BEGINNING LEARNER PROFILE

- 5 year old kindergarten student in September 2012
- No form of communication other than gestures
- No mands acquired at this time
- VERY tech-savvy
January 2013
- Updated VBMAPP using sign approximations
- Sign was attempted for basic mands and tacts
- All mands were sign approximations due to fine motor limitations
- Constant scrolling due to inconsistency among service providers
- Could match words to pictures and perform actions following a written directive
- Could identify letter sounds during play - “What letter makes the sound aaa?” “Zebra starts with...”
- Decided to try the iPad with ProLoQuo2Go
Guided Access - for all students!
- This particular iPad was only for his communication, not for play
- Following charging, sometimes “unlocks” from the app, allowing for free usage

Consider battery life and size of the device
Chat Bag for portability - www.chatbag.net
Teaching true mands, tacts, and intraverbals
MANDING ON IPAD

- Picture only - very brief period for this learner!
- Picture and word
- Categories for items - EX: food, games, toys
- Typing - Kept the button but eliminated the function so we, as teachers, can see his motivation in order to teach the typing
- Disabled button, taught keyboard usage and spelling
- Ultimate TRUE response: Typing without any visual or textual stimulus

MANDING VIDEO

- Target: Cheeseball
- Already mastered cheeseball as:
  - Mand with picture
  - Mand with text
  - Tact
  - Spelling target
**TACT/LISTENER RESPONSE ON IPAD**

- Stimulus: picture; Response: Found word on screen
- Found word in category
- Taught spelling of the word
- Ultimate TRUE response: Type out the response without visual or textual stimulus on the iPad
- Important to reverse!!
  - Stimulus: written word, Response: Found picture
  - Words must have meaning
  - Without the reverse, and without a TRUE response, the response may only be a listener response to find the picture or word OR a non-identical match - NOT a true tact

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**TACT VIDEO**

- Target: Black
TACT VIDEO - REVERSAL

- Target: Find the PICTURE of paper and spoon

TRUE TACT VIDEO

- Target: Ball
- Already mastered as:
  - Mand with word
  - Mand with picture
  - Tact with word
  - Tact with picture
- Note errors in this video
- Teacher’s role in programming
- Needs one more step to make it a true tact
**“MATCH” BEFORE TEACHING TYPING WITH MATCH AS THE TRANSFER OF STIMULUS CONