

Program Name: Functional Communication Training (FCT) -Manding

Behavior Target: Manding/ Appropriate Requesting of an item, activity, edible, etc.

Operational Definition: Any request for an item, activity, person, object, edible, etc. using any appropriate method of requesting (vocal language, sign language, PECS, AAC, gesturing, or joint attention strategies).

Staff S^D: (Discriminative Stimulus/Environmental Cue): This might be a NATURAL situation where a student is in need of something that they don't currently have and needs or wants OR it might be a CONTRIVED situation where you purposefully withhold something or place it just out of the student's reach so that they will need to communicate to you that they want/need it

Student S^D (Discriminative Stimulus/Staff Direction/What to Say & Do):

1. Withhold an item temporarily or move it just out of reach so that the student has to ask for it – **CREATE A COMMUNICATION OPPORTUNITY**
2. When the child begins to engage in precursor behaviors (reaching for the item, starting to attempt to LDA to go get it, tantruming, etc.) provide the verbal prompt “ask me” and the gestural prompt that corresponds to their level of communication (Example: Pointing to the PECS book, tapping the AAC device, pointing to your mouth, tapping a picture icon of the item, etc.) ***The first few times you run this program, you may have to use hand over hand prompting**
3. When the child engages in any attempt/tries to request appropriately (even if they don't get all of it- for example they may move their hand towards the picture but not actually touch it), immediately provide behavior-specific reinforcement/positive labeled praise for asking (example: Thank you for asking for the lunchbox)

4. Immediately hand the student the item

5. Take the data

-If the student requests or tries to request the item without maladaptive behavior then you mark **(+)**

-If the student does not request or try to request **OR** you have to do the whole thing for them with hand over hand prompting then you mark **(-)**

6. Write up any other observations, questions, or anything else that you think might be important for me (the behavior analyst) to know on the

STUDENT PROGRESS SESSION NOTES

****I will write back to you on the SUPERVISION NOTES section on each progress notes sheet***