after acquiring requests for other highly preferred items and activities, often results in only a slight change in motivation and a reduced likelihood of problem behavior.

Many professionals will recommend that access to these items be eliminated or that these activities be interrupted every time they occur. Our experience, on the other hand, suggests that access and engagement be limited to specific, well-defined situations and that requests for these items and activities be taught and honored only within these situations.

R8. Waits after requesting each of the items and activities in R6 and R7 for gradually increasing periods of time

'Waiting' after making a request is one of **The Essential 8** and should be taught shortly after a child or adult has learned to request each of the items and activities in **R6** and **R7**. 'Waiting' is defined as follows: after the learner exhibits a mand, either of two people direct the learner to wait and the learner does not exhibit problem behavior for periods of time ranging from one second to 20 minutes. Learners are expected to 'wait' as defined for each of the items and activities from **R6** and **R7**. Many children and adults have not acquired this skill. When they are required to wait, they often exhibit problem behavior. A protocol for teaching 'waiting' is included in chapter **X**.

R9. Accepts the removal of access to each of the items and activities in R6 and R7 by a parent or a person in authority for gradually increasing periods of time

'Accepting the removal of access to preferred items or activities' is a one of **The Essential 8** and should be taught shortly after a child or adult has learned to request each of the items and activities in **R6** and **R7**. This behavior is defined as follows: after the learner makes a request for an item or activity, and spends some time interacting with that item or activity, either of two people direct the learner to 'give them' or 'put away' the item or activity and the learner relinquishes access to the item or activity and returns to other activities, without repeating the original request, making requests for 'when' or 'later', making requests for other items or activities, or exhibiting problem behavior. Learners are expected to 'accept the removal of access' as defined for each of the items and activities from **R6** and **R7** for periods of time ranging from one hour to two days. Many children and adults have not acquired this skill. When access to preferred items or activities is removed, they often exhibit problem behavior. A protocol for teaching 'accepting the removal of access to preferred items or activities by a person in authority' is included in chapter **X**.

R10. Shares or takes turns obtaining access to each of the items and activities in R6 and R7 with an instructor, care provider, parent, or peer

'Sharing or taking turns' is also one of **The Essential 8** and should be taught shortly after a child or adult has learned to request each of the items and activities in **R6** and **R7**. This skill, which includes **R9** and **R8**, is defined as follows: after a learner makes a request for an item or activity and spends a few minutes receiving several items or interacting with the activity, a peer makes a request for the same item or activity and the learner provides shared or alternate access without exhibiting problem behavior. Learners are expected to 'share and take turns' as defined with respect to each of the items and activities from **R6** and **R7**. Please note that this skill does not require that learners make or honor requests from peers (see **R41-42**). Many children and adults have not acquired this skill. When shared or alternate access is requested, they often exhibit problem behavior. A protocol for teaching 'sharing and taking turns' is included in chapter **X**.

R11. Completes five new tasks between opportunities to make requests

'Completing assigned tasks' is one of **The Essential 8** and *should be taught as learners are beginning to acquire a few requests* from **R6** and **R7**. The first few tasks should include *targeted matching and imitation skills, tolerating skills, and listener responses that have not yet been acquired*. These new tasks should gradually be interspersed between opportunities to make requests until learners complete five tasks with or without prompts, without problem behavior, and without resistance to prompts. A protocol for the intensive teaching of new tasks between opportunities to make requests is included in chapter **X**.

R12. Makes transitions from preferred items and activities to required tasks

'Making transitions from preferred items and activities to required tasks' is one of **The Essential 8** and *should also be taught as learners are beginning to acquire a few requests* from **R6** and **R7**. This skill, which includes **R9**, accepting the removal of access to highly preferred items and activities and **R11**, completing assigned tasks, is defined as follows: after a learner requests an item or activity, and spends some time interacting with that item or activity, either of two people direct the learner to 'give them' or 'put away' the item or activity and to begin completing a new task, and the learner relinquishes access to the item or activity and completes the task without problem behavior or resistance to prompts. You should teach this skill by combining 'removals' from **R9** and tasks from **R11** that you are already teaching. Learners should be required to make transitions as defined with each of the items and activities from **R6** and **R7**. Many children and adults have not acquired this skill. When transitions are required, they often exhibit problem behavior. A protocol for teaching 'making transitions from preferred items and activities to required tasks' is included in chapter **X**.

R13. Makes a generalized request that 1-4 unpleasant situations or activities be removed, reduced in intensity, or discontinued

Learners encounter unpleasant situations almost everyday. While they should learn to tolerate most of these situations (see **Tolerating Skills**), we should permit the removal or reduction in intensity of certain ones (and no more than four) some or most of the time. When learners have acquired at least a small repertoire of requests for access to specific items and activities (four or five of the items and activities in **R6** and **R7**), they can be taught to make a generalized request (e.g., 'stop') that 1-4 unpleasant situations or activities be removed, reduced in intensity, or discontinued. They must also learn, however, to accept 'no' when this request is not honored (see **R14**). When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior,

work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

R14. 'Accepts no' after requesting access to each of the items and activities in R6 and R7 or the removal or reduction in intensity of the situations and activities in R13 for gradually increasing periods of time and accepts 'no' after requesting items and activities that should never be honored

'Accepting no' after making a request, like 'waiting', is a one of **The Essential 8** and should be taught as a child or adult is learning to request each of the items and activities in **R6** and **R7** and each of the situations in **R13**. 'Accepting no' is defined as follows: after the learner makes a request, either of two people say something like "no, not now" or "no, you can't have that (or do that) right now" and the learner returns to other activities, without repeating the original request, making requests for 'when' or 'later', making requests for other items or activities, or exhibiting problem behavior. Learners are expected to 'accept no' as defined with each of the items and activities from **R6**, **R7**, and **R13** for gradually increasing periods of time from one hour to two days. Learners are also expected to 'accept no' as defined for specific items and activities that can never be honored.

Many children and adults have not acquired this skill. When they are 'told no' after making a request, they often exhibit problem behavior. A proto-col for teaching 'accepting no' is included in chapter X.

