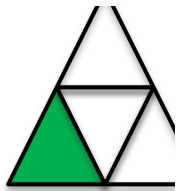# Program Instruction Sheet
Program Name: <u>Receptively Label Common Items- 8B</u>

| Goal: |
|---|
| • **When presented with an array of pictures, the participant will point to the correct picture of a common item.** |
| Materials Needed:
 • Pictures of common items that the participant uses or encounters frequently |
| Instructions for Caregivers:
 • Place 3-10 pictures on a flat surface in front of the participant.
 • Say, "Show me ___." |
| Typical Stimuli:
 • Shovel, bowl, spoon, fork, bucket, pencil, pen, marker, paper, etc. |

Stimulus:	Stimulus:	Stimulus:
1 Phone	11	21
2 Chair	12	22
3 Pen	13	23
4 iPad	14	24
5 Spoon	15	25
6 Fork	16	26
7 Book	17	27
8 Cup	18	28
9 Eraser	19	29
10 Table	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

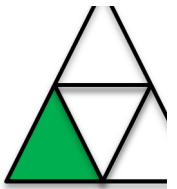2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: <u>Public Accompaniment: Expressive- 14S</u>

Goal:
• **When presented with a physical depiction of an emotion the participant will say what that person may be feeling.**

| Materials Needed: |
|---|
| • Items or pictures of items that correspond to an emotion or a physical feeling |

Instructions for Caregivers:
• Choose an emotion or physical feeling.
• Present a stimulus that commonly coincides with that feeling
• Ask, "What might I be feeling right now?"

Typical Stimuli:
• Thirsty: show water; Hungry: hold some food; Tired: take out a pillow; Pain: say 'ouch'; Sad: put fake tears on your eyes ; Happy: have someone give you a compliment in front of the participant; etc. NOTE: do not to act anything out, just present stimuli that often accompany emotion or feeling.

Stimulus:	Stimulus:	Stimulus:
1 water bottle - thirsty	11	21
2 burger - hungry	12	22
3 ⊘ - sad	13	23
4 pillow - tired	14	24
5 ⊁ - disgust	15	25
6 ≈ - envy	16	26
7 amusement park - happy	17	27
8 ⋈ - awkward	18	28
9 jack-o-lantern - horror	19	29
10 ⟁ - calm	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response
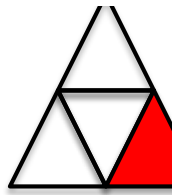
4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: <u>Receptively ID Non-identical Clothing- 4B</u>

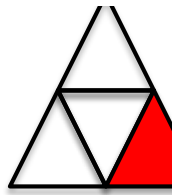| Goal: |
|---|
| • **When provided with an array of clothing pictures, the participant will identify novel representations of known clothing.** |
| Materials Needed:
 • Various pictures of different articles of clothing |
| Instructions for Caregivers:
 • Present three pictures of clothing that contain unknown variations of a type of clothing.
 • Say, "Find (article of clothing)." |
| Typical Stimuli:
 • Train: Shirt, pants, hat.
 • Test: Use a different example of each article of clothing. A polo shirt, cargo pants, a baseball cap. |

Train:		Test:	
1	Picture of hat	16	- baseball cap
2	Picture of sneaker	17	Picture of high-heel
3	- t shirt	18	- polo shirt
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

	Date Introduced	Date Mastered
Level 1		
Level 2		

0= no response after multiple attempts at prompts
2= multiple prompts or reduced stimulus array eventually produced a response
4= 2 prompts at most produced the response with full stimulus array
8= 1 single prompt of either verbal or visual nature
10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name Word Scramble- 10M

Goal:
- **When presented with scrambled letters, the participant will unscramble a word.**

Materials Needed:
- Paper/pencil or markerboard

Instructions for Caregivers:
- Write the letters that form a word in a jumbled order. Have the participant use all of the letters to spell a word.

Typical Stimuli:
- Train: T-C-A (cat), F-F-A-L-B-U (buffalo), K-B-O-O (book).
- Test: Use different words the participant knows how to spell. O-G-D (dog), O-X-N-E (oxen), C-H-T-E-R-A-E (teacher).

Train:		Test:	
1	Book	16	Look
2	Cat/Act	17	Dog
3	Apple	18	Table
4	Food	19	Hand
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

	Date Introduced	Date Mastered
Level 1		
Level 2		

0= no response after multiple attempts at prompts
2= multiple prompts or reduced stimulus array eventually produced a response
4= 2 prompts at most produced the response with full stimulus array
8= 1 single prompt of either verbal or visual nature
10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: <u>Symmetry: Food Sources–4E</u>
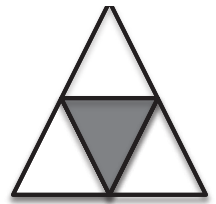
Goal:	
When taught to match a sample picture of a food source (A) to a picture of a food (B) (A-B), the participant is able to match the sample picture of a food(B) with the picture of an animal a food source (A) (B-A).	

Materials Needed:
- A = Pictures of food sources
- B = Pictures of foods
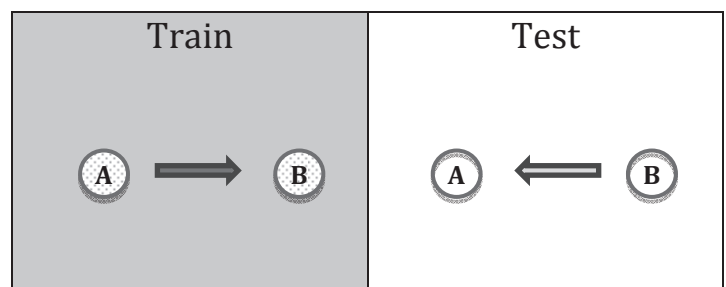
Instructions for Caregivers:

1. Train A – B: Provide a sample picture of a food source (A) and an array of pictures of foods (B). Ask, "Which one does this become?"	2. Test B – A: Provide a sample picture of a food (B) and an array of pictures of food sources (A). Say, "Which one makes this?"

Typical Stimuli:
- A = Picture of a cow, a pig, a lettuce plant
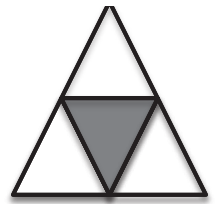- B = Picture of a steak, bacon, a salad

Class ☑ if Exemplar	Stimuli A	Stimuli B	Stimuli C	Stimuli D	Stimuli E
☐1	pig	bacon			
☐2	chicken	chicken nugget			
☐3	coffee bean	coffee			
☐4	lettcues	salad			
☐5					
☐6					
☐7					
☐8					

Level	Date Introduced	Date Mastered
1		
2		
3		
4		

Train	Test
A ➡ B	A ⬅ B

Program Instruction Sheet
Program Name:
Equivalence: Pattern Substitution–12U

Goal:
When taught to match a sample picture (A) with a second picture (B) (A-B) and a third picture (C) (A-C), and taught to complete a sequence using a known picture (D) and the first picture (A) (DA), the participant is able to complete a sequence using the known pictures (D) and the third picture (C) (DC) when given only the second picture (B) (DB).

Materials Needed:
- A, B, C, D, & E =Pictures of known stimuli

Instructions for Caregivers:
1. Train A – B: Present an array of pictures (B) and a sample picture (A).Say, "Put with same."
2. Train A – C: Present an array of pictures (C) and a sample picture (A). Say, "Put with same."
3. Train DA pattern: Present a sequence, such as ADAD. Provide an array of pictures (A, D, and E) and ask, "What goes next?" where (E) are distractors.
4. Test C – B with DC pattern: Provide a pattern using (C) and (D), such as CDCD and an array of pictures(B, D, and E) and ask, "What goes next?" where (E) are distractors.

