



Project Naturalistic Teaching



# Naturalistic Teaching Strategies and Techniques



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There are many teaching-learning opportunities for teachers and children during the routines, activities and transitions that occur naturally during the day, but it may not be possible for children to learn and develop skills alone, especially those that are difficult to learn. For this reason, as teachers, you need to create teaching opportunities during the day and use certain strategies and techniques while teaching. In the table below, naturalistic teaching strategies and techniques that you can use during daily routines, activities and transitions in the school environment are classified and all these applications mentioned in the following pages of the book are explained using examples, respectively.

**Table 1. Naturalistic Teaching Strategies and Techniques**



## 1. Modeling

Modeling is one of the most basic strategies that can be used to support all development areas of the child, especially language skills. Considering that learning occurs as a result of experiences, it is seen that modeling lies at the basis of learning skills and behaviors in all developmental areas, because sufficient and appropriate experiences must be present for the child to acquire skills and behaviors. While the child is awake, the adults around him/her become suitable models for the situations that the child is interested in, and the child gains and reinforces these skills and behaviors.

Modeling strategy; while it is a strategy that can support all developmental areas of the child, this strategy is especially used to support the child's language skills. With the strategy of modeling, it is aimed to present appropriate and meaningful linguistic inputs to the child in line with his/her interest and thus to increase the child's vocabulary. For example; The language skills of the children of adults who name and describe the objects of interest in the child's immediate environment, ask questions when necessary, observe the verbal and non-verbal behaviors of the child and respond immediately to these behaviors will be higher than their peers. For this reason, it is important that the people around the child be a linguistic model for her/him when s/he is awake.

The strategy of modeling can be presented in different ways according to the language development level of children. These strategies are classified in Table 1.



Ayla is a child with a one-word language development. She has limitations in learning colors and pronouncing color names. Her teacher follows Ayla's attention during their time together and tries to support her student's linguistic as well as cognitive development by providing her with appropriate and meaningful language inputs on color names at the single word level.



## A. Modeling without Expecting a Response

Modeling without expecting a response is the most basic strategy among the modeling strategies. In the implementation of this strategy; suitable and sufficient linguistic input to the child's developmental level without expecting any response from the child is presented to the child by the adult. The main goal is to fill the child's vocabulary without expecting a linguistic output from the child. It may become easier for the child who is full of vocabulary to start imitating you over time and express him/herself independently.



Arda is a child with developmental disabilities. Arda has difficulties in expressive language skills, especially in naming colors and expressing basic verbs (take, give, put, etc.) compared to receptive language skills. Teacher Hasan follows Arda's interest and tries to support his student's linguistic as well as cognitive development by providing him with appropriate and sufficient linguistic inputs during his free time activities.

As stated before, our primary expectation when applying this strategy is not to obtain a linguistic output from the child, but to fill the child's vocabulary. A child with a vocabulary is likely to generate linguistic outputs after a while. Therefore, in practice, of course, it is very important to confirm and expand the patterns of words or phrases that the child imitates. In other words; while linguistic output from the child is our low-expectancy goal in the first stage, we need to approve and expand the word or sentence patterns that the child imitates us. Therefore, in order for the child to imitate you more easily, it would be appropriate to talk to her/him in accordance with her linguistic development level. At this point, especially if working with a child who has a developmental disability or whose language skills are newly developed in early childhood; It is very important to prefer understandable, short and simple language structures according to the child's language development. For instance; For a child at the one-word level, it would be correct to choose sentences with 2-3 words, meaningful words that he often uses in his daily life, simple sentences that are not sequential or have little use of conjunctions.



Poyraz is a child with developmental disabilities. He is able to express his wishes, thoughts and actions at the level of a single word. He can sometimes make two-word sentences, but his sentences are limited to the simple and basic level. Aysun teacher tries to support Poyraz by forming sentences of 2-3 words, taking into account his language development level as much as possible.

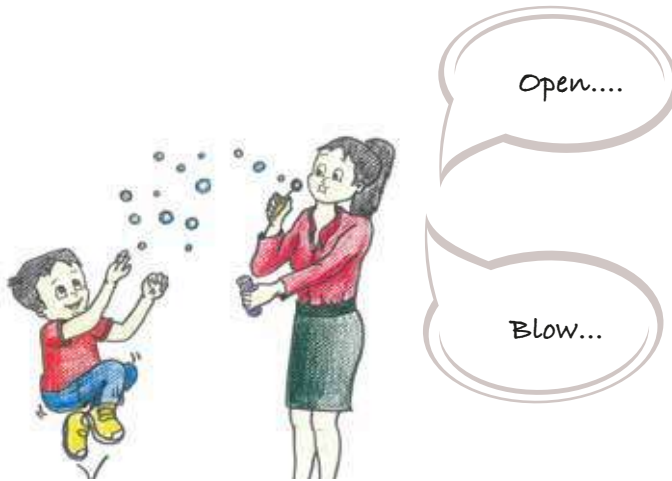
## Let's explain with another example...

Waiting for an answer by asking frequent questions to a child who does not have words yet or who has insufficient communication skills, communicating with the child in long and complex sentences, or persistently asking the child to express words that he cannot use are among the mistakes that adults often make. For example, it would not be appropriate to saying **"Isn't it one of the new dump trucks of the municipality carrying construction materials"** to a child who says just **"Truck"** while playing with trucks. In such an example, the child will not want to imitate you, because this sentence is quite long and complex for the child's developmental level. In addition, the word damper is probably not a frequently used word in the child's daily life.

Kerem is a child with developmental disabilities. Kerem produces meaningless utterances with sound and sound combinations, but he cannot yet produce meaningful words. Kerem loves to blow balloons. When he saw the bubble blower with the lid closed in the teacher's hand, he immediately came to her and made eye contact with her and said **"Bu, buu"**. Teacher responded **"If you say you want to blow bubble, I'll give them to you, and if you don't, I won't"**, **"If you say open the hatch, I'll give it to you, and if you don't, I won't"** this attempt of her student. In such a situation, Kerem prefers to get away from his teacher suddenly. The reason for this is that the teacher is not a model suitable for Kerem's development level and expects him to insist on saying phrases that he would not say.



However, for a student with such a level of development, in the first stage, when the child says "**Buu, buu...**", responding "**Yes, bubble**" is a model and making the child play with the bubble blower without waiting for any response from the child, In order to teach such words "**bubble, open, give, blow**", it is necessary to create plenty of experiences and to use the word naturally during these experiences. In addition, when you model the target word for a child who does not yet have a word or has poor communication skills, you can give the child 3-5 seconds without forcing the child to imitate you. However, the important point in this strategy is; it is to aim to increase the vocabulary of the child without expecting a linguistic output from the child, and not to insist on the child's linguistic performance.



Kerem is a student who cannot yet express his wishes with words. Teacher Ayşe, when Kerem comes up to her and looks at the bubble blower and/or makes eye contact with her, she tells her student "**Open**" at the level of only one word. She models and waits 3-5 seconds for her reaction. When Kerem looks at his teacher to blow the bubbles or makes a sound, "**Blow.**" she continues to blow bubbles.

Modeling without Expecting a Response Strategy includes some sub-strategies:

01



Bombardment  
of Words

02



Parallel  
Speech

03



Self-Speech

## A1). Bombardment of Words

Among the strategy of modeling without waiting for an answer, one of the most basic sub-strategies that can be used for students with limited vocabulary is the word bombardment strategy. In this strategy; According to the child's developmental level, the teacher determines the target words (single words) or phrases (2-3 word phrases) together with the family.

In the table below, there are examples of the five words determined for a student with limited vocabulary output and in which situations these words can be used.

