

TRI-STATE WEBINAR SERIES

Communication: A Vital Tool to Build Student Success! Part 1 Teaching How to Mand

Presented by: Meggin Funk, M.S.Ed., CCC-SLP, BCBA, and Ashley Meyer, M.Ed., BCBA



Tri State Webinar Series 2019-2020

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.



The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri State Webinar Series 2019-2020

Presenter Information



Meggin Funk, M.S.Ed., CCC-SLP, BCBA
Western Region Coordinator
NE Autism Spectrum Disorders Network



Ashley Meyer, M.Ed., BCBA
Behavior Specialist
NE Autism Spectrum Disorders Network

Tri State Webinar Series 2019-2020

Learner Objectives

1. Describe why manding is a vital skill
2. Utilize student motivation
3. Determine individualized goals for manding
4. Use errorless teaching and error correction with mands

Tri State Webinar Series 2019-2020

What is a Mand?

The Basic Principle: Want it, say it, get it!

- Hungry, say, “apple”, someone gives you an apple
- Need to open a door but its locked, ask for key, someone gives the key
- Lost, ask for directions, someone gives directions
- Want a movie, say, “Alexa turn on the movie”, get the movie”



Tri State Webinar Series 2019-2020

Important Facts about Manding

- A mand is controlled by motivation
- Mands benefit the speaker
- You will need to teach more than one mand right from the start
- It is recommended to run receptive targets too, not just work on manding

Tri State Webinar Series 2019-2020

Mands

Common Terms:

- Request
- Asking for something
- A question
- Demand
- Inquire
- Command

Examples:

- What session are you going to?
- Where's that room?
- Could you bring me a coffee?
- Save me a seat!
- Who's the keynote?
- What's the WiFi password?

The “Why”: How Manding Benefits Students

- Mands have been said to be the first type of verbal behavior acquired.
- Mands help the student control their environment.
- Mand training makes social interaction more valuable.
- May assist in developing the value of communication and thus spur the acquisition of the other verbal operants.
- It is relatively easy to do because you are using the child's own motivation as a tool.
- The focus on motivation in manding and developing new reinforcers may serve to reduce the value of repetitive/stereotyped actions.

What do you think?

Think about what motivates you...

List at least 2 things in each of these categories that would be motivating to you:

- Social
- Tangibles
- Sensory
- Edibles
- Drinks
- Completion
- Other

Tri State Webinar Series 2019-2020

Preferences and Motivation

How do we know what motivates our students?

- Preference Checklists
- Observations
- Quick Forced Choice Assessment
- Interviews

Tri State Webinar Series 2019-2020

Mand Forms

Types of response forms:

- Speaking
- Gestures
- Sign Language
- Picture Systems
- Various AAC devices (i-Pads, vocal output devices)
- Defective Mand (Less pleasant form - Grabbing, screaming, climbing, hitting, self-injurious behavior, biting and more)

Types of Mand

Mands for:

- items present
- activities and actions
- attention
- missing items
- items not present
- information
- continued conversation

The Mand and Autism

The mand requires:

- Social approach and initiation
- Interactions with other people as having value
- Flexible and specific verbal responses (communication)

The required skills directly compete with the core deficits of Autism Spectrum Disorder

Tri State Webinar Series 2019-2020

Caution



Caution!!! We need to teach SPECIFIC mands! Generalized mands, such as, "Help", "More", "Please", etc. are too general and can actually cause problem behaviors!!

Tri State Webinar Series 2019-2020

Caution: Manding is FUN!

- Mands involve teaching the child to ask for what they want!
- This means that the process often involves the child's favorite activities or items.

Tri State Webinar Series 2019-2020

Why do we need to teach mands?

Children with autism frequently present with limited interests and often do not readily learn to emit mands without specific teaching (Shafer, 1994)

Many leaders in the application of Skinner's analysis of verbal behavior have advocated teaching mands specific to a learner's motivation, rather than teaching generalized mands, as a learner's first words. Here are some research-based reasons why teaching specific mands like "ball", "juice", and "jump" may be preferable over teaching generalized mands like "help", "more", and "please".

