

Program Guide

<p>Environmental Acceptance and Expansion</p> <p>Expose child to new people, places, objects and sensory stimuli using systematic desensitization procedures pairing new experiences with relaxation and primary reinforcers. Graduate exposure so the child can always find comfort. Find reward in the natural environment and keep the child successful most of the time. <u>Nothing is more rewarding for a child than being correct.</u></p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring, Contagion, Imitative Play (Learning how to play with different toys), Preschool</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase I</p>
<p>Building Self-Initiation</p> <p>Reward child for glances, verbalizations and gestures by reacting to each in a playful engaging manner. Allow the child to win.</p>			
<p>Contingency Responsiveness</p> <p>Reward child for SD responsiveness (Come Here).</p>			
<p>Non-Arbitrarily Applicable Relational Responding/Representational Elaboration</p> <p>Focus on teaching Mutual Entailment and Combinatorial Mutual Entailment</p>			
<p>Auditory Discrimination with visual cues</p>	<p>Visual Discrimination with auditory cues</p>		
<p>Auditory/Verbal Discrimination:</p> <p><u>Contagion</u> Repeat child's vocalizations.</p> <p><u>Labeling</u> One word labels (objects, actions, emotions)</p> <p><u>Affect Matching</u> Match tone of voice to child's Affect and label Affect.</p> <p><u>Graduated Sound Exposure</u> Animal Sounds, Preschool Songs. Environmental Exposure.</p>	<p>Motor Imitation (Mimetic): Here we are rewarding the child for attending to, discriminating between and imitating behaviors.</p> <p><u>Single Movement</u> Object cued, Non-object cued</p> <p><u>Complex Movement</u> NVI Chains, Facial Imitation, Fine motor Imitation, Follow the leader, Reciprocal Actions.</p>	<p>Visual/Spatial Discrimination: Here we are rewarding the child for attending to, discriminating between and manipulating objects.</p> <p><u>3-D Objects</u> Puzzles, Nesting Objects, Identical Matching</p> <p><u>2-D Objects</u> Identical Matching, Non-identical Matching</p> <p><u>3-D Spatial Construction</u> Block Design, Sorting, Patterning, Order by size</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase II</p>
<p>Verbal Responsiveness: Here we are rewarding the child for attending to, discriminating between and responding to verbalizations.</p> <p><u>Response to Single Word</u> Orient to Name, Come, Wait, Stop.</p> <p><u>Response to 2 Words(Give)</u> Object Cued Receptive Instruction, Non Object cued (RI), Stay here, Stay near.</p> <p><u>Response to Multiple Words</u> Chained (RI), Complex Instructions, Negated Instructions, Temporal Instructions, Implied Instructions</p>	<p>Vocal Imitation (Echoic): Here we are rewarding the child for attending to, discriminating between and imitating verbal behavior.</p> <p><u>Vocal Priming</u> Animal Sounds, Phrase Completion, Phonics, Kaufman Cards.</p> <p><u>Verbal Imitation</u> Single sounds Multiple sounds Words Imitation of song lyrics Multiple Words Sentences</p>	<p>Receptive Labels: Here we are rewarding the child for attending to the discriminative features of stimuli and matching them to verbalizations. (1:1 Correspondence, 1:X Correspondence, Categories, Quantities)</p> <p><u>3-D Labels</u> Objects, Body Parts, Subjects, Shapes, Letters.</p> <p><u>2-D Labels</u> Objects, Shapes, Letters, Subjects, Places, Categories, Colors.</p> <p><u>Abstracted Labels</u> Occupations Activities Actions Affects</p>	
<p>Requesting: Here we are rewarding the child for attending to, discriminating between and making verbal requests. The most successful way to elicit verbal requests is through manipulation of the context and delaying responding. With Manding the natural environment provides the reward. The therapist is the conduit through which reward is attained.</p> <p><u>One Word Manding</u> Food, Objects, Action, Familiar People, Places, Activities.</p> <p><u>Two-Four Word Manding</u> (Want, I want) Food, Objects, Action, Familiar People, Places, Activities.</p> <p><u>Sentence Manding</u> Food, Objects, Action, Familiar People, Places, Activities.</p>	<p>Expressive Labels: Here we are rewarding the child for attending to discriminative stimuli and verbally labeling objects.</p> <p><u>3-D Expressive Labels</u> Objects, Body Parts, Familiar People, Shapes, Letters.</p> <p><u>2-D Expressive Labels</u> Objects, Shapes, Letters, Cartoon Characters, People, Places, Categories, Colors.</p> <p><u>Abstract Expressive Labels</u> Occupations Activities Actions Emotions Categories Pronouns Plurals Irregular Plurals Prepositions</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase III</p>	

Arbitrarily Applicable Relational Responding/Representational Differentiation

Here the child moves into responding to stimuli that is assigned value by the verbal community. At first the child is taught via Pliance but as the child moves through this phase more can be taught via Tracking.

