

MIKE MIKLOS: It is important to teach tacts of actions because it extends the child's ability to label things beyond static objects. It allows them to label ongoing dynamic aspects of their environment. Additionally, tacting actions allows the student to develop skills for labeling two components of their environment. Tacting actions will involve tacting in action as well as an object that is involved in that action. In order to teach single word tacts, the student must first acquire certain precursor skills. Those skills include being able to tact many common objects, being able to cooperate with instruction, and having the echoic skills necessary to say the action words.

AMIRIS DIPUGLIA: Assessing student readiness skills to begin instruction for tacting actions involve several processes. The teacher will need to assess the student's ability to tact the common items that will be used in the demonstration of the actions.

TEACHER: What's this one?

STUDENT: Egg.

TEACHER: What's this?

STUDENT: Ball.

TEACHER: What's this one?

STUDENT: Crayon.

TEACHER: What's this?

STUDENT: Marker.

TEACHER: What is it?

STUDENT: Pencil.

TEACHER: Nice job.

AMIRIS DIPUGLIA: It is also important to assess the student's ability to echo the action words. If the student is using sign language then the teacher will need to assess their ability to imitate those action words.

TEACHER: Say drawing.

STUDENT: Drawing.

TEACHER: Say opening.

STUDENT: Opening.

TEACHER: Say writing.

STUDENT: Writing.

TEACHER: Great job.

AMIRIS DIPUGLIA: This assessment can also be done in a mixed format. In the following examples, you will see two teachers assessing the tacts for common items as well as the echoic for the action word.

TEACHER: What is it?

STUDENT: Pencil.

TEACHER: Say spinning.

STUDENT: Spinning.

TEACHER: What is it?

STUDENT: Star.

TEACHER: Say rolling.

STUDENT: Rolling.

TEACHER: And what is it?

STUDENT: Apple.

TEACHER: Say writing.

STUDENT: Writing.

TEACHER: Ready hands. Good. Say pushing.

STUDENT: Pushing.

TEACHER: Good. Do this one. Nice job. What's this?

STUDENT: Car.

TEACHER: Yeah, it's a car. And what's that one?

STUDENT: Cookie.

TEACHER: A cookie. Say pepperoni.

STUDENT: Pepperoni.

TEACHER: Say stacking.

STUDENT: Stacking.

TEACHER: Say stacking.

STUDENT: Stacking.

TEACHER: Say spinning.

STUDENT: Spinning.

TEACHER: What's this?

STUDENT: Play-Doh.

TEACHER: Play-Doh. And how about this one?

STUDENT: Ball.

TEACHER: And what about this?

STUDENT: Ball.

TEACHER: A ball. And say spinning.

STUDENT: Spinning.

TEACHER: Good. And what's this one?

STUDENT: Toothbrush.

TEACHER: Toothbrush.

AMIRIS DIPUGLIA: As part of the initial assessment, you will also want to establish baseline to see whether the student can already tact some actions prior to beginning instruction.

TEACHER: What am I doing?

STUDENT: Opening.

TEACHER: What am I doing?

STUDENT: Clapping.

TEACHER: What am I doing?

STUDENT: Sneezing.

TEACHER: What am I doing?

STUDENT: Sleeping.

TEACHER: What am I doing?

STUDENT: Crying.

TEACHER: What am I doing?

STUDENT: Orange.

TEACHER: What am I doing? Rolling.

STUDENT: Rolling.

AMIRIS DIPUGLIA: During the assessment process, you don't have to be concerned about running an entire error correction sequence. Remember there are three types of errors, incorrect responses, non-responses, and self-correction.

TEACHER: What am I doing?

STUDENT: Orange.

TEACHER: What am I doing? Rolling.

STUDENT: Rolling.

TEACHER: What am I doing? What am I doing? Tapping.

STUDENT: Tapping.

TEACHER: What am I doing?

STUDENT: Knocking.

TEACHER: What am I doing?

STUDENT: Drawing.

TEACHER: What am I doing?

STUDENT: Writing.

TEACHER: Nice job.

AMIRIS DIPUGLIA: Here are some examples of teachers assessing baseline tacts of actions within a mixed teaching session.

TEACHER: What am I doing?

STUDENT: Eating.

TEACHER: What am I doing?

STUDENT: Eating.

TEACHER: What am I doing?

STUDENT: Tapping.

TEACHER: What's that?

STUDENT: Toothbrush.

TEACHER: And what is it?

STUDENT: Apple.

TEACHER: Very nice. Ready hands. What am I doing?

STUDENT: Knocking.

TEACHER: What am I doing?

STUDENT: Rolling.

TEACHER: What am I doing?

STUDENT: Sneeze.

TEACHER: Good job.