

# Animal Find-it Beanbag™

\*Beanbag, Activity Board, and Sentence Strip™ may vary in color from those pictured.  
Animal items are subject to change without notice.



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PECS® Phase:	Phase VI: Responsive Commenting
Activity:	Animal Find-It Beanbag
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Objectives:	Student will manipulate the beanbag so that one item is visible in the window. In response to "What is it?" Student will construct and exchange the Sentence Strip™, "It's ____"
Materials:	Animal Find-It Beanbag and corresponding Activity Board and laminated pictures
Reinforcement:	Social/Educational
Generalization:	Additional Find-It Beanbag toys, other objects in the Environment
Lesson Type:	Sequential for sentence construction. Discrete for Sentence Starter™ and animal icon Discrimination
Current Stimulus Control (prompt):	Student currently needs gestural prompt to Sentence Starter icon.
Teaching Strategy:	Use progressive time delay to eliminate gestural prompts. Use Correspondence Checks and 4-Step Error Correction procedure to teach food icons.
Long-Term Stimulus Control (natural cue):	With Activity Board available, when Communicative Partner gives Animal Find-It Beanbag to Student and asks, "What is it?" Student will construct sentence, "It's _____," and give Sentence Strip to the communicative partner.
Error Correction:	Backstep for sequential errors on Sentence Strip 4-Step for discrimination errors (for Sentence Starter or food icon).
Data:	Record information on Sentence Starter and animal icons accuracy.

Plan:	1. Have Animal Find-It Beanbag Activity Board available. 2. Give Animal Find-It Beanbag to Student. 3. Help or allow student to manipulate one object into view window. 4. Ask, "What is it?" while simultaneously pointing to the "It's" icon. 5. Increase time delay from trial to trial until Student answers the question before the gestural prompt is provided. 6. Use the 4-Step Error Correction Procedure for food icon discrimination errors	
For other PECS Phases:	Phase IV:	Add a "Let's Find" Sentence Starter to the Activity so Student can request that the Communicative Partner join in manipulating the objects.
	Additional Communication Skills: Requesting help	Add a "Help" to the Activity Board so Student can request help in manipulating the objects in the beanbag.
	Additional Communication Skills: Indicating "No," or "It's not."	Isolate one animal in window and ask Student, "Is this a ____?" (providing incorrect name of food). Student can either gesturally indicate "No" (head shake") or construct and exchange Sentence Strip with "It's not ____."
	Phase VI: Spontaneous Commenting	Fade question over subsequent trials until Student manipulates a new object into window and spontaneously comments using Sentence Starter icon and animal icon.
	Phase VI: "What do you see?"	Alternate asking, "What is it?" and "What do you see?" Use 4-Step Error Correction Procedure for Sentence Starter discrimination errors.
	Phase VI: Additional comments	Ask other questions about the object in the window. Add appropriate vocabulary to the Activity Board and ask: 1. "How does the (animal) look?" 2. "Do you like (animal)?"

### Caution!

1. This beanbag lesson should be used only with adult supervision.
2. The beanbag contains small objects that, if accessed, could be a choking hazard.
3. Please closely supervise your student during your lesson so that the beanbag is not inadvertently opened.
4. Enjoy!