



Autism and Tertiary Behavior Supports  
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# Extending Your Verbal Behavior Program

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TASN Autism and Tertiary Behavior Supports

<https://ksdetasn.org>

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## Objectives:

Participants will:

- Learn when to introduce generalization into their student's program based on assessment.
- Learn how to generalize skills to the natural environment
- Learn the basics of bi-directional naming (BiN)
- Complete generalization and BiN data



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When should I start generalization?



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VB-MAPP Guidance	
Current VB-MAPP Milestone	Next VB-MAPP Milestone: Generalization
Mand Milestone 2: Plan for generalization once you reach a minimum of 4 mands.	Mand Milestone 3: 6 mands across at least 2 people, 2 settings, and 2 examples
Tact Milestone 6: Plan for generalization once you reach a minimum of 25 tacts.  *Ideally, start generalization at the beginning of your program. At a minimum, you must check for generalization on your current tacts before teaching new tacts.	Tact Milestone 7: 50 tacts across 3 exemplars
LR Milestone 6: Plan for generalization once you reach a minimum of 40 objects or pictures in a messy array of 6.  *Ideally, you would start generalization at the beginning of your program. At a minimum, you must check for generalization on your current LDs before teaching new ones.	LR Milestone 7: 50 items across 3 exemplars in a messy array of 8
VP-MIS Milestone 6: Plan for generalization once you reach a minimum of 25 items in a messy array of 6.	VP-MIS Milestone 8: 25 items in a messy array of 8 with 3 similar stimuli  *Often, this skill is worked on in a student's work system. Consider these milestones as you build new tasks for your students.
Motor Imitation Milestone 3: Plan for generalization once you reach 8 motor movements, 2 involving an object.	Motor Imitation Milestone 4: Spontaneously imitates motor movements of others in their environment
LRFFC Milestone 6: Selects different foods or drinks in an array of 5, plan for generalization.	LRFFC: Generalization should be programmed as soon as you start this program.
Intraverbal Milestone 8: Once you start fill-ins that can have multiple responses, plan for generalization. (Example: You eat...)	Intraverbal Milestone 8: Fill in the blank phrases than can have multiple answers.

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# Weekly Cold Probe Generalization Sheet

Student: \_\_\_\_\_ COLD PROBE DATA SHEET Week of \_\_\_\_/\_\_\_\_/\_\_\_\_

# Days Active	Operant	Target	Previous Y's	M	T	W	TH	F	Generalized People	Generalized Exemplars	Generalized Location	Graphed
1				Y G	N G	Y G	N G	Y G	N G			
2				Y G	N G	Y G	N G	Y G	N G			
3				Y G	N G	Y G	N G	Y G	N G			
4				Y G	N G	Y G	N G	Y G	N G			
5				Y G	N G	Y G	N G	Y G	N G			
6				Y G	N G	Y G	N G	Y G	N G			
7				Y G	N G	Y G	N G	Y G	N G			
8				Y G	N G	Y G	N G	Y G	N G			
9				Y G	N G	Y G	N G	Y G	N G			
10				Y G	N G	Y G	N G	Y G	N G			
..				Y G	N G	Y G	N G	Y G	N G			

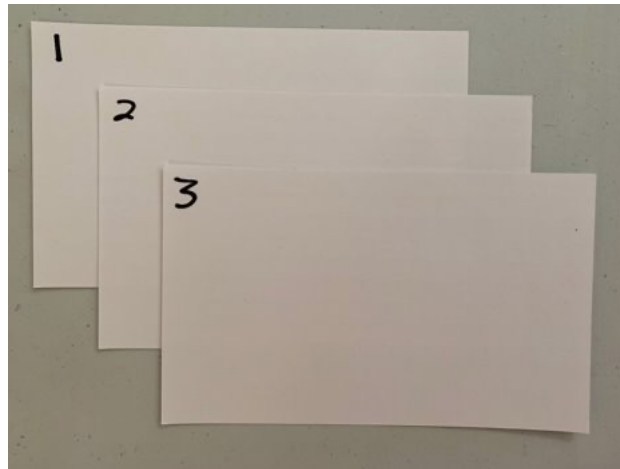
This data sheet allows you to track a target across exemplars, people, and locations.



