



Pivot Phrases Program

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Missing Links



Program

GOAL

To improve Child A's spontaneous language through the use of pivot phrases.

TARGET BEHAVIOUR

To independently use two word pivot phrases when coming in contact with a variety of objects/scenarios/activities in the natural environment

PROCEDURE

- Look for opportunities for Child A to mand for or describe certain activities/actions with two word phrases
- Elaborate one word vocalizations into two word pivot phrases such as "Dump" to "Dump Rice"
- Model multiple examples of pivot phrases associated with objects/scenarios/activities so child's responses will be more natural and not simply memorized responses to a certain stimuli

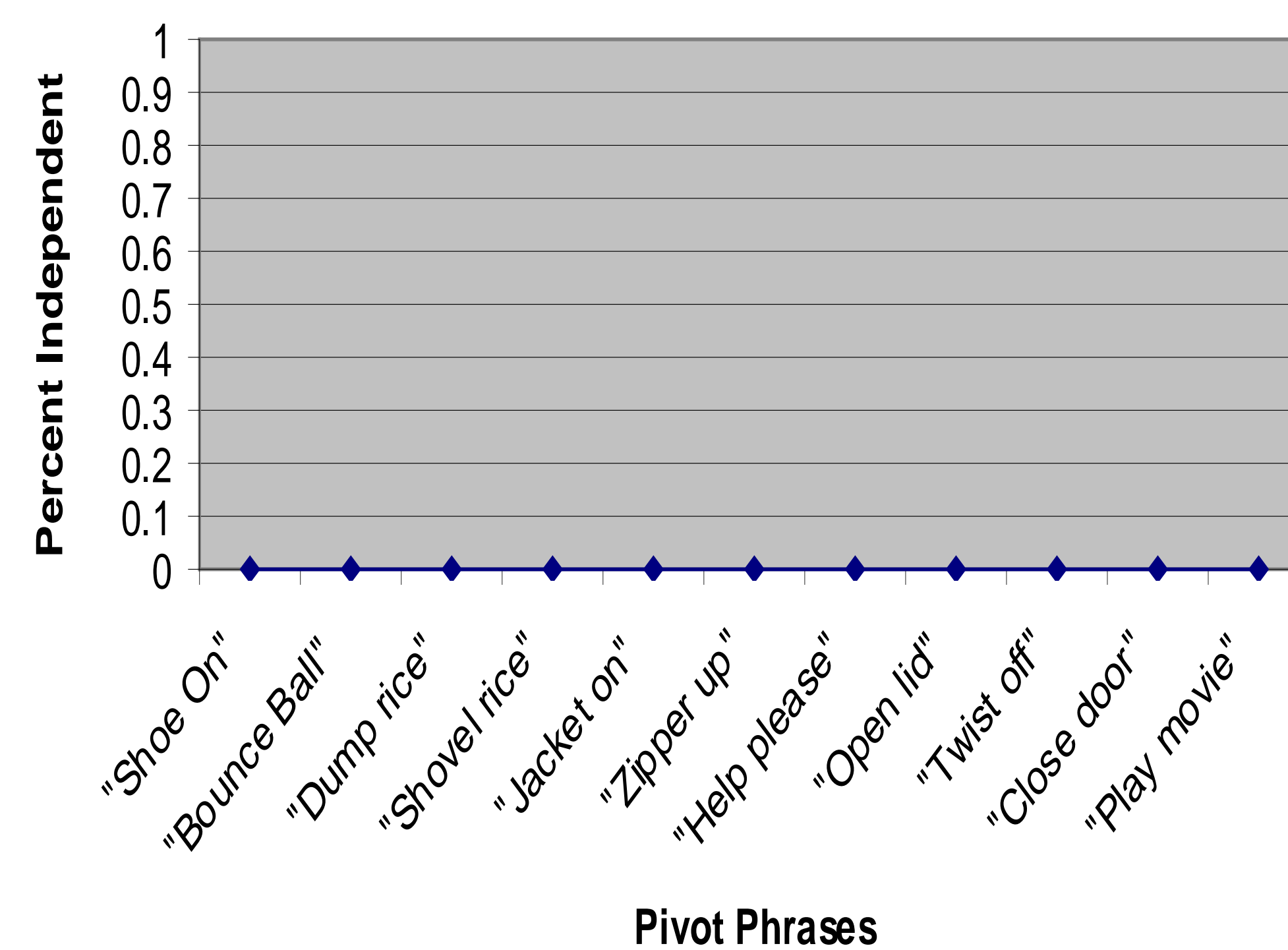
Materials

Some examples may include (but are not limited to...)

- Shoe ("shoe on", "shoe off", "on foot")
- Marker ("cap off", "lid off", "open marker")
- DVD Player ("play movie", "press play", "movie on")
- Closed door ("open door", "turn handle", "door open")
- Ball ("bounce ball", "throw ball", "roll ball")
- Container with reinforcing toy inside ("open lid", "pull off", "lid off")
- Jacket ("zip up", "jacket on", "jacket off")
- Bucket filled with rice ("dump it", "pour out", "rice out")
- Closed book ("read story", "open book", "read book")
- Playdoh ("roll playdoh", "squeeze playdoh", "squish playdoh")

Baseline

Pivot Phrases at Baseline



About the Client

Client A has a very happy and easy going temperament. He often seeks to please others and doesn't want to disappoint. He is continually learning new words and has excellent imitation skills which proves to be extremely helpful. His spontaneous language is minimal as he requires some type of prompt to get him to use his words and will rarely if ever comment on something without being asked. Most of his vocabulary consists of one word phrases. Client A loves to play with playdough, bounce balls, shovel in the rice bin and play with cars.

Prompt Hierarchy /Stages of Program

1) IMITATION

At the first stage all two word pivot phrases should be modeled for the client and then the client is expected to imitate the vocalization

2) VERBAL PROMPT

The second stage requires the staff to start off the two word pivot phrase previously modeled and encourage them to fill in the missing word. Ex. "Bounce ____" (ball)

3) GESTURAL PROMPT

The third stage is moving the child closer to spontaneous language vocalized independently. When in a scenario/activity/object where a two word pivot phrase would be appropriate, gesture the action you want the client to say. Ex. Make a twisting motion with your hands when encouraging the child to say "Twist off!" or "Lid off"

4) INDEPENDENT

The client should now be able to say a two word pivot phrase independently and spontaneously when in contact with certain objects/activities in their natural environment.



Data Collection/MasteryCriteria

Data Collection, record every trial completed indicating whether it was expressed independently (I) or with a prompt (specify prompt, see hierarchy). Data is then to be calculated into a percentage independent per session and graphed accordingly to determine progress and/or mastery.

Mastery criteria of 90% independent responses across two therapists over three days.



Current Data/Graph

Pivot Phrases

