TRI-STATE WEBINAR SERIES

Communication: A Vital Tool to Build Student Success!
Part 2 Tracking Mand Data

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Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:

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Presenter Information

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Learner Objectives

1. Identify obtainable, functional manding (AKA: requesting) goals for individual students

2. Understand how to develop Cold Probe and Skill Tracking Sheets with individualized mastered, current, and future mands (AKA: requests)

3. Learn how to track manding progress using frequency and acquisition data and graphs

A Quick Review of Mand Basics

- Mands = requests, demands, commands, etc.

- Mands benefit the speaker

- Mand training relies on the use of the student's interest and motivation

- Mand training is clearly a functional skill: it's practical!

- Mand skills develop early in child development and should naturally be a part of early language training

Mand Training Guidelines

Have a variety of reinforcers available across categories (toys, edibles, actions) that include:

- **Target items:** Prompt/fade throughout session
- **Mastered items:** No prompting, error correction if necessary
- **Future targets:** Items that are valuable but not yet mastered or targeted (no prompting, just deliver and say the name of the item)
- **Novel items:** Expose student to novel items and activities that may acquire reinforcing value and serve as future targets

Make sure you run enough easy trials (mastered mands or free delivery). Important to run your 80/20 rule.

How do I determine manding goals?

- **Assessments:** VB-MAPP, ABLLS-R, AFLS, Essentials for Living, etc.
  - **Specialist Assessments:** SLP, OT, PT, etc.

- **Observations:** What skills do they need to succeed daily?

- **Family Input:** What needs/concerns does the family have?

What do you think?

Think of a target student of yours who needs to work on manding. What are some methods you have used or will use to gather information to determine manding goals?

What makes a Great Goal?

Great goals are….
- specific
- measurable
- attainable
- relevant
- time-bound

Student-Specific Mand Goals

- Examples of Goals using the ABLLS-R: goo.gl/69X2En

- Examples of Goals using the VB-MAPP: goo.gl/cPHS96

VB-MAPP Example Mand Goals: Level 1

Make sure to individualize! These are only examples!

- The child will emit at least 5 different mands with verbal prompts (e.g., "What do you want?"), but without physical, echoic, or imitative prompts as measured by mand cold probe frequency data across 3 consecutive mand frequency sessions.

- The child will emit at least 10 different mands with verbal prompts (e.g., "What do you want?"), but without echoic, imitative, or intraverbal prompts (for signers) as measured by mand cold probe frequency data across 3 consecutive mand frequency sessions.

VB-MAPP Example Mand Goals: Level 1 (Continued)

- The child will spontaneously emit at least 2 different mands per day for desired items and activities.

- The child will spontaneously emit an average of 10 or more different mands per day (objects can be present).

ABLLS-R Example Mand Goals: Early Learners (F-01 - F-09)

- F01 (Student) will look toward the listener when asking a person for items, actions, or information, at least 80% of opportunities across 5 consecutive observations by (date).

- F02 (Student) will spontaneously request 10 different actions from others per day across 5 consecutive data collection days by (date).

- F03 (Student) will request missing items needed for a task on 10/10 opportunities across 4/5 data collection days by (date).

VB-MAPP Example Mand Goals: Level 2

- The child will spontaneously mand in a natural environment setting for at least 25 different items.

- The child will spontaneously mand for other individuals to emit at least 3 different specific actions in a play setting, game, or the natural environment an average of 5 times a day.

- The child will spontaneously mand at least 50 times per day with at least 3 words in a sentence.

ABLLS-R Example Mand Goals: Intermediate Learners (F-10 - F-20)

- F10 (Student) will indicate that he/she wants or does not want an item by shaking their head yes/no and/or saying, "yes/no" when presented with an item, with at least 80% accuracy across 4/5 data collection days by (date).

- F11 (Student) will use three or more words to ask for items or activities on at least 90% of opportunities across 4/5 data collection days by (date).

- F12 (Student) will ask for help without problem behaviors (screaming, crying, hitting) when he/she needs assistance on 10/10 consecutive opportunities by (date).

VB-MAPP Example Mand Goals: Level 3

- The child will spontaneously mand in the natural environment for information at least 50 times a day with at least 4 different question words (e.g., "what," "where," "who," "which," "when," "why," "how," "can," "do," "will," or "is").

- The child will spontaneously mand for others to attend to his story, verbal description of events, or other intraverbal behavior at least 10 times a day.

- The child will spontaneously mand at least 25 times a day by telling others how to do things, put things together, take turns, follow directions, or participate in an activity, etc.

ABLLS-R Example Mand Goals: Advanced Learners (F-21 - F-29)

- F21 (Student) will spontaneously request information by asking questions containing, "Who/Whose" in 10 consecutive non-training situations when unknown items are present by (date).

