

# Verbal Behavior and Related Skills

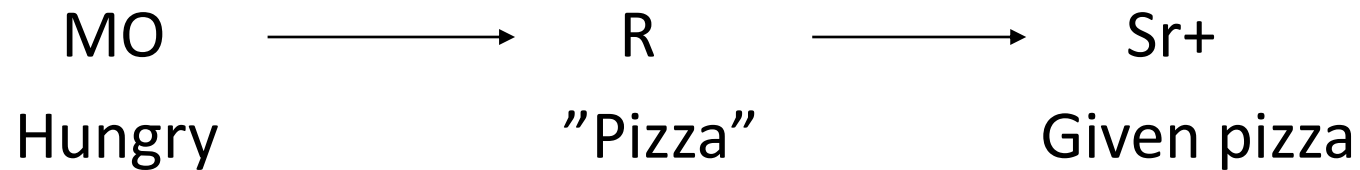
# Verbal Behavior:

- Skinner (1957), chose the term “verbal behavior” for his analysis of language.
- Skinner referred to the unit of analysis in a behavior analysis of language (antecedent-behavior-consequences) as “verbal operant.”

# Elementary verbal Operants

# Mand (requesting):

- Verbal response under the functional control of the Motivating Operation (MO).



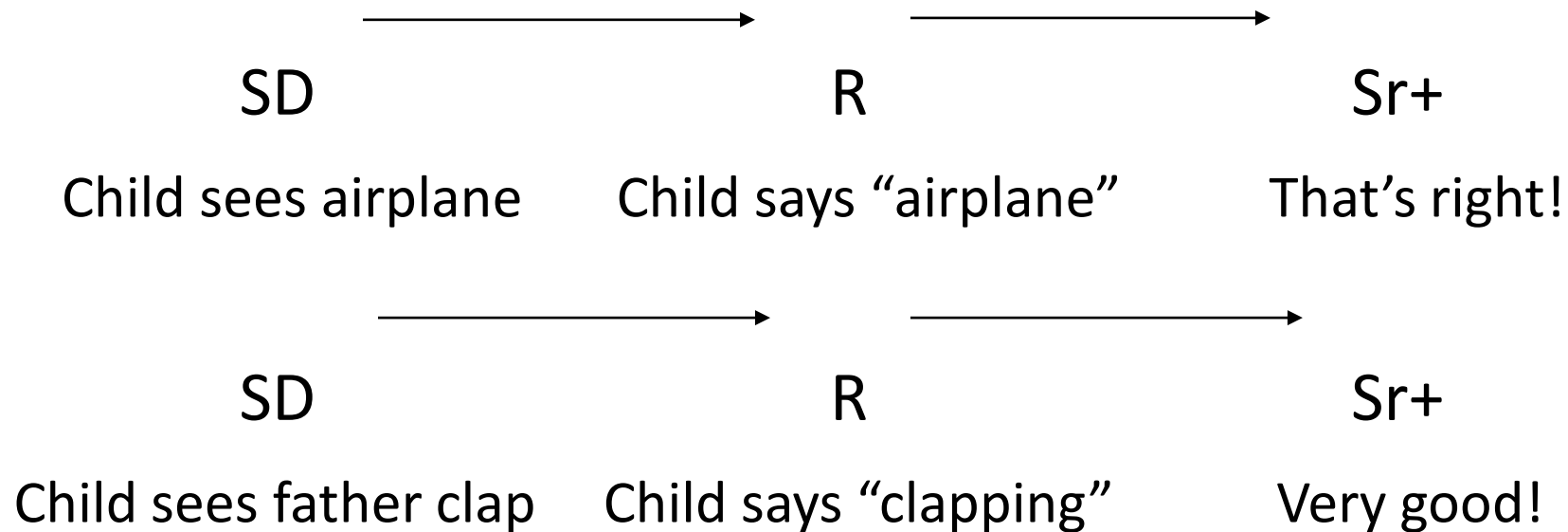
- The only verbal operant that directly benefits the learner.

# Mand (requesting):

- Contriving the MO: Manipulating some antecedent event in order to strengthen the MO.
- Contriving the MO is important because it creates more opportunities to teach specific mands.
- Examples of contriving the MO:
  - Giving learner train tracks, but not the train. The learner will be more likely to mand for trains.
  - Having individual exercise to increase thirst; therefore, likely to mand for water.

