**Mand Probe procedure (Targets Only)**

1. Probe each mand target first mand session in the day. Present the target item that the learner is to mand for and probe for **motivation (MO)** of the item.
* ***If student does not show motivation (looks away, attends to something else, or takes item but immediately disregards it) - Circle No MO (If you circle No MO no other action is required here... If there is NO motivation, there is NO mand)***
* ***If student shows they have motivation*** (reaches for item, looks at item and smiles, etc.) - **Circle MO** and proceed to step 2:
1. Probe for mand response:
* **If student asks for item with the correct response– Circle Y**
* **If student does not ask for the item with correct response (or has no response although they show motivation) – Circle N**
1. If learner has **3 consecutive “Y’s”** on the cold probe.
* Highlight the row up to the date when it was mastered
* Record the date mastered for that specific mand on the student’s “Current Mand List”.
* Pick a new target mand from the “Current Mand List” and add it to the Mand Probe and Rate Sheet.
* Begin daily teaching and probing the new mand.
* And then repeat this process for each mand that meets criteria.

**Mand Procedures for Target Items**

1. Verify motivation is in place (check to see if student wants it). If motivation is not in place you will need to contrive motivation (what can you do to make the item/activity valuable for the student?)
2. Model and pair response form and delivery of the item (give a couple for free while saying the name of the item)
3. Prompt the mand as the student shows motivation (say the name of the item and wait for student to say it)
4. When student responds, deliver the item while saying the name of it.
5. Once student has a chance to ask for the item a few times with a prompt, as quickly as possible start fading your prompt using one of the following prompt fade procedures:
	* + Within trial transfer: prompt and then use a time delay (wait and move item a bit closer) to have student emit the response independently prior to delivering reinforcement.
		+ Second trial transfer: Prompt and deliver a little reinforcement followed by a second trial with no prompt (or a faded prompt) and deliver better reinforcement.

**Mand Procedures for Mastered Items**

(previously mastered)

* + - 1. **Present the item to verify motivation** (check to see if student wants it).
			2. **If student wants it, wait up to 4 seconds for student to ask for it.**
			3. **If student asks with correct response, deliver the item while saying the name of the item.**
			4. **If student makes an error on a mastered mand, follow the error correction procedures:**

## Immediately remove the reinforcer and your attention

## Wait 3-5 seconds and represent the reinforcer with a “0” second prompt

## Reinforce while saying the name of the item.

* Fade the prompt: Offer the item again but wait for student to respond.
* Reinforce with better reinforcement than for the prompted trial.

**Mand Procedures for Future Target Items**

(not yet mastered but not being targeted)

1. **DO NOT** prompt the student or require him/her to ask for these.
2. **Deliver these items for free (no response from the student is expected or required)**
3. **Say the name of the item as you deliver it.**
4. **If the student happens to ask for one of these items, then provide better reinforcement than when you are delivering freely.**

**Procedures for Items that are not Reinforcing**

1. Expose student to novel items and activities throughout the session
2. Follow exposure by already reinforcing items

**Tips for Contriving motivation**

* **Edibles –**
	+ 1. Give very small samplings to the learner to build desire for more.
		2. Give samplings to a peer in close proximity.
		3. Give yourself some samplings while the learner watches.
	+ **Toys** –
1. Play with the toy yourself or another making it really fun.
2. If possible, do something with the item the student will find reinforcing.
3. Build suspense for the eventual appearance of the item. (doll in box and student anticipates it popping out of the box)
	* **Actions** –
4. Give the learner a small sampling of the action.
5. Do the action yourself, with a peer, or an inanimate object. (i.e. spin)