	Word& Phrases	In which cases can I use it?	
		Home	School
1	Open	Breakfast time (When opening the lids of breakfast boxes, etc.) <b>"Open."</b>	Free play time (When unable to open the bubble blower etc.) "Open."
2	Give	Play time (Asking for his/her favorite toy etc.) <b>"Give."</b>	Breakfast time (Whether s/he wants cake or not when asked etc. "Give.")
3	Me	Dinner time (Asking who wants to eat, etc.) <b>"Me."</b>	Art activity ("Who wants to paint?" etc.) "Me."
4	Help me	Prepare for sleep time, when the child can't wear pajamas, etc. <b>"Help me."</b>	Home coming time "When child can't put on his/her shoes etc. "Help me."
5	Water	Lunch time (When s/he want to drink water etc. <b>"Give me water."</b>	Snack time (When s/he want to drink water, etc. <b>"Give me water")</b>

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The purpose of this strategy; It is the intense and natural use of single words or phrases determined for the child by the family at home and by the teacher at school, thus providing sufficient linguistic input for these words when the child is awake during the day. Therefore, as mentioned earlier, it is very important to act with the family in the process of determining the words that are suitable for the child's level and to study with the specified words in both the home and school environment.



Mert's father is at home at meal time, when Mert looks at the water or lays down in the water, he looks at Mert and says, **"Give me water, I gave it."** etc. He becomes a model for his son in different environments and times.

Yasemin teacher, during the free time activity in the classroom, when there is a toy that Mert cannot reach and looks at her, **"Give me, give me a car, give me a toy, I gave it ."** etc. and becomes a model for him in different environments and times during the day.



It is very important to pay attention to the fact that the different environments and times mentioned above and determined to present the target word / phrases to the child are completely natural or look natural with the arrangements made, because language skills are more easily acquired when used in natural contexts and when needed. In addition, the child will have gained reinforcement (water, toys or interest) naturally after these implications.

In the word bombardment strategy, 3 words or 5-6 words can be determined according to the developmental level of the child and these words can be studied at the same time. For example, let's say that together with the family you have determined the words **"water, milk, baby, take, give"**. You can study these words intensively at school at feeding time and at home at mealtime. At meal time, during your interactions with the child, **"shall I give you water?"**, **"Give me water."**, **"Give me water."**, **"Let me get water too."**, **"Water for me too."** etc. You can emphasize more than one word with expressions in shapes. Likewise, you can use these words heavily when playing house during free play hour. During playtime, while the children are playing together, you can use expressions such as **"Baby wants water."**, **"Give the baby water."**, **"Baby is drinking water."**, **"Take, water etc."** To give another example; The word **"open"** that you have determined for the child should be placed on the door of the school, classroom, toilet, etc. door, opening the toy box during free play time, opening the pencil case cap at the art activity, etc. you can study.





## A2. Parallel Speech

The parallel speech strategy is to verbally express the child's actions verbally by the adult in accordance with the level of language skill, without expecting any response from the child while in the same environment.

You draw with a red pen...  
You draw...  
You draw clouds...



The purpose of this strategy is to make the child hear what he/she does/action/activity is, and therefore to make sense of his/her current life. For children, in the beginning, actions and activities have meaning, not words. Therefore, over time, the child will begin to make sense of the activities or actions by matching the words used together.

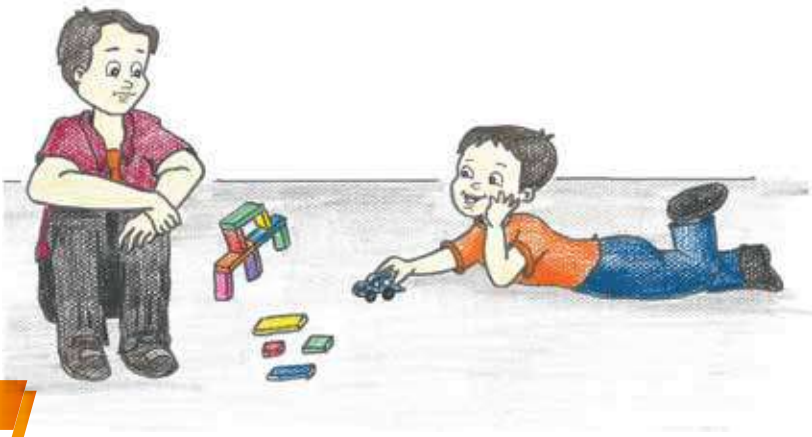


It is very important to follow children's interests and make sense of these moments, because children learn best and quickly during these times.

## Let's explain with another example...

Ahmet teacher has a student with a developmental disability named Bulut in his class. Bulut has difficulties in naming the names of the objects shown to him and using action words. Teacher Ahmet decided to spend time with Bulut during his free time activities and play games together to support his language development. Ahmet teacher explained Bulut's actions, **"You are driving, oh you stopped, now you are going, you are crossing the bridge."** etc. He tries to provide appropriate linguistic inputs to Bulut and expand his vocabulary by giving meaning to them in different ways.

The teacher continues his speech without waiting for his student Bulut to reply, but Bulut turns towards him and says, **"Car, go."** etc. If he reacts in different ways, by reinforcing his reaction, **"Yes, the car."**, **"The car is going."** etc. expands on expressions.



### A3. Self-Speech

Self-speech strategy; It is the adult's verbal expression of what s/he has done while in the same environment with the child, without expecting any response from the child, in accordance with the child's language development level. In other words, it is the adult naming what s/he is doing. As with other strategies, the important point to consider in this strategy is; the length of the selected words and sentences is in accordance with the level of language development of the child, naming what the adult does without speaking too quickly and matching the action he/she performs.



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Even when you think that they are not looking at you or not interested in you when you are in the same environment with small children, their eyes and ears are actually following you. With self-speech, this follow-up becomes more meaningful for the child in linguistic terms. Therefore, with this strategy, you are expected to present your actions as adults to the child without waiting for any response from the child, making sense of the actions you are taking with sentences such as **"Now I have received the paper, I have also received paint, I am drawing fish, I will paint yellow."**



## **B. Choices / Making Choice**

The strategy of making choice is a process that includes both manding and modeling. In this strategy, the child is asked a question to choose one of two or more options (toy, activity, object), and the child's choices actually contain the answer. In addition, making choice is actually a child-centered strategy that expresses respect for the child's choice in terms of following the child's interest and leadership.



## Naturalistic Teaching Strategies and Techniques

In the implementation process of the making choice strategy, first of all, the child's interest should be followed, then the child should be offered an option to make a choice, and at the same time, the answer to the question should be a model for the child. The way of presenting of making choice may differ depending on the language development level of the child. For example, presenting one-word choices for a child whose vocabulary is just developing: **"Water or milk?"**, **"Balloon or car?"** more suitable for children with higher language skills, more complex options **"Do you want the red paper or the yellow paper?"**, **"Which do you want? Toothbrush or hairbrush?"** or to action words **"Do you want to run or sit?"** options are available. However, for the child who learns the basic concepts (numbers, colors, shapes), the basic concepts are **"Red or yellow?"**, **"Is it big or small?"**, **"Square or triangle?"** options are available.