<https://www.ksetasn.org/resources/3707>  
Thank you to Stacey Martin for sharing this form.

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# Tracking Exemplars



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## Generalization Across Exemplars, People, and Locations

Generalized People			Generalized Exemplars			Generalized Location			Graphed
KG	ME	DT	2	3	4	PE	OF	R	X



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## Weekly Cold Probe Generalization Sheet Coding

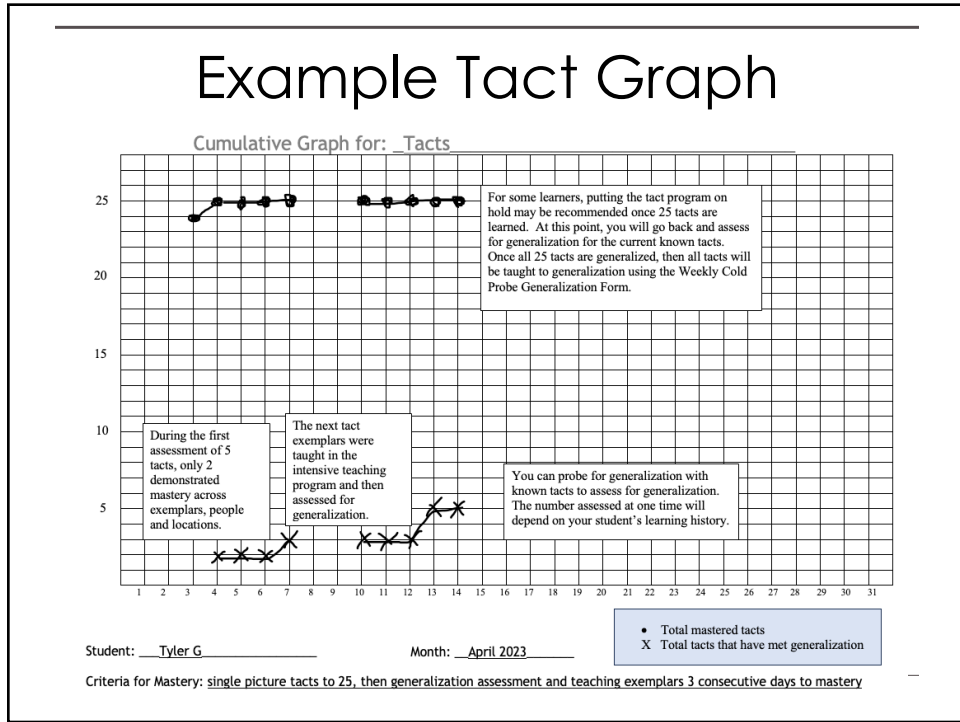
M	T	W	TH	F
Y N G	Y N G	Y N G	Y N G	Y N G
Y N G	Y N G	Y N G	Y N G	Y N G
Y N G	Y N G	Y N G	Y N G	Y N G

Y- Yes    N-No    G-Generalization



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## Alternate Form: Skill Tracking Sheet with Generalization

**Mastery Criteria:** 3 new exemplars, with 3 people, in 3 locations

**Generalization Criteria:** correct response on first presentation of at least three new exemplars, presented by at least three people who do not run programming regularly, and tested in three locations other than the regular instructional location.

**Skills Tracking Sheet**

Student:     M.V      
Skill/Program:     Tact common objects    

SD:     “What is it?”    

