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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 presentThru…\*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 componentG36 Labels and describes eventsG38 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 |