

Task Analysis and Skills Tracking: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

MAND — LEVEL 3		Met
11-a	Mands to peers 5 times (O)	
11-b	Spontaneously mands for attention 5 times (e.g., <i>Teacher! Hey! Excuse me.</i>) (O)	
11-c	The child emits 100 or more different mands in a one week period (TO: 1 week)	
11-d	Mands contain 3-word phrases 10 times (e.g., <i>Can I see?</i>) (O)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., <i>two gummy bears</i>) (O)	
11-M	Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., <i>What's your name? Where do I go?</i>) (TO: 60 min.)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., <i>Let go. Give it back.</i>) (E)	
12-b	Mands for others to perform a two-step action 2 times (e.g., <i>Come here and watch me.</i>) (O)	
12-c	Says <i>please</i> and <i>thank you</i> with indirect adult verbal prompts (e.g., <i>What do you say?</i>) (E)	
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying <i>let's draw</i> , and when wanting to get out of work saying <i>let's draw</i>) (O)	
12-e	Mands for others to participate in an activity 2 times (e.g., <i>Come play. Help dig.</i>) (O)	
12-M	Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., <i>Please stop pushing me. No thank you. Excuse me, can you move?</i>) (E)	
13-a	Spontaneously mands to use the bathroom 2 times (O)	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., <i>watch me</i>) (O)	
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., <i>Look, it's a truck.</i>) (O)	
13-d	Mands with 2 different adjectives (e.g., <i>I want the red gummy bear.</i>) (O)	
13-e	Mands with 2 different prepositions (e.g., <i>Put it in the house.</i>) (O)	
13-f	Mands with 2 different adverbs (e.g., <i>Slow down.</i>) (O)	
13-M	Mands with 10 different adjectives, prepositions, or adverbs (e.g., <i>My crayon is broken. Don't take it out. Go fast.</i>) (TO: 60 min.)	
14-a	Mands for sympathy or other emotional support 2 times (e.g., <i>He's mean.</i>) (O)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., <i>Give it to Sarah.</i>) (E)	
14-c	Mands for instructions for completing a task 2 times (e.g., <i>Where does it go? How do I do it?</i>) (O)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., <i>Push the big bike fast.</i>) (O)	
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., <i>You put the glue on first, then stick it. You sit here while I get a book.</i>) (O)	

Comments/notes:
