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Brite Bridge Parent Behavior Toolkit™

Practical tools for behavior, communication, and daily routines

"Guided by the Brite Bridge Model™"

Teaching Requests (Mands)

Helping families understand behavior, support communication, and build meaningful skills through positive and evidence-based ABA strategies.

Strategies should be individualized and implemented in collaboration with your child's BCBA.

This resource is intended for general education only. Strategies should not be implemented as a substitute for individualized treatment or clinical guidance. Always consult with your child's BCBA before making changes to your child's intervention plan.

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Part of the Brite Bridge Model™ approach to supporting skill development across home, school, and community environments.

Introduction

Your child's progress extends beyond therapy sessions. Progress is often supported when strategies are used in everyday routines at home, school, and in the community.

This toolkit helps families understand behavior, strengthen communication, and build practical skills using positive, evidence-based Applied Behavior Analysis (ABA).

The tools in this guide are simple, practical, and designed for everyday use. You will find guidance, examples, and strategies that support your child's learning while strengthening collaboration between families and professionals.

Our goal is to provide caregivers with clear, easy-to-use tools that support children in building meaningful skills and succeeding across environments.

Strategies should be individualized based on each child's needs and implemented with guidance from a qualified professional.

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Overview & How to Use This Toolkit

Section 1 — Purpose

This Parent Resource Toolkit is designed to help you understand your child's behavior, support communication, and build meaningful skills using positive, evidence-based Applied Behavior Analysis (ABA).

Your child's progress does not only happen during therapy sessions. Real growth happens during everyday routines — at home, in the community, and during daily interactions with you.

This toolkit provides simple, practical strategies you can begin using right away to support your child's learning in natural environments.

Section 2 — What's Included

Each section focuses on a key part of building communication:

- Understanding what requests (mands) are and why they matter
- Learning how to create opportunities for communication
- Guided strategies you can use at home to support your child's learning
- Ways to support your child with prompting and reinforcement
- Real-life examples and scripts to guide your responses
- Tools to track progress and plan next steps

Section 3 — How to Use This Toolkit

You do not need to do everything at once. Start with one or two strategies and build from there.

- Choose one skill or goal to focus on
- Practice during natural routines (mealtime, play, transitions)
- Support your child using prompts when needed
- Reinforce communication as appropriate and consistently
- Track small wins and progress over time

Small steps lead to meaningful progress.

Each module in this toolkit builds on these foundations and provides step-by-step guidance you can use right away.

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A Note For Caregivers

Every child communicates differently, and that is okay. Your child may start with gestures, sounds, or partial words before using full words. These early attempts (approximations) are an important part of learning.

Celebrate all efforts. Communication grows step by step. All strategies should be individualized based on your child's needs, abilities, and treatment goals.

BRITE BRIDGE MODEL™ CONNECTION

This toolkit is part of the Brite Bridge Model™, which focuses on helping children build skills across home, school, and community environments.

By using these strategies consistently, you are helping your child connect learning across settings and build real-life communication skills.

Working Together

This toolkit is most effective when used alongside your BCBA. Use the reflection and tracking pages to share progress, ask questions, and collaborate on next steps.

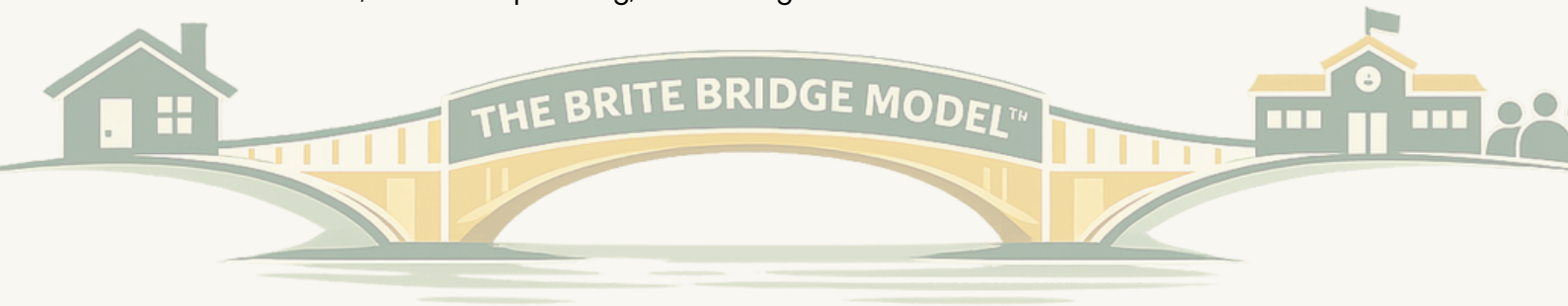
This toolkit is designed to support — not replace — individualized ABA services. Strategies should be used in coordination with your child's BCBA and treatment plan.

Progress and implementation should be reviewed regularly with your BCBA to ensure strategies remain effective and appropriate.

You do not need to be perfect. You just need to be consistent. Your support, encouragement, and everyday interactions are the most powerful tools your child has.

Important Note

This resource is for educational purposes only and is intended to be used in coordination with a Board Certified Behavior Analyst (BCBA). It does not replace individualized assessment, treatment planning, or clinical guidance.



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MODULE 1 — Understanding Requests (Mands)

Why teaching requests reduces frustration & builds communication

What is a Request (Mand)?

A mand is a type of communication where a child requests something they want or need.

Examples include:

- Saying “cookie” to ask for one
- Signing “more" to continue an activity
- Handing you a picture card for "swing"
- Pressing an AAC button for "break please"

Why teach mands?

- It improves functional communication
- Reduces challenging behaviors linked to unmet needs
- Helps children communicate their wants more quickly
- Strengthens connection with caregivers

When children learn that communication = access, they use language more.

Start small. Even one simple request can make a big difference.

Give your child time to try. Support even small attempts. Celebrate progress as they learn to ask.

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Module 1 - REFLECTION PAGE

Applying What You Learned

Use this page to reflect on your child's communication and notice patterns across daily routines. This page is intended to support awareness and collaboration with your child's BCBA.

There are no perfect answers — this is a space to observe, reflect, and build understanding over time.

1. What does my child seem to want or need most often?

Think about what your child frequently reaches for, looks at, or becomes upset about.

Examples:
- Favorite toys or activities
- Food or drinks
- Attention or interaction
- Breaks or help

My child often wants or needs:

2. How does my child currently communicate?

Your child may already be communicating in different ways.

Examples:
- Reaching or pointing
- Bringing items
- Sounds or words
- Gestures or behaviors

Ways my child communicates:

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3. When do communication challenges tend to happen?

Think about times when your child may become frustrated or have difficulty communicating.

Examples:
- During transitions
- When something is unavailable
- When tasks feel difficult
- When waiting is required

Moments I've noticed:

4. What strategies have I tried or would like to try?

Examples:
- Offering choices
- Pausing and allowing time to respond
- Modeling words, gestures, or visuals

Strategies to discuss or try with support:

5. What seemed to support communication?

Think about what appeared helpful, even in small moments.

Examples:
- Giving wait time
- Modeling communication
- Using visuals or structured choices

What appeared helpful:

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6. What is one area I would like to focus on?

Start small and keep it realistic.

Example:
• Supporting requests during snack time

Area to focus on:

7. Notes or questions for my BCBA

Write any observations, questions, or areas where you would like additional guidance.

Reminder:
This page is for reflection and collaboration. Strategies should be individualized and implemented with guidance from your child's BCBA.