Intraverbal Curriculum:
Level 5: Multiple responses, where and who questions

- Multiple IV responses to a single stimulus
- Provide category given several members
- Non-WH full-sentence verbal S^Ds
- Where questions
- Who questions

Intraverbal Assessment:
Level 5: Multiple responses, Where and Who questions

Verbal $\overset{D}{S}$	Score	Response
Who is your teacher?		
Where do you bake cookies?		
Can you name some furniture?		
Who takes you to school?		
A dog, cat, and monkey are all...		
Who do you see on TV?		
What color is a banana?		
Where is your mommy (or daddy)?		
Can you name some body parts?		
Where is the milk?		

Intraverbal Curriculum:
Level 6: Two-component S^Ds, features, yes-no

- Provides noun given feature
- Provides response given verb-noun 2 component S^D
- Provides response given adjective-noun 2 component S^D
- Noun & verb yes-no questions
- Noun & adjective yes-no questions

Intraverbal Assessment:
Level 6: Two-component S^Ds, features, yes-no

Verbal $\overset{D}{S}$	Score	Response
What has wheels?		
What do you pour that is white?		
Is a banana a vegetable?		
What do you wear that has a zipper?		
What do you smell in the oven?		
What furniture is soft?		
What has paws?		
Is a banana a fruit?		
Can you name a little animal?		
What do you see outside?		

Intraverbal Curriculum:
Level 6: Two-component S^{D}s, features, yes-no

- Provides noun given feature
- Provides response given verb-noun 2 component S^D
- Provides response given adjective-noun 2 component S^D
- Noun & verb yes-no questions
- Noun & adjective yes-no questions

Intraverbal Assessment:
Level 6: Two-component S^{D}s, features, yes-no

Verbal ^{R}S	Score	Response
What has wheels?		
What do you pour that is white?		
Is a banana a vegetable?		
What do you wear that has a zipper?		
What do you smell in the oven?		
What furniture is soft?		
What has paws?		
Is a banana a fruit?		
Can you name a little animal?		
What do you see outside?		

Intraverbal Curriculum:
Level 7: Two S^{D}s with prepositions or adverbs, negation

- WH questions involving prepositions
- WH questions involving adverbs
- WH with negation (Not a member of a category)
- WH questions involving pronouns
- Multiple Verbal S^{D}s evoking multiple responses (sentences)

Intraverbal Assessment:
Level 7: Two S^{D}s with prepositions or adverbs, negation

Verbal ^{R}S	Score	Response
What do you eat with?		
What animal moves slow?		
Tell me something that is not a food		
What do you write on?		
Where do you talk quietly?		
What is something you can't wear?		
What do you sit at?		
What is between the blankets and the bed?		
What animal goes fast?		
What's something that is not a musical instrument?		

Intraverbal Curriculum:
Level 8: When, why & how questions, time, sequences

- When questions
- Why questions
- Answers questions following a short passage from a book
- Past and future events
- Verbal sequences
- Same and different

Intraverbal Assessment:
Level 8: When, Why & How questions, time, sequences

Verbal ^{R}S	Score	Response
What did you do this morning?		
What comes before seven?		
How do you clean your hands?		
Why do you open the refrigerator?		
What are you going to do tonight?		
What come after seven?		
When do you eat dinner?		
How is a dog different from a cat?		
What day is today?		
Why do we sweep the floor?		

Thank You!

For an electronic version of this
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Intraverbal Assessment
Mark L. Sundberg

Name:		
Date:		
LEVEL 1 (animal sounds, song and other fill-ins)	Score	Response
A kitty says...		
Twinkle twinkle little...		
Peek-a...		
The wheels on the...		
Head, shoulders, knees and...		
open the...(when near a door)		
You wash your.... (when near a sink)		
The itsy bitsy...		
Meow says a...		
Five little monkeys jumping on the...		
LEVEL 2 (out-of-context and association fill-ins)		
You eat...		
Table and...		
Shoes and...		
Mommy and...		
You drink...		
Knife, fork, and...		
You sleep in a...		
One, two...		
Socks and...		
Dog and...		
LEVEL 3 (Verb-noun fill-ins and what questions)		
What do you eat?		
You sing a...		
What can you kick?		
You wipe your...		
What is your name?		
What do you do with toothpaste?		
What can you wear?		
You pour some...		
What flies in the sky?		
You climb a...		

