

Identify Target Skills

Level 1

- Mands:
 - Schedule adequate opportunities to Mand.
 - Provide Mand trials across a variety of Motivative Operation (MO) items, across a variety of listeners, and across settings.
 - Check for MO.
 - Plan to fade Mand prompts.
 - Consistently use correction procedures for scrolling.
 - Be careful with use of “generalized Mands”, especially when first teaching a Mand repertoire.
 - Avoid chaining extraneous behaviors into Mand responses (reach first, then sign).
 - Relation of vocal Mands to Echoics: Select vocal response forms carefully. Use of vocal Mand form may require differential reinforcement of vocal responding in Mand frame or specific echoic program (be careful with Mands and knowing their Echoics).
 - Sequence Mand skills carefully: don’t move too early to multiple component Mands or to yes/no Mands.
- Tacts
 - Teach many Tacts (100s.)
 - Teach sufficient exemplars for Tact targets- different types.
 - Be sure student can Tact objects.
 - Provide sufficient Tact training opportunities.
 - Sequence Tact instruction carefully: Do not stop at Tacting objects; teach Tacts for actions, multiple component Tacts, etc.
 - Be sure controlling variables are correct (What you've identified as a Tact is really a Tact, and not a Mand).
- Imitation
 - Schedule adequate opportunities for imitation trials.
 - Check for MO and be sure instructional control is established. You cannot teach if the learner is not attending.
 - Sequence action to be imitated carefully.
 - Plan to fade prompts (appropriate use of transfer trials).
 - Be sure imitative discrimination is taught (both for object imitation and motor imitation).

- Consistently use error correction procedures.
- Provide sufficient training to establish generalized imitation repertoire.
- Teach imitation to fluency.
- Social and Play
 - The main focus for level 1 learners is conditioning items, activities and peers as reinforcers
 - Motivational variables: Establishing the value of social interactions- You want social interaction and the interactions to be fun.
 - Be careful not to target eye contact too early (rather condition others as reinforcers as above) Social item 3.
 - Spontaneity: Hard to program for! (Comes from multiple exemplar training and fluent responding) Social items 4-5.

Level 2

- Mand
 - Expand Mands for items, activities, actions: Be careful not to stop #5 from level 1 at the 10 criteria...
 - Increase rate of Manding.
 - Mands for missing items.
 - Spontaneous Mands (solely under MO Control..no item present).
 - 2-component Mands.
 - Multiple component Mands.
 - Yes/No Mands (From task analysis: Be careful with this! Remember MO variable, don't teach too early, can become a generalized Mand).
 - #9 and 10 come with multiple exemplar training and density of opportunity to Mand: Rarely need specific programming.
- Tact
 - Expand Tacts for items.
 - Tacting ongoing actions.
 - Tact parts/features of items.
 - Tact class of set of items.
 - Two component Tacts (noun-noun, noun-verb).
 - Tact adjectives (Relative concepts: Long, big, etc).
 - Tact prepositions (may need advanced analysis; is a relative concept).
 - Yes/No Tacts (remember this is really an autoclitic and quite complex to teach: Conditional discrimination or joint control protocols suggested).

- Tact exclusion from category.
- LR
 - Discriminating items in larger fields, in messy arrays, and with similar stimuli.
 - Expand performing motor actions on comMand - show me jumping.
 - Discriminating items in picture/book scenes and/or the natural environment.
 - Discriminate parts/features.
 - Follow instructions involving adjectives and prepositions- put block under the table.
 - Follow two component instructions.
- VP/MTS
 - Match identical items in larger fields, messy arrays, and with similar stimuli.
 - Match non-identical items (same progression as identical, if necessary)- different types of cups etc.
 - Replicating 3-D block designs, block designs on pictures as well as from pictures.
 - Gradually increase difficulty of puzzles.
 - Replicate and then extend sequence patterns.
 - Matching items in the natural environment.
- Social and Play
 - Peer-Peer pairing - building relationships.
 - Peer-Peer Manding - asking peer for items.
 - Play/Leisure skills: Can and should, include independent engagement.
 - Playing on their own with toys, etc.
- Imitation
 - Imitation of objects requiring discrimination.
 - Fine motor imitation.
 - Imitation fluency.
 - Multiple step motor imitation.
 - Imitation free of verbal S^D (fluency drills may help in teaching this step).
- Intraverbal
 - Fill in responses.
 - Fun activities – songs.

- Responding to questions regarding personal information.
- Intraverbal by feature, function, and class.
- Answering what, who, where questions.

Level 3

- Mand
 - Mands for removal of aversive stimuli (remember why this is at level 3!).
 - Mands for attention.
 - Mands for information.
- Tact
 - Expand Tacts for adjectives, prepositions.
 - Tact pronouns, adverbs.
 - Tact at least 4 specific aspects of items when presented with rotating verbal questions about the item.
 - Tact emotional states and social situations.
- LR
 - Discriminate 4-component non-verbal combinations.
 - Follow instructions involving adjectives and prepositions.
 - Follow instructions regarding pronouns and adverbs.
 - Discriminate among common social situations and emotional states.
- VP/MTS
 - Expand non-identical matching (large messy arrays with at least 3 similar stimuli).
 - Extend or continue patterns and sequences.
 - Sorting items into categories.
 - Matching models of art/craft type activities.
- Social and Play
 - Peer-Peer Manding with “Wh” questions.
 - Play/Leisure skills...independent.
 - Play/Leisure...with peers.
 - Verbal exchanges with peers.
- LRFFC
 - Select correct item from natural environment when presented with a “WH” question regarding feature, function, or class of items.
 - Select correct item when given 4-component “WH” questions.
 - Select multiple items (“all”, specific quantities, “both”).

- Intraverbal
 - Increased range of intraverbal responses (300+); can include expanding FFC's.
 - Respond to "WH" questions.
 - Answer intraverbal yes/no questions.
 - Describe events, movies, stories.
 - Answer questions about a story read- comprehension.
 - Answer multiple questions regarding a specific topic- not a preferred topic.
- Classroom Routines
 - Work independently in a group for 5-15 minutes and stay on task
 - Toileting skills.
- Group Instruction
 - Respond in group to known instructions (unison/choral responding).
- Learning new behaviors in a group format.
- Language
 - Echo words/phrases
 - Discriminate and Tact many items and actions
 - Respond to simple yes/no questions
 - Perform simple actions on command
 - Describe objects (parts/features)
 - Respond to name
- Reading
 - Echo sounds/words
 - Imitate prosody...speed (fast and slow)
 - Sustain a sound for about 3 seconds
 - Follow simple instructions
- Math
 - Echo words/phrases
 - Respond to simple yes/no questions
 - Respond to "Stop"
 - Rote count
 - Match-to-sample
 - Replicate patterns/sequences
 - Prepositions/positional concepts (top/bottom, first, next...