**TEACHING PROCEDURES TO IMPROVE SPEECH INTELLIGIBILTY**

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| **PROCEDURE** | **TACTICS** | **DATA RECORDING** | **GRAPHING** |
| **Manding** | **CANDIDATE: ALL LEARNERS**1. Run many trials per day across many reinforcers and MO’s

with sign language and vocally.  | * What the learner says
* Prompt level needed to evoke each mand
 | * Rate of spont. vs. prompted
* Prompt level need per reinforcer
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| **Differential Reinforcement during manding** | **CANDIDATE: POOR INTELLIGIBILITY**1. Reinforce clear articulation of first mand attempt.
2. Delay reinforcement and provide up 3-5 echoic prompts for better articulation.
 | * Vocal approximations when manding on first attempt
* Vocal approximations that improve when running echoic procedure.
 | * % of clear vocal approx. on 1st mand attempt
* % of vocal approximations that improve during echoic trials.
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| **Automatic Reinforcement****Procedure** | **CANDIDATE: FEW SPEECH SOUNDS PRODUCED**1. Conduct sound inventory
2. Select a target sound from:
	* Most often sound heard during sound inventory
	* Developmentally appropriate sound
3. Pair the sound with reinforcement: Present target 3 times then provide reinforcement
4. Differentially reinforce if the sound is produced
 | * All sounds or words said during each trial
 | * % of trials in which the target sound occurs
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| **Kaufman Echoic** | **CANDIDATE: MANY SPEECH SOUNDS; POOR ARTIC** 1. Conduct Kaufman assessment and select appropriate targets.
2. Begin teaching session:
	1. Show a “promise” reinforcer.
	2. Present the word approximation at the level where parity was last achieved
	3. Run up and the down the shells.
	4. Differentially reinforce
	5. Other procedures:
		* Present easy motor movements prior to target
		* Present easy words within the same syllable form prior to target
 | * “Yes/No” cold probe on the adult form.
* Mark on the card the highest level of the shell
 | * Weekly # of adult forms that have met criteria
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| **Echoic Procedure: Not Kaufman** | **CANDIDATE: MANY SPEECH SOUNDS; POOR ARTIC**1. Select targets from mands, sound inventory and ARP produced sounds.
2. Show “promise” reinforcer
3. Possible alternative procedures
	1. Present the word 3-5 times
	2. Present easy motor movements prior to target
	3. Present easy words within the same syllable form prior to target
	4. Breakdown words using a backward chain.
 | * “Yes/No” cold probe on the adult form.
 | * Cumulative Weekly # of adult forms that have met criteria
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