Some learners, who have difficulty 'accepting no', tend to repeat a request for the same item or activity over and over. When this occurs, and their method of speaking includes selecting pictures or printed words, some instructors will remove access to their board, book, or electronic device. *This removal, however, prevents this skill from being taught and acquired and should always be avoided.*

Sometimes our learners acquire requests inadvertently for items and activities that threaten or jeopardize their safety. We must respond "no" to these requests and expect the same performance as described earlier.

R15. Makes very forceful and repeated requests for a stranger, an intruder, or a person making sexual advances to 'go away'

Children and adults, especially (but not exclusively) girls and women, should be taught to make very forceful and repeated requests to 'go away' when they encounter a stranger, an intruder, or a person making sexual advances. This skill is of the utmost importance and should never be 'put off until later'. Teaching this skill will require extensive role-playing and practice. Obviously, this request can be taught at any time, with-out regard to the size of the learner's requesting repertoire.

R16. In a threatening or dangerous situation, makes contact with an audience, makes use of an alternative method of making contact with an audience, calls '9-1-1', or activates a medical alert device or makes a generalized request for 'help'

All children and adults, especially those with very significant disabilities, should be taught to request help in a threatening or dangerous situation using all of the following methods: (1) makes contact with an audience, (2) makes use of an alternative method of making contact with an audience, (3) calls 9-1-1, or (4) activates a medical alert device. This skill is of the utmost importance and should never be 'put off until later'. Teaching this skill will require extensive role-playing and practice. Obviously, this request can be taught at any time, without regard to the size of the learner's requesting repertoire. Learners also need a request for 'help' in other situations that are not dangerous (see **R34**).

R17. Makes a generalized request for an audience, followed by requests for items or activities in R6 and R7

Now that the learner is requesting a small number of highly preferred items and activities that can be made frequently and immediately available (**R6** and **R7**), you should begin teaching the learner to make contact with an audience that is not currently attending to him and then make a request for an item or activity that was previously acquired (e.g., tapping another person on the shoulder or the arm [**AMMCA 1**], or using another alternative method of making contact with an audience, and then saying, signing, or selecting a picture for 'juice'). This skill can be taught along with **R21**. Some learners, however, will have difficulty acquiring **R21** and teaching this skill can be postponed until requests are acquired that are part of **R19** and **R20**.

This skill is often referred to as requesting attention. Our experience, however, suggests that attention comes in many forms and has many specific functions, only one of which secures an audience. Seven additional forms and functions are described in **R31, R32, R46, R49, R53-54, and R81**. It is almost never advisable to teach a generalized request for attention alone with a learner with a very limited requesting repertoire, even as part of a tactic for reducing problem behavior (e.g., Functional Communication Training). The learner will be able to make contact with another person, but will not be able to 'say' anything else to that person. It is much more functional for a learner to first acquire a repertoire of requests for items, activities, and places. Then, when contact with an audience has been made, the learner can make any of those requests (e.g., 'tapping someone's arm' and saying, signing, or selecting a picture or a word for 'juice').

When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, however, it is always advisable to work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

R18. Makes a request for a communication board, book, or device

Sometimes learners, whose method of speaking includes selecting pictures or selecting or typing words, become separated from their board, book, or device. When this begins to happen, you should teach them to request their board, book, or device.

Additional Must-have Requests and Related Skills

With certain children and adults, you may want to select additional requests and related skills and designate these as must-have skills. This section permits you to do this.

R18a. _____

R18b. _____

R18c. _____

Should-have Requests and Related Skills

Once learners can request very highly preferred items and activities, we recommend that they begin learning to expand this repertoire to include:

- requesting items and activities that cannot be made available frequently or immediately,
- requesting less preferred items and activities,
- facing or looking toward an audience as they make a generalized request for that audience,
- making persistent requests when previous requests are inadvertently ignored,
- making requests for affection and companionship
- making requests with words, signs, or pictures that were previously made by gesturing, leading, and completing related activities,
- making a generalized request for 'help',
- requesting a delay in the onset of a required activity or 'a break' from that activity,
- making a generalized request for the reduction or cessation of unpleasant events,
- making a request to use the toilet, and
- making requests with peers.

Learners *should-have* these requests in their repertoire.

They should also begin:

- honoring requests made by peers,
- thanking those who honor their requests,

and continue:

- waiting for requests to be honored,
- accepting 'no' when they are not honored,
- completing assigned tasks between opportunities to make requests, and
- accepting the removal or lack of availability of preferred items and activities.

Most should-have requests include only one word, one sign, or one picture, except **R36**, which may require two words, two signs, or two pictures.

R19. Requests 5 highly preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available

Now that the learner is requesting preferred items and activities that can be made frequent and immediately available and is waiting for and accepting the removal of the same (i.e., has completed **R6-9**), you should begin to increase the size of the learner's re-questing repertoire. Begin by teaching requests for preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available (e.g., ice cream, coffee, ketchup packets, opening a door).

R20. Requests 5 highly preferred foods, drinks, non-food items, or activities that cannot be made either frequently or immediately available

Requests that cannot be honored frequently or immediately (e.g., swimming, a ride in the van, a Slurpee, and trips to McDonald's) may also be acquired more slowly. As a result, they should be taught after requests that can be honored frequently and immediately, or immediately, but not frequently (i.e., after **R6** and **R19**).

R21. Faces or looks toward an audience as the learner makes a generalized request for that audience, followed by requests for items or activities in R6-7 and R19-20

Now that learners are requesting preferred items and activities that can be made frequently and immediately available, are waiting for and accepting the removal of

the same, are making generalized requests for an audience (i.e., have completed **R6-9** and **R17**), and are beginning to expand their mand repertoire (**R19** and **R20**), you should begin to teach them to face or look toward that audience as they are making contact with them. This skill can be taught together with **R19** and **R20** or with requests already acquired in **R6** and **R7**.

This skill is often referred to as 'eye contact' and taught as a separate skill. Like many others, we have tried to prompt eye contact by physically guiding the learner's chin and found this strategy to be ineffective. We prefer teaching it in the context of making re-quests for highly preferred items and activities, because *guiding the chin, in addition to seldom being effective, tends to increase the likelihood that the learner will try to avoid and escape the situation, whereas opportunity to make requests, tends to increase the likelihood the learner will approach the instructor, care provider, or parent.* A teaching protocol for this skill is included in chapter **X**.

guiding the chin tends to function as an abolishing operation with respect to preferred items and activities, whereas the opportunity to mand tends to function as an establishing operation with respect to those same items and activities.

