## Embedding Natural Intervention within Daily Activities

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<th>Daily Activity/ Routine</th>
<th>Goal 1. Using 2-3 word utterances to request</th>
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| Coat Hook Routine       | Activity: Adults can forget to bring necessary items (shoes to replace his boots) to assist student.  

   Intervention: Use modified time delay and mands to encourage request.   
   - Wait (modified time delay) to see if Brian requests his shoes independently.   
   - If not, provide a mand: “Tell me what you need, Brian,” in order to prompt for the response: “my shoes.” |
|                         | Activity: Removing coat, etc in the morning.  

   Intervention: Use mands (commands/prompts) and time delay to elicit labels for body parts associated with clothing items.   
   - Adult asks, “Are these your hands or feet?” as Brian removes his mittens. Brian responds, “Hands.”   
   - Adult comments, “I see your ____,” as Brian removes his boots. Brian responds, “Feet.” |
| Circle Time             | Activity: Include “requests” into daily classroom assignments during circle time.  

   Intervention: Provide models to encourage Brian to use a two-word utterance to make these requests.   
   - Encourage the daily “weather person” to ask a friend to walk with them to the window by requesting, “Help me, please.”   
   - Letting the “friend counter” request a specific pointer for counting, “Red pointer, please.” |
|                         | Activity: Include songs involving body parts in the class’s repertoire.  

   Intervention: Use modified time delay to encourage Brian to fill in the missing word during your pause  
   - 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!”  
   Activity: Dress a toy bear as part of the daily weather report. |
|                         | Activity: Probe with choice questions about where clothing goes on the bear.   

   - After the class decides to do so, adult places sandals on the bear. Adult asks Brian, “Where are the bear’s sandals…on his feet or head?” Brian responds, “Feet!”  
   - If Brian does not respond or gives an incorrect response, adult provides a model: “On his feet! Say feet.” |
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| **Morning Snack** | **Activity:** Offered choices at snack time are kept out of reach but in sight.  
**Intervention:** 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.  
• Adult says, “Tell me what you want.” If Brian replies with a single word (“cookie”), adult models two-word utterance: Say chocolate cookie.”  
• 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 more please.” |
| **Activity:** The group talks about body parts that are used for eating.  
**Intervention:** Adult uses modified time delay to encourage Brian to fill in to appropriate body part.  
• Adult: “Brian, for chewing I use my ____.” Brian responds, “Teeth!”  
• If Brian does not respond with the target, use a question paired with the visual example of chewing: “Brian, what am I chewing with?” |
| **Free Choice** | **Activity:** Favorite toys are placed out of reach, but in sight.  
**Intervention:** Adult waits for Brian to make a request (time delay). If Brian uses a single word or gesture, adult provides a model.  
• Brian says, “Trains!” Adult responds, “You want the trains! Say, ‘Want trains!’.”  
**Activity:** Certain activities require a partner.  
**Intervention:** Adult models a request to play for Brian.  
• 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?” |
| **Activity:** Dolls are available in the “Doctor’s Office” pretend play area.  
**Intervention:** Adult uses mands in order to prompt Brian to label body parts as he fixes the doll’s injuries.  
• 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.” |
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<td>Lunch</td>
<td><em>Activity:</em> Milk choices are placed out of reach.</td>
<td><em>Activity:</em> Cleaning up after lunch</td>
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|  | *Intervention:* Adult asks Brian what kind of milk he wants and uses incidental teaching to expand the request.  
  • Brian says, “Milk please.” Adult responds, “What kind of milk?” Brian responds, “Chocolate milk please!” | *Intervention:* Adults uses a mands to have Brian label body parts while he cleans up.  
  • As Brian wipes his mouth and hands, adult says, “Brian, tell me what you’re wiping.” Brian responds with the appropriate label. |
| Outside Play | *Activity:* Sand toys are withheld until verbally requested. | *Activity:* Pouring sand on Brian’s arms, hands, and legs in the sandbox: a familiar and enjoyed activity. |
|  | *Intervention:* Adult holds sand toys out with an expectant look on her face and waits for Brian to request.  
  • Brian says, “Please.” Adult models the two word phrase, “Say *digger please*.” Brian responds appropriately. | *Intervention:* Adult uses mands (command/prompt) to have Brian label body parts.  
  • 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. |
| At Home: Driveway Play | *Activity:* Play with bikes, scooters, sports equipment, all of which are hung out of reach | *Activity:* Tracing Brian’s body on the driveway with chalk |
|  | *Intervention:* Adult uses mand-model to elicit the request.  
  • Adult says, “Tell me what you want, Brian.” Adult pauses, allowing Brian to respond, “My bike!”  
  • If Brian responds with a single word or a gesture, adult provides a model, “Say *my bike please*!” | *Intervention:* Adult asks choice questions to elicit the labels.  
  • 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!” |
| At Home: Bath Time | *Activity:* Playing with foam soap. Adult squeezes a small amount onto Brian’s hands when requested. | *Activity:* Washing up during the bath |
|  | *Intervention:* Adult uses modified time delay to elicit the request.  
  • 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!” | *Intervention:* As Brian washes different body parts, adult asks for the label and waits for Brian’s response.  
  • Brian uses the washcloth on his leg. Adult asks, “What are you washing?” Brian looks at himself and responds, “Leg!” |