

Module: Naturalistic Intervention

Table 1: Embedding Natural Intervention within Daily Activities

Daily Activity/ Routine	GOALS	
	Goal 1. Using 2-3 word utterances to request	Goal 2. Labeling body parts
<b>Coat Hook Routine</b>	<p><i>Activity:</i> Adults can forget to bring necessary items (shoes to replace his boots) to assist student.</p> <p><i>Intervention:</i> Use modified time delay and mands to encourage request.</p> <ul style="list-style-type: none"> <li>• Wait (modified time delay) to see if Brian requests his shoes independently.</li> <li>• If not, provide a mand: “Tell me what you need, Brian,” in order to prompt for the response: “my shoes.”</li> <li>•</li> </ul> <p><i>Activity:</i> Include “requests” into daily classroom assignments during circle time.</p> <p><i>Intervention:</i> Provide models to encourage Brian to use a two-word utterance to make these requests.</p> <ul style="list-style-type: none"> <li>• Encourage the daily “weather person” to ask a friend to walk with them to the window by requesting, “Help me, please.”</li> <li>• Letting the “friend counter” request a specific pointer for counting, “Red pointer, please”.</li> </ul>	<p><i>Activity:</i> Removing coat, etc in the morning.</p> <p><i>Intervention:</i> Use mands (commands/prompts) and time delay to elicit labels for body parts associated with clothing items.</p> <ul style="list-style-type: none"> <li>• Adult asks, “Are these your hands or feet?” as Brian removes his mittens. Brian responds, “Hands.”</li> <li>• Adult comments, “I see your _____,” as Brian removes his boots. Brian responds, “Feet.”</li> </ul> <p><i>Activity:</i> Include songs involving body parts in the class’s repertoire.</p> <p><i>Intervention:</i> Use modified time delay to encourage Brian to fill in the missing word during your pause</p> <ul style="list-style-type: none"> <li>• During the Hokey Pokey, use time delay and encourage Brian to fill in the missing word during your pause. Adult sings, “You put your _____” (and places arm out) and calls on Brian. Brian responds, “Arm in!”</li> </ul> <p><i>Activity:</i> Dress a toy bear as part of the daily weather report.</p> <p><i>Intervention:</i> Probe with choice questions about where clothing goes on the bear.</p> <ul style="list-style-type: none"> <li>• After the class decides to do so, adult places sandals on the bear. Adult asks Brian, “Where are the bear’s</li> </ul>
<b>Circle Time</b>		

Module: Naturalistic Intervention

Table 1: Embedding Natural Intervention within Daily Activities

Daily Activity/ Routine	GOALS	
	Goal 1. Using 2-3 word utterances to request	Goal 2. Labeling body parts
<b>Morning Snack</b>	<p><i>Activity:</i> Offered choices at snack time are kept out of reach but in sight.</p> <p><i>Intervention:</i> Adult uses mand to elicit request. Models two-word utterances when response is a single word utterance. Modified time delay is used to elicit request for more.</p> <ul style="list-style-type: none"> <li>Adult says, "Tell me what you want." If Brian replies with a single word ("cookie"), adult models two-word utterance: Say chocolate cookie."</li> <li>Adult gives only a small serving of requested snack (e.g., two goldfish crackers). Wait for Brian to request more. Model the two-word phrase if he uses a single word to request: "Say <i>more please</i>."</li> </ul>	<p>sandals...on his feet or head?" Brian responds, "Feet!"</p> <ul style="list-style-type: none"> <li>If Brian does not respond or gives an incorrect response, adult provides a model: "On his feet! Say <i>feet</i>."</li> </ul> <p><i>Activity:</i> The group talks about body parts that are used for eating.</p> <p><i>Intervention:</i> Adult uses modified time delay to encourage Brian to fill in to appropriate body part.</p> <ul style="list-style-type: none"> <li>Adult: "Brian, for chewing I use my ____." Brian responds, "Teeth!"</li> <li>If Brian does not respond with the target, use a question paired with the visual example of chewing: "Brian, what am I chewing with?"</li> </ul>
<b>Free Choice</b>	<p><i>Activity:</i> Favorite toys are placed out of reach, but in sight.</p> <p><i>Intervention:</i> Adult waits for Brian to make a request (time delay). If Brian uses a single word or gesture, adult provides a model.</p> <ul style="list-style-type: none"> <li>Brian says, "Trains!" Adult responds, "You want the trains! Say, '<i>Want trains!</i>'."</li> </ul> <p><i>Activity:</i> Certain activities require a partner.</p>	<p><i>Activity:</i> Dolls are available in the "Doctor's Office" pretend play area.</p> <p><i>Intervention:</i> Adult uses mands in order to prompt Brian to label body parts as he fixes the doll's injuries.</p> <ul style="list-style-type: none"> <li>Brian is placing a band-aid on the doll's belly. Adult asks, "Brian, tell me where you're putting the band aid." Brian looks at doll and responds, "Belly."</li> </ul>