- F22 (Student) will spontaneously use at least 4 adverbs with a noun(s) when requesting actions from others (eg "Throw the ball harder", "Push me fast") by (date).

- F23 (Student) will spontaneously request information by asking questions containing, "Which" in 10 consecutive non-training situations when unknown items are present by (date).

What do you think?

What level do you think your target student is at with manding (Early Learner, Intermediate, Advanced)?

Skill Tracking Sheets

- Helps us track progress!

- List current targets with date introduced

- As goals get mastered, list the date mastered

- Have 2-5 active targets at a time

- Have as many future targets as you want

Skill Tracking Sheet

Student Name: __Jon__   Skill: __Manding__

	Target	Date introduced	Date Mastered
1	Popcorn	1-6-20	1-20-20
2	Jump	1-6-20	1-24-20
3	Dino Puzzle (Dinosaurs)	1-6-20	1-23-20
4	Juice	1-6-20	1-28-20
5	Car (Red Toy Car)	1-21-20	2-3-20
6	Light Up Ball	1-24-20	
7	Sour Candy	1-25-20	2-6-20
8	Bubbles	1-29-20	2-6-20
9	Farm Book	2-4-20	
10	Marble Run	2-10-20	
11	Dump Truck	2-10-20	
12	Apple (slices)		
13	Cape (superhero cape)		
14	Banana (slices)		
15	Wind Up Toy (Truck)		
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Manding Data

goo.gl/T2DNr6

Two types of data
1. Acquisition
2. Frequency

Cold probe

1. Probe for motivation   MO/No MO
2. Probe for response   Yes/No

Cold Probe Data Sheet: Acquisition

Mand Probe and Rate Sheet

Learner: Jon **Week of:** 2/3/2020

ITEM	V=vocal S=sign	I=Item S=spont.	Prior #Y's	Check	M	T	W	TH	F
Car (Red Toy Car)	V	I	2	Was there an MO?→	No MO / (MO)	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	(Y) N	Y N	Y N	Y N	Y N
Light Up Ball			0	Was there an MO?→	(No MO) / MO	No MO / (MO)	No MO / (MO)	No MO / (MO)	(No MO) / MO
				If MO, did the child emit correct mand response?→	Y N	Y (N)	(Y) N	(Y) N	Y N
Sour Candy			1	Was there an MO?→	No MO / (MO)	(No MO) / MO	(No MO) / MO	No MO / (MO)	No MO / MO
				If MO, did the child emit correct mand response?→	(Y) N	Y N	Y N	(Y) N	Y N
Bubbles			1	Was there an MO?→	No MO / (MO)	No MO / (MO)	No MO / (MO)	No MO / (MO)	No MO / MO
				If MO, did the child emit correct mand response?→	Y (N)	(Y) N	(Y) N	(Y) N	Y N
Farm Book				Was there an MO?→	No MO / MO	No MO / (MO)	No MO / (MO)	No MO / (MO)	No MO / (MO)
				If MO, did the child emit correct mand response?→	Y N	Y (N)	Y (N)	(Y) N	(Y) N

The Following Week's Data Sheet

Mand Probe and Rate Sheet

Learner: Jon **Week of:** 2/10/2020

ITEM	V=vocal S=sign	I=Item S=spont.	Prior #Y's	Check	M	T	W	TH	F
Light Up Ball	V	I	2	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Farm Book			2	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Marble Run			0	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Dump Truck			0	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
				Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
				If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N

Mand Frequency Data

- Conduct timed manding sessions during the day or for the entire day

- Remember to check for motivation!

- Count ALL mands produced by student (target and "free")

- Record mands based on type (prompted, unprompted, spontaneous)

- If your sessions are different lengths, convert to rate (number of mands per minute)

Cold Probe Data Sheet: Frequency

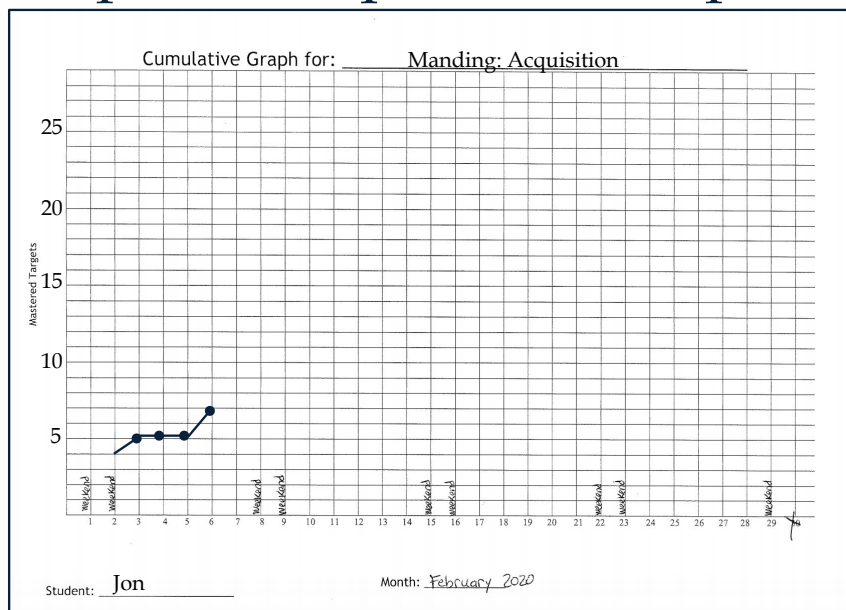| Date	Total Manding Time/Session	Mands Prompted	Mands Unprompted	Mands Spontaneous	Mands/min		
					Prompted	Unprompted	Spontaneous
2-3-20	10 min.	||||| |||||	||||			10/10 = 1	4/10 = .4	1/10 = .1
2-4-20	10 min.	||||| |||||	|||	0	10/10 = 1	3/10 = .3	0/10 = 0
2-5-20	15 min.	||||| ||||| ||	|||||		||	12/15 = .8	6/15 = .4	2/15 = .1
2-6-20	15 min.	||||| ||||| |||||		||||			16/15 = 1.1	4/15 = .3	1/15 = .1
2-7-20	5 min.	|||||	||	0	5/5 = 1	2/5 = .4	0/5 = 0

Graphing Manding Data

2 Graphs for Mand Data:

- **Mastered mands (Acquisition)** - graph daily the total number of mastered mands on a separate graph.

- **Mands per minute (Frequency)** - graph daily the total for each type of mand per minute. Round up or down as needed for fractions.
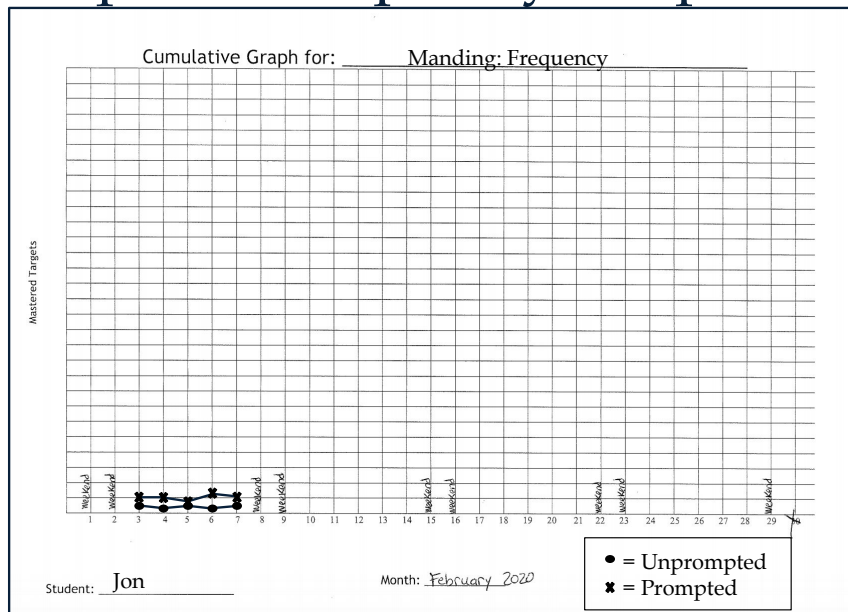
Example of Acquisition Graph

Cumulative Graph for: _____ Manding: Acquisition

Student: Jon   Month: February 2020

Example of Frequency Graph

Cumulative Graph for: _____ <u>Manding: Frequency</u>

Student: __Jon__

Month: <u>February 2020</u>

● = Unprompted
✖ = Prompted

Recap

In summary, you've gained a better understanding of:

- How to identify obtainable, functional manding (AKA: requesting) goals for individual students

- How to develop Cold Probe and Skill Tracking Sheets with individualized mastered, current, and future mands (AKA: requests)

- How to track manding progress using frequency and acquisition data and graphs

What do you think?

What is one big takeaway that could help your student?

References

Partington, J. W., & Partington Behavior Analysts. (2010). *The Assessment of Basic Language and Learning Skills-revised* (the ABLLS-R).

Sundberg, M. L. (2008) *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: AVB Press

Verbal Behavior Graphs and Data Sheets. (2019). Retrieved from https://www.pattan.net

THANK YOU!

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