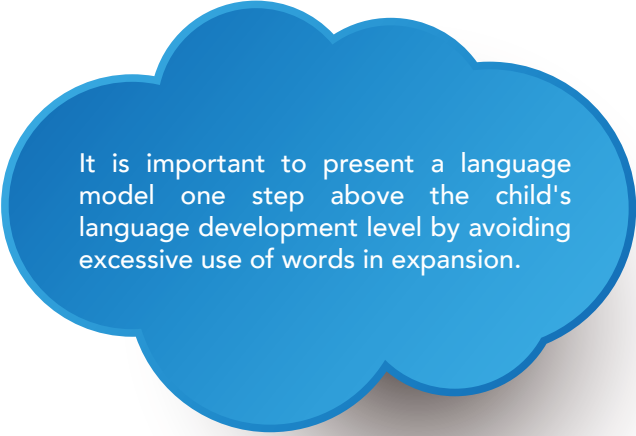
Merve is a student who has difficulty in learning basic concepts. She loves to play with colorful blocks, shapes, legos, jigsaw puzzles, etc. Her teacher accompanies Merve's plays and provides her with appropriate linguistic inputs on basic concepts by giving her options in the game in line with her interest.



## C. Expanding Language Modeling

Expanding language modelling is a strategy that has an important place in moving the child from the level of language development to more advanced or complex language skills. In its most general definition, expansion is called adding new words to what the child has said. In this process, the expressions used by the child are expanded by enriching or correcting them with new structures, and thus a suitable language model is presented to the child.

The important point in expanding is to present a language model suitable for the child by expanding one step above the language development level of the child. The reason for this is that the first thing expected from the child is to take you as a model, that is, to imitate you. As you know, young children may not dare to imitate grammatical structures that are too difficult for them or that they think they cannot achieve. Therefore, it is necessary to model the child by extending his language development level one step above, that is, at the level where s/he can imitate you.



It is important to present a language model one step above the child's language development level by avoiding excessive use of words in expansion.





**There are two ways to  
expanding language modeling**



Expansion by  
adding words



Expansion by  
correcting/  
displacing



## C1. Expansion by Adding Words

Expansion by adding words is the most basic expansion and strategy to give the child more complex language skills. In the implementation process of this strategy; the child's words are expanded by adding words at a higher level of his language development level. In other words, the word to be added should be one that is appropriate for the child's linguistic purpose. Thus, the parent becomes a model for the child according to his/her developmental level. For example, if you want to use For the child who is at the single-word level, where you are trying to teach the use of two or three-word sentences with adjectives and actions (e.g., adjective-noun, name-action), it is appropriate to expand or model by adding these adjectives and actions to the only words used by the child. For a child with a higher level of language development, you can make expansions by adding conjunctions (and, but, or, so on), verbs, adjectives (colors, numbers, etc.) or adverbs (above, below, next to, etc.).



## Let's explain with another example...

It's possible to expand the phrases of a child who says "**Water.**" at feeding time, plays with the shape box during free playtime, or says "**Box.**" or turns to you and says, "**Look.**" You can expand these and similar expressions of the child to "**I want water.**", "**Shape box.**" or "**Look at me.**", above the child's language development level. If the child is at the level of two words and uses phrases such as "**Give me water.**", "**Shape box.**" or "**Look at me.**" you can model for the child by expanding them to three words, such as "**Teacher, give me water.**", "**I want the shape box.**" or "**My friend, look at me.**"



In the strategy of expanding by adding words, as mentioned before, the added word does not always have to be a noun, action, adjective, etc. Depending on the child's language development level, grammatical structures such as suffixes-prefixes and conjunctions can also be the structures you want to bring to the child. For example, these phrases of a child who makes short and simple sentences such as **"I want milk."**, **"I want cake"** can be expanded to **"I want milk and cake."** To give another example, **"Baby wardrobe."** The expression of a child who wants to explain that the baby is in the wardrobe by saying, **"The baby is in the wardrobe."** A language model suitable for the child can be presented.



## C2. Expansion by Correcting/Displacing

Expansion by correcting/displacing strategy; It is the process of changing the places of the words produced by the child, replacing the word used with another word that has the same meaning with that word, or saying the correct words that the child uses incompletely or incorrectly. Thus, language models suitable for the child are presented.



In this strategy, the child's expression is expanded by another similar grammatical structure or by swapping words. What is meant here is not to correct the child's articulation (pronunciation/pronunciation). In this strategy, of course, it is important to model the child with correct pronunciation (correct pronunciation of words), but the main point to focus on should be WHAT the child says, not HOW. Modeling a child who says "**Waa**" instead of "**Water**" and a child who says "**Caa**" instead of "**Car**" is means focusing on WHAT the child want to say. In this context, being modeling like "**Red Truck**" to child who said "**truck**" or being modeling as "**Yellow car,**" to a child who says "**Car**" are suitable examples for the implementation of this strategy.



Duru is a child with Down Syndrome and her language development is quite behind compared to her peers. Duru can actively use the words "**open, give, come, water**" at the level of a single word, but sometimes cannot say these words clearly.

## Let's explain with another example...

.....

In the expansion strategy by correcting/displacing; for example, when the child said **"Beep."** modeling like **"Yellow truck."** the child's expression can be expanded by modeling appropriate word(s). Other than that, when the kid says **"Big ball."** Modeling by saying, **"Huge ball."**, the word big can be expanded with a different word with a similar meaning. In this strategy, extensions can be made to complete what the child wants to say/sentence or to model for the child in accordance with adult grammar level. For example, the child saying **"Ch.."** or **"Child."** to the child saying, **"Yes, the child is jumping"**, looking at the picture of the running horse and saying, **"Horse."** said to the boy, **"Yes, the horse is running."** Being a model by saying, completing what the child wants to say/sentence, or being a model for the child in accordance with the adult grammar are examples of making extensions. For example, a child who points to a bouncing child at a reading event and says **"Ch..."** or **Child."** modeling like **"Yes, the child is jumping"**, being a model by saying **"Yes, the horse is running"** to child who is looking at the picture of the running horse and saying just **"Horse."**, completing what the child wants to say or sentence of child, or being a model for the child in accordance with the adult grammar are examples of making extensions.



## D. Mand Modeling

In the strategies mentioned so far,





While the strategy of being a model is more effective in children who are in the process of acquiring language skills; the mand-model strategy is used by children who have acquired language skills but use these skills inconsistently or cannot yet use them independently. Thus, the child is given the opportunity to produce linguistic skills independently, with minimal help from the adult.

The demand-model strategy is different from the modeling strategy. In the implementation process of this strategy; there is no repetition or verbal modeling to be imitated, but rather asking questions, making choices, or making a request to someone. The child is asked to say or do something by asking a question, making a choice or making a request, that is, a request is made and the child's reaction is waited for 3-5 seconds. If the adult request is answered incorrectly or no response is received, the modeling process is operated.

2. What do you want?  
(Waits 3-5 seconds.)

1. The child points to the water with his hand.

3. Water

(If there is no answer from the child or if he receives a wrong answer, it becomes a model for him.)



Umut is a child with Down Syndrome. Umut can express his basic needs (water, food, going to the toilet, etc.) with words, but he uses these words inconsistently. In other words, Umut has the concept of water, but does not always indicate that he wants to drink water by saying Water. Instead, he points to water with his hand when he asks for water. In such cases, when the student points to the water, don't give him the water right away and say, "**What do you want?**" You can ask the question and request the response that is appropriate or closest to this response. For some children, expressing the word "**water**" verbally may be an appropriate response, while for someone who has not yet gained verbal expression skills, pointing to water may be sufficient or appropriate for the teacher. The child pointing at the water is asked the question " **What do you want?**" If there is no response from the child or if there is a wrong answer, you can help the child gain this concept over time by taking intensive linguistic input to the concept of "**water**", as a model for the concept of "**water**" with short sentences such as "**You want water.**", "**I will give you water now.**".

## Let's explain with another example...

In the mand-model strategy, the adult waits for the child's reaction after asking the child to say or do something. The waiting period is an average of 3-5 seconds, which can vary according to the developmental level of the child.

