

Tip Sheet for Incidental Teaching:

Point to Request: Meals

During Mealtime/ Snacks

- During a meal or snack time, have a variety of foods the child enjoys readily available but unable to be eaten without adult assistance (e.g., cereal in a closed ziplock bag)
- Hold two foods in front of the child and see which one he or she gravitates to (e.g., cereal and chips)
- After the child reaches to the item, restrict access (i.e., hold the item out of reach)

This is the occasion to point to request:

1. Present a small amount of the food previously chosen (e.g., 1 piece of cereal)
2. Show this item to the child
3. Wait for the child to point to the item
4. If the child does not point to the item within 3-5 seconds, use hand over hand guidance to help the child make a point with his or her finger
5. Pair the child's point with adult saying, "You can say, I want _____, Want _____, or _____". (e.g., You can say, I want cereal, Want cereal, or cereal")
6. After the child points to the item, they do not have to use words too to gain access, say, "Great job that is asking for [x] or Awesome saying [x]. You get a piece of [x]" (e.g., "Great job asking for cereal! You get a piece of cereal.")
7. Repeat this process for the remaining amount of the item or until the child appears to no longer be interested in the item

Tips:

- Only provide the item to the child when the point response has been used.
 - This will teach the child to continuously ask for what he or she wants or needs.
- Use foods that are easily broken into smaller parts or are small (e.g., chips, cereal, cookies)
- This can be done with any food however - a sandwich, chicken nuggets, fruit, etc. can be cut into smaller pieces
- This can be used with liquids too – provide the child with a limited duration (e.g., one sip of juice after each request)
- Provide energetic, varied praise

Examples of praise statements:

- Awesome job saying I want juice!
- Great job asking for juice!
- Way to go, that is using your words. I want juice! Here you go, here is juice!
- Nice job asking for the juice! You can have juice!

Tip Sheet for Incidental Teaching:

Point to Request: Play

During Play Time

- During play time, have a variety of toys the child enjoys readily available but out of reach of the child (i.e., behind the parent, on a table, in a container)
- Hold two items in front of the child and see which one he or she gravitates to (e.g., blocks and a toy car)
- After the child reaches to the item, restrict access (i.e., hold the item out of reach)

This is the occasion to point to request:

1. Present the item to the child
2. Show this item to the child
3. Wait for the child to point to the item
4. If the child does not point to the item within 3-5 seconds, use hand over hand guidance to help the child make a point with his or her finger
5. Pair the child's point with adult saying, "I want _____, Want _____, or _____". (e.g., "I want block, want block, or block")
6. After the child points to the item, say, "Great job that is asking for [x] or Awesome saying [x]. You get the [x]" (e.g., "Great job asking for the block! You get the block!")
7. Allow the child to play for the item for about 30 seconds.
8. Repeat this process until the child appears to no longer be interested in the item

Tips:

- Only provide the item to the child when the point response has been used.
 - This will teach the child to continuously ask for what he or she wants or needs.
- Use items that the child is motivated to play with
- Provide energetic, varied praise

Examples of praise statements:

- Awesome job saying I want block!
- Great job asking for block!
- Way to go, that is using your words. I want block! Here you go, here is block!

Tip Sheet for Incidental Teaching:

Point to Request: In the Community

During Community Outings

- During a community outing, several opportunities can arise to work on pointing to request
- For example, the child may come to a door that is closed or an item they are wanting in the environment

This is the occasion to point to request:

1. Stop at the door and block access for the child to open the door
2. Wait for the child to point to the item
3. If the child does not point to the item within 3-5 seconds, use hand over hand guidance to help the child make a point with his or her finger
4. Pair the child's point with adult saying, "I want _____, Want _____, or _____". (e.g., I want open, Want open, or open")
5. After the child points to the item, say, "Great job that is asking for [x] or Awesome saying [x]" (e.g., "Great job asking for open! Let's open the door!")
6. Repeat this process any time an opportunity arises (e.g., entering and exiting a store).

Tips:

- Only provide access when the point response has been used.
 - This will teach the child to continuously ask for what he or she wants or needs.
- Provide energetic, varied praise

Examples of praise statements:

- Awesome job saying I want open!
- Great job asking for open!
- Way to go, that is using your words. I want open! Here you go, let's open the door!

Tip Sheet for Incidental Teaching:

Point to Request: Waking Up and Bedtime Routines

During morning/ evening routines

- During morning/ evening routines opportunities to point to request can occur
- Examples include putting on pajamas, brushing teeth, brushing hair, or taking a bath
- If the child has difficulty completing the activity independently this is a great time to work on the point to request

This is the occasion to point to request:

1. Present the child with the item (e.g., pajama shirt)
2. Show this item to the child
3. Wait for the child to point to the item
4. If the child does not point to the item within 3-5 seconds, use hand over hand guidance to help the child make a point with his or her finger
5. Pair the child's point with adult saying, "I want _____, Want _____, or _____". (e.g., I want shirt, Want shirt, or shirt")
6. After the child points to the item, say, "Great job that is asking for [x] or Awesome saying [x]. You get the [x]" (e.g., "Great job asking for your pajama shirt!")
7. Repeat this process for the remaining items to complete the activity.

Tips:

- Only provide the item to the child when the point response has been used.
 - This will teach the child to continuously ask for what he or she wants or needs.
- This can be done with everything in the process (e.g., turning on the water, putting on toothpaste, using a toothbrush, etc.).
- Provide energetic, varied praise

Examples of praise statements:

- Awesome job saying I want shirt!
- Great job asking for the pajama shirt!
- Way to go, that is using your words. I want shirt! Here you go, here is your pajama shirt!