JV-Jennifer Vest PV-Peggy Vonfeldt PS-Pam Scharping C-Classroom H-Hallway R-Recess G-Gym

	Target	Date Introduced	Generalization Data									Date Acquired
			Exemplar	Person	Location							
<b>Objective 1: Student will tact at least 50 common objects with a minimum of three exemplars in the natural environment with 100% accuracy on probes.</b>												
1	pencil	11-2-23	2	3	4	JV	PV	PS	C	H	R	11-15-23
2	truck	11-2-23	2	3		JV	PS		C			
3	bus	11-15-23	2						C	R		
4												

<https://www.ksetasn.org/resources/2224> Thank you to PaTTAN for sharing this form.

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# Practice Scoring: Elementary

Student: S.

COLD PROBE DATA SHEET

Week of 6/12-6/16/23

# Days Active	Operant	Target	Previous Y's	M	T	W	TH	F	Generalized People	Generalized Exemplars	Generalized Location	Graphed	
				12	13	14	15	16					
1	0	LD	Stop	0	Y G	Y G	Y G	Y G	Y G				
2	0	LD	Pants	0	Y G	Y G	Y G	Y G	Y G				
3	0	T	Dinosaur	0	Y G	Y G	Y G	Y G	Y G				
4	0	T	Dog	0	Y G	Y G	Y G	Y G	Y G				
5	0	LR	Show me knocking	0	Y G	Y G	Y G	Y G	Y G				
6					Y G	Y G	Y G	Y G	Y G				



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# Practice Scoring: HS

Student: D.

COLD PROBE DATA SHEET

Week of 6/12-6/16/23

# Days Active	Operant	Target	Previous Y's	M	T	W	TH	F	Generalized People	Generalized Exemplars	Generalized Location	Graphed	
				12	13	14	15	16					
1	0	LD	Apron	0	Y G	Y G	Y G	Y G	Y G				
2	0	IV	What is your favorite movie? (Up)	0	Y G	Y G	Y G	Y G	Y G				
3	0	IV	What can you drink? (Coke)	0	Y G	Y G	Y G	Y G	Y G				
4	0	LD	Touch measuring cup	0	Y G	Y G	Y G	Y G	Y G				
5					Y G	Y G	Y G	Y G	Y G				



<https://www.ksetasn.org/resources/3707>  
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## BiDirectional Naming (BiN)

- BiN occurs when listener behavior is taught, and speaker behavior emerges and/or vice versa (Catania, 1998; Hawkins et al., 2018; Horne & Lowe, 1996)
- Current research suggests that tact training is more likely to produce listener responses, although idiosyncrasies have been reported (Frampton et al., 2017; Petursdottir & Carr, 2011)



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## Things to consider

- Trials to criterion or cold probe data
- Learner, teacher, or parent preference
- Data patterns
- Length of assessment procedures
- Ease of implementation (material preparation, desk space for array, student's attention, teaching fidelity among the teaching team, how will the skill be presented in social interactions and academic settings?)
- Maintenance over time



(Frampton et al., 2017)

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# Data Sheet

## Skill Tracking Sheet

Student Name: \_\_\_\_\_ Skill: \_\_\_\_\_

\* Operant directly taught      Write the date mastered when known as LR & T

	Target	LD	Tact	Date Introduced	Date Mastered	# Days to Mastery
1						
2						
3						
4						
5						
6						
7						



<https://www.ksdetasn.org/resources/3866> Skills Tracking- BiN

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# Data Sheet- Using your Assessment Data

## Skill Tracking Sheet

Student Name: M.V. Skill: Tact/LR common objects

\* Operant directly taught      Write the date mastered when known as LR & T

	Target	LD	Tact	Date Introduced	Date Mastered	# Days to Mastery
1	Apple	+	-	11-2-23	11-9-23	
2	Bus	+	+		11-2-23	
3	Car	+	+		11-2-23	
4	Door	-	* -	11-2-23	11-8-23	4
5	Elephant	+	-			
6	Fish	-	+	11-2-23	11-10-23	
7	Garbage	* -	-	11-2-23	11-10-23	6
8	Hippo	+	-			
9	Island	* -	-	11-2-23	11-15-23	9
10	Jelly	-	+			
11	Kangaroo	-	-			
12	Lime	-	* -	11-2-23	11-10-23	6
13	Mop	+	-			



