

IT/VB General Progression of Skills & Program Sequence

This serves as a **general suggestion** and can be adapted based on individual learner profile and learning history.

Also refer to the Teaching Protocols on the PaTTAN Resource File

Level and Operant	Skill Specifics	Prerequisite Skills	Things to Consider
LEVEL 1	Establish Instructional Control & Approach Bx Pairing Process & free delivery in absence of problem bx		
	Establish a good pool of R+		
	Saliency of attending and responding: MTS1, LR1, IP1		
Mand	Mand for items present, activities and actions		
Imitation	Single motor movements -grounded -movements in midline -bilateral movements Movements with Objects -involving 1-2 obj using identical sets -teach discrim: at least 2 movements with each object, same movement across 2 objects		-consider targets that can be prompts for future LRs -for signers, imitation of future signs (tacts, mands) Imit with obj and without should be run as separate programs
LR	In context Can select pics of familiar people/family Beg teaching LR of actions/pics		May need to first teach student to scan/select without discrimination
Tact	Begin program ASAP		
Other VB MAPP areas	See Ind Play and MTS		

Level and Operant	Skill Specifics	Prerequisite Skills	Things to Consider
LEVEL 2			
Mand	<p>Expand mands for items, actions, and activities.</p> <p>Increase rate of manding</p> <p>Mands for missing items</p> <p>Spontaneous mands</p> <p>2 component mands/multiple control mands, Y/N mands</p>		<p>Students should be able to mand for many different items, actions, and activities (100+) or be able to learn novel mands without direct teaching before you consider ending a formal Mand program</p> <p>Don't teach Y/N mands too early as they may become generalized mands</p>
Tact	<p>Expand tacts for items</p> <p>Tact ongoing actions</p> <p>Tact parts/features of items</p> <p>Tact class of items</p> <p>2 component tacts (noun-noun or noun-verb)</p> <p>Tacts adjectives</p> <p>Tacts prepositions</p> <p>Yes/No tacts</p> <p>Tact exclusion from category</p>	<p>100-125 tacts for items</p> <p>25 tacts of actions</p> <p>Pts/features 20 items</p> <p>100+ tacts of obj 20+ tacts of actions</p> <p>100+ tacts of obj</p> <p>Broad tact rep</p>	
LR	<p>Discrim in larger array, messy array, with similar stimuli</p>		
	<p>Expand LR of actions</p> <p>Discrim items in books/pics, NET</p> <p>Discrim parts/features</p> <p>Follow instructions involving adjectives/prep</p> <p>Follow 2-3 step directions</p>		

and Operant	Skill Specifics	Prerequisite Skills	Things to Consider
LEVEL 2 NTS	<p>Match identical items in larger field, messy array, similar stimuli</p> <p>Match non-identical items</p> <p>Replicating 3-D block designs, block design on pic</p> <p>Gradually increase difficulty of puzzles</p> <p>Replicate and extend sequence patterns</p> <p>Sorting into categories</p> <p>Matching items in NET</p>		Follow same teaching progression as identical if needed
Imitation	<p>Imitation of objects requiring discrimination</p> <p>Fine motor imitation</p> <p>Imitation fluency</p> <p>Multiple step motor imitation</p> <p>Imitation free of verbal Sd</p>		May not be necessary if student has generalized one step imitation
Intraverbal	<p>Fill in responses (fun phrases, fun activities, songs, animal sounds)</p> <p>Responding to questions about personal info</p> <p>IV for FFC</p> <p>Answering who, what, where (advanced Level 2)</p>		
Social (can begin @Level 1)	<p>Conditioning peers</p> <p>Manding to peers</p> <p>Responding to mands by peers</p> <p>Conditioning toys/play skills</p>		

*Focus at this level is to continue building on basic learning skills that gradually increase in complexity as well as build toward academic performance and group instruction (may start in Level 2). Considerations include generalization and spontaneity of language.

Level and Operant	Skill Specifics	Prerequisite Skills	Things to Consider
LEVEL 3	LEVEL 2	LEVEL 2	LEVEL 2
Manding	mands for removal of aversive stimuli mands for attention mands for information		
Tact	Expand tacts for adj, prep Tacts for pronouns, adverbs Tact at least 4 specific aspects of items when presented in rotating verbal questions about item Tact private events		emotional states and social situations
LR	Discriminate 4 component non-verbal combinations Follow instructions involving adjectives and prepositions Follow instructions regarding pronouns and adverbs Discriminate among common social situations and emotional states		
MTS	Expand non-identical matching Extend or continue patterns and sequences Matching models of art/craft activities		Large messy arrays with at least 3 similar stimuli
Intraverbal	Increase range of IV responses Respond to "wh" questions Answer IV yes/no questions Describe events, movies, stories		can include expanding FFCs

3 cont.

	Answer questions about a story read Answer multiple questions regarding a specific topic		
Social	Play & Leisure...independent Play & Leisure...with peers Verbal exchanges with peers Sequenced social skills Classroom routines Work independently in a group setting for 5-15 min and stay on task toileting skills Group instruction: Respond in group to known instructions (unison/choral resp) Learning new behaviors in a group format		i.e. Skillstreaming