Tri State Webinar Series 2019-2020

Why do we need to teach mands?

Developmentally, children typically acquire mands for specific items/actions before generalized mands. We know from existing developmental checklists and assessments that children acquire specific mands for their favorite things prior to learning generalized mands like “more”, “help,”, and “please.” (Sundberg, 2008).

Teaching specific mands is more effective in reducing behavior than teaching generalized mands. Peer-reviewed literature has shown that mand training specific to the motivating operation is more effective at reducing problem behavior (Kahng, Hendrickson, & Vu, 2000).

Tri State Webinar Series 2019-2020

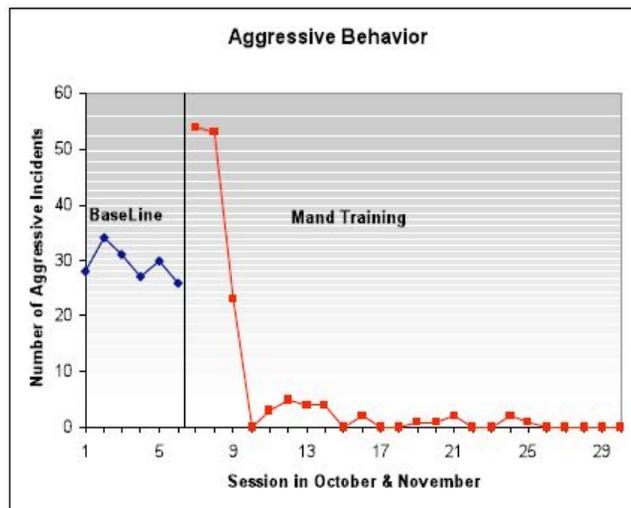
Why do we need to teach mands?

If generalized mands are taught first, extinction will have to be employed to teach more specific mands later. A common, well-documented side-effect of extinction is an extinction burst, which can involve a temporary increase in the frequency, intensity, and duration of problematic behavior (Lerman & Iwata, 1995).

Training specific mands can support the development of other verbal operants. Research has shown that training specific mands can increase the acquisition rate of other skills, such as tacts (Arntzen & Almas, 2002), and echoics (Drash & High, 1999).

Tri State Webinar Series 2019-2020

The “Why”: Research Ties



https://autism.outreach.psu.edu/sites/default/files/16_Miklos.pdf

Tri State Webinar Series 2019-2020

When to Begin Formal Mand Training

- Learner willingly approaches others and stay within close proximity
- Approaches consistently to get reinforcers
- Learner is motivated by at least 2 different items/activities (more is better!)
- Learner is attempting to request or show motivation/interest in items/activities
- Consider the relative strength and consistency of wanting items that will serve as mand training targets

Tri State Webinar Series 2019-2020

Best Items for Teaching Mands

- Can be delivered quickly
- Are consumable or allow only a brief period of contact
- Can be teacher controlled
- Are highly motivating
- The sign or word used to mand for the item is not too hard to produce

****Before beginning mand training, establish as broad a list of items as possible that can be used for teaching!****

Tri State Webinar Series 2019-2020

What do you think?

What items or activities would be easiest to start teaching first? Remember the categories we discussed earlier.

- Social
- Tangibles
- Sensory
- Edibles
- Drinks
- Other

Tri State Webinar Series 2019-2020

Capturing Motivation

- Teaching mands for food at snack
- Having the child ask for a coat before going out to play
- Prompting the child to ask for additional colors of crayons while drawing
- Encouraging the child to ask for the remote at the time a favorite show is on

What are some ways you have captured motivation?

Tri State Webinar Series 2019-2020

Contriving Motivation

- Giving the child a bottle with a tight lid. In the bottle is his favorite toy
- Giving the child a bowl of cereal with no spoon
- Giving the child a toy that requires batteries but withholding the batteries
- Briefly turning on his or her favorite video
- Giving a bit of his or her favorite snack to another child
- Use of an interrupted chain procedure: give the child a task to do that involves a series of steps but withhold some materials (have the child do a puzzle but withhold one piece).

