



Social Communication: Requesting 1 [RQ1]

Child reaches for an out of reach object to show wanting the object

Purpose

- To help your child learn to reach towards objects to let you know that s/he wants the object.

Description

This occurs when an object is far enough away that the child cannot touch it, and the child reaches towards the object. This is often an open hand reach, but could also be an action in which the child opens and closes his/her hand repetitively. Reaching towards an out of reach object shows that the child wants the object and is beginning to understand that reaching will communicate to another person that s/he wants that object.

- Child reaches for a tool that s/he wants to use to play with play-dough
- Child reaches for marbles that adult is holding so s/he can play marble track
- Child reaches for a juice box across the table during snack time

Activities

- *Meal Time:* Hold up two food choices and ask your child which s/he would like. Make sure one of the foods is something your child really likes. It is okay if your child is a picky eater and will not choose the other food.
- *Shopping:* When making a purchase for your child at a store, hold up two items and ask your child to select one. If you are purchasing clothing, for example, hold up a red shirt in your right hand and an orange shirt in your left hand.



- *Playtime or Bath Time:* During play or bath time, hold up two toys and ask your child which s/he would like to play with. When using toys with multiple pieces (i.e. puzzles, shape sorter), start by giving your child 2-3 pieces to play with, and try to hold on to the rest of pieces. Wait for your child to request the missing pieces, and then you can hold up two pieces and say “want monkey or zebra?” and wait for her/his response. As soon as she/he makes a choice, hand her the piece right away to reward her attempt to communicate.
- *Everyday Routines and Activities:* Anytime you would like your child to make choices between objects: snack time, bath time, play time, dressing, DVD watching, book reading. In some cases, making a choice is not an option and it’s okay not to give a choice in these cases.

Strategies

- *Place preferred items out of reach* – arrange environment so that preferred toys and snacks are within view but slightly out of reach for your child, then provide your child with the item immediately when s/he reaches for it.
- *Give your child frequent opportunities to make choices* – place two toys/snacks out of reach but within view, then ask your child if s/he wants choice 1 or choice 2 – give your child the item for which s/he reaches. Start with one choice that your child really likes and one that s/he really does not like. Move on to two preferred choices later.
- *Modeling* – Model requesting and encourage others to model for your child. An adult can hold up a snack and ask who wants it. Another adult or sibling can show reaching for it.

Suggested Toys

- Transportation toys
- Dolls/action figures
- Ball
- Toy foods
- Toy animals/dinosaurs

Goal Mastery

An ASAP Goal is mastered if your child meets ALL of the following criteria:

- Shows the skill at least three times
- Shows the skill during different activities or in different settings such as during snack time, during playtime, or at the grocery store.
- Shows the skill with minimal help or support from an adult