<https://www.ksdetasn.org/resources/3866>

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## Data Sheet- Analysis

### Skill Tracking Sheet


Tact

LD

Student Name: M.V. Skill: Tact/LR common objects

\* Operant directly taught      Write the date mastered when known as LR & T

	Target	LD	Tact	Date Introduced	Date Mastered	# Days to Mastery
1	Apple	+	-	11-2-23	11-9-23	
2	Bus	+	+		11-2-23	
3	Car	+	+		11-2-23	
4	Door	-	* -	11-2-23	11-8-23	4
5	Elephant	+	-			
6	Fish	-	+	11-2-23	11-10-23	
7	Garbage	* -	-	11-2-23	11-10-23	6
8	Hippo	+	-			
9	Island	* -	-	11-2-23	11-15-23	9
10	Jelly	-	+			
11	Kangaroo	-	-			
12	Lime	-	* -	11-2-23	11-10-23	6
13	Mop	+	-			


<https://www.ksdetasn.org/resources/3866>

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## Data Analysis

### Skill Tracking Sheet


LD

Tact

Student Name: M.V. Skill: Tact/LR common objects

\* Operant directly taught      Write the date mastered when known as LR & T

	Target	LD	Tact	Date Introduced	Date Mastered	# Days to Mastery
1	Apple	* -	-	11-2-23	11-13-23	7
2	Bus	* -	-	11-2-23	11-10-23	6
3	Car	-	* -	11-2-23	11-8-23	4
4	Door	-	* -	11-2-23	11-9-23	5
5	Elephant	-	* -	11-8-23	11-14-23	4
6	Fish	-	* -	11-9-23	11-15-23	4
7	Garbage	* -	-	11-10-23	11-21-23	7
8	Hippo	* -	-	11-13-23	11-28-23	9
9	Island	-	* -	11-14-23	11-20-23	4
10	Jelly	-	* -	11-15-23	11-22-23	5
11	Kangaroo	* -	-	11-21-23	11-30-23	5
12	Lime	-	* -	11-20-23	11-30-23	6
13	Mop	-	* -	11-22-23	11-30-23	4



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# Practice Data Sheet

## Skill Tracking Sheet

Student Name: M.V. Skill: Tact/LR tools

\* Operant directly taught Write the date mastered when known as LR & T

	Target	LD	Tact	Date Introduced	Date Mastered	# Days to Mastery
1	Angle gauge	-	-			
2	Angle locator	-	-			
3	Caliper	-	-			
4	Compass	+	-			
5	Gauge	-				
6	Inclinometer	-				
7	Laser level	-	-			
8	Level	+	+		12-18-23	
9	Micrometer	-	-			
10	Protractor	+				
11	Speedometer	-	-			
12	Square measure	-				
13	Tape measure	+	+		12-18-23	



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# Weekly Cold Probe

Name: M.V.

Week of: 12-18 to 12-22-23

### Weekly Probe Sheet

	# days active	Operant	Target Skill	Previous Y	Mon 18	Tue 19	Wed 20	Thur 21	Fri 22
1	0	T	Angle locator	0	<del>Y</del>	Y N	Y N	Y N	Y N
2	0	T	Gauge	0	<del>Y</del>	Y N	Y N	Y N	Y N
3	0	T	Laser Level	0	<del>Y</del>	Y N	Y N	Y N	Y N
4	0	T	Micrometer	0	<del>Y</del>	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N



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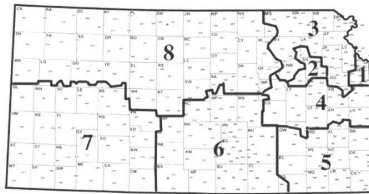
## Research



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## Need Help or Have Questions? Contact Your Coach!



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