For example; ask to your student questions such as **"Shall we paint?"**, **"Do you want help?"**, **"What do you want?"**, **"What is this?"**, **"What do we call that?"**, **"What is it called?"**, **"And where is the yellow cup?"** questions like **"Look at the picture, tell me what it is."**, **"Say your name."**, **"Show the yellow cup."** during the routine, activities and transitions that occur during the day. You can ask for 3-5 seconds for the child to respond, and if there is no response from the child or the wrong answer is received, you can offer language models suitable for the child with expressions such as: **"Let's do it."**, **"I want help."**, **"I want to drink tea."**, **"Yellow cup."**

**"I want Yellow cup."**

When the child answers your request correctly, you can expand his/her answer. For example, while you are looking at the book with the child, when you ask **"What is this?"**, when he answers you **"The glass."** you can expand the child's answer such as: **"Yes, the glass cup in the picture."**



The activity of reading a book is one of the activities in which demanding (eg, asking questions, making requests) is observed most frequently. Manding; It is the process of waiting for a response from the child regarding the relevant situation, but especially the requests with one-answer questions may be the reason for most of them to avoid interaction after a while. For this reason, it is very important that the adult does not overwhelm the child with very demanding questions ("**What is this?**", "**What do we call that?**", "**What's the name of it?**", "**Let's show the yellow?**", "**And where is the red?**", "**Show the red house.**" etc.), especially in the book reading activity.



## 2. ASKING THE RIGHT QUESTIONS

When we observe the communication of adults with young children, it is noteworthy that the most common form of communication is asking children questions and expecting answers from them. This is not a correct and expected form of communication. The most important elements of effective communication with children as adults; establishing a question-answer balance and asking the right questions to the child.

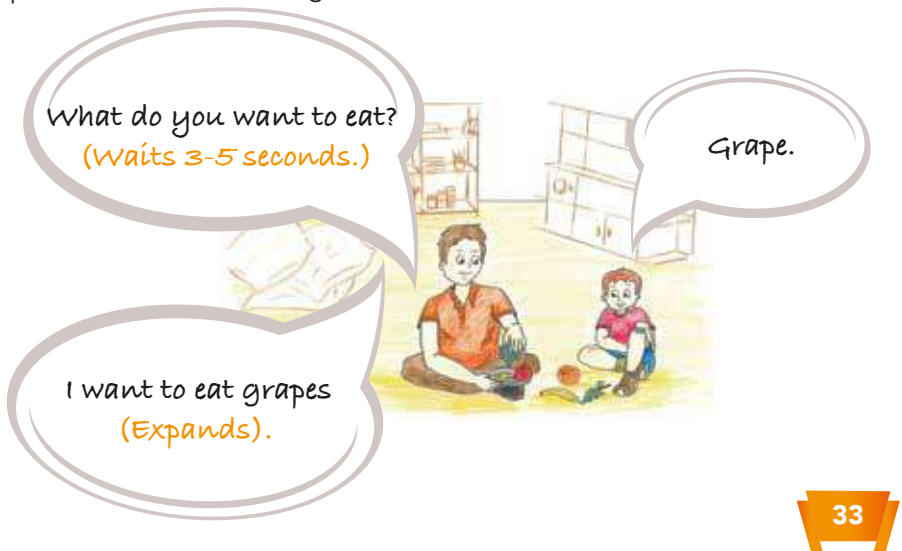
What's this?  
What color is this?  
What's the name of it?



Asking too many questions destabilizes your conversation or interaction with the child. Adults often ask, **"What is this?, What is this?"** You can observe that young children struggle to answer these questions and then stop answering these questions, and sometimes they leave the adult's side and start to deal with something else. So, while it is important to be able to ask the right questions in communication with children in the younger age group, this becomes even more important when it comes to the deficiencies experienced by children (language and speech disorders, intellectual disability, Autism Spectrum Disorder, etc.). For this reason, it is not desirable to ask too many questions one after another, to ask questions like a test, and to ask questions that you know the answer to. Instead, asking appropriate and timely questions in communication (occurring in natural contexts) and choosing the right kinds of questions are an effective way to positively encourage the child to speak and use more words.

The strategy of asking the right questions is the process of asking open-ended questions that offer the child the chance to respond creatively and support the child's use of more words.

The most important point to be considered in the strategy of asking the right questions is to ask real or open-ended questions. What is not appropriate is to ask closed-ended questions limited to "yes/no" answers, which prevents the communication with the child from continuing. "Are you hungry?", "Do you want help?" Questions like these are examples of closed-ended questions. Open-ended questions that are not limited to "yes/no" answers are the best way to initiate and maintain interaction with the child. In addition, open-ended questions offer the child the chance to give creative answers. For example, "Do you want to eat?" during the house game with the child. Instead of "What do you want to eat?" Asking the question is an example of an open-ended question. During the implementation process of this strategy, 3-5 seconds are waited for the child to respond to the question asked. If the child gives a correct or incomplete answer, the adult expands this answer and becomes a model for the child. If the child does not respond or gives an incorrect answer, the adult becomes a model for the child, and if the child responds after the adult model, the adult expands this response and becomes a model. This process is illustrated in Figure 1.



The implementation of the strategy of asking the right questions is shown in the diagram below:

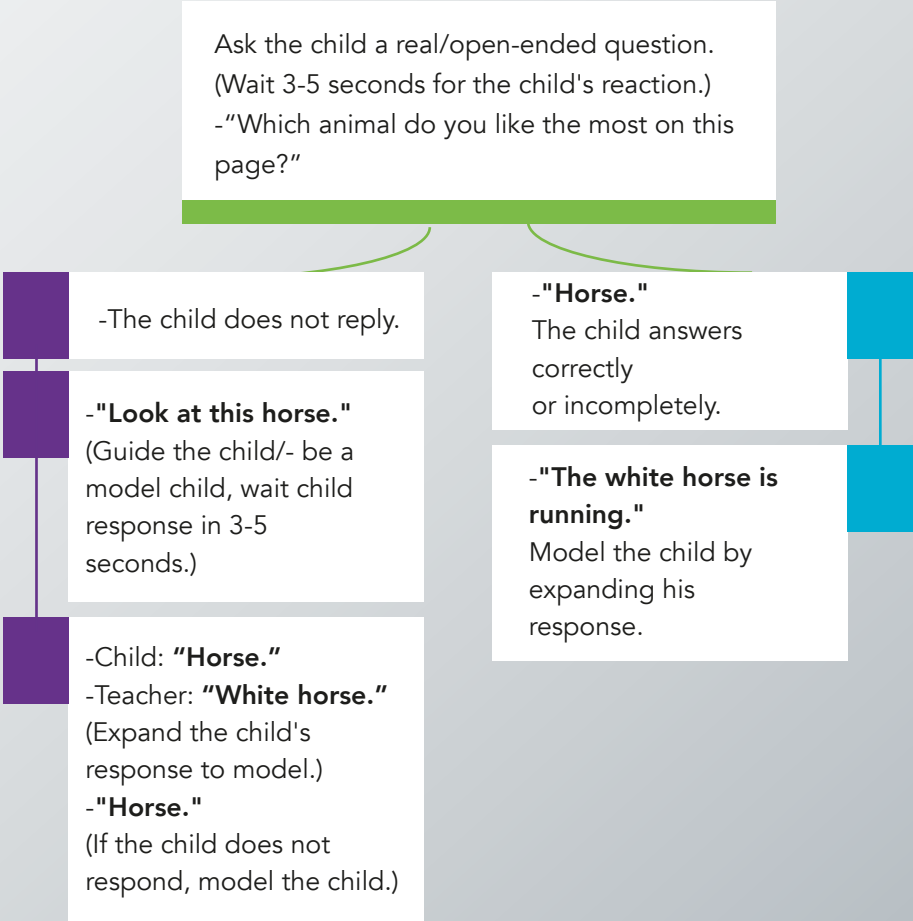


Figure 1. Steps of Asking the Right Question

As we mentioned before; Children may not be willing to answer questions that you ask them and that they think you already know the answer to because they think they are being tested. For example, you could point to the bag that the child already has and bring to school every day and ask, **"Is this your bag?"** When you ask, the child thinks you know the answer and that you are trying to get him to talk, may not answer as **"mine."** Instead, pretend to forget give milk to the child at feeding time and asks, **"Who doesn't have milk in their glass?"** ask the child, It will be more possible to get the answer **"It's mine."**