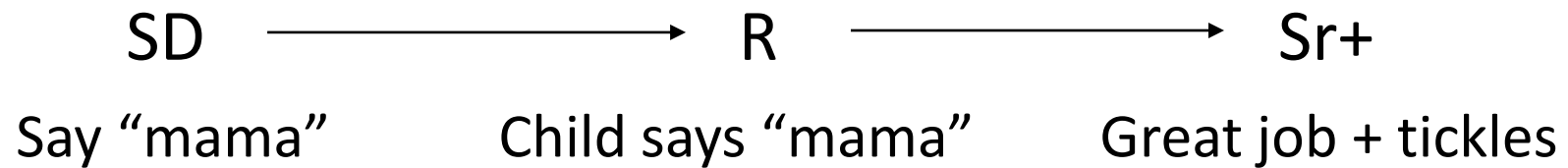
# Tact (labeling):

- Verbal response under the functional control of nonverbal discriminative stimulus.



# Echoic:

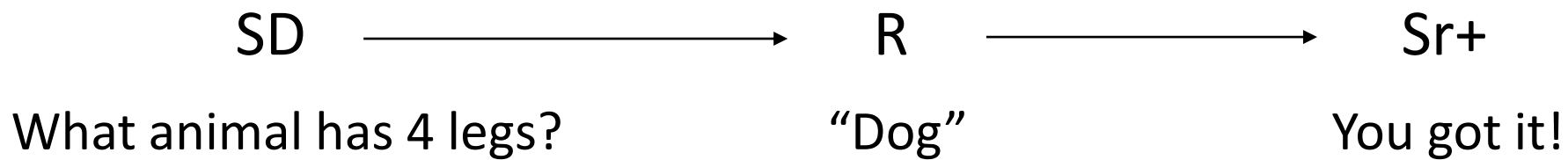
- Verbal Response is under the functional control of vocal discriminative stimulus.



- Point-to-point correspondence

# Intraverbal:

- Verbal response is under the functional control of verbal discriminative stimulus.

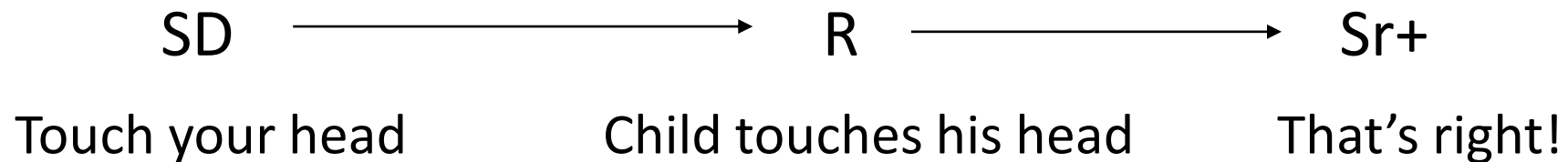
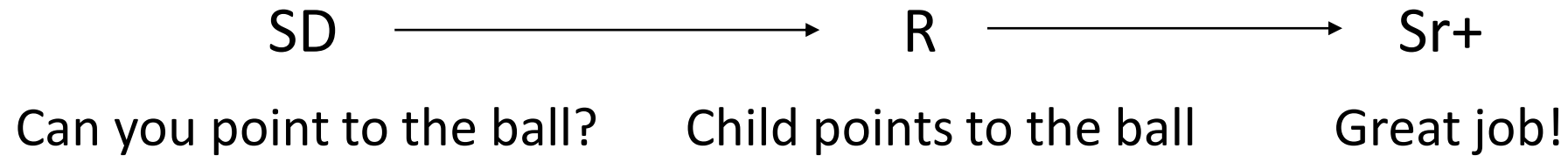


- No point-to-point correspondence



# Listener:

- Nonverbal response is under the functional control of verbal discriminative stimulus.



# Motor Imitation:

- Nonverbal response under the functional control of nonverbal discriminative stimulus (action of another person).

SD → R → Sr+

“Do this” (teacher claps)

Child claps

Very good + tickles

SD → R → Sr+

“Do this” (teacher raises hands)

Child raises hands

Way the go!

# ASR #1

- Verbal response is under the functional control of MO:
  - A. Tact
  - B. Listener
  - C. Echoic
  - D. Mand

# ASR #2

- Child is walking down the street with her parents. She sees an airplane and says, “airplane.” This is an example of:
  - A. Mand
  - B. Listener
  - C. Echoic
  - D. Tact

# ASR #3

- You ask David to point to the picture of the *dog* and he immediately points to it. This is an example of:
  - A. Mand
  - B. Listener
  - C. Echoic
  - D. Tact

