

Requesting with want plus a noun on the core board

a 25 minute one-to-one session

STUDENT
DK

SESSION TYPE
AAC

MINUTES
25

DATE
Monday

The goal area it serves. Across structured activities, the student will request using a two-symbol combination on the core board in 8 of 10 opportunities.

Today's objective. The student combines two symbols to ask for something they actually want during play.

Scored against. Eight of ten independent two-symbol requests moves this to requesting across two settings.

You will know it worked when. Requests appear without a partner model on at least half the rows, and the student repairs rather than abandons when the first try is missed.

TODAY'S TARGETS

each one becomes a scored row on the trial record

1 want + bubbles

core board

2 want + more

core board

3 want + car

fringe page

4 want + help

core board

5 Student choice

no model

HOW THE SESSION RUNS

six steps, in order, with minutes

1

4 MIN

WARM-UP

Model four two-symbol combinations on the board without asking for a response, so the student sees the pattern first.

2

3 MIN

REVIEW

Offer the activity that worked last session and wait for the request without a model.

3

8 MIN

DRILL

Work the targets on the grid in order, ten opportunities each. Set up the want, hold the item, and wait a full five seconds before any prompt. Score the student's own activation, not a hand-over-hand one, and record the level.

4

6 MIN

ACTIVITY

Run bubbles and the wind-up car as real play, pausing so a request is the natural next move. Keep scoring on the grid so the play rounds still count as trials.

5

2 MIN

CARRYOVER

Take three requests during snack setup, accepting any board or gesture combination that carries the meaning.

6

2 MIN

WRAP-UP

The student picks the last activity on the board, which is itself a scored request.

SET UP BEFORE THEY ARRIVE

what is on the table, and what they work for

ON THE TABLE

Core board, laminated

Bubbles and wind-up car

Fringe page for toys

Wait card

WORKS FOR

The activity itself is the reinforcer

Extra bubble turn

TRIAL RECORD

ten trials per target; mark each, then total the row

The student combines two symbols to ask for something they actually want during play.

TARGET	CUE	1	2	3	4	5	6	7	8	9	10	PROMPT	ACCURACY
want + bubbles	core board												
want + more	core board												
want + car	fringe page												
want + help	core board												
Student choice	no model												

Mark each trial: + correct · - incorrect · o no response. Total the row, then note the prompt level.

HOW PROMPTS ARE SCORED

one level means the same thing for every clinician

Fading the Prompt Wait five seconds before every prompt. Move from expectant pause to a point at the first symbol, then a partner model of the pair, and never hand-over-hand; step back up as soon as one request is independent.

I INDEPENDENT

Correct on the first try with no help after the target is given.

V VERBAL CUE

Correct after a spoken reminder of the sound, word or structure.

S VISUAL CUE

Correct after a card, mirror, gesture or written model is shown.

M MODEL

Correct only while imitating the clinician's full model.

PRACTICE BETWEEN SESSIONS

the two places the target has to travel

AT HOME

Leave the core board out at snack and model want plus a food once, without asking the child to copy it.

IN CLASS

The classroom team pauses at one preferred activity a day and waits for a two-symbol request before handing it over.

SESSION NOTES & NEXT TIME

two minutes before the next student

WHAT WORKED

The cue or material that moved accuracy today.

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.....
.....

MOVE TO NEXT

The target ready to advance, and the one to hold.

.....
.....
.....

NEXT SESSION STARTS WITH

The first thing to do when they sit down.

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