Intraverbal Assessment
Mark L. Sundberg

Name:

Date:

Level 4 (function and class)	Score	Response
What's in a kitchen?		
What do you do with crayons?		
Can you name some shapes?		
Can you name an animal?		
What do you do with glue?		
What do you find on a playground?		
What do use to draw a picture?		
Can you name a color?		
What's in mommy's purse?		
LEVEL 5 (Multiple responses, where and who questions)		
Who is your teacher?		
Where do you bake cookies?		
Can you name some furniture?		
Who takes you to school?		
A dog, cat, and monkey are all...		
Who do you see on TV?		
What color is a fire truck?		
Where does a doctor work?		
Can you name some body parts?		
Where does a bird live?		
Level 6 (2-component SDs, features, yes-no)		
What has a tail?		
What musical intstrument has strings?		
Is a banana a vegetable?		
What travels on tracks?		
What do you smell in the oven?		
What do you smell in a garden?		
What has a sharp point?		
Is a banana a fruit?		
What do you spread on top of a cake?		
What do you see outside?		
Level 7 (2 SDs with prepositions or adverbs, negation)		

Intraverbal Assessment
Mark L. Sundberg

Name:		
Date:		
What do you write with?		
What animal moves slow?		
Tell me something that is not a food		
What do you write on?		
Where do you talk quietly?		
What is something you can't wear?		
What do you write on?		
What is between the blankets and the bed?		
What animal goes fast?		
What's something that is not a musical instrument?		
Level 8 (When, why & how questions, time, sequences)		
What did you do yesterday?		
What comes before seven?		
What do you do if there is an emergency?		
Why do you set the alarm clock?		
What would you if there was a fire in your house?		
What come after seven?		
What do you do with dirty clothes?		
How is a dog different from a cat?		
What day is today?		
Why do lock your front door?		

Intraverbal Task Analysis
Mark L. Sundberg, 5/19/2006

Level 1 (1-2 years old)	Comments
Animal sounds fill-ins	
Song fill-ins	
Fun activities fill-ins (part mand)	
In-context fill-ins (part tact)	
Level 2 (2 - 2 1/2 years old)	
Noun-noun association fill-ins	
Out-of-context fill-ins	
Eat and drink classification fill-ins	
Reverse fill-ins	
What is your name?	
Level 3 (2 1/2 - 3 years old)	
Verb-noun fill-ins (verb as S^D)	
Reverse noun-verb fill-ins (noun as S^D)	
Sings songs	
What questions (eat/drink clasification)	
What questions (verb as S^D- noun as response)	
What questions (noun as S^D-verb as response)	
Level 4 (3 - 3 1/2 years old)	
Where questions	
Who questions	
Provide function given noun (object present)	
Provide noun given function (object present)	
Tact-intraverbal function and class (object present)	
Past and future events	
Short conversations	
Level 5 (3 1/2 - 4 years old)	
Provide category given several members	
Provide function given noun (object absent)	

Provide noun given function (object absent)	
What questions regarding emotions (happy, sad, scared, angry)	
Which questions	
Multiple IV responses to a single stimulus	
Answers questions following a short passage from a book	
Verbal sequences	
Conversations with multiple exchanges	
Level 6 (4 - 4 1/2 years old)	
Provides response given noun-noun 2 component verbal S^D	
Provides response given verb-noun 2 component verbal S^D	
Provides response given adjective-noun 2 component S^D	
Noun & verb yes-no questions	
Noun & adjective yes-no questions	
Provides noun given feature	
Provides features given nouns	
Personal information	
Detailed conversations with multiple exchanges	
Intraverbal categories, Fill-ins	
Intraverbal categories, WH questions	
Level 7 (4 1/2 - 5 years old)	
Provides response given 3 component verbal S^D (VC^D)	
WH questions involving prepositions	
WH questions involving adverbs	
WH with negation (not, can't)	
WH questions involving pronouns	
When questions	
Multiple Verbal S^Ds evoking multiple responses (sentences)	
Telling stories	
How questions	
Why questions	
Level 8 (5 - 6 years old)	
Rotating WH questions (What, Where, Who, When, etc.)	
Describes specific objects, activities, places, characters, etc.	
Provides response given 4 component verbal S^D	

Relative adjectives (big-little, long-short, soft-hard, etc.)	
How things are different	
Time concepts (day, month, calendar, before, after, etc)	
Math concepts (more, less, equal, add, subtract, etc.)	
Defines words	

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Intraverbal Task Analysis
Mark L. Sundberg, 5/19/2006

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Advanced Intraverbal Assessment
Mark L. Sundberg Ph.D.

