**Learner 1 - Incidental Teaching Lesson Plan: Teaching Mands (Requests)**

**Long-Term Objective:** The learner will mand (request) for 10 different desired items that are available to them in their natural teaching environment.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Short-Term Objective 1:** Seed the environment with desired items (5 previously mastered preferred items and 1 target item). Items should be placed on high shelves around the room, out of the learner's reach.

* Mastered Items: Pirate book, Nintendo, Cookie, TV remote.
* Target Item: Ball

**Materials:**

* Ball
* TV Remote
* Nintendo DS
* Pirate Book
* Cookies
* Data collection sheet or device

**Procedure:**

1. **Setting Up the Trial:**
   * Present a field of clothes, including a t-shirt and distractors.
   * Ensure the learner has a clear view of the options.
2. **Obtain Readiness Response:**
   * Ensure the learner is attending and ready for the trial.
3. **Antecedent:**
   * Confirm that the environment has been seeded with reinforcers (mastered and target).
   * When the learner physically approaches and directs their gaze toward the ball, provide a prompt.
4. **Prompt:**
   * Use an Echoic Prompt (i.e., "Ball").
5. **Behavior:**
   * If the learner echoes the model, accept the approximation "Buh" or the full word.
6. **Consequence:**
   * If the learner mands (requests) for the ball, provide immediate access and engage in enthusiastic and fun play on the learner's terms.
   * If the learner does not mand within 5 seconds but maintains an interest in the ball, obtain a readiness response and provide the echoic prompt "Ball."
   * If the learner loses interest in the ball, follow their interests.
7. **Data Collection:**
   * Record the total number of approaches to the ball and the percentage of approaches where the learner made a verbal approximation to mand (request) for the ball.
   * Aim to create a minimum of 10 motivating operations where the learner approaches the ball across the school day.
   * Record the total number of independent mands made across the school day for mastered items.

**Next Step: Fading the Partial Echoic Prompt**

**Short Term Objective 2:** To further promote independent communication, we will begin fading the partial echoic prompt and encourage the learner to make verbal approximations with less assistance.

**Procedure:**

1. **Antecedent:**
   * Ensure that the environment is still seeded with the reinforcer (the ball) and that the learner has a clear view of it.
2. **Prompt:**
   * Use a Partial Echoic Prompt (e.g., "Ba") instead of the full word "Ball" as previously used.
3. **Behavior:**
   * Encourage the learner to make verbal approximations with decreasing assistance.
   * Accept any approximations that are closer to the target word "Ball."
4. **Consequence:**
   * If the learner successfully makes a verbal approximation, provide immediate access to the ball and engage in enjoyable play.
   * If the learner struggles or does not respond within a reasonable time, provide additional a full echoic prompt echoic prompts to guide them.
   * If the learner loses interest in the ball, follow their interests.
5. **Data Collection:**
   * Continue to record the total number of approaches to the ball and the percentage of approaches where the learner made verbal approximations with partial echoic prompts.

*The goal at this stage is to gradually fade the level of prompting and encourage the learner to communicate more independently. Monitor progress closely, and as the learner becomes proficient in making requests with partial echoic prompts, you can further reduce the level of assistance to promote even greater independence in communication.*

**Next Step: Removing the Prompt Entirely**

**Short Term Objective 3:** To foster complete independence in communication, we will now remove the partial echoic prompt entirely during the initial request, using it only for correction if necessary.

**Procedure:**

1. **Antecedent:**
   * Ensure that the environment is still seeded with the reinforcer (the ball) and that the learner has a clear view of it.
2. **Prompt:**
   * No Prompt is Provided
3. **Behavior:**
   * Encourage the learner to make a request without any prompt or assistance.
4. **Consequence:**
   * If the learner successfully makes a verbal approximation for the ball without a prompt, provide immediate access to the ball and engage in enjoyable play.
   * If the learner struggles or does not respond within 5 seconds, provide a partial echoic prompt
5. **Data Collection:**
   * Record the learner's attempts to make requests without prompts during this phase.
   * Also, record any instances where a partial echoic prompt is needed for correction.

**Introducing a New Target: Juice with Full Echoic Prompt**

**Short Term Objective 4:** To expand the learner's communication repertoire, we will introduce a new target item, "Juice," and provide a full echoic prompt to guide the learner in requesting it.

**Procedure:**

1. **Antecedent:**
   * Ensure the environment is prepared with the new target item, "Juice," placed out of the learner's reach.
2. **Prompt:**
   * Use a Full Echoic Prompt by clearly saying, "Juice."
3. **Behavior:**
   * Encourage the learner to repeat the word "Juice" after you.
4. **Consequence:**
   * If the learner successfully echoes the word "Juice," provide immediate access to the juice as a reward. Make the interaction enjoyable and engaging.
   * If the learner struggles or does not respond within a reasonable time, you can repeat the full echoic prompt, "Juice," and encourage them to try again.
   * If needed, provide additional assistance or prompting to ensure the learner successfully echoes "Juice."
5. **Data Collection:**
   * Record the learner's attempts to echo the word "Juice" with the full echoic prompt.
   * Track the percentage of successful attempts to echo the word "Juice."

