


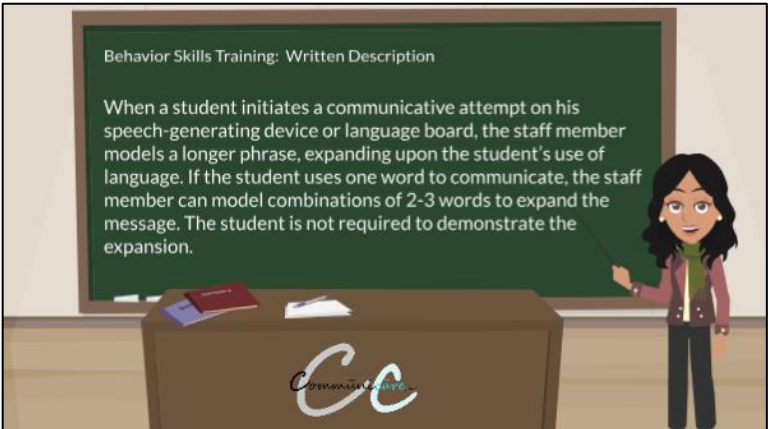
Step 1: Describe the target skill



The illustration shows a female teacher with dark hair, wearing a purple jacket and black pants, standing at a wooden desk. She is pointing with a stick to a green chalkboard. The chalkboard has the text 'Behavior Skills Training: Verbal Description' at the top and 'Expansion' in the center. On the desk, there are some papers and a logo that says 'Cc CommunicationCare.com'. The background is a simple classroom setting.


- Student initiates utterance on AAC system
- Communication partner models a longer utterance, expanding upon AAC user's utterance
- AAC user is not required to demonstrate the expanded utterance

Step 2: Written description of target skills



The illustration is similar to the first one, showing the same teacher at the desk. The chalkboard now contains a written description: 'Behavior Skills Training: Written Description' at the top, followed by a paragraph: 'When a student initiates a communicative attempt on his speech-generating device or language board, the staff member models a longer phrase, expanding upon the student's use of language. If the student uses one word to communicate, the staff member can model combinations of 2-3 words to expand the message. The student is not required to demonstrate the expansion.'

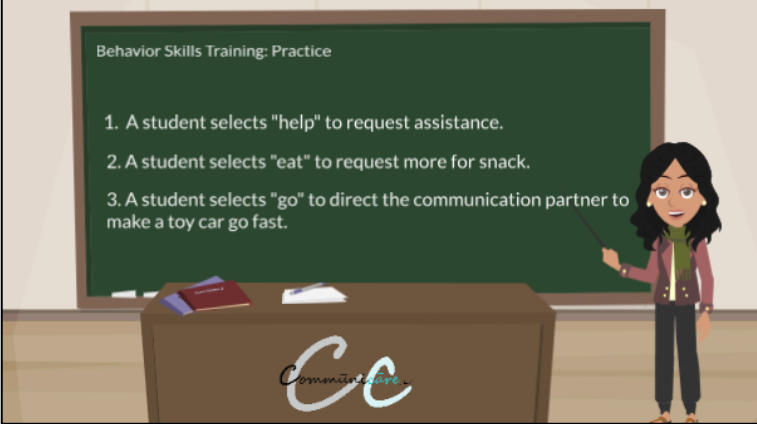
Step 3: Demonstration



A close-up photograph of a person's hand interacting with a tablet screen. The screen displays an AAC application interface with a grid of icons and text. A finger is pointing at one of the icons. The interface includes a 'Menu' button at the top right, a 'GO BACK' button at the top left, and various icons for words and phrases like 'do I want', 'do you want', 'wants', 'wrong', and 'HOPE'. There are also icons for 'CLEAR' and 'NY'.

Refer to video for demonstration.

Step 4: Practice with feedback

 <p>Behavior Skills Training: Practice</p> <ol style="list-style-type: none">1. A student selects "help" to request assistance.2. A student selects "eat" to request more for snack.3. A student selects "go" to direct the communication partner to make a toy car go fast. <p>Communication</p>	<p>Using language board, provide expansion model for the listed examples.</p>
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Step 5: Practice with feedback. Provide verbal feedback on prompter's performance.

Step 6: Practice until demonstrates mastery of prompting across three examples from step 4.