Name:		
Age:		
Date:		
Group 1		
Verbal SD	Score	Intraverbal Response
Can you name an animal?		
Can you name a food?		
How old are you?		
Can you name a vehicle?		
What's something you can wear?		
You write with a...		
What is your last name?		
Where do you sleep?		
What makes you happy?		
Who takes you to school?		
Group 2		
Can you name an animal with stripes		
What color is a fire truck?		
When it it cold you wear....		
Where do you go to school?		
Who makes you breakfast?		
What animal moves slow?		
What do you smell with?		
You put food on a...		
What shape are wheels?		
What grows on a tree?		
Group 3		

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Advanced Intraverbal Assessment
Mark L. Sundberg Ph.D.

Verbal Stimulus	Score	Intraverbal response
Can you name a sweet food?		
Name an animal with a long neck.		
What is under a tree?		
What do you smell in an oven?		
Can you tell me a vehicle that flies?		
Where do you eat breakfast?		
What has a handle bar and wheels?		
What color is a tree?		
You write at a...		
Can you name a hot food?		
Group 4		
Name an animal that goes in the water		
When do you sleep?		
You put food on a...		
Where do you find a boat?		
What color are wheels?		
What makes you sad?		
What flies and has a beak?		
What do you find on a fire truck?		
Name a vehicle that goes in the water		
What do you smell with?		
Group 5		
Verbal SD	Score	Intraverbal Response

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Advanced Intraverbal Assessment
Mark L. Sundberg Ph.D.

What do you eat for breakfast		
Name a vehical that is red		
When do you go to school?		
You put food in a...		
What is under a boat?		
What is under a house?		
What is your address?		
What's in your yard?		
At the beach you wear...		
What animal can not fly?		
Group 6		
Why do you go to school?		
What is above a house?		
What has a motor and wheels?		
You eat food with a...		
Why do you eat breakfast?		
What do you smell in a garden?		
What vehicle moves slow?		
What animal has big ears?		
What takes you to school?		
You write on...		
Group 7		
Verbal SD	Score	Intraverbal Response

Advanced Intraverbal Assessment
Mark L. Sundberg Ph.D.

Question		
What is on top of a house?		
What goes on a race track and has legs?		
Name something that is not a food?		
What flies and has wheels?		
What is your phone number?		
What is under a house?		
What makes you scared?		
What meal is before lunch?		
What is the date?		
What goes on a race track and has wheels?		
Group 8		
What has a motor and floats?		
What day is before Wednesday?		
What is above a tree ?		
When it is cold, what do you wear?		
What animal moves real fast?		
What grows on your head?		
What meal is after lunch?		
What grows in the yard?		
What month is it?		
When you go to bed, what do you wear?		

Visual Perception and Matching-to-Sample Task Analysis
Mark L. Sundberg, 5/19/06

Visual Perceptual Skills (0-6 months old)	88
Attends to faces	
Tracks moving stimuli	
Attends to familiar objects and people	
Begins to coordinate eyes and hands	
Reach for and grabs objects	
Visual Perceptual Skills (6-12 months old)	
Attends to a book or toy for at least 1 minute	
Seeing and moving to a desired toy or object	
Looks for an object that has fallen out of sight	
Transfers objects from one hand to another	
Grasps small objects with thumb and index /fore finger (pincer grasp)	
Visual Perceptual Skills (12 -18 months old)	
Pushes, pulls, and dumps things (good eye hand coordination)	
Stacks blocks	
Completes simple puzzles	
Turns pages in a book	
Scribbles with a crayon	
Matching identical objects (18 months -4 years old)	
Identical objects – neat array of 2-3	
Identical objects – messy array of 4	
Identical objects – messy array of 6	
Identical objects – messy array of 8	
Identical objects – different size – messy array of 4	
Identical objects – different size – messy array of 8	

Identical objects – similar stimuli in neat array of 3 (color, shape, class)	
Identical objects – similar stimuli in messy array of 6 (color, shape, class)	
Identical objects – similar stimuli in messy array of 8 (color, shape, class)	
Identical object – similar stimuli – comparison in natural context	
Identical pictures (18 months to 4 years old)	
Identical pictures – neat array of 2-3	
Identical pictures – messy array of 4	
Identical pictures – messy array of 6	
Identical pictures – messy array of 8	
Identical Pictures – exact match, large messy array	
Identical pictures – different size – messy array of 4	
Identical pictures – different size – messy array of 8	
Identical pictures – different positions & orientation- messy array of 4	
Identical pictures – part-to-whole – messy array of 4	
Identical pictures – different positions & orientation – messy array of 8	
Identical pictures – different background messy array of 4 color, (shape, class)	
Identical pictures – different background messy array of 8	
Identical pictures – similar stimuli in neat array of 3 (color, shape, class)	
Identical pictures – similar stimuli in messy array of 6 (color, shape, class)	
Identical pictures – similar stimuli in messy array of 8 (color, shape, class)	
Identical pictures – similar stimuli – comparison in natural context	
Non-Identical pictures (2 to 5 years old)	
Same picture – different color (including B&W) –messy array of 4	
Same picture – different color (including B&W) –messy array of 8	
Same picture – different color - similar stimuli in messy array of 6 (color, shape, class)	
Same picture – different color - similar stimuli in messy array of 8 (color, shape, class)	
Same picture – different color - natural context	

Same class – different color, shape, style – Messy array of 4	
Same class – different color, shape, style – Messy array of 8	
Same class – different color, shape, style, –similar stimuli in messy array of 6	
Same class – different color, shape, style – similar stimuli in messy array of 8	
Same class – different color, shape, style – natural context	
Non-Identical objects (2 to 5 years old)	
Same objects – different color – neat array of 3	
Same objects – different color – messy array of 4	
Same objects – different color – messy array of 8	
Same objects – different color – similar stimuli in messy array of 6 (color,	
Same objects – different color – similar stimuli in messy array of 8 (color,	
shape, class)	
Same objects – different color – natural context	
Same class – different color, shape, style – messy array of 4	
Same class – different color, shape, style – messy array of 8	
Same class – different color, shape, style, –similar stimuli in messy array of 6	
Same class – different color, shape, style – similar stimuli in messy array of 8	
Same class – different color – natural context	
Identical object-to-picture/Picture-to-object (3 to 5 years old)	
Identical objects and pictures – neat array of 3	
Identical objects and pictures – messy array of 4	
Identical objects and pictures – messy array of 6	
Identical objects and pictures – messy array of 8+	
Identical objects and pictures – similar stimuli in neat array of 3 (color, shape, class)	
Identical objects and pictures – similar stimuli in messy array of 6 (color, shape, class)	
Identical objects and pictures – similar stimuli in messy array of 8+ (color, shape, class)	
Identical objects and pictures – in context/scenes	

Visual Perception and Matching-to-Sample Task Analysis
Mark L. Sundberg, 5/19/06

Non-identical object-to-picture/Picture-to-object (3 to 5 years old)	
Non-identical objects and pictures – neat array of 3	
Non-identical objects and pictures – messy array of 4	
Non-identical objects and pictures – messy array of 6	
Non-identical objects and pictures – messy array of 8	
Non-identical objects and pictures – similar stimuli in neat array of 3 (color, shape, class)	
Non-identical objects and pictures – similar stimuli in messy array of 6 (color, shape, class)	
Non-identical objects and pictures – similar stimuli in messy array of 8 (color, shape, class)	
Non-identical objects and pictures – in context/scenes	
Association matching and sorting (3 to 5 years old)	
Two items that are commnly associated- Varried arrays	
Two items that are associated, but not always paired together-varried arrays	
Three items that are associated-varied arrays	
Sorting out several items that are identical	
Sorting out several associated items given one sample	
Sorting out several associated items without a sample	
Delayed matching to sample (4 to 5 years old)	
Matching idential objects/and pictures with various delays and arrays	
Blocks, patterns, sequences, part-to-whole etc. (3 to 5 years old)	
Samples of Data that Support these Distinctions	

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Visual Perception and Matching-to-Sample Task Analysis
Mark L. Sundberg, 5/19/06

Array size and order	
Objects	92
Pictures	
Different backgrounds	
Similar stimuli	
Similar stimuli and large messy array	
How to use MTS to teach RD and RFFC	
Use MTS to teach more effective scanning and discrimination skills	
Use MTS to teach more advanced conditional discrimination skills	
Use the nonverbal S^D in MTS as a prompt to transfer stimulus control to a verbal stimulus (the blank card procedure)	
Use MTS as a correction procedure	
Don't move too quickly to advanced MTS	
Don't move too quickly to RD and RFFC	

Listener Responding by Function, Feature, and Class (LRFFC)

Name: Date:

LEVEL 1						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE
The itsy bitsy...						
Shoes and...						
You eat...						
The wheels on the...						
Meow says a...						
You drink...						
Quack quack says the...						
Knife, fork and...						
Paper and...						
Mommy and...						
LEVEL 2						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE
You wash...						
What do you eat?						
What goes on your feet?						
You bounce a...						
You sleep in a...						
What do you drink						
You ride in a...						
What do you blow?						
What do you cut?						
LEVEL 3						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE
Where do you find milk?						
Who lives in the water?						
Where do you eat?						
Can you find an animal?						
Do you see a toy?						
Where is the musical instrument?						

