
Communication Temptations

- Objectives:**
1. Increase Student's desire to communicate
 2. Make communication fun
 3. Establish power of communication
 4. Increase spontaneous use of language
 5. Bring speech under control of appropriate environmental stimuli

Procedure: This program is designed for children who have the ability to make reasonable approximations of simple words to express desires. Articulation need not be precise, but listeners need to be able to tell the difference between various words the child says. For children whose speech is not developed to this level, refer to the choice making programs and Functional Communication.

Arrange situations that will facilitate Student's need to make requests. This procedure was described by Wetherby & Prizant (1989). Some of the strategies listed below were previously described by Margery Rappoport in Maurice et al. (1996). If prompting becomes necessary, utilize nonverbal behaviors (*e.g.*, exaggerated leaning in or looking at him, shoulder shrugs to communicate a lack of understanding). As a last resort, a partial verbal prompt can be given, such as "I want . . ." Avoid asking direct questions such as "What do you want?" Do not ask him what he wants. Fade to even more naturalistic reactions such as pausing to allow Student to fill the void.

Prompts: Start with full verbal prompt. Fade to partial verbal prompt then body language prompt.

Examples

1. Eat a desired food or play with a preferred toy in front of Student without offering any to him.

Playdoh	Action figures
Train	Cookies

Give a small amount when the request is made to facilitate repeated requests.

2. Offer a non-preferred food item or stick his hand in a carton of pudding (to elicit a verbal protest).
3. Activate a wind-up toy; let it deactivate and hand it to him.
4. Open a jar of bubbles, blow bubbles, then close the jar tightly and give the closed jar to Student.
5. Tell Student he is all done working, but do not let him get up until he says, "I want to go."
6. Initiate a social game (*e.g.*, tickles, tossing him up in air, etc.) with Student until he expresses pleasure, then stop the game and wait.
7. Set up a game, leaving out one important part (*e.g.*, dice, spinner, game pieces, etc.), and say, "Let's play."
8. Blow up a balloon and slowly deflate it. Hand the deflated balloon to him or hold the deflated balloon up to your mouth and wait.
9. Start putting a puzzle together. After Student has put in a few pieces, offer him a piece that does not fit.
10. Select an object Student desires or one that makes noise and place it in a container. Hold the container and wait.
11. Set him up for painting with watercolors (*e.g.*, provide paper, paint, brushes, etc.) and give him a cup **without** water.
12. Tell Student he can go outside and play but leave the door locked.
13. When he gestures for a drink, hand him an empty cup.
14. Serve dinner without a fork.
15. Place him in the bathtub without any water.
16. Hold a book you are looking at together upside down.
17. Put a familiar toy together the wrong way (*e.g.*, put the arm in the location for Mr. Potato Head's hat).

18. Sing a favorite song and leave out a word and only continue the song if Student fills in the word.
19. If Student wants to be picked up, hold out arms but do not pick him up until he says “up” or an approximation.
20. Put him on a swing. Give him a few pushes. Then hold the swing, waiting for him to say “go” or “push” or a similar word.