R22. Waits after requesting each of the items and activities in R19 and R20 for gradually increasing periods of time up to 2 hours

'Waiting' after making a request is one of **The Essential 8** and should again be taught shortly after a child or adult has learned to request each of the items and activities in **R19** and **R20**. 'Waiting' is defined as it is in **R8**. Learners should be required to 'wait' as defined for each of the items and activities from **R19** and **R20**. Many children and adults have not acquired this skill. When they are required to wait, they often exhibit problem behavior. A protocol for teaching 'waiting' is included in chapter **X**.

R23. Accepts 'no' after requesting each of the items or activities in R19 and R20

'Accepting no' after making a request is a one of **The Essential 8** and should continue to be taught as the learner is beginning to acquire requests for items and activities in **R19** and **R20**. 'Accepting no' is defined as it is in **R14**. Learners are expected to 'accept no' after requesting each of the items and activities from **R19** and **R20**. Many children and adults have not acquired this skill, and when they are 'told no', after making a request, often exhibit problem behavior. A protocol for teaching 'accepting no' is included in chapter **X**.

R24. Requests 20 less preferred foods, drinks, non-food items, activities, or places that can be made frequently and immediately available

Now that the learner is requesting a variety of highly preferred items and activities, some of which are available infrequently and with some delay, you should continue to increase the size of the learner's requesting repertoire by teaching requests for items, activities, and places that are preferred, but less preferred than the items and activities in **R6**, **R7**, and **R19-20**. Begin with items, activities, and places that can be made frequently and immediately available. Sometimes learners appear to indicate interest in only a few items and activities. Generally, there are other preferred items, activities, and places, but we have just failed to notice them (e.g., a favorite chair, sitting in the sun, rubbing their back, singing a song to or with them, keeping their shoes off, or wearing a favorite shirt). If you pay close attention to what the learner approaches and what the learner does, you will generally notice other items and activities in which she is interested. If you cannot find any other preferred items, activities, or places, consider teaching requests from **R31-36** or **R50-70**.

R25. Says “thank you” when requests are honored

As their repertoire of requests is expanding (**R6-7**, **R19-20**, and **R24**) you should begin teaching learners to say “thank you” after their requests are honored.

R26. Completes ten new tasks between opportunities to make requests

‘Completing assigned tasks is one of **The Essential 8** and *should be taught as learners are beginning to acquire requests* from **R19-20**. These tasks should include *targeted matching and imitation skills, and names, listener responses, and answers to questions that are part of Events 1-3 or 4-6 and that have not yet been acquired*. These new tasks should gradually be interspersed between opportunities to make requests until learners complete ten tasks with or without prompts, without problem behavior, and without resistance to prompts. A protocol for the intensive teaching of new tasks between opportunities to make requests is included in chapter **X**.

R27. Requests 10 less preferred foods, drinks, non-food items, activities, or places that can be made immediately, but not frequently available

As you are teaching requests for less preferred items, activities, and places that can be made frequently and immediately available (**R24**), begin teaching requests for less preferred items, activities, and places that can be made immediately, but not frequently, available.

R28. Requests 10 less preferred foods, drinks, non-food items, activities, or places that cannot be made either frequently or immediately available

Also, as you are teaching requests for less preferred items, activities, and places that can be made frequently and immediately available (**R24**) or immediately, but not frequently, available (**R27**), begin teaching requests for items, activities, and places that cannot be made either frequently or immediately available.

R29. Accepts ‘no’ after requesting 10 of the items or activities in R24, R27-28

‘Accepting no’ after making a request is one of **The Essential 8** and should continue to be taught as the child or adult is beginning to acquire requests for items and activities in **R24**, and **R27-28**. Eventually, the learner should be expected to ‘accept no’ after requesting 10 of these items and activities. ‘Accepting no’ is defined as it is in **R14**. Learners are expected to ‘accept no’ after requesting 10 of the items and activities from **R24**, **R27-28**. Many children and adults have not acquired this skill, and when they are ‘told no’, after making a request, often exhibit problem behavior. As indicated earlier, a protocol for teaching ‘accepting no’ is included in chapter **X**.

R30. Makes a second and a third generalized request for an audience after the first or second request was ignored

As the learner begins to expand the requesting repertoire, you should anticipate that he will occasionally be ignored and will need to learn to be *persistent*. Begin contriving these situations such that the learner’s request for an audience is ignored by one, and later, two persons. Then, teach the learner to make a second, and later a third, generalized request for an audience (see .

R31. Makes a generalized request for affection

Learners often want to request affection (e.g., ‘hug’) from another person, which is another form and function of what is often referred to as attention (see **R17**). If a request for this preference has not been taught as a part of **R6** and **R7**, or as part of **R19-20**, **R2**, or **R27-28**, teach it when a preference for this activity becomes apparent.

R32. Makes a generalized request for companionship

Learners often want others to 'play', 'hang out', 'talk with', or even 'work' with them (e.g., 'come here', 'play', 'sit', 'talk with me', and 'work'), which is yet another form and function of what is often referred to as attention (see **R17**). Teach a request for companionship as learners are beginning to expand their requesting repertoire (i.e., after they have completed **R6** and **R7**, and as they are completing **R19-20**, **R24**, and **R27-28**), or sooner, if learners indicate a strong preference for this activity.

R33. Makes a request for a picture schedule, printed-word schedule, or schedule board

Sometimes learners, who use a picture schedule, a printed-word schedule, or a schedule board with miniature objects, become separated from their schedule. When this begins to happen, you should teach them to request their schedule or schedule board.

R34. Makes a generalized request for 'help', followed by gestures, leading others, or completing related activities, in 6 specific situations that are not dangerous

As learners begin to expand their requesting repertoire (i.e., after they have completed **R6** and **R7**, and as they are completing **R19-20**, **R24**, and **R27-28**), they will encounter situations in which they want or need something or someone and have not acquired a request that specifies that something or someone. These are situations that are not dangerous, but in which learners:

- have not acquired a mand for something or someone,
- cannot complete a specific task,
- have made an error and cannot correct it,
- have made a 'mess' and cannot clean it up by themselves,
- have forgotten or lost an item,
- don't encounter a specific situation often,
- have encountered a sudden change in the environment, or
- have encountered something that alarms them.