Listener Responding by Function, Feature, and Class (LRFFC)

Name: Date:

Where do you brush your teeth						
What do you wear on your head?						
What do you find in the kitchen?						
Where do you find water?						
LEVEL 4						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE
Who put out fires?						
Find a small animal						
Where is the red food?						
Which one goes on a track?						
Who lives in a barn?						
Which one is hot?						
Where is the big vehicle?						
Which one is sharp?						
Where is the tall animal?						
Can you find a vegetable?						
LEVEL 5						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE
Which one goes fast?						
What do you lay your head on?						
Which one has wings?						
Who help you when you are sick?						
Find something with wheels						
What do you color with?						
Where do you find a fish?						
What animal moves slow?						
What do you color on?						
What do you put on a hot dog?						
Level 6						
	NA of 3	MA of 8+	SS-NA=3	SS-MA 8+	Scene	NE

Sundberg 5-1-06 (Working draft)

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Listener Responding by Function, Feature, and Class (LRFFC)

Name: Date:

Find two animals						
Where is a fruit and a meat?						
What goes in a sandwich?						
Give me all the red toys						
What has wheel and wings?						
Can you find a sharp utensil?						
Which vehicle is faster?						
What do you eat that is hot?						
Which one is on top of a house?						
Where do you throw a basketball?						

Listener Responding by Function, Feature, and Class (LRFFC)
Task Analysis and Levels

Mark L. Sundberg
5/12/06
(Working draft version)

Level 1

Student entry skills: 100 plus tacts and listener discriminations (LD), strong mand, echoic, imitative, and matching-to-sample repertoires, good generalization skills, and good scanning skills (as demonstrated by success with complex arrays in MTS and LD). In addition, the student should be able to tact and identify by listening all target items.

Teaching objective: Develop advanced listener repertoires by teaching a child that there are often many different ways of talking about the same thing. For example, in a context involving paper and crayons, a child should be able to select a crayon from an array of similar items when given a variety of verbal stimuli such as *color, draw,* or *make a smily face*. LRFFC can also further expand a child's ability to emit conditional discriminations involving a wide variety of verbal and nonverbal stimuli. The key element of the training is that the verbal stimulus does NOT contain the specific name of the item in the nonverbal array. In addition, constant variation of the verbal and nonverbal S^Ds are critical.

Data collection: Probe data on the first three trials of the target verbal stimuli in the target array configuration. Once past an array of 6, use first trial cold-probe data collection.

Verbal S^Ds

Song fill-ins
Animal sounds
Eat and drink classification fill-ins
Noun (Teacher S^D) – noun (student selection response) fill-in associations (including reversals)

Nonverbal S^Ds

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture or book
Target stimuli in a natural environment context

Procedural issues:

Constantly change the position of the items in the array
Occasionally (every 3-5 trials) exchange a few items in the array
Frequently change the dynamic components of the verbal stimulus: intonation, prosity, pitch, volume, etc.
Frequently vary the carrier phrase

Use several different examples of the nonverbal stimulus (stimulus generalization)
Use a CRF schedule for acquisition and a VR schedule for maintenance

Red flags

Rote responding (e.g., tacts items using LRFFC verbal stimulus; calls a cat a *meow*)
Not scanning
Negative behavior/escape and avoidance during training
High rate of forgetting (constant need to "re-teach")
High error rate/mixing of learned responses
Long latencies
Large number of teaching trials for each new relation
Failure to generalize

Level 2

Student entry skills: Successful performance on level 1 LRFFC activities. Continued acquisition of new tacts and listener discriminations. Emerging intraverbal skills.

Teaching objective: Make the conditional discriminations harder by making the nonverbal aspect of the task more complex. Establish better scanning skills. Transfer RFFC skills to the natural environment.

Data collection: Probe data on the first three trials in the specific array targeted (unless using a large array, then first trial data is okay). Responses per minute samples (fluency measures).

