

>> In the following session you will see an intermediate learner who is a vocal responder.

>> Duck.

>> Ducky. Candy.

>> The teacher begins the session by presenting opportunities for the student to (inaudible) for previously mastered items.

>> House.

>> House, there you go.

You can have the house.

>> Most of her reinforces are toys, which can make it challenging in providing sufficient opportunities for Manding.

Note how the teacher controls the reinforces, and manipulates motivation to provide these opportunities for the student.

The student emits an error response for table.

>> (Inaudible).

>> Table.

>> A table.

A (inaudible).

>> The student engages in repetitive Manding.

>> A table.

>> Table.

>> The teacher removed the reinforcer,
waited for problem behavior to stop,
and then represented the item, and reinforced
the student for the appropriate response.

>> Candy?

>> Candy.

>> Candy?

>> Candy.

>> Her first trial is a prompted trial.

>> Lollipop.

>> Lollipop.

>> Then she runs a second trial transfer --

>> Lollipop.

>> Lollipop.

There you go, lollipop.

>> -- and differentially reinforces the
student by giving her more lollipops.

>> Candy?

>> Candy.

>> No.

>> Nose.

>> Hands.

>> Hands. You've got a hand.

>> After presenting a few
trials from Master and Mand,

she presents another teaching

trial for the target ears.

>> Ears.

>> Ears. Ears.

>> Ears.

>> Ears.

>> Ears.

>> Eye.

>> Eyes. You've got eyes.

>> The instructor runs a teaching

trial for the target mustache.

She presents a prompted trial --

>> Mustache.

>> Musta --

>> -- using within trial transfer to fade --

>> Mustache.

>> Mustache.

>> -- and reinforces the Mand.

This was followed by the

mastered Mand for mouth.

>> Mouth.

>> Mouth.

>> While taking the mouth, the

student put down the mustache.

This created an opportunity for the teacher

to pick up the mustache and run another trial.

>> Mustache.

>> Musta -- musta.

>> Mustache.

>> Musta -- musta.

>> Nose.

>> No. No.

>> Nose.

>> Notice the teacher's active engagement with the student, and how she keeps the session fun, while maintaining control of the reinforcers.

>> There's his mustache and his mouth, and his nose and his eyes.

He (inaudible).

Hat, there you go.

There's your hat.

>> Keeping control of the reinforcers allows a density of Mand trials to be run.

>> Potato head.

>> (Inaudible).

>> The session concludes with several easy trials, allowing the student to end with successful responding.

>> Eye.

>> Eyes.

>> Feet.

>> Feet. There you go, you have feet.

Mustache.

>> Musta -- musta.

>> Mustache.

>> Must. Hand.

>> Hand, there you go.

You have a hand.

>> Hat.

>> Hat.