What are some ways you have contrived motivation?

Tri State Webinar Series 2019-2020

How do I determine goals?

- **Assessments:** VB-MAPP, ABLLS-R, AFLS, Essentials for Living, etc.
 - **Specialist Assessments:** SLP, OT, PT, etc.
- **Observations:** What skills do they need to succeed daily?
- **Family Input:** What needs/concerns does the family have?

Tri State Webinar Series 2019-2020

Importance of Assessment

The failure to conduct an appropriate assessment results in one of the biggest problems that serve students with ASD.....

An inappropriate curriculum!

*- Dr. Mark Sundberg -
9/8/2010*

Tri State Webinar Series 2019-2020

What makes a Great Goal?

Great goals are....

- specific
- measurable
- attainable
- relevant
- time-bound

Tri State Webinar Series 2019-2020

Mand Training: Basic Steps

1. Verify motivation is in place (Want it)
2. Prompt the mand as the student shows motivation (Say it)
3. Pair response form with the delivery of the item (Get it)

2 Types of Mand Training

1. Second Trial Transfer
2. With-in Trial Transfer

Tri State Webinar Series 2019-2020

2 Types of Mand Training

Second Trial Transfer (for early learners)

1. Check for motivation
2. Prompt
3. Deliver a small portion of item and pair the response form with your delivery
4. Signal that more of the item is available
5. Student will mand (without the prompt given)
6. Give MORE of the item to differentiate between them being prompted vs independently manding

Note - you must use items that can be broken down or have multiple parts. (ie puzzles, teddy grahams, legos, etc)

2 Types of Mand Training

With-in Trial Transfer

1. Check for Motivation
2. Prompt
3. Student mands, given the prompt
4. Transfer - hold the item out to student, but don't prompt
5. Student mands, independently
6. Deliver the item while pairing the response form

Mand Error Correction: Basic Steps

1. Remove Reinforcer
2. Neutral Hands if Necessary
3. Pause
4. Re-present with Immediate Prompt
5. Second Trial Transfer - Deliver item while pairing the response form

OR

With-in Trial Transfer - Re-present the item/activity and wait for the learner to mand independently, then deliver while pairing the response form

Tri State Webinar Series 2019-2020

Recap

In summary, you've gained a better understanding of:

- How to utilize the student's motivation to increase learning opportunities through communication and decrease problem behavior
- Types of mands and varieties of response forms
- Errorless teaching and error correction protocols for teaching manding
- How to create obtainable, functional, individualized manding goals for your learners

Tri State Webinar Series 2019-2020

What do you think?

What is one big takeaway that could help your student?

Tri State Webinar Series 2019-2020

References

Arntzen, E. & Almas, I. K. (2002). Effects of mand-tact versus tact-only training on the acquisition of tacts. *Journal of Applied Behavior Analysis, 35*, 419-422.

Drash, P. W. & High, R. L. (1999). Using mand training to establish an echoic repertoire in young children with autism. *The Analysis of Verbal Behavior, 16*, 29-44.

Kahng, S., Hendrickson, D. J., Vu, C. P. (2000). Comparison of single and multiple functional communication training responses for the treatment of problem behavior. *Journal of Applied Behavior Analysis, 33*, 321-324.

Tri State Webinar Series 2019-2020

References

Lerman, D. C. & Iwata, B. A. (1995). Prevalence of the extinction burst and its attenuation during treatment. *Journal of Applied Behavior Analysis*, 28, 93-94.

Sundberg, M. L. (2008) *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: AVB Press

Tri State Webinar Series 2019-2020

THANK YOU!

Meggin Funk, M.S.Ed., CCC-SLP, BCBA

Ashley Meyer, M.Ed., BCBA

NE ASD Network



Tri State Webinar Series 2019-2020