# ASR #4

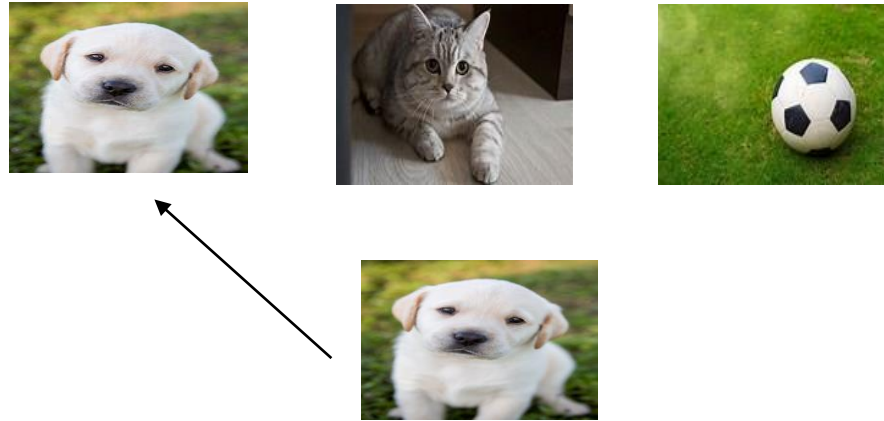
- “It’s very cold outside.” “I know, it seems like it will rain.” This is an example of:
  - A. Mand
  - B. Listener
  - C. Echoic
  - D. Intraverbal

## Related Skills

# Visual Perceptual & Matching-to-Sample:

- Matching identical items, non-identical items, sequencing, etc.

- Matching



- Sequencing





# Listener Responding by Function, Feature, and Class:

- Identifying the functions, features and classes of objects.
  - SD Which one do you eat? R Learner points to the pizza.



# Natural Environment Training (NET) VS Discrete Trials Training (DTT)

Natural Environment Training (NET)	Discrete Trials Training (DTT)
<ul style="list-style-type: none"><li>• Loosely structured sessions. There is no specific time for conducting specific programs.</li><li>• Learner initiates learning opportunities.</li><li>• Learning opportunities based on learner's motivation.</li><li>• Reinforcers are specifically related to learner's responses.</li><li>• Behaviors more likely to generalize.</li><li>• Acquired skills more likely to maintain due to natural contingencies of reinforcement.</li></ul>	<ul style="list-style-type: none"><li>• Sessions are more structured (e.g., tabletop activities).</li><li>• Teacher initiates learning opportunities.</li><li>• Learning opportunities not always based on learner's motivation.</li><li>• Reinforcers may not be related to learner's responses.</li><li>• Requires specific programming for generalization.</li><li>• Schedules of reinforcement must be carefully planned.</li></ul>

# Components of Discrete Trials Training (DTT):

1. Presenting the SD.
2. Prompting the correct response.
3. Learner responds.
4. Delivering a consequence.
5. Inter-trial interval.

# Basic Terms:

- Neutral distractors are targets the learner does not know.
- Mastered distractors are known targets from prior learning.
- Random Rotation is presenting two targets in random order.

# Steps in Implementing DTT:

- Mass Trial Target 1 with mastered/neutral Distractors: Repeatedly presenting trials of the same target with distractor items present.
- Target 1 (car): Mass trial car.



# Steps in Implementing DTT:

- Mass Trial Target 2 with mastered/neutral Distractors: Repeatedly presenting trials of the same target with distractor items present.
- Target 2 (Juice): Mass trial juice.



# Steps in Implementing DTT:

- Random rotation: Presenting *car* and *juice* in random order.
- Make sure to rearrange the location of the stimuli.



↑  
Target 1



↑  
Target 2



# ASR #5

- Mass trial consists of:
  - A. Presenting target 1 and target 2 in random order.
  - B. Repeatedly presenting trials of a specific target.
  - C. Presenting targets only when child is compliant.
  - D. None of the above.



# ASR #6

- Presenting target 1 and target 2 in varied order is which step in DTT?
- A. Step 1
- B. Mass trial
- C. Random rotation
- D. Random sample of the population

# ASR #7

- Mastered distractors are:
  - A. Novel targets
  - B. Neutral targets
  - C. Known targets
  - D. Important targets

# ASR #8

- With NET the learners skills are more likely to:
  - A. Generalize
  - B. Deteriorate
  - C. Occur only under restricted circumstances
  - D. None of the above.

# ASR #9

- NET is especially effective for teaching:
  - A. Tacts
  - B. Intraverbals
  - C. Mands
  - D. Listener skills

# Collecting Baseline Data

# Baseline:

- Baseline data is collected in order to gather information about skills the learner has and skills they need to learn.
- Baseline data is collected before implementing any skill acquisition program.

# Collecting Baseline:

- Present the instruction to the learner.
- If the learner provides correct response, do not deliver reinforcer.
- If the learner provides incorrect response, do not deliver any correction procedure.
- If the learner does not respond within 5 seconds, it is considered an incorrect response.

# Conducting Baseline:

- Mark a + for correct responses.
- Mark a – for incorrect or no responses.
- 2/3 + indicates the learner knows the target.
- 2/3 – indicates the learner does not know the target and needs to be taught.
- If learner has two + or – then it is not necessary to conduct the third trial.