

Directions for filling out the Manding Probe and Rate Sheet

Sample of Probe Form

Learner: _____ 1 2 Week of: _____ 6

ITEM	I=Item S=Spont.	Prior #Y's	Probe	M	T	W	TH	F
3 → Ball			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
			If MO, did the child emit correct mand response?→	MO	MO	MO	MO	MO
				Y	Y	Y	Y	Y
				N	N	N	N	N

4
7
8
5

1. Place the learner's name on the form.
2. Place the date on the form on the date line and in the daily columns.
3. Place 3-5 target mand items (edibles, toys, activities, actions, etc.) in the **Item** column. *(Remember to record the date of introduction of the chosen target mands on the Current Mand List).*
 - a. The target items are found on the learner's "Current Mand List" in the Mand section of the student's program book.
 - b. Target items are items the learner has motivation for but has not yet learned to mand.
 - c. Choose at least 3 – 5 target mands for a manding session. It is not acceptable to mand for only a single target item. The student will not learn how to discriminate between items if only one item is presented.
 - d. Select the targets across a variety of reinforcers (edible, toys, activities, actions). Don't choose all edibles, or all toys, etc...
 - e. Include other "non-target" or "free" items in your manding session. *(These will **not** be listed on this form).* Instructors will model the vocalization and/or the sign for the free items if necessary, but **will not** require the student to mand for the "free" items. Consider the "free" items as the "easies" and the target items as the "hards". If too much effort is required during the manding session, it becomes too hard for the learner. Motivation for any or all of the items will weaken or stop completely. Remember, manding is already very difficult and effortful for many of our students. Keep these sessions fun, reinforcing, and balanced
4. Place an "I" or an "S" in the second column to signify the level of mand you are probing. "S" signifies **Spontaneous**, which means that the item or activity is not present in the environment. "I" signifies **Item present**, which means that the item or activity is present in the environment. The goal is for the student to eventually mand without the item's presence.

5. Cold Probe data collection - Probe each mand target in the morning. Present the target item that the learner is to mand for and probe for **motivation (MO)** of the item.

➤ **Item Present MO – Circle MO** if...

a. The student shows motivation (MO) for the target item by gesturing, signing, or speaking to obtain the item.

➤ **Spontaneous MO – Circle MO** if...

a. The target item the learner is manding for is not present in the environment.

b. There has been no previous exposure to the target item prior to the mand.

c. There is nothing present in the environment that prompted the target mand.

➤ **Item Present No MO – Circle No MO** if...

a. The learner shows no interest in the target item by looking away, ignoring, or attending to something else.

b. The learner takes the target item and then disregards it. The learner may take the item out of compliance and not motivation.

➤ **Spontaneous No MO – Circle No MO** if...

a. After a specific predetermined time period, the learner does not mand for the target item.

If you circle No MO move to step 6. If there is NO motivation, there is NO mand. No other action is required here. If No MO is present, see some suggestions below...

Contriving motivation – It may be necessary to contrive motivation for target mands during probes. ***DO NOT say, sign, speak, etc. the required response, you are only trying to build motivation for the mand that you are probing.***

◆ **Edibles –**

a. Give very small samplings to the learner to build desire for more. Give samplings to peer in close proximity.

b. Give yourself some samplings while the learner watches.

◆ **Toys –**

a. Play with the toy yourself or another making it really fun.

b. If possible, do something with the item the student will find reinforcing.

c. Build suspense for the eventual appearance of the item. (doll in box and student anticipates it popping out of the box)

◆ **Actions –**

a. Give the learner a small sampling of the action.

b. Do the action yourself, with a peer, or an inanimate object. (i.e. spin)