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Another important point to be considered in the strategy of asking the right questions is that after asking the child a question, it is necessary to wait approximately 3-5 seconds for the child to answer. During this waiting period, giving clues (looking into their eyes, raising your eyebrows, making a nodding gesture, etc.) that you expect an answer from the child will encourage him or her. As mentioned earlier, if the child does not respond or responds incompletely or incorrectly, you can offer the child a tip or become a direct model, preferring to use the making choices strategy. Returning to the example on the previous page, when the child responds correctly, it will be enough to give the child milk as a natural reinforcement instead of giving a separate reinforcement. Thus, the child will begin to learn to use language as a means of communication, understanding that he can get what he wants using the language.

2. No response.

4. He looks towards  
the cherries.

1. What do you want?  
(waits 3-5 seconds.)

3. Do you want tea  
or cherries?  
(Making choices.)

5. I want cherries.  
(Becomes models.)



Another important point in asking the right questions is not to ask the child too general questions. When very general questions are asked, younger children may not know where to start answering the question.

Ayşe is an introverted child who has difficulties in expressing herself and has limitations in communicating and maintaining with her peers. Teacher Burcu followed Ayşe's interest and noticed that Ayşe was looking towards Ali, who was playing the farm game.

2. No response.



1. What do you want to play with Ayşe?

(waits 3-5 seconds.)

3. I want to play the farm game

(Becomes a model.)

For instance; **“What did you do at home today?”**, **“What would you like to do now?”** etc. General questions can negatively affect your communication with the child. Instead, it would be more appropriate to ask open-ended but not general questions about the situation the child is dealing with, that is, about a specific topic. In addition, it is very important that the questions asked to the child are appropriate and clear for his/her language development level.

E.g.; **"What are you doing?"**, **"What do you have in your arms?"** while observing the child's house play or by participating in the activity she was playing and asking **"My baby is sleepy, what should I do?"** etc. Asking questions, then waiting for 3-5 seconds for the child's reaction, and when there is no answer, **"There is a cradle here."** You can give the child a clue for the answer by saying. If the child still does not answer, **"Let me sleep my baby in the crib."** You can be a model for him by saying. When the child answers correctly (**"Sleep,"** etc.) **"Yes, let me put my baby to sleep."** You can expand the child's answer by saying.



### 3. TIME DELAY PROCEDURE

Communication is an exchange of messages between at least two people. When the person transmits the message, the other person listens and gives feedback, then if necessary, the person who sent the message gives feedback to this new message and this process continues mutually. So, communicating is not only responding to requests or questions, but also being able to initiate communication when necessary. Therefore, one of the most important goals to be developed in supporting communication skills is for the child to communicate or initiate interaction independently. Time delay procedure is a natural language skill support strategy that allows the child to initiate verbal communication.

Onur is a child with limited communication skills. He expresses his wishes with gestures, mimics or signs.

Bus teacher waits for Onur to react and start a communication with her in the toy corner. Onur loves to play with cars and looks at the car in the toy corner. When Onur turns and looks at the teacher, Bus teacher becomes a model for Onur in accordance with his language development level.



In the implementation process of the time delay procedure strategy, the child is expected to show a reaction in order to initiate an interaction or communicate, without giving any hints or assistance. If we remember that communication is a mutual process; it is very important that the child not only responds to the communication attempts of others or takes them as a model, but also that he or she can initiate communication independently. The main point to be considered here is that the communicative skill expected from the child in order for the child to start communication is appropriate for the child's language development level. Some children may be expected to communicate through eye contact or pointing, while others may be expected to communicate verbally by expressing what they want. In other words, it is not necessary for the child to give a verbal response. For instance; child looking at first you, then at a toy/food, and then at you again can be considered a communication initiation. In this example, it is clear that the child wants a toy or food and is starting a communication with you. Of course, the final goal to be achieved is for the child to express his/her wishes by using sentences and initiate communication; however, until this happens, it will be appropriate to proceed step by step in accordance with the level of the child. Therefore, when the child initiates communication, you need to support the child's language development with the strategies we have told you so far. Figure 2 shows an example dialogue on time delay procedure strategy.

Toprak is a child who has one-word communication skills.

Teacher Ali observes Toprak, who has difficulty opening the door, and shows with his body, gestures and facial expressions that Toprak is waiting for him to initiate communication. When Toprak initiates communication, he expands Toprak's response and becomes a model for him.

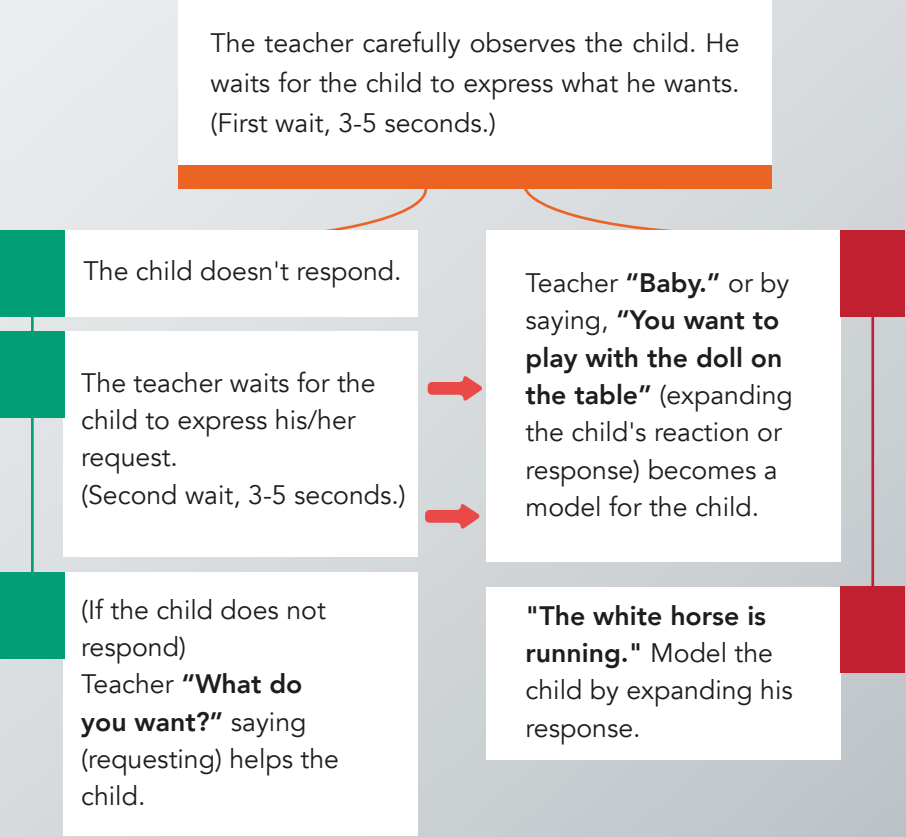


## Let's explain with another example...

Deniz is a child who can express his wishes at the level of a single word (water, food, toilet, toys, etc.). Teacher Zeynep did not give him food at the feeding time, using the strategy of leaving out of environmental regulations in order to allow Deniz to initiate communication. Deniz, by making eye contact with her teacher and saying "**Food.**" he started the communication. Zeynep teacher, by saying, "**I don't have food.**" she expanded and presented a more suitable linguistic model for Deniz to initiate communication.



The implementation of the time delay procedure strategy is shown in the diagram below:



**Figure 2.** An Example Dialogue on the Time Delay Procedure Strategy

## 4. PROMPTS

Prompts are the help offered to the child to perform a skill more accurately, fully or independently.

Physical situations, environments and people in our lives are stimuli that guide our behavior by offering natural prompts. In other words; physical situations, environments, and people offer us natural prompts to the behavior or skills we should display. For example; the physical situations we are in (cold, excessive heat, noise, being disturbed by darkness or light, etc.) can direct our behavior as natural prompts. Likewise, the environment or physical places we are in such as a bank, classroom, restaurant, and home offer natural prompts about how we should behave. For example; while the home environment gives a prompt that we can talk comfortably, being in a meeting gives a prompt about being quiet. People can also give natural prompts to our behavior. For example; the teacher gives prompts for the student in the classroom on following the instructions and completing the given work/tasks.

The above-mentioned natural prompts are perceived naturally by children with normal development (depending on observations and experiences), and skills and behaviors are displayed in accordance with these prompts. Some children may have difficulty in responding to natural prompts during these processes. In other words, they may not notice/perceive natural prompts, or they may not have the skills and behaviors to do what others do despite natural prompts. These children need prompts (help) to perform the relevant skills or behaviors. Therefore, it is very important for children to know the clue techniques that teachers can offer them and to use these techniques in their classrooms in order to enable them to perform the relevant skills or behaviors. Therefore, it is very important for teachers to know the prompt techniques they can provide and to use these techniques in their classrooms in order to enable children to perform the relevant skills or behaviors. The important point here is to remember that prompts are **"a temporary support"**. As the child learns to perform the skill independently, it is essential that prompts be gradually reduced and then completely eliminated.



There are four basic behaviors or situations that indicate that a child needs prompts:

01

**1. When the child cannot do what their peers can:**

For example, while her peers can paint in limited areas by holding a pencil, Aylin's inability to hold the pencil despite many attempts indicates that she needs help with this skill.

02

**2. If the child performs a behavior or skill at the wrong time and environment:**

For example, the fact that Can wants to go out while his peers are following the teacher's instructions regarding the classroom activity indicates that Can needs help in following the instructions.

03

**3. When the child sometimes performs a behavior or skill and sometimes fails to do so:**

For example, Cem, who can play with his brother at home, prefers to play alone or be with his teacher instead of playing games with his friends in class, indicating that Cem needs help in joining his friends' game.

04

**4. When the child repeats an inappropriate behavior:**

For example, İnci, who has not yet spoken, often throws herself to the ground to fulfill her wishes, and starts to cry, indicating that she needs help in expressing what she wants appropriately.

## Types of Prompts

As can be seen in the adjacent figure, there are generally four types of prompts. These; physical prompts, modeling, verbal and non-verbal prompts. These are explained in detail on the following pages.



**Physical prompts**

**1**



**Modeling**

**2**



**Verbal prompts**

**3**



**Non-verbal prompts**

**4**

## 1. Physical Prompts

Physical prompts; It is the first type of prompt and it is the technique of presenting the prompt with the most intense support. A physical prompt is when the adult physically assists the child (with his/her hand or body) while the child is doing something. In other words, physical prompt is the process of the adult offering physical assistance and describing what s/he is doing with it in order to perform the skill or behavior expected to be exhibited by the child.



The purpose of presenting physical prompts is to enable the child to acquire or demonstrate the relevant skill, but the main goal is for the child to perform the skill on their own, that is, independently. For this reason, after the child begins to perform the skill, physical prompting should be gradually reduced and completely eliminated after a while.

Physical prompt basically consists of three phases. These; "full physical prompt, partial physical prompt, and low-intense physical prompt ". Physical prompt; it is gradually reduced to full physical, partial physical and low-intense physical prompt.



## 1a. Full Physical Prompt

A full physical prompt is assistance offered by the adult in the form of directing or controlling the child's movements with their hands or body so that the child can perform the relevant skill. It can be used in cases where the child is not able to perform the relevant skill independently and without adult assistance.

In this type of assistance, the adult is expected to explain what the child is doing while providing direct and physical support for the skill that the child needs to do. For example, for the child who reaches for the door-knob to get out of the classroom but cannot open it, the adult's response is "Let's open our door." and having the child open the door by holding it over his hand explains the full physical prompt.



## 1b. Partial Physical Prompt

By presenting a full physical prompt, the prompt is gradually reduced so that the child begins to gain proficiency in the relevant skill, so that he or she can perform the skill independently. That is, the prompt is converted from presenting the full physical prompt to presenting a partial physical prompt. In partial physical prompting, as in full physical prompting, the adult does not offer full support to the child while performing the skill. In other words, the adult gives the child more responsibility to complete the relevant skill in this process than the full physical prompt. Accordingly, partial physical prompt is assistance offered to the child by touching a particular part of the child's body to help the child perform the target skill more independently. In gross motor skills, a partial physical prompt can be offered to the child by partially touching or holding a certain part of his/her body. In fine motor skills, a partial physical prompt can be offered to the child by holding the child's wrist or arm and gently pushing or pulling. Meanwhile, the adult can tell the child what is being done at the moment. For example, for the child who reaches for the door handle to get out of the classroom, but cannot open it, the adult's **"We are opening the door, we have opened it."** and having the child open the door by holding the wrist explains the partial physical prompt.



## 1c. Low-intense Physical Prompt

The prompt is gradually reduced so that the child, who begins to gain proficiency in the relevant skill by presenting a partial physical prompt, can perform this skill independently. So this time the hint is changed from partial physical prompt to low-intense physical prompt. In this process, the responsibility given to the child is more than the partial physical prompt in the child's ability to perform the relevant skill. The aim is to give the child the opportunity to independently do what s/he has to do. In this context, low-intense physical prompt; is to follow the child's movements in a coordinated manner without being touched. Low-intense physical prompt can be continued until the child does not need physical assistance with the skill. Therefore, when the adult decides that the child does not have a partial physical prompt, he or she should be present and imitate or watch the child's movements in coordination with him (as if his hand is on the child's hand). Meanwhile, the adult can tell the child what is being done at the moment.

For example, when the child goes to the door to leave the classroom, the adult's extending his arm with him to the door and imitating or watching the child's opening movement in coordination (as if his hand is on the child's hand) explains the low-intense physical prompt provided.

Yes, you open the door...  
You opened very well...



## 2. Model Prompt

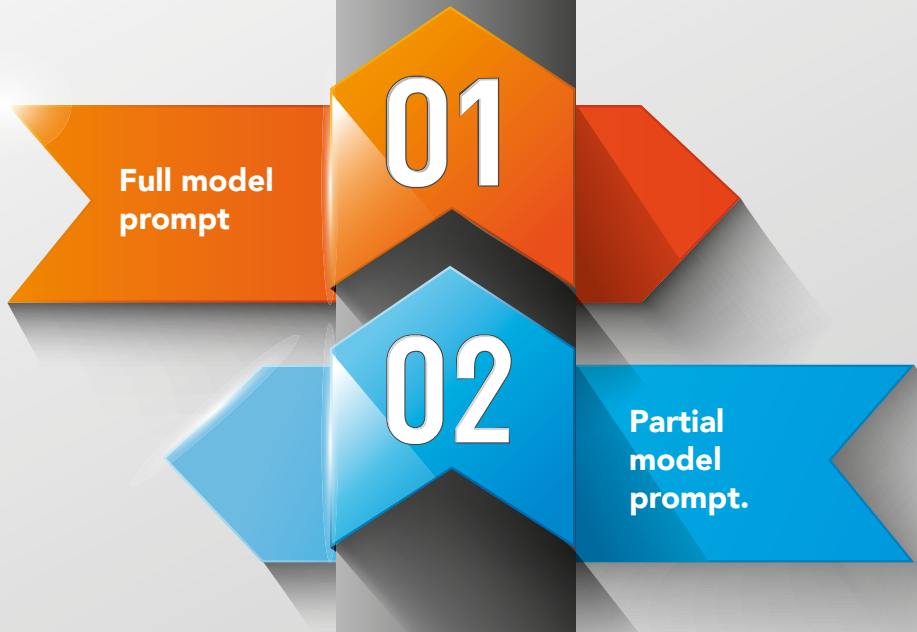
Modeling is the adult showing what the child wants to do or verbally expressing what the child wants to say. Since the basis of learning is mostly learning by observing and hearing, that is, by taking a model, the modeling prompt technique provides the child with the opportunity to imitate or repeat what the adult does or says.



*We can teach children to tie shoes as model prompt.  
We can describe the stages of tying shoes while teaching.*



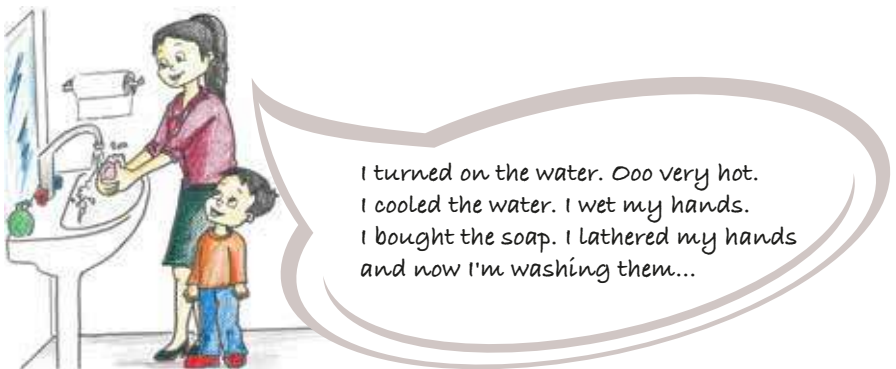
**There are  
two types  
of modeling  
techniques:**



## 2a. Full Model Prompt

Full model prompt is when the adult demonstrates the relevant skill or behavior to the child by fully performing it, or tells the relevant language example exactly.

In presenting the full model prompt, the adult models the child by fully performing the relevant skill or behavior and telling what is being done at that moment. Then the child is given the chance to fulfill the model situation. As with presenting physical prompts, what is being done should also be described while model prompts. For example, let's imagine a child who has sufficient gross and fine motor skills, but does not know how to perform the skill of washing hands with soap. In this type of prompt, the adult models the child by showing the ability to wash hands with soap and while doing this, he says, **"I wash my hands, now I take the soap on my hand and foam it, I wash between my fingers."** s/he names her actions with expressions like s/he. When the child needs physical prompt (full or partial) to be presented at any stage while applying this technique, it may be possible to present both modeling and physical prompt.



## 2b. Partial Model Prompt

Partial model prompt is the ability to show or tell a part of the desired behavior or skill to the child.

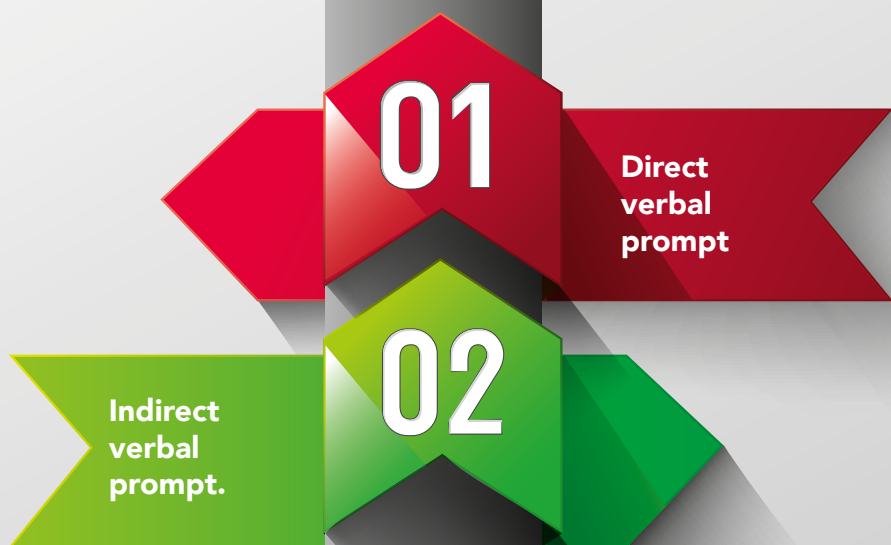
In children who do not need to be a model in all of the relevant skills, it may be necessary to be a model in some of the skill steps. Partial model prompt includes modeling at certain stages or steps of the relevant skill or behavior according to the child's needs, considering the relevant skills or behaviors stages by stages or step by step. In this direction, in this type of prompt, the adult becomes a model for the child by doing not all but a part of the relevant skill or behavior and verbally explains what s/he is doing. For example, for a child who needs to collect the toys when the free play activity is over, the teacher might say, **"Now I take the box and tidy the class."** and putting the empty toy box in front of the student explains the partial model prompt.



### 3. Verbal Prompt

**There are two types of verbal prompts:**

A verbal prompt is the help you provide verbally to the child regarding the behavior or skills that the child wants to do or that you want her/him to do.



### 3a. Direct Verbal Prompt

Direct verbal prompt is the process of presenting a specific instruction to the child to do a certain skill. In the direct verbal cue, the child is clearly told what to do and the child's reaction is expected. For example, in the direct verbal prompt **"Open the door"**, **"Pick up the toys"**, **"Put the blocks in the box"**, **"Take the spoon in your hand."** etc. In the form of verbal expressions, instructions are provided for the child to perform a certain behavior or skill.



### 3b. Indirect Verbal Prompt

In an indirect verbal prompt, help is implied and provided to the child regarding the behavior or skill that the child is expected to do. In this type of prompt, the child is not explicitly told what to do, but instead is told indirectly, or the child is given a clue through someone else about what to do. For example, saying **"Is everyone ready for class?"** instead of telling the child to **"Take out your notebook, your book"** is an indirect verbal prompt to the removal of the notebook and book. To give another example, **"Ayşe, you are wonderful, you have taken out your notebook and book, and you are ready for the lesson."** Saying this is an indirect verbal prompt for other children in the class who have not yet exhibited this behavior.



## 4. Non-verbal Prompt

The nonverbal prompt is when the adult helps the child without verbally telling the child what to do or say (without expressing it verbally). Nonverbal prompts include gestures, looks and facial expressions that both adults and children understand. For example, the teacher showing his/her classmates with his/her head or eyes to the shouting student in the classroom, pointing to the standing student in his/her seat, directing the child's attention to an object, toy or activity with the pointing finger explain the non-verbal clue.



## 4a. Gesture-Mimics and Glances

Gestures, facial expressions and glances; It is the sum of the movements of the adult with the hand, arm or head to provide a non-verbal prompt to the child. In other words, it is the adult's use of eyebrow, eye, mouth, or facial movements to provide a non-verbal prompt about a behavior or situation.

For example, Başar teacher gives prompts with his gaze and facial movements for his student Aysun to make a request.



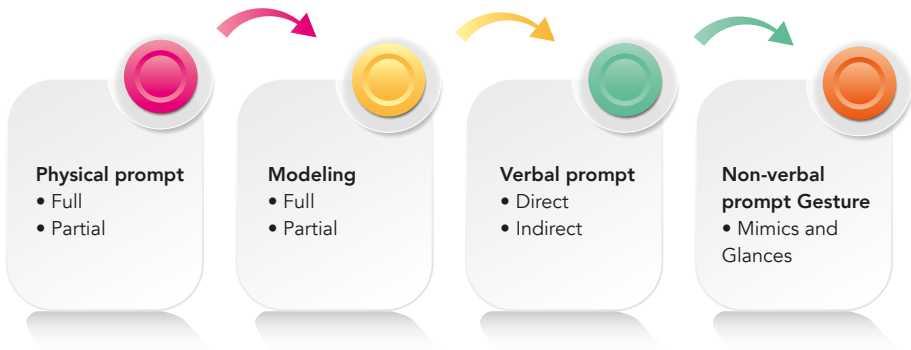


## TYPES OF PROVIDING PROMPT

So far, we have seen physical prompt, model prompt, verbal and non-verbal prompt. These prompts can be used in different ways depending on the child's characteristics and the concept, skill or behavior to be taught. In general, prompts can be presented from **“high-intensity to low-intensity (from full physical to non-verbal prompt)”** and **“low to high (non-verbal to full physical prompt)”**.

### 1. Use of Most to Least prompts

Most to least prompts are also known as high-intensity to low intensity of prompts. This practice starts with the highest level of help the child needs to do the skill correctly. As the child learns the skill over time, the prompt is gradually reduced, and it is aimed that the child can do the skill independently.



**Figure 3.** shows the way of presenting the prompts from most to least.

## Let's explain with an example...

.....

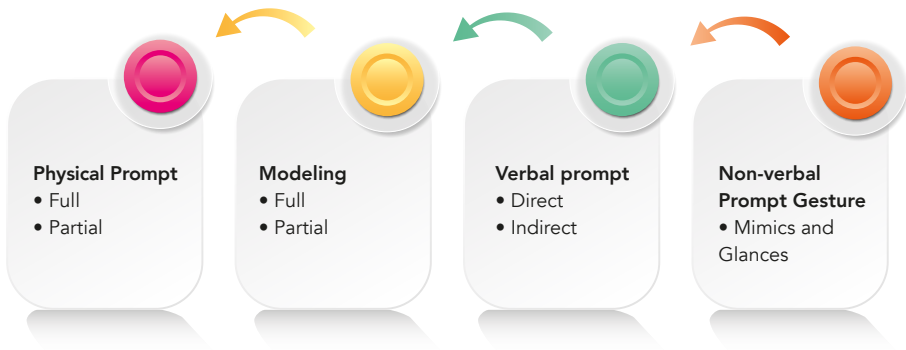
Her teacher wants to support Ayşe's fine motor skills. Therefore, environmental regulations such as giving water in a sealed bottle, putting colored crayons in a transparent jar, keeping the tap turned off during hand washing created opportunities for Ayşe to use her fine motor skills. These opportunities support Ayşe's fine motor skills as well as expressing her wishes, initiating communication and using words such as **"Open", "Give", "Open the can", "Turn on the tap", "Give me water", "Give me the pen"** will provide opportunities. During these opportunities, the teacher first helped Ayşe open the jar, plastic bottle and tap by placing her hand on hers with a full physical prompt. After a while (this time varies according to the child's development), the teacher, who sees that fine motor skills develop with a full physical prompt, gradually reduces the prompt and with a partial physical prompt (by touching Ayşe's wrist lightly), after a while presenting the full model prompt (you can remove the jar, the plastic bottle) and showing how to open the tap), after a while by offering a direct verbal prompt (**"Open the lid of the jar", "Open the plastic bottle", "Open the tap"**, etc.), and after a while by offering indirect verbal prompts (Closed jar or plastic bottle). When she was in front of Ayşe, asking the question **"What should we do?"** while she was in front of the tap with Ayşe, she enabled Ayşe to fulfill the specified skills. Again, after a certain period of time, as a final stage, Ayşe started to perform these skills independently.

**NOTE:** *In the prompt reduction process, it may not be necessary to present all prompt presentation stages (full/partial physical prompt, full/partial modeling, direct/indirect verbal prompt, nonverbal prompt) sequentially. Going back to the example above, the teacher can support Ayşe's fine motor skills with full physical, partial physical and indirect verbal prompt without the need for modeling technique.*

## 2. Use of Least to most prompts

The use of prompts in the least-to-many way is to increase the prompt from less-to-more. If the child does not respond correctly after the natural prompt, increasing types of prompts can be offered from least-to-most (from non-verbal to physical prompt) so that the child can perform the task/skill independently. In other words, the level of prompt given to the child is increased until the child does the task/skill correctly. As time passes, the amount of the prompt is reduced. This practice continues until the relevant task or skill is done independently. In the future, the prompt is completely eliminated.

Figure 4 includes the way prompts are presented from least to most.



**Figure 4.** Use of least to most prompts

The least-to-most use of prompts is a necessary process for determining what level of assistance to start with for the child. In other words, since it is not known what level of help will be offered to the child at the beginning and at what level the child can perform the relevant skill, the appropriate level of prompting for the child is determined by starting with the minimum/least prompt.

## Let's explain with an example...

.....

Instead of starting teaching by offering her full physical prompt to Ayşe, her teacher can go on to present her prompt to the least to more. The operation of this process is important for both the child and the teacher to save time, because starting to offer help with a full physical prompt for the child who performs the skill with only indirect verbal prompting means prolonging the process so that the child can do the relevant skill independently, that is, time is wasted. Therefore, it is important to determine the level of the child, that is, the level of help the child needs, so that the child can perform the relevant skill as soon as possible. In this context, during environmental arrangements such as, for example, a transparent jar with colored crayons, a plastic bottle with water, a tap that is kept closed, the teacher first gives non-verbal prompts to Ayşe (gestures and facial expressions, as if saying **"What do you need to do?"**) provided prompts about Ayşe's fine motor skills. When she got the wrong response or no response, she offered direct verbal prompts to Ayşe (**"Open."**, **"Open the door."**, **"Open the jar."**, **"Open the bottle."**, **"Turn on the tap."** etc.). He showed Ayşe how to open the jar, bottle, and tap as a model when she got the wrong response or no response at all. Seeing that Ayşe could not open it alone, he first supported Ayşe with a partial physical prompt, and when he saw that he needed more help at this stage, he placed his hand on Ayşe's hand and offered her a full physical prompt.

## WHEN TO USE WHICH STRATEGY?

There are two basic principles about which strategies to use and when:

### **1. The strategy to support the natural language skill most suitable for the interaction should be used:**

-If the child does not know the correct answer, it would be appropriate to use the **"Modelling without Expecting a Response"** strategy. For example, if the child does not know the name of the object or toy s/he is playing with, the adult can model the name of the object or toy for the child to repeat it.

- If the child's request is incomprehensible or inappropriate to making choice, it may be appropriate to operate the **"Mand-Modeling"** strategy by operating the modeling process if the child responds incorrectly or does not respond at all to the adult's request.

### **2. Appropriate strategy should be used at the level the child needs:**

- **Modeling without Expecting a Response** strategy offers the most support to the child.

- **The Mand-Modelling** strategy offers moderate support to the child. In this strategy, direct questions with or without options can be used according to the child's level.

-There is no support at the beginning in **Time Delay Procedure**.

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## This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

## NOTES

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