Typical Stimuli:
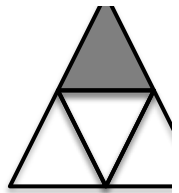- A, B, C, D, & E =Colors, shapes, pictures of common items

Class ☑ if Exemplar	Stimuli A	Stimuli B	Stimuli C	Stimuli D	Stimuli E
☐1					
☐2					
☐3					
☐4					
☐5					
☐6					
☐7					
☐8					

Level	Date Introduced	Date Mastered
1		
2		
3		
4		

Train

Test

Program Instruction Sheet Level 1: Non-Arbitrary
Program Name: <u>DTC: You and I – 4E</u>

Goal: When presented a picture card with an image on either side (A), the participant will indicate what they see and what another person sees (B) (A-B). The participant will also demonstrate the skill (Z) with novel pictures (Y) (Y-Z).	
Materials Needed: • A = Picture card with images on both sides	• Y = Picture card with images on both sides different from A
Instructions for Caregivers: 1. Train A-B: Sit across from the participant. Show both sides of the card (A), then show one side of the card. Ask, "What do [you/I] see?" Repeat from other perspective [you/I].	2. Test Y-Z: Sit across from the participant. Show both sides of the card (Y), then show one side of the card. Ask, "What do [you/I] see?" Repeat from other perspective [you/I].
Example class arrangement: 1. A-B: Show both sides (bird, snail) of a card, then show the participant snail. Ask, "What do you see?" Ask also, "What do I see?"	2. Y-Z: Show both sides (happy face, goat) of a card, then show the participant goat. Ask, "What do I see?" Ask also, "What do you see?"

Train Class ☑ *if Exemplar*	Stimuli A	Stimuli B	Stimuli C	Test Class ☑ *if Exemplar*	Stimuli X	Stimuli Y	Stimuli Z
EX	Card with bird/snail	"Bird"/ "Snail"		EX		Card with face/ goat	"Happy"/ "Goat"
☐1	Card with bird/fish	"Bird"/ "Fish"		☐1		Card with book/pencil	"Card"/ "Pencil"
☐2	Card with flower/cat	"Flower"/ "Cat"		☐2			
☐3				☐3			
☐4				☐4			

Program Instruction Sheet Level 3: Arbitrary Applicable
Program Name: <u>COM: Arbitrary to Non-Arbitrary – 12A</u>
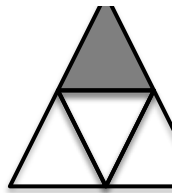
Goal: When presented with a textual word of a fast item (A), the participant will be taught to match to an arbitrary image (B) (A-B), and when presented a textual word of a slow item (C), to match to an arbitrary image (D) (C-D). The participant will also be able to match the images to corresponding objects (Z) when presented with a fast and slow moving object (Y) (Y-Z).

Materials Needed:	
• A = Textual word of fast item	• D = Arbitrary image
• B = Arbitrary image	• Y = An array of images (B and D) and an object moving fast and an object moving slow.
• C = Textual word of slow item	

Instructions for Caregivers:

1. Train A-B: Present a sample word (A) and images (B) and (D). Say, "Put with same."
2. Train C-D: Present a sample word (C) and images (B) and (D). Say, "Put with same."
3. Test A-D: Present a sample word (A) and images (B) and (D). Say, "Which is slower?"
4. Test Y-Z: Move different objects fast and slow (Z), say "Match."

Example class arrangement:

1. A-B: Present *cheetah* and images ♍,♎
2. C-D: Present *turtle* and images ♍,♎
3. Present *cheetah* and images ♍,♎
4. Y-Z: Roll a yellow ball fast and a red ball slow. Present ♍ and ♎. Say "Match."

Train Class ☑ *if Exemplar*	Stimuli A	Stimuli B	Stimuli C	Stimuli D	Test Class ☑ *if Exemplar*	Stimuli Y	Stimuli Z
EX	*Cheetah*	♍	*Turtle*	♎	EX	Roll a yellow ball fast and a red ball slow.	Yellow ball/ cheetah Red ball/ turtle
☐1	*Cheetah*	♋	*Turtle*	♒	☐1	Move your key fast and a notebook slow	Key/♋ Notebook/♒
☐2	*Car*	♍	*Bike*	♎	☐2	Move an empty cup fast and a full cup slow	Empty cup/♍ Full cup/♎
☐3					☐3		
☐4					☐4		