Verbal S^{D}s

Continue and expand level 1 activities
Verb (S^D)-noun (R) fill-ins (functions)
What questions with *eat* and *drink* classifications
What questions with verb (S^D)--noun (R) relations

Nonverbal S^{D}s

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture of book
Target stimuli in a natural environment context

Level 3

Student entry skills: Successful performance on level 1 and 2 RFFC activities and minimal red flags. Successful performance on RFFC to IV transfer tasks (see IV chapter). Strong noun and verb (two component) tact and receptive discrimination repertoires.

Teaching objective: Moving to full-sentence verbal S^{D}s. Developing a stronger listener repertoire regarding WH questions. Discriminating between "What" and "Where." Building verbal stimulus classes and nonverbal stimulus classes (the array). Begin two-component verbal S^{D}s.

Data collection: Probe data on the first three trials in the specific array targeted (unless using a large array, then first trial data is okay). Responses per minute samples (fluency measures).

Verbal S^{D}s

Continue and expand level 2 activities, including lots of verbal variation (S^{D}s)
Verb (S^D)-noun (R) with "What" and full sentence S^{D}s (functions)
Where questions
Verb and noun as the S^D (two-component verbal S^{D}s)
Beginning verbal categorizations (Classes)

Nonverbal S^{D}s

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture of book
Target stimuli in a natural environment context

Level 4

Student entry skills: Successful performance on level 2 & 3 LRFFC activities. Strong tacting and listener discriminations of adjectives. Level 2 intraverbal skills.

Teaching objective: Establish a discrimination among "What," "Where," "Which," & "Who." Increase the variety of verbal stimuli. Developing a stronger listener repertoire regarding WH questions. Introduce adjectives into the verbal stimuli. Continue to expand two-component verbal S^{D}s.

Data collection: Probe data on the first three trials in the specific array targeted (unless using a large array, then first trial data is okay). Responses per minute samples (fluency measures).

Verbal S^{D}s

Continue and expand level 1, 2, 3 activities
Which questions
Who questions
Adjectives
Two component verbal S^D involving adjectives and nouns

<u>**Nonverbal S^Ds**</u>

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture of book
Target stimuli in a natural environment context

Level 5

Student entry skills: Successful performance on level 3 & 4 LRFFC activities. Strong tacting and listener discriminations of adverbs and prepositions. Level 3 intraverbal skills. 3 word MLUs.

Teaching objective: Expand the verbal stimulus to three-component verbal S^Ds. Introduce prepositions and a few adverbs into the verbal stimuli. Introduce features and multiple features. Begin to include more "academic" content.

Data collection: Probe data on the first three trials in the specific array targeted (unless using a large array, then first trial data is okay). Responses per minute samples (fluency measures).

<u>**Verbal S^Ds**</u>

Continue and expand level 2, 3, & 4 activities
WH questions with adverbs
WH questions with prepositions
Feature questions
Three-component verbal SDs

<u>**Nonverbal S^Ds**</u>

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture of book
Target stimuli in a natural environment context

Level 6

Student entry skills: Successful performance on level 4 & 5 LRFFC activities. Ready for more time in inclusion. High rate of spontaneous verbal behavior. Quick acquisition of new verbal responses. Ready for more academic content.

Teaching objective: Beginning academic development, teaching complex multiple conditional discriminations with three and four component verbal S^Ds. Emitting multiple responses Much more

development of natural environment verbal conditional discriminations in combination with nonverbal conditional discriminations.

Data collection: Probe data on the first three trials in the specific array targeted (unless using a large array, then first trial data is okay). Responses per minute samples (fluency measures).

Verbal S^{D}s

Continue and expand level 3, 4, & 5 activities,
Verbal S^{D}s evoking multiple verbal responses
Two and three-component adjective-noun verbal stimuli
Two and three-component noun-adverb verbal stimuli
Two and three-component preposition-noun verbal stimuli

Nonverbal S^{D}s

Different stimuli in a neat array of 3
Different stimuli in a messy array of at least 8
Similar stimuli in a neat array of 3
Similar stimuli in a messy array of at least 8 (not all similar)
Target stimuli in a scene from a picture of book
Target stimuli in a natural environment context

Data collection: Probe data on the first five trials of each target verbal S^D in each specific array, response per minute data.

Teaching objective: Beginning academic development, teaching complex multiple conditional discriminations. Much more development of natural environment verbal conditional discriminations in combination with nonverbal conditional discriminations. Reach the kindergarten academic, social, and linguistic level.

Student: _____ Session: _____ Initials: _____

S^D: _____ Obj. #: _____

+ = correct
/ = approx/prompt
- = incorrect
θ = no response

Date	1	2	3	4	5	6	7	8	9	10			Total	Percent