

AMIRIS DIPUGLIA: Let's take a look now at Mand data systems.

WOMAN: Ball, good.

AMIRIS DIPUGLIA: Mand data systems include all of the components used in the intensive teaching process: the [inaudible] pro data sheet, the skills tracking sheet, and the cumulative graph. Remember, you can't have a Mand unless the student is motivated. Because of this, the daily probe sheet for the Mand includes a check for whether motivation is present or not.

CHILD: Dolphin.

WOMAN: Dolphin, good. Today, he actually mastered ball. He also had motivation for dolphin. But he had no motivation for letters. [inaudible].

AMIRIS DIPUGLIA: Additionally, data systems include a method for tracking how often students make requests. So the Mand section of the student's program books will include a Mand skills tracking sheet to keep track of the mastered Mand, the dates introduced, and the dates acquired. It will also include a cumulative graph of the mastered Mand. It will include a frequency graph that will show how often students are requesting throughout the day. This is a weekly data sheet which has two components: the pro data for the Mand and the frequency data for the Mand. The teacher will first verify whether the student has motivation or not, and only if motivation is present will she proceed to probe for accuracy of the response.

WOMAN: Spaghetti.

CHILD: Spaghetti.

WOMAN: Spaghetti.

AMIRIS DIPUGLIA: These probes are completed daily unless there were a day where motivation is not present for a specific Mand target. The bottom portion of the data sheet allows teachers to record the frequency of prompted and unprompted Mand. This frequency data can be collected throughout the entire day or for a specific time interval.

WOMAN: Teddy graham. I took data for ten minutes. Spencer was able to emit seven prompted Mand and 15 unprompted Mand. The reason I take Mand frequency data is to make sure that Spencer has the opportunity to Mand for a variety of different items.

CHILD: Bob the builder.

WOMAN: Bob the builder. We also take this data to make sure that the frequency of unprompted Mand is increasing.

CHILD: Bob the builder.

WOMAN: Bob the builder.

AMIRIS DIPUGLIA: This systematic data allows us not only to track whether the students are acquiring a wide range of Mands, but also to know whether the students are Manding often enough. It also allows the teachers to be guided by this data to make any changes in instruction related to Mand training.

CHILD: Bob the builder.

WOMAN: Bob the builder.