In these, and other similar situations, teach learners a generalized request for 'help'. Then, if the situation does not immediately suggest the help they need, prompt them to gesture toward items or familiar persons, lead others to the same, or complete related activities. Learners are expected to make a generalized request for 'help', followed by gestures, leading, or completing an activity as needed, in six of the aforementioned or similar situations.

Then, as soon as possible, begin replacing 'help' with requests for specific items and activities. As indicated in **R17**, learners will also need a request for 'help' when they encounter dangerous situations.

When learners exhibit severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching a request for 'help'.

R35. Makes a request to delay the onset of a required activity

Sometimes, but not often, after learners have been directed to begin an activity, we should permit them to request a brief delay in the onset of this activity. Begin to teach a request for this delay as learners are expanding their requesting repertoire (i.e., after they have completed **R6** and **R7**, and as they are completing **R19-20**, **R24**, and **R27-28**). They must also learn, however, to accept 'no' after this request (see **R37**).

When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

R36. Makes a generalized request for a 'break' in required activities

Sometimes, while learners are engaged in an activity, we should permit them to request a brief 'break'. Begin to teach a request for a 'break' as learners are expanding their requesting repertoire (i.e., after they have completed **R6** and **R7**, and as they are completing **R19-20**, **R24**, and **R27-28**). They must also learn, however, to accept 'no' after this request (see **R37**).

When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

Sometimes learners who are engaged in a required task, will stop working and say or sign 'finished'. Prompt them to say or sign 'break' and honor this request for a brief break (as long as it was not preceded by self-injurious, aggressive, destructive, or disruptive behavior). Do not teach a request for a task to be 'finished' or 'over' and do not honor this request.

R37. Accepts 'no' after requesting a delay in the onset of a required activity or a 'break' in ongoing activities

'Accepting no' after making a request is a one of **The Essential 8** and should be taught shortly after a child or adult has learned to request a delay in the onset of required activities in (**R35**) or a 'break' in ongoing activities in (**R36**). 'Accepting no' is defined as it is in **R14**. Learners are expected to 'accept no' after making either of these requests. Many children and adults have not acquired this skill, and when they are 'told no', after making a request, often exhibit problem behavior. A protocol for teaching 'accepting no' is included in chapter X.

R38. Makes requests for the reduction or cessation of 1-4 specific, unpleasant situations or activities

As indicated in **R12**, learners encounter unpleasant situations almost everyday. While they should learn to tolerate most of these situations (see **Tolerating Skills**), we should permit the removal or reduction in intensity of certain ones (and no more than four) some or most of the time. As learners are expanding their requesting repertoire (**R6**, **R7**, and **R19-20**, **R24**, and **R27-28**), teach requests for the removal or reduction in intensity of 1-4 specific situations by prompting learners to say, sign, select a picture, or select, type or write the word 'no' and specify the situation (e.g., 'music', 'spaghetti', 'mouth-wash'). For many learners, this will be their first request that includes two words, two signs, or two pictures. Other learners can also accomplish this request with a gesture for 'no', rather than a word, a sign, or a picture. In either case, they must also learn to 'accept no' after this request (see **R39**). When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

R39. Accepts 'no' after requesting the reduction or cessation of unpleasant situations or activities

'Accepting no' after making a request is a one of **The Essential 8** and should be taught shortly after a child or adult has learned to request 'the reduction or cessation of unpleasant events' (**R38**). 'Accepting no' is defined as it is in **R14**. Learners are expected to 'accept no' after making any request that is part of **R38**. Many children and adults have not acquired this skill, and when they are 'told no', after making a request, often exhibit problem behavior. A protocol for teaching 'accepting no' is included in chapter X.

R40. Makes a request to use the toilet, to use a catheter, to be changed, or requests the location of the toilet

Teach this request during toilet training, but try to avoid this training until learners have acquired 3-4 requests for highly preferred items and activities (**R6-7**). Begin teaching a request for the toilet as learners begin to initiate going to the bathroom.

For learners who require a catheter and are learning self-catheterization, begin teaching this request as they begin to use a catheter without prompts. For learners who cannot be toilet trained or use a catheter, begin teaching this request when they indicate gesturally the need to be changed. For learners with limited requesting repertoires, who already indicate the need to be changed by gesture or facial expression, teaching them another form of this request may be redundant.

R41: Requests 5 items or activities from R6-7, R19-20, R24, or R27-28 from each of three peers

As learners are expanding their requesting repertoire (i.e., after they have completed **R6** and **R7**, and as they are completing **R19-20**, **R24**, and **R27-28**), they will encounter situations in which access to preferred items and activities is controlled by peers. When this occurs, teach them to make requests for five items or activities previously acquired as part of **R6-7**, **R19-20**, **R24**, or **R27-28** from each of three peers.

R42: Honors requests from each of 3 peers

As a child or an adult is learning to make requests of peers in **R41**, honoring their requests becomes equally important and should be taught. Learners should be expected to honor requests for 5 of the items and activities from **R6-7**, **R19-20**, **R24**, or **R27-28**.

R43: Responds appropriately to the unauthorized removal of access to preferred items and activities by peers

'Responding appropriately to the removal of access to preferred items or activities' is a one of **The Essential 8**. When this behavior is exhibited by peers, 'responding appropriately' should be taught along with **R41** and **R42**. This behavior is defined as follows: after a peer removes access to a preferred item or activity without authorization to do so, the learner politely (1) makes one or two requests to retain possession of the items and activities that were removed (e.g., "give it back"), and then, if this is not successful, (2) requests help from a parent or a person in authority without exhibiting problem behavior. Learners are expected to 'respond appropriately' as defined for five of the items and activities from **R6-7**, **R19-20**, **R24**, or **R27-28**. Many children and adults have not acquired this skill. When access to preferred items or activities is removed by peers, they often exhibit problem behavior. A protocol for teaching 'responding appropriately to the unauthorized removal of access to preferred items or activities by peers' is included in chapter **X**.

R43a. _____

R43b. _____

R43c. _____

Good-to-have Requests and Related Skills

Once learners have acquired a repertoire of must-have and should-have requests and related skills, we recommend expanding the requesting repertoire to include 'special requests' that are beneficial and advantageous for learners and that greatly enhance the quality of their daily experiences.

