What if my client won’t choose any of the toys that I present?
You can present choice assessments as many as three times, rotating placement and types of toy in each presentation, before selecting a toy for your client to use during the next trial. If the client does not respond to the toy you select, revisit the choice assessments before picking a different toy for the next trial. If the client responds to one or fewer toys for two entire sessions, see your trainer about introducing new toys.

What can I do if my client won’t look at me or hold still long enough for a trial?
Store extra toys in a portable bag or bin so that you are free to follow the client around the room. Use the chosen toy to capture the client’s interest and prompt an orienting response (e.g., hold up the toy, tell the client to look) before introducing your motor and vocal models. DO NOT use physical prompts or require the client to sit still before introducing a trial.

What if I can’t move fast enough to block my client’s access to toys during choices?
Use a smaller number of toys (i.e., limit of two) for each choice assessment and do not remove your hands from the toys as they are presented. As soon as you say, “Pick one” and the client makes a selection, remove the extra toy and present the motor and vocal models.

What if my client runs off with toys?
DO NOT chase the client. Wait for 10 sec and then slowly approach him / her. Extend your hand and say “My turn”. Wait 5 sec and then remove the toy from the child’s hand. Be prepared to immediately present the next choice or trial in your new location.

What if my client tries to wrestle me for the toys after I say, “My turn”?
DO NOT get into a tug of war with your client or change your facial expression if this behavior occurs. DO NOT repeat the instruction “My turn” or plead with client to return the toy. DO consistently wait only 5 sec after the instruction before taking the toy with enough force to remove it the first time. DO avoid this behavior by minimizing the time that a child must spend without access to a toy (i.e., plan your next trial or choice assessment and have the materials ready).

What if my client starts to aggress or injure himself / herself while I have the toys?
DO NOT change your facial expression or delay teaching in response to the behavior. DO block aggressive and self-injurious responses as you continue with the trial. If the behavior persists when the child gains access to the target toy, introduce a new choice assessment and proceed quickly to the next trial.

Which is more important in NLP, the number of trials or the quality of trials?
While it is important to keep the client engaged in frequent learning opportunities throughout each NLP session, it is more important that the trials are implemented according to the protocol. In other words, we would rather see clients respond on a
small number of trials when the motivation and prompt levels are appropriate than be exposed to a large number of less carefully conducted trials.

What if my client only seems to respond to one toy? Do I have to rotate toys? Systematically rotating toys is a necessary step for ensuring that satiation with specific toys does not occur. DO NOT use one toy on more than three consecutive trials. DO NOT include the most recently used item in the choice assessment that should occur after every third trial. DO add the most recently used toy to the second choice assessment if the client does not make a selection on the first assessment.

If my client learns really quickly, can I add new adjectives to my verbal models? DO NOT change the target behaviors for your clients. Multiple therapists will be working with the same client, and thus, it will be the responsibility of your trainer to track his/her progress and make changes to targets and delay values. You will receive an updated list including the relevant information for your session, in advance.

If my client never imitates play, can I speed things up by skipping the motor model? DO NOT skip the motor model, even if your participant rarely imitates or labels your actions. The opportunity for clients to begin responding independently (one of the critical goals of training) may be eliminated by skipping this piece.

How do I know when to delay prompts or introduce new verbal models? DO NOT make the decision to increase your prompt delays or introduce new models during session. Your trainer will be responsible for tracking the client’s progress across therapists and updating you with any changes prior to each session.

What does differential reinforcement look like, again? When do I use it? Differential reinforcement means providing more praise (> 5 high-pitched words) and toy access (>10 s) following novel or independent responses than you do following responses on teaching or mastery targets.

What are some examples of “more” praise? How about “less”? One example of more praise would be the following, spoken in high-pitched tone: “You did a great job telling me ‘fish’, Billy! Way to go!” One example of less praise would be the following, spoken in a conversational tone: “Nice job saying ‘fish’.”