



This section teaches the child to make and express predictions. Given specific pieces of information, the child predicts what someone will do. Before beginning this section, the child needs to understand the concept of drawing conclusions and to use the model *going to* (or *gonna*) to express personal intentions.

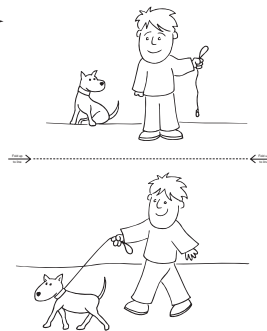
Directions

1. Photocopy each picture and fold up the bottom of each page to cover up the pictured response.
2. Have the child look at a picture. Read the statement and question aloud. Allow the child time to think about and formulate a response.
3. If the child gives an appropriate response, unfold the page to show the pictured response of the child's correct answer.
4. When appropriate, let the child color the picture as a reinforcer. If the child is unable to respond appropriately, unfold the page. Provide a model of the correct response and repeat the question. In this case, the second picture on the page serves as a visual prompt.

Example

Nicholas has a leash.
What is he going to do?

Stimulus (page 125) →



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
"Walk."	"Walk dog."	"He is going to walk his dog."

Other Suggestions

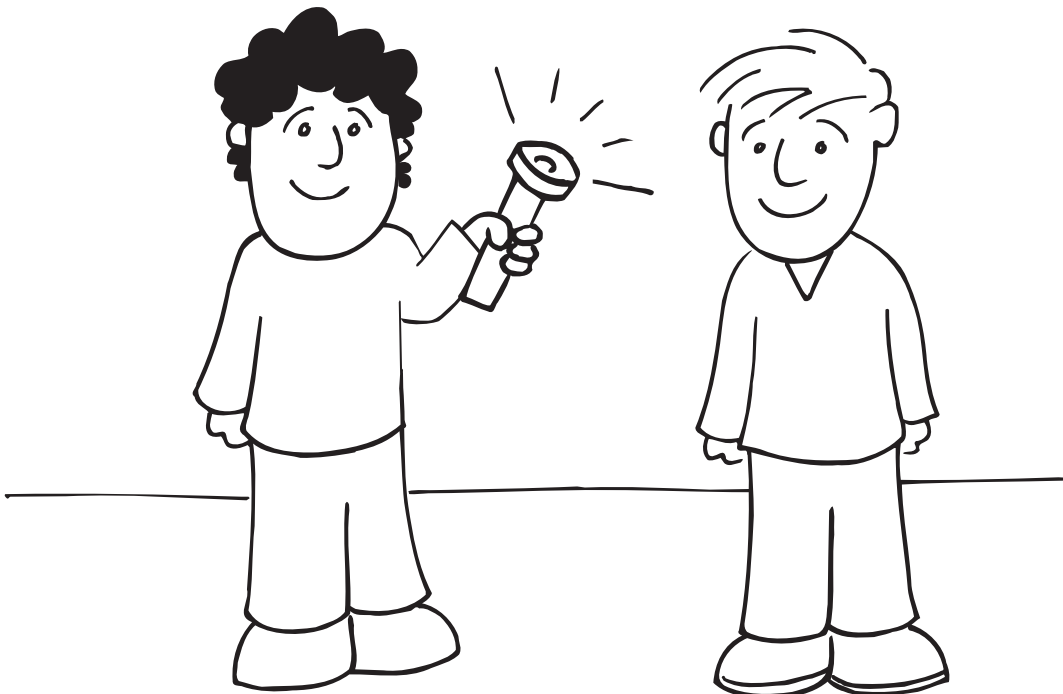
- Show the child one or two items and ask the child to guess what you are going to do with them.
- In a naturalistic context, catch the child with items before she uses them (e.g., a toothbrush, crayon, or ball). Ask, "What are you going to do?" Provide verbal models, if needed, and repeat.

These kids are at home and all the lights went out.
What are they going to do?