*Introducing a new target item, "Juice," with a full echoic prompt will help the learner expand their communication skills. Continue to provide positive reinforcement and support as needed to encourage the learner's progress. As the learner becomes more proficient, you can gradually reduce the level of prompting to promote greater independence in requesting "Juice."*

**Learner 2 - Incidental Teaching Lesson Plan: Teaching Mands (Requests) using AAC**

**Long-Term Objective:** The learner will mand (request) for 10 different desired items that are available to them in their natural teaching environment.

**Decision Protocols:** Mastery criteria have been achieved if the learner scores a minimum of 90% over 2 consecutive days. Help criteria will have been met if there is a descending trend after three data paths or there is a descending or no trend after 5 data paths. Contact your supervisor when the Help Criteria is met.

**Short-Term Objective 1: Introduction of AAC Device for "Juice"**

* Mastered Items: Teddy, Cookie, Chips, Ipad
* Target Item: Juice

**Materials:**

* Teddy
* Cookie
* Chips
* Ipad
* Juice
* Data collection sheet or device

1. **Antecedent:**
   * Ensure that the environment is prepared with the new target item, "Juice," placed out of the learner's reach on a shelf.
   * Have the AAC device ready and accessible.
   * Wait for the learner to approach the reinforcer
2. **Prompt:**
   * Use hand over hand prompting to encourage the learner to hit the “Juice” button
3. **Behavior:**
   * The learner presses the “Juice button” to mand for Juice
4. **Consequence:**
   * If the learner successfully uses the AAC device to request "Juice," provide immediate access to the juice. Ensure that the interaction is enjoyable and engaging. Record this as correct.
   * If the learner struggles or does not use the AAC device within a reasonable time, provide guidance and assistance in selecting the "Juice" option on the device. Record this as incorrect.
   * If the learner loses interest in having juice follow their interests
5. **Data Collection:**
   * Record the number of correct and incorrect responses
   * Graph as a percentage

**Short-Term Objective 2: Fading Physical Prompts for AAC Communication**

1. **Antecedent:**
   * Ensure that the environment is prepared with the new target item, "Juice," placed out of the learner's reach on a shelf.
   * Have the AAC device ready and accessible.
   * Wait for the learner to approach the reinforcer
2. **Prompt:**
   * Use an elbow prompt to encourage the learner to hit the “Juice” button
3. **Behavior:**
   * The learner presses the “Juice button” to mand for Juice
4. **Consequence:**
   * If the learner successfully uses the AAC device with reduced physical prompting to request "Juice," provide immediate access to the juice. Ensure that the interaction remains enjoyable and engaging. Record this as correct.
   * If the learner requires more physical prompting, provide it as necessary to support their communication efforts. Record this as incorrect.
   * If the learner loses interest in having juice follow their interests
5. **Data Collection:**
   * Record the number of correct and incorrect responses
   * Graph as a percentage

**Short-Term Objective 3: Expanding AAC Requests to Other Desired Items**

1. **Antecedent:**
   * Ensure that the environment is prepared with the new target item, "Juice," placed out of the learner's reach on a shelf.
   * Have the AAC device ready and accessible.
   * Wait for the learner to approach the reinforcer
2. **Prompt:**
   * Use a gestural prompt to encourage the learner to hit the “Juice button”
3. **Behavior:**
   * The learner presses the “Juice button” to mand for Juice
4. **Consequence:**
   * If the learner successfully uses the AAC device with a gestural prompt to request "Juice," provide immediate access to the juice. Ensure that the interaction remains enjoyable and engaging. Record this as correct.
   * If the learner requires an elbow prompt, provide it as necessary to support their communication efforts. Record this as incorrect.
   * If the learner loses interest in having juice follow their interests
5. **Data Collection:**
   * Record the number of correct and incorrect responses
   * Graph as a percentage

**Short-Term Objective 4: Generalizing AAC Communication Across Environments**

1. **Antecedent:**
   * Ensure that the environment is prepared with the new target item, "Juice," placed out of the learner's reach on a shelf.
   * Have the AAC device ready and accessible.
   * Wait for the learner to approach the reinforcer
2. **Prompt:**
   * No Prompt Required
3. **Behavior:**
   * The learner presses the “Juice button” to mand for Juice
4. **Consequence:**
   * If the learner successfully uses the AAC device with no prompts to request "Juice," provide immediate access to the juice. Ensure that the interaction remains enjoyable and engaging.
   * If the learner requires an elbow prompt, provide it as necessary to support their communication efforts.
   * If the learner loses interest in having juice follow their interests
5. **Data Collection:**
   * Document the learner's ability to generalize AAC communication skills in different situations and settings.