Module: Naturalistic Intervention

Table 1: Embedding Natural Intervention within Daily Activities

Daily Activity/ Routine	GOALS	
	Goal 1. Using 2-3 word utterances to request	Goal 2. Labeling body parts
Lunch	<p><i>Intervention:</i> Adult models a request to play for Brian.</p> <ul style="list-style-type: none"> <li>Adult walks with Brian to a peer. Adult says, “Brian wants to play with you. Brian, say ‘Play with me?’” Brian responds, “Play with me?”</li> </ul> <p><i>Activity:</i> Milk choices are placed out of reach.</p> <p><i>Intervention:</i> Adult asks Brian what kind of milk he wants and uses incidental teaching to expand the request.</p> <ul style="list-style-type: none"> <li>Brian says, “Milk please.” Adult responds, “What kind of milk?” Brian responds, “Chocolate milk please!”</li> </ul> <p><i>Activity:</i> Sand toys are withheld until verbally requested.</p>	<p><i>Activity:</i> Cleaning up after lunch</p> <p><i>Intervention:</i> Adults uses a mands to have Brian label body parts while he cleans up.</p> <ul style="list-style-type: none"> <li>As Brian wipes his mouth and hands, adult says, “Brian, tell me what you’re wiping.” Brian responds with the appropriate label.</li> </ul> <p><i>Activity:</i> Pouring sand on Brian’s arms, hands, and legs in the sandbox: a familiar and enjoyed activity.</p>
	<p><i>Intervention:</i> Adult holds sand toys out with an expectant look on her face and waits for Brian to request.</p> <ul style="list-style-type: none"> <li>Brian says, “Please.” Adult models the two word phrase, “Say digger please.” Brian responds appropriately.</li> </ul> <p><i>Activity:</i> Play with bikes, scooters, sports equipment, all of which are hung out of reach</p> <p><i>Intervention:</i> Adult uses mand-model to elicit the request.</p> <ul style="list-style-type: none"> <li>Adult says, “Tell me what you want, Brian.” Adult pauses, allowing Brian to respond, “My bike!”</li> </ul>	<p><i>Intervention:</i> Adult uses mands (command/prompt) to have Brian label body parts.</p> <ul style="list-style-type: none"> <li>Brian sticks his hand out, toward the pouring sand. Adult says, “Tell me where to pour it, Brian.” Brian responds, “My hand!” They do the same for legs and arms.</li> </ul> <p><i>Activity:</i> Tracing Brian’s body on the driveway with chalk</p> <p><i>Intervention:</i> Adult asks choice questions to elicit the labels.</p> <ul style="list-style-type: none"> <li>As the adult and Brian color in the outline, the adult can ask, “What are you drawing now, Brian, your eyes or your nose?” Brian responds, “My eyes!”</li> </ul>
At Home: Driveway Play		

Module: Naturalistic Intervention

Table 1: Embedding Natural Intervention within Daily Activities

Daily Activity/ Routine	GOALS	
	<i>Goal 1. Using 2-3 word utterances to request</i>	<i>Goal 2. Labeling body parts</i>
<b>At Home: Bath Time</b>	<ul style="list-style-type: none"> <li>If Brian responds with a single word or a gesture, adult provides a model, "Say <i>my bike please!</i>"</li> </ul> <p><i>Activity:</i> Playing with foam soap. Adult squeezes a small amount onto Brian's hands when requested.</p> <p><i>Intervention:</i> Adult uses modified time delay to elicit the request.</p> <ul style="list-style-type: none"> <li>Adult waits expectantly while Brian plays with the foam soap. When it is gone, adult holds up the container and waits for him to request, "More please!"</li> </ul>	<p><i>Activity:</i> Washing up during the bath</p> <p><i>Intervention:</i> As Brian washes different body parts, adult asks for the label and waits for Brian's response.</p> <ul style="list-style-type: none"> <li>Brian uses the washcloth on his leg. Adult asks, "What are you washing?" Brian looks at himself and responds, "Leg!"</li> </ul>