For learners who are able to do so, we also recommend teaching requests which require two words, two signs, or two pictures, and which specify combinations of items, activities, and places. These include:

- requesting two items, two activities, two places, or any combination thereof,
- requesting an item or an activity and a feature,
- requesting an audience and an item, an activity, or a place
- making requests for items or activities that the learner needs, and
- requesting that an audience notice something or someone.

Some of the special requests also require *two words, two signs, or two pictures*.

Special Requests

R44. Makes two requests, one for privacy or to be alone, and the other to increase personal space

Requests for privacy or personal space should be taught when older children or adults have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in this preference becomes apparent.

When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.

R45. Makes a request for assistance during menstruation

All female learners should be taught to request assistance with menstruation as soon as it begins to occur. Even learners who acquire the skills necessary to insure proper hygiene should also be taught this request, as it may be useful in circumstances when proper supplies are not available or when unexpected circumstances occur.

R46. Requests lubricant for personal sexual activity

All male and female learners should be taught to request a lubricant for personal sexual activity as soon as this activity begins to occur. Lubricant will generally prevent injury and insure satisfactory completion of the activity. Observation with discretion is warranted, as this activity may begin to occur at a young age and may, without lubricant, result in self-injury.

R47. Makes a generalized request for acknowledgement

Learners often want to request acknowledgement (e.g., 'hi', 'dude', 'girl'), which is another form and function of what is often referred to as attention (see **R17**). Teach these requests when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) when a preference for and an interest in acknowledgement becomes apparent.

R48. Makes a generalized request for feedback, approval, or confirmation

Learners often want to request feedback or approval (e.g., '[is this] right'), which yet is another form and function of what is often referred to as attention (see **R17**). Teach

these requests when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**), when a preference for and an interest in feedback becomes apparent, or when feedback will be helpful for the learner.

R49. Makes a request for others to repeat responses

Requests for others to repeat what they have said or done (e.g., 'again' or 'what?') can help children and adults acquire new skills, especially if they are beginning to make echoic or other imitative responses. Teach a request for this repetition when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**).

R50. Makes a request for others to clarify something they have said

Many times learners encounter situations or hear, say, or feel what others have said and 'do not understand'. They need a way to request an explanation (e.g., 'I don't understand'). Teach a request for an explanation when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**). This is not a request for a detailed or lengthy explanation. Such a request would require a more extensive speaker and listener repertoire and would generally occur in the form of a 'why' question.

R51. Makes requests for others to keep items or to put items in three specific places

Often children and adults want others to keep their jacket, keys, money, or other personal belongings as they participate in other activities (e.g., 'put in your purse' or 'keep'). They may also want others to put these belongings in specific places (e.g., 'put in the drawer'). Although names for specific locations are helpful (e.g., 'put in the drawer'), learners can make these requests without them. They can specify the place (e.g., 'purse' or 'drawer') and point to the location. Teach requests for 'keep' or 'hold' and 'pocket', or 'purse' or 'drawer' (or their equivalent) when learners have acquired an expanded repertoire of re-quests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when **interest in this preference becomes apparent**. motivating operations with respect to this reinforcer have occurred

R52. Makes requests for exercise and for rest

Children and adults will often want either a form of exercise or rest (e.g., 'run', 'jump', or 'sleep'). If these requests were not taught as part of **R6, R7, R19-20, R24, or R27-28**, but represent activities a learner prefers, teach them when interest becomes apparent.

R53. Makes a request to perform an activity in a preferred manner

Performing an activity in a preferred manner (e.g., 'my way') is important to many learners. Teach a request for this preference when learners have acquired at least a small repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in this preference becomes apparent.

R54. Makes a request to perform an activity without assistance

Performing an activity without assistance (e.g., 'by myself') is also important to many learners. A request for this preference should be taught when learners have acquired at least a small repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in this preference becomes apparent.

R55. Makes a request to return a highly preferred item to its original location or to restore a situation to its preferred condition

Learners often want others to return their belongings to their original locations.(e.g., '[put it] back'). A request for this preference should be taught when learners have acquired at least a small repertoire of requests for specific items and activities (**R6, R7, R18-19, R23, and R26-27**) and when interest in this preference becomes apparent.

R56. Makes a request to restore the condition of a preferred item

Often times children, and sometimes adults, will play or otherwise interact with an item until it is no longer working or it is broken. They will then want to request that another person 'fix it'. A request for this preference should be taught when learners have acquired at least a small repertoire of requests for specific items and activities (**R6, R7, R18-19, R23, and R26-27**) and when interest in this preference becomes apparent.

R57. Makes a generalized request to increase the amount of a preferred item or the duration of a preferred activity, some of which has already been received or experienced

When learners have received a small amount of a preferred item or experienced a brief duration of a preferred activity, they may want to request 'more'. Teach a request for 'more' only after learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**). *Never teach this request when learners have not acquired any other request or have a very limited requesting repertoire, as it may interfere with the acquisition of requests for specific items and activities.*

R58. Makes requests for others to respond more or less rapidly

Often times learners will want others to respond more or less rapidly. In other words, they will want to 'say', 'sign', or 'select a picture or word' for 'hurry up' or 'wait for me'. Teach requests for these preferences when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in these preferences becomes apparent.

R59. Makes requests to be warmer and cooler

Learners will often feel too cold or too hot and need one or more requests which will result in them being warmer or cooler. These requests come in two forms, one involving the clothing worn and the other involving changing the temperature of the environment. For example, learners can request 'a coat' or 'a tee shirt', or 'heat' or 'air conditioning'. Teach requests for these preferences when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in these preferences becomes apparent.

R60. Makes requests that a food or drink item be warmer and cooler

When consuming beverages, soup, macaroni and cheese, or other food items, learners will encounter occasions in which they want the item to be warmer or cooler. Teach requests for these preferences (e.g., 'cold', 'hot') when learners have acquired an expanded repertoire of requests for specific items and activities (**R6, R7, R19-20, R24, and R27-28**) and when interest in these preferences becomes apparent.

R61. Accepts 'no' after making five of the requests specified in R44-60.