- **Y or N – Circle Y** if...
 1. The required response is the mandated response.
 2. Exceptions should not be accepted if the learner is capable of the required response. Accepting lesser responses will reinforce lesser responses and hinder progress toward the required response.
 - **Y or N – Circle N** if...
 3. The required response is not the target response.
6. To achieve mastery of the target mand, the learner must score **3 consecutive MO's and 3 consecutive "Y's" simultaneously** on the cold probe. (*Different criteria may be determined by the team and is learner dependent*). Once the criteria are met, the instructor will do the following...
1. Highlight the simultaneous occurrence. (*See the illustrated example #6 on page one*). Highlight the “yes” column if applicable. (*See #7 for more information on the “Yes” column*).
 2. Record the date mastered for that specific mand on the student’s “Current Mand List”.
 3. Pick a new target mand from the “Current Mand List” and add it to the Mand Probe and Rate Sheet.
 4. Begin daily teaching and probing the new mand.
 5. And then repeat this process for each mand that meets criteria.
7. To keep track of the previous consecutive “Yes/MO’s” from week to week, carry their number over and place it in the “prior #Y’s” column. For example, if you record a “Yes/MO” on Friday, you will place a “1” in the “prior #Y’s” column for the following week. If the learner gets a “Yes/MO” on Monday and Tuesday of the following week, that adds up to 3 consecutive “yesses”. Highlight the information accordingly (*see #6 for highlighting directions*).
8. This column provides a prompt for the person recording the mand data. Refer to #5 if more information is required.

Manding Session Data Collection (*See illustration on page 3*)

1. Conduct one, two, or more timed manding sessions per day. (*Sessions determined by ABLLS assessment per student*). Set each session for a consistent time such as 10, 15, or 20 minutes per day. Data can also be collected during group manding sessions.
2. Teach only the target items that have demonstrated MO for that session. Remember, if there is no MO then a mand can not occur. During this session you will...
 - a. Count all mands emitted by the student, targeted mands and “free” mand items.
 - b. Record the type of mand emitted - prompted, unprompted, or spontaneous mands. Some ways to count mand types...
 - ◆ Use counters marked accordingly, P for prompted, UP for unprompted, or S for spontaneous.
 - ◆ Use counters with tactile indicators placed on them for quick identification. (i.e. rough=prompted, smooth=unprompted)
 - ◆ Hand tally in the appropriate column on the recording sheet. (*shown on page 3*)

Recording data on the lower portion of the Mand Probe and Rate Sheet

1. Record the date and the total time spent in the manding session(s) in the correct columns below.
2. Total the prompted, unprompted, and spontaneous mands for that day and place the totals in the correct column(s) below.
3. Calculate the prompted mands per minute by dividing the total number of prompted mands by the total number of minutes spent manding and place that number in the “prompted” column. Repeat this process for unprompted mands and spontaneous mands. (See example below)



Date	Total Manding Time/session	Mands Prompted	Mands <u>UN</u> prompted	Mands Spontaneous	mands/min		
					Prompted	<u>UN</u> prompted	Spontaneous
10/1/07	20 mins	20	32	0	1	1.6	0
10/2/07	20 mins	18	39	0	.9	1.95	0
10/3/07	20 mins	15	37	0	.75	1.85	0
10/4/07	20 mins	14	40	0	.7	2	0
10/5/07	20 mins	10	41	0	.5	2.05	0

Example:

20 prompted mands/20 minutes = 1 mand per minute

32 unprompted mands/20 minutes= 1.6 mands per minute

0 spontaneous mands/20 minutes = 0 mands per minute

Note: When two or more sessions are occurring per day, you can average the corresponding sessions or pick the best data from each session per day to graph. The best data would be the lowest prompted and highest unprompted scores. Choose one method only to remain consistent.

Graph the following

1. Mands per minute - Graph **daily** the **total** number of prompted, unprompted, and spontaneous mands per minute on the same graph. Use a dot for prompted, an x for unprompted, and a circle for spontaneous. Round up or down for fractions. Example: 1.95 would be graphed as 2. The graph displays rate increments starting at .05. (See attached sample graph)
2. Mastered mands - Graph **daily** the **total** number of mastered mands per day on a separate graph. This information is collected on the Mand Cold Probe and recorded on the “Current Mands List”. (See attached sample graph)