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| **Skill Description****Actions** – Learner will label common actions.In the presence of an on-going action/picture, the student will label the action when asked, “What is the ball doing”? or “What is Sally doing”? | **Goal(s)**1. That the stimuli that evokes the response is the action. 2. That the targeted response is evoked in similar situations, with different people, and in many different places.  |
| **Prerequisite Skills:** * Labels objects or items that are involved in the action to be tacted. (“What is the ball doing”?) The learner has to be able to tact a ball in order to tact its action.
* Labels person involved in the action if a name is being used. (“What is Bobby doing”?). The learner has to know who Bobby is in order to tact what he is doing.
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| **Important points:** * Start teaching with **on-going** actions first.
* **Do not** begin teaching with pictures.
* After the student tacts the action, also have him tact the item to avoid the learner replacing the items name with the name of the action. In other words, run discrimination trials of tacting item vs. action. Example: (**Teacher:** “What is the ball doing”? **Learner:** “Bouncing” **Teacher:** “What is this”? **Learner:** “a ball”)
* Use mastered items/people from the skills tracking sheets to begin teaching actions.
* Teach the relevant actions first. Consider actions that the learner enjoys performing or having other perform that might be transferred from the mand as well as actions the learner will be exposed to frequently.
* When possible use a variety of items to teach the action (avoid one single object paired with the action). For example, if teaching “rolling” you should model the action using different objects (ball, pencil, bottle, marker, can, etc.) to ensure the learner is focusing on the relevant aspect of the action, which is the movement itself and not the object.
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**TACTING ACTIONS PROTOCOL**

**Teaching Sample: *Target:*** *Bouncing*

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| **Trial** | **Teacher’s Response** | **Learner’s Response** |
| Tact trial | Teacher presents a ball“What is it?” | “a ball” |
| Tact trial with echoic prompt | What is the ball doing?...”Bouncing” | “Bouncing” |
| Tact transfer | “What is the ball doing?” | “Bouncing” |
| Receptive distractor | “Clap your hands” | “Claps hands” |
| Receptive distractor | “Touch your nose” | “Touches nose” |
| Tack check | “What is the ball doing?” | “Bouncing” |
| Tact discrimination | “What is this?” | “ a ball” |

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