'Accepting no' after making a request is a one of **The Essential 8**. This skill, **R61**, should be taught as a child or adult is learning to request the items, activities, and places in **R44-60**. 'Accepting no' is defined as it is in **R14**. The learner should be expected to

'accept no' after requesting a random sample of five of these items and activities. Many children and adults have not acquired this skill, and when they are 'told no', after making a request, often exhibit problem behavior. As indicated earlier, a protocol for teaching 'accepting no' is included in chapter X.

R62. Makes a request for a special item or activity from a special person

Sometimes learners with very significant disabilities, and limited speaking repertoires, enjoy a very special item or activity with a parent, care provider, or instructor. This item or activity has never had a 'name', but both the learner and the other individual know what it is (e.g., 'singing a special song', 'making faces', or 'a hand massage'. Teach the learn to 'say', 'sign or gesture', or 'select a picture or word' for this item or activity. This request can be taught at any time, without regard to the size of the learner's requesting repertoire.

R63. Makes a generalized request for an unspecified change in the environment

Sometimes learners with very significant disabilities, and limited speaking repertoires, want some type of change in their immediate environment, but can't specify what it is. Teach the learn to 'say', 'sign', or 'gesture' for this change. When the learner makes this response or is prompted to do so, change to a new item or activity and try to determine if the learner is pleased with the change. Continue until the learner seems satisfied with the change. This request can be taught at any time, without regard to the size of the learner's requesting repertoire.

R63a. _____

R63b. _____

R63c. _____

R63d. _____

Requests that Require Two Words, Two Signs, or Two Pictures, and which Specify Combinations of Items, Activities, and Places

R64. Makes 10 requests that require two words, signs, or pictures and that include a combination of items, activities, and places for which requests were previously acquired

After the learner has acquired an expanded repertoire of requests for items, activities, and places (**R6**, **R7**, **R19-20**, **R24**, and **R27-28**), begin teaching requests that include a combination of two of these same items, activities, and places (e.g., juice and cookies, a Coke and a hug, ball and outside).

While these requests will require two words, two signs, or two pictures (i.e., more effort), these responses will be ones that have al-

The selection of two previously acquired responses and an increase in the amount of the reinforcer should prevent response effort from functioning as an abolishing operation with respect to preferred items and activities.

ready been acquired in isolation and that will result in two preferred items or activities. This should insure that a decrease in motivation related to preferred items and activities will not occur. If a decrease in motivation occurs, consult a behavior analyst or an individual with training in behavior analysis.

R65. Makes 10 requests that include one item or activity, for which a request was previously acquired, along with one feature

After the learner has acquired an expanded repertoire of requests for items, activities, and places (**R6, R7, R19-20, R24, and R27-28**), and after you have taught several requests that include a combination of two items, activities, or places (**R64**), begin teaching requests that include one item or activity with a feature (e.g., 'ice cream chocolate', 'cheese crackers', 'red Skittles', 'jump higher', 'Coke with ice', or 'Pizza Hut'). These requests require two words, two signs, or two pictures, the one specifying the item or activity, which has already been acquired in isolation, and the other specifying the feature, which will need to be acquired. Since these requests permit the learner to gain access to more specific items and activities, improving the quality of what he receives, and since the learner is already beginning to acquire requests that require two responses, a decrease in motivation related to preferred items and activities should not occur. If an apparent decrease in motivation occurs, consult a behavior analyst or a comparable professional.

The selection of one previously acquired response, an increase in the quality of the reinforcer, and the learner's emerging repertoire of two-response requests should prevent response effort from functioning as an abolishing operation with respect to preferred items and activities.

Some learners will acquire requests for items with features more rapidly if you teach them to specify the item first and then the feature (e.g., ice cream chocolate, Skittles red) as you would if you were teaching them to request some other items with features (e.g., 'Coke with ice') or many activities with features (e.g., 'run faster', 'rub harder'). Then, later, you can prompt a change in the order of the words, signs, pictures, or 'leave things as they are', as requests of items with features of this form can be easily understood.

R66. Requests one of three familiar persons as an audience, followed by a request that includes one item, activity, or place for which a request was previously acquired

Once the learner is beginning to make requests that include two words, two signs, or two pictures (**R64-65**), and the learner has a history of making generalized requests for an audience while facing or looking at them (**R17** and **R21**), you should begin teaching the learner to request one of three familiar persons as an audience and then make a request for a preferred item, activity, or place that was previously acquired (e.g., saying, signing, or selecting pictures for 'Mom, shoes' or 'Ms. Smith, movies'). This skill will permit the learner to access an audience that often responds more enthusiastically and is familiar with features of his requests which he has not yet learned to specify.

R67.⁴ Makes 10 requests that include one item, activity, or place, for which a request was previously acquired, along with a related or required item or activity

Once the learner is beginning to make requests that include two words, two signs, or two pictures (**R64-66**), you should begin teaching requests that include one item or activity from **R6, R7, R19-20, R24, or R27-28** that the learner *wants* and a related or required item or activity that the learner *needs* (e.g., *candy and open* [the container], *juice and cup*, *cake and plate*, *outside and shoes*, *music and on*). These requests require two words, signs, or pictures, one specifying the item or activity, which has

⁴ While not required for acquisition, R67 is the first skill that may include three words, three signs, or three pictures

already been acquired in isolation, and another specifying the related or required item or activity, which will need to be acquired (i.e., require more effort) and which does not immediately benefit the learner. In order to prevent a decrease in motivation related to preferred items and activities and an increase in motivation related to escaping a demand (i.e., the learner does not respond to prompts, leaves the situation, or begins to exhibit problem behavior), begin by teaching requests that include a related, rather than a required item or activity (e.g., teach *music and on* before *outside and shoes*). Then, gradually move to requests that include required items or activities (e.g., 'cake and plate').

In order to prevent an abolishing operation with respect to preferred items and activities and an establishing operation related to escape from demands from occurring, begin by reducing the demands and, later, gradually fading-in those demands.

As the learner begins to request a familiar person as an audience before requesting items, activities, and places (**R66**), she may also begin to do so as she acquires these requests, resulting in responses that include three words, three signs, or three pictures. Although making contact with an audience may occasionally occur, it is not required in order to demonstrate acquisition of this skill.

