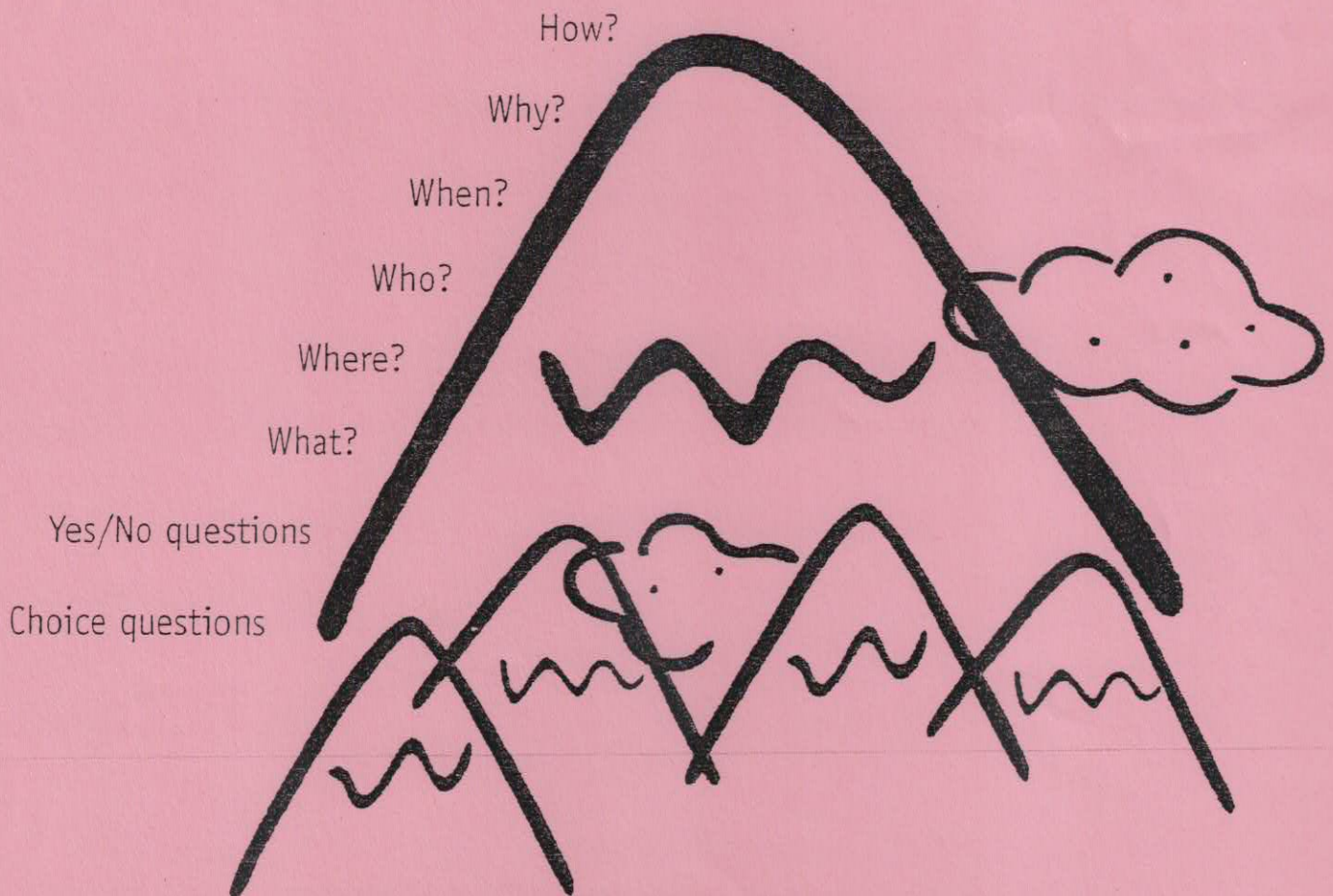


Mountain of Questions

Remember to:

- match your child's interest
- balance questions with comments
- match your child's stage of communication

Easiest questions are at the bottom of the mountain and get more difficult as you go up the mountain.



Communication Tips when working with Preschool Students

Less is MORE!

- Use short, simple phrases/sentences to communicate requests/commands
- Use language one step above the child you are working with, this will encourage imitation.

Types of Prompting

- Tactile Prompting: physically assisting a student to complete a task/activity
- Visual Prompting: Providing a visual cue (picture, PECS, etc) to assist a student in completing a task/activity
- Verbal Prompting: Providing a verbal cue to assist a student in completing a task/activity

Pivotal Response Training

- In order to facilitate communication, require something of the child for them to obtain a desired object/activity/food/etc. It is ALWAYS a good idea to provide modeling and/or prompting if the child needs it to be successful. We want the child to be SUCCESSFUL! This makes communication MOTIVATING!
- Step 1: Provide the reinforcement (the wanted thing) for an gesture/sign/vocalization
- Step 2: Provide the reinforcement for an approximation of the word (e.g. "ba" for *ball*)
- Step 3: Provide the reinforcement for a one word response (e.g. "ball").
- Step 4: Provide the reinforcement for a two word response (e.g. "want ball")
- Step 5: Expect more from the child as their language develops. If they consistently say two word phrases ("want ball"), require more! Like a three word phrase ("I want ball"), then four ("I want blue ball"). This is how