<p>Extending Requesting: The focuses here are on extending the mand and integrating expressive statements, as well as the use formative and motivative augmentals to acquire desired reinforcement.</p> <p>Repetitive Manding. WH Questions Obstacle Statements Self description Question Questions about past events. Questions about future events. Distorting Tact's Softened Mand</p> <p>The point here is to have the child come up with better and better arguments for getting the desired items.</p>	<p>Intraverbal responding: The focus here is on giving the child multiple environment cued and language cued comments.</p> <p>Information statements Telephone statements Topical statements Lead in Statements Conversation Statements Self Statements Other Statements Popular statements Formative augmentals statements Motative augmentals statements Tell me about/describe What Happened Comprehension Questions Predicting Outcomes Problem Solving Open Ended Responding Descriptive Autoclitics I think, I guess Negative Autoclitics I don't think</p>	<p>Extended Expressive Labels: The focus here is on expanding the instruction and for the child to integrate expressive labels. Focus on: Increasing SD from 1 to 9 terms. Generic Extension of tact's. Metaphorical Extension of tact's.</p> <p>Building relational frames around tact's</p> <p>Describing behavior patterns. Describing behavior patterns of others. Describing affects driving behavior. Describing physical sensations in the body.</p>	<p align="center">I n a p p i n a t i v e P l a y</p>	<p align="center">Learning Abstract Environmental Relations</p> <p align="center">P h a s e I V</p>
<p>Referential Requesting: Here the child is rewarded for self/other referential statements and taught to discuss self/other distinctions and use self/other referencing within the mand.</p> <p><u>Self Referential Manding</u> Likes and dislikes, Preferences, Identifying characteristics, Personal goals.</p> <p><u>Other Referential Manding</u> Likes and dislikes, Preferences, Identifying characteristics, Personal goals.</p> <p><u>Referencing Non-Verbal Communication</u> Changing mands based on tone of voice and body language</p> <p><u>Rephrasing Mands</u> The child is taught to rephrase mands based on verbal and non-verbal feedback.</p>	<p>Abstraction of Expressive Labels: Here the child is taught the abstraction of tact's and expressive statements. Ideally these programs are taught during natural skill building play with the child.</p> <p><u>Natural Conversation</u> Shifting topics Politeness Interviewing Assertiveness</p> <p><u>Abstract Responding</u> Idioms Fact/Opinion Synonyms /Antonyms Problem/Solutions Real vs. Pretend Organized Thought Metaphors Critical Thinking Analogies Self/Other Dialogs</p> <p><u>Abstract Self Statements</u> Understanding Self as Content Understanding Self as Process Understanding Self as Context</p>	<p align="center">I n t e r a c t i v e P l a y</p>		<p align="center">Learning Abstract Social</p> <p align="center">P h a s e V S S a c i a I</p>
<p>Emotional Requesting: Here the child is taught about affective behavior themes of self and other and is guided in developing strategies to deal with and understand Affect themes.</p> <p><u>Understanding Emotional Themes</u> Dependency Assertiveness Excitement Loss Aggression Curiosity Anger Separation Competition Sexuality Rage Empathy Compassion Pleasure Fears Love</p> <p><u>Self/Other-Object/Spatial/Temporal Relations</u> I/You, Here/There, Now/Then, If /Than Reasoning, Perspective Taking, Theory of Mind.</p> <p><u>Understanding Multilayered Motivation</u> Surface Motivation, Hidden Motivation, Paradoxical Affect, Irony</p> <p><u>Affective Communication</u> Showing Interest Humor/Sarcasm</p>	<p>Understanding Boundaries: Here the child is taught about relationship boundaries and how to flexibly navigate these boundary issues.</p> <p><u>Boundaries Based on Person</u> Family, Friends, Teachers, Authority figures, Strangers</p> <p><u>Boundaries based on Behavior Content</u> Altering boundaries based on others behaviors.</p> <p><u>Boundaries based on Behavior Process</u> Altering boundaries based on interactive verbal signals.</p> <p><u>Boundaries Environmental Context</u> Altering boundaries based on environmental context.</p>		<p align="center">Learning Abstract Social</p> <p align="center">P h a s e V S S a c i a I</p>	