R68.⁵ Makes 10 requests that include two items which learners 'need' in order to complete a required activity of daily living

Once the learner is beginning to make requests that include a preferred item or activity and a related or required item or activity (**R67**), you should begin teaching 'requests for two items the learner needs'. In other words, begin teaching requests for two items that are necessary in order to complete tasks of daily living (e.g., 'soap and a towel' required to wash your hands, 'spoons and forks', required to set a table, and 'detergent and stain remover' required to wash a load of clothes). Although the learner may occasionally request an audience, this is not required in order to demonstrate acquisition of this skill.

R69. Makes three requests to notice something or someone

In addition to requests for an audience, learners often want an audience to notice something or someone (e.g., 'look, [it's a] train'), which is another form and function of what is often referred to as attention (see **R17**). Teach these three requests only when learners have acquired an expanded repertoire of requests for specific items and activities (**R6**, **R7**, **R19-20**, **R24**, and **R27-28**).

R69a. _____

R69b. _____

R69c. _____

R69d. _____

⁵ Beginning with R68, making contact with an audience, when necessary, is assumed to occur.

Nice-to-have Requests

Once learners have acquired a repertoire of must-have, should-have, and good-to-have requests and related skills, we recommend that the requesting repertoire be expanded and include 'advanced requests' that are often difficult to acquire. These requests will require three or more words, signs, or pictures, and will be in the form of complete sentences or sentence fragments. These requests will include:

- a combination of items, activities, and places, some with features,
- carrier phrases and connecting words,
- locations, activities with items, approximate times in relation to specific activities, and days of the week,
- 'excuse me' and 'please',
- 'where' questions,
- 'what' questions,
- 'when' questions,
- 'who' questions,
- items or activities that may provide relief or distraction from pain or discomfort, and
- activities or spoken words that may provide consolation, comfort, or reassurance when feelings of sadness or disappointment occur

R70. Makes 10 requests that require three words, signs, or pictures and that include a combination of items, activities, and places, some with features, for which requests were previously acquired

Once the learner has acquired a variety of requests that require two words, two signs, or two pictures and that include a combination of items, activities, and places, some with features and an audience (**R6, R7, R19-20, R24, R27-28, R30-36, R38, R40-41, R44-60, and R62-69**), you should begin to teach requests that require three words, signs, or pictures and that include a combination of items, activities, and places, some with features, for which requests were previously acquired (e.g., 'ball, throw, jump', 'vanilla ice cream, cookie', or 'outside, run fast').

While making one of these targeted requests, learners may also request an audience, which is not considered one of the three words, signs, or pictures, and is not required in order to demonstrate acquisition of this skill.

R71. Makes 10 requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, and places, some with features, for which requests were previously acquired

Once learners who use spoken words have acquired requests that require three words, and that include a combination of items, activities, and places, some with features, for which requests were previously acquired (**R70**), you should begin to add carrier phrases (e.g., 'I want', 'may I have', 'would you get' and connecting words ('and', 'or', 'on', 'under', 'in', and 'behind', to name a few) to their requests. These new requests will include *three key words* plus carrier phrases and connecting words (e.g., 'May I have chocolate ice cream and cookies', or 'Can you put my shoes and on the bed').

For these learners, carrier phrases help their audience distinguish their requests from their comments and consistently honor their requests, rather than simply acknowledge the same. For example, a learner may walk past a plate of cookies and say "cookies". An instructor, care provider, or parent may respond by saying "yes, and they look good, don't they". If the learner was making a request and was beginning to exhibit carrier phrases, she could clarify this for her audience by saying "may I have a cookie" and increase the likelihood that her audience would respond to her utterance by providing her with a cookie. Carrier phrases also make language sound more 'typical',

which sometimes results in frequent and enthusiastic responses from others who might otherwise be less inclined to respond at all. Connecting words, on the other hand, often result in immediate and short-term outcomes that are favorable to these learners. For example, 'and', rather than 'or', may result in gaining access to two items, rather than one ('chocolate ice cream and cookies'), and 'on', rather than 'under', may result in finding your shoes ('on the bed'). Learners who use signs will achieve the same favorable outcomes as their counterparts who use spoken words.

For learners who make requests by selecting pictures, however, these additions are less functional. Since selecting pictures does not permit naming or commenting, adding a carrier phrase with printed words, often called a sentence strip, does not help audiences distinguish requests from comments. It may, however, make language appear more 'typical', and result in frequent and enthusiastic responses from others described in the previous paragraph. And, while connecting words may have the effect described above, we have never observed such an effect. If, however, these learners begin to select printed words, rather than pictures, naming and describing is possible, and carrier phrases and connecting words could have all of the functions described in the previous paragraph.

While making one of these targeted requests, learners may also request an audience, which is not considered one of the three key words, signs, or pictures, and is not required in order to demonstrate acquisition of this skill.

R72. Makes 10 requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, and places, some with features, for which requests were not previously acquired

Now that the learner has acquired requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, places, some with features, for which requests were previously acquired (R71), you should begin to teach three-key-word, three-key-sign, or three-key-picture requests, that include a combination of new items, activities, and places, some with features, for which requests were not previously acquired.

R73. Makes 10 requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, places, some with features, along with locations, activities with items, approximate times in relation to specific activities, and days of the week, which were not a part of any previously acquired requests.

Now that the learner has acquired a variety of requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, and places, some with features, for which requests were not previously acquired (R72), you should begin to teach requests that also include locations, activities with items, approximate times in relation to specific activities, and days of the week (e.g., '[Could I put the] sandwich in [the] refrigerator', '[I want to get a] Coke after work', '[Would you] pour me [a cup of] coffee', or '[May I get a] chocolate milkshake [on] Saturday').

- R74. Makes 10 polite requests that require four or more key words, signs, or pictures, along with carrier phrases and connecting words, and 'excuse me' and 'please', and that include a combination of items, activities, places, some with features, along with locations, activities with items, approximate times in relation to specific activities, and days of the week, which were not a part of any previously acquired requests.**

Now that the learner has acquired a variety of requests that require three key words, signs, or pictures, along with carrier phrases and connecting words, and that include a combination of items, activities, places, some with features, locations, activities with items, approximate times in relation to specific activities, and days of the week that were not a part of any previously acquired requests (**R73**), you should begin teaching requests that require four or more key words, along with 'excuse me' and 'please', and that include new examples of the remaining elements required in **R73** (e.g., '[Would you put] my blue shirt in [the] washing machine', or 'Excuse me, [may I] please [get a] cheeseburger [and a] chocolate milkshake [on] Saturday').

While making one of these targeted requests, learners may also request an audience, which is not considered one of the four or more key words, signs, or pictures, and is not required in order to demonstrate acquisition of this skill.

- R75. Requests information, with two, three, or four key words, regarding the location of 10 items, some with features, or familiar persons ['where' questions]**

Now that the learner has acquired a variety of requests that require four or more key words, signs, or pictures, along with carrier phrases, connecting words, 'excuse me' and 'please', and that include a combination of items, activities, places, some with features, locations, activities with items, approximate times in relation to specific activities, and days of the week (**R74**), you should consider teaching requests for information regarding the location of items, activities, places, or people that require two, three, or four key words and that include features and days of the week (e.g., 'where is mom', 'where are my socks', 'where [are we going] to eat [on] Saturday').

Opportunities to make these requests occur frequently in everyday living. Also, contriving opportunities can be easily accomplished by hiding preferred items or items that are part of activities, or limiting access to specific persons.

- R76. Requests information, with two, three, or four key words, regarding the identity of 10 items, activities, or unfamiliar persons ['what' questions]**

Now that the learner has acquired a variety of requests that require four or more key words, signs, or pictures, along with carrier phrases, connecting words, 'excuse me' and 'please', and that include a combination of items, activities, places, some with features, locations, activities with items, approximate times in relation to specific activities, and days of the week (**R74**), you should also consider teaching requests for information regarding the identity of new items and upcoming activities that require two, three, or four key words and that include features, locations, approximate times in relation to specific activities, and days of the week (e.g., 'what's that', 'what's next', 'what's your name', 'what [are we going to do] after lunch', or 'what's in the blue bag').

- R77. Requests information, with two, three, or four key words, regarding when 10 activities will occur ['when' questions]**

Now that the learner has acquired a variety of requests that require four or more key words, signs, or pictures, along with carrier phrases, connecting words, 'excuse me' and 'please', and that include a combination of items, activities, places, some with features, locations, activities with items, approximate times in relation to specific acti-

vities, and days of the week (**R74**), you should also consider teaching requests for information regarding when activities will occur that require two, three, or four key words and that include places and persons (e.g., 'when [are we going] shopping', 'when [is] mom [going to be] home', or 'when [is] Ms. Smith [taking] me [to] work').

R78. Requests information, with two, three, or four key words, regarding the identity of 10 unfamiliar persons ['who' questions]

Now that the learner has acquired a variety of requests that require four or more key words, signs, or pictures, along with carrier phrases, connecting words, 'excuse me' and 'please', and that include a combination of items, activities, places, some with features, locations, activities with items, approximate times in relation to specific activities, and days of the week (**R74**), you should also consider teaching requests for information regarding the identity of specific people who are not present in the environment or people who will be a part of upcoming events (e.g., 'who [is taking] us to school', 'who [is going to the] store [with] us on Monday', or 'who will help us with dishes after dinner'). These requests will include items, activities, places, persons, locations, approximate times in relation to specific activities, and days of the week.

R79. Makes a request for an item or an activity that may provide relief or a distraction from each of three types of pain or discomfort

From time to time, child and adult learners will experience pain and discomfort following the occurrence of specific events (e.g., falling down or cutting their finger). If learners have acquired a name or a description for the pain or discomfort they are currently experiencing (see **Event 14**), they should be prompted to provide this name or description, followed by a request for a specific form of relief or distraction consistent with this pain or discomfort (e.g., a bandage, a cold wash cloth on the forehead, an antacid, a glass of water, or a shoulder rub). If learners have not acquired these names or descriptions, you will need to closely observe their facial expression, along with other movements of their body, to determine the source or type of pain or discomfort. Then, you will need to prompt a request for a specific form of relief or distraction from this pain or discomfort.

Teach this skill when learners have acquired a large repertoire of requests (**R6, R7, R19-20, R24, R27-28, R30-36, R38, R40-41, R44-60, R62-78**). Continue teaching this skill until the learner has acquired requests for relief or distraction from three sources or types of pain or discomfort. Although names and descriptions for these sources or types help the audience provide appropriate forms of relief or distraction, they are not required.

R80. Makes a generalized request for activities or spoken words that may provide consolation, comfort, or reassurance after the occurrence of an event that may have resulted in feelings of disappointment or sadness

From time to time, child and adult learners will also experience disappointment and sadness following the occurrence of specific events. If their facial expression and posture become consistent with feelings of disappointment or sadness when these events occur, and they begin to approach familiar persons, they should be taught a single request for one or more activities or spoken words that may provide consolation, comfort, and/or reassurance (e.g., a hug and reassuring words like "everything's going to be alright"). Other than 'hug', there are few words, signs, or pictures that easily convey this request. As a result, we suggest using the word or sign for 'sad'. The combination of approaching a familiar person and saying or signing 'sad' will convey this request. You can also use a drawing or photograph of a 'sad face'.

Teach this skill when learners have acquired a large repertoire of requests (**R6, R7, R19-20, R24, R27-28, R30-36, R38, R40-41, R44-60, R62-78**).

R80a. _____

R80b. _____

R80c. _____

R80d. _____

ESSENTIAL FOR LIVING

Favorite Items and Activities Data Recording Form

Learner: _____ Birthdate: _____ Age: _____

School, Home, Day Activity, or Residential Program: _____

Interests of the learner as indicated in a interview by persons who know the learner well...	Interests of the learner as indicated by learner...																			
R1: Items and activities are ranked from most favorite to least favorite All items and activities on this list go to R2 or R4	R2: when items or activities are made available one at a time All items and activities on the list or interests that are indicated go to R3					R3: when items or activities are given one at a time When interest is indicated in three or more items or activities go to R4					R4: when items or activities are presented one at a time When interest is indicated in three or more items or activities go to R5 or R6					R5: when items or activities are presented two or more at a time All interests that are indicated go to R6				
	✓					✓					✓					✓				
1-	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
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Items the learner carries around or repetitive behaviors the learner exhibits frequently																				
1-																				
2-																				