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| **Mand**  **(SECTION F)** | **Visual**  **Performance**  **(SECTION B)** | **Receptive**  **(SECTION C)** | **Imitation**  **(SECTION D)** | **Echoics**  **(SECTION E)** | **Tacts**  **(SECTION G)** | **Intraverbals**  **(SECTION H)** |
| ***Early Learner***  \*Asks for what he wants with a prompt and a reinforcer present  Thru…  \*The student will ask for at least 10 items that he wants using a specific response | ***Early Learner***  \*Match objects to an identical objects presented in an array of 3 items.  \* Match identical picture to picture.  \* Matches pictures to objects and objects to pictures  \* Sort nonidentical items that are members of different categories of items into piles when samples of those categories are displayed in an array | ***Early Learner***  \*Follow simple receptive actions.  \* Receptive ID body parts.  \* Follow directions to touch clothing items on his own body  \* Receptive ID objects or pictures in an array of 3. | ***Early Learner***  \* Imitate a motor action using an item/object when asked “do this”  Thru…  \* Imitates a motor activity involving mouth and tongue movements. | ***Early Learner***  \* Imitates sounds and sound combinations | ***Early Learner***  After the student has about 10 mands acquired, start teaching tacts.  \*Label reinforcing items.  \* Label common objects  \* Label common people  \* Label common pictures  \*Label common ongoing actions. | ***Early Learner***  After tacts and receptive ID is getting acquired, only work on fun intraverbals if the student is motivated and enjoys the songs.  \* While others are singing a song, the student will be able to fill in some words and phrases of songs.  \* Fills in blanks regarding fun activities  \* Sign words  \* Animal sounds |
| ***Intermediate***  \* Ask others to perform specified actions  \* Requests attention (child will ask others to attend to their actions)  \* Requests missing items needed for a task  \* Request using yes/no  \* Requests using sentences  \* Requests help  \* The student will be able to ask others to remove an item or stop an activity. | ***Intermediate***  \* Block design on picture cards  \* Block design from picture cards  \* Sequence pattern to match visual model  \* Form box.  \* Complete puzzles. | ***Intermediate***  \* Selects by function  \* Selects by feature  \* Selects by class  \* Selects 2 pictures/objects from a larger set (joint control)  \* Follows an instruction to go to a person  \* Demonstrates a specific pretend action  \* Selects one of 3 pictures representing actions  \* Select pictures of common community helpers in his environment. | ***Intermediate***  \* Imitate a gross motor action matching the speed of the model.  Thru…  \* Imitates a sequence of motor activities. | ***Intermediate***  \* Imitates words and short phrases  \* Imitates short/fast words vs elongated-slow words  \* Imitates loud/soft sounds and words  \* Imitation of low vs high sounds and words | ***Intermediate***  \* Label pictures of common actions.  \* Acquires novel labels w/o intensive training  \* Labels item using phrases  \* Labels body parts  \* Labels parts of objects  \* Labels Adjectives  \* Labels item given function, feature, class  \* Labels function/class of item  \* Labels the class of a set of items.  \* Labels using yes or no. | ***Intermediate***  \* Fill in the remaining word naming the item in a phrase related to the function of an item.  \* Intraverbal feature and class  \* Intraverbal feature, function and class reversals  \* Intraverbal Categories  \* Intraverbal category reversals  \* Provide the “opposite” given a comparative stimulus. |
| **Mand**  **(SECTION F)** | **Visual**  **Performance**  **(SECTION B)** | **Receptive**  **(SECTION C)** | **Imitation**  **(SECTION D)** | **Echoics**  **(SECTION E)** | **Tacts**  **(SECTION G)** | **Intraverbals**  **(SECTION H)** |
| ***Advanced Learner***  ***\**** Mand for Information: What, Where, Who/whose, Which, When and How  \* Mands for information using can, do does, and will.  \* Mands for Information using why  \* Mands using adjectives, prepositions, adverbs and pronouns  \* Acquires novel requests w/o intensive training  \* Spontaneous requests | ***Advanced***  ***Learner***  \* When given irregularly shaped, non-interlocking pieces; student will correctly juxtapose the pieces to form a picture.  Thru…  \* Complete simple mazes. | ***Advanced Learner***  \* Locate pictures of objects within a larger, complex picture.  \* Locate objects from parts in complex picture  \* Select common environments sounds  \* Selects adjectives  \* Selects items with 2 Characteristics  \* Selects set of items with 2 characteristics  \* Selects associated pictures  \* Selects same and different  \* Selects prepositions/pronouns  \* selects non-examples  \* Selects pictures representing emotions/ social interactions. | ***Advanced Learner***  \* Imitate a gross motor action modeled by a person, for social recognition of being able to match the actions.  Thru…  \*Demonstrate actions which he observed several hours earlier in the day. | ***Advanced Learner***  \* Repeat short message to another  \* Spontaneous imitation of words and phrases of 6 or more words | ***Advanced Learner***  \* Labels features of items which are missing or incorrect.  \* Labels exclusion from a category  \* Identifies obvious problems  \* Labels 2 component with objects/pictures  \* Labels community helpers  \* Labels common environmental sounds  \* Labels prepositions/pronouns  \* Labels 3 component  G36 Labels and describes events  G38 Labels Adverbs  \* Labels internal events (emotions)  \* Labels social interactions  \* Spontaneous labeling | ***Advanced***  ***Learner***  \* Answer WH questions  \* Makes related statements w/a visual display  \* Describes steps in a sequence  \* States an activity when told a sequence  \* Intraverbal Yes/no  \* Answers questions containing 3 critical stimuli  \* Answers questions concerning past and upcoming events  \* Answers questions in their immediate community  \* Answers questions concerning current events.  \* Answers questions regarding academic material  \* Maintains conversation with an adult or peer  \* Spontaneous conversation  \* Tells stories |