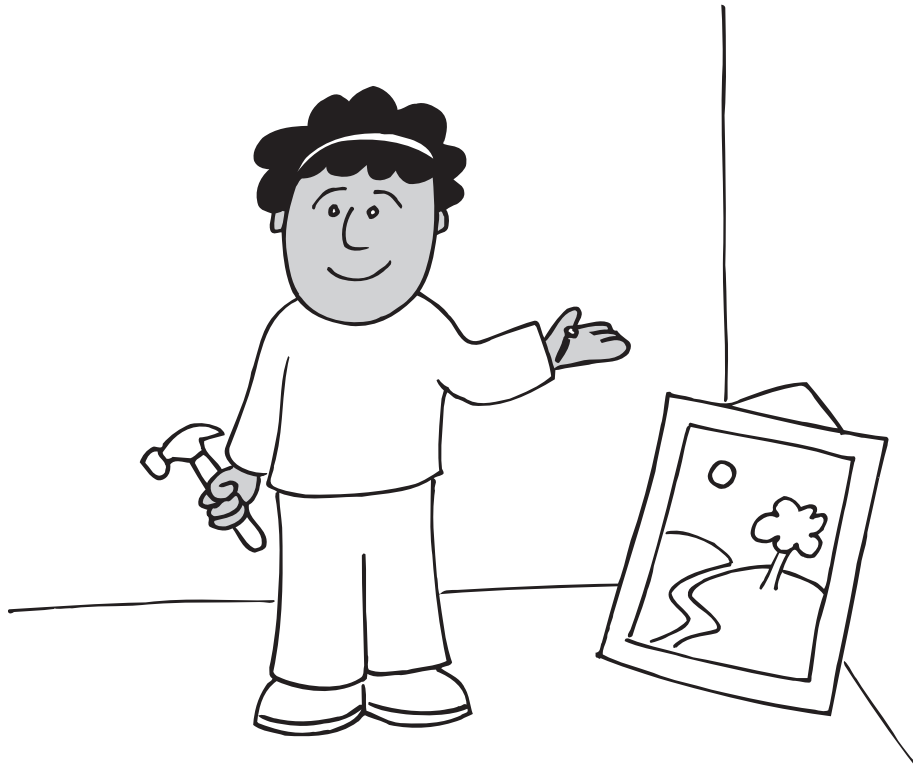


Fold up
to line

Fold up
to line

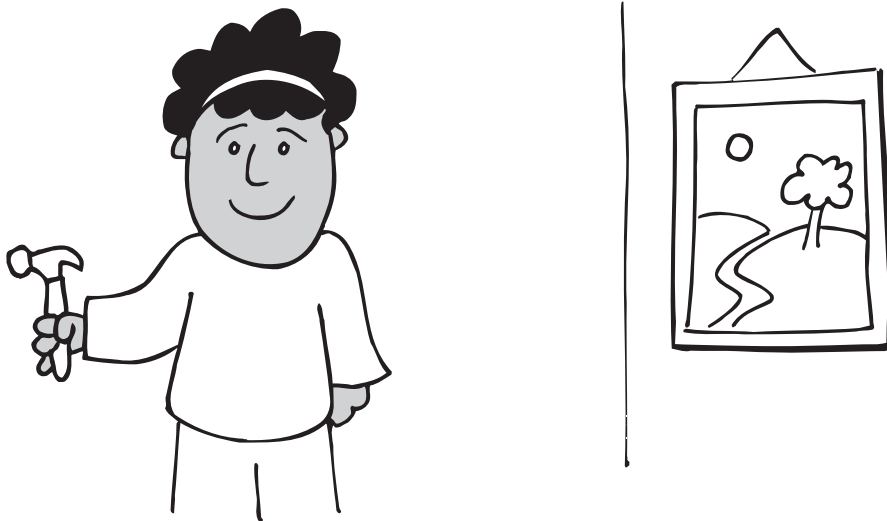


Madison has a picture, a nail, and a hammer.
What is she going to do?

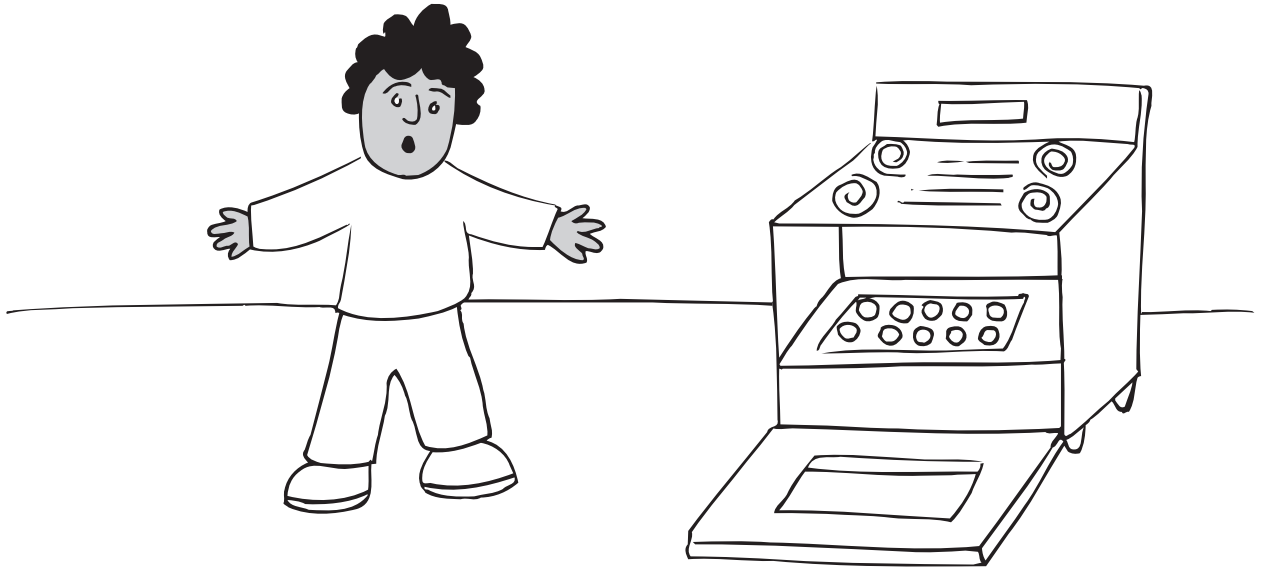


Fold up
to line →

← Fold up
to line



What do you do when the cookie sheet is too hot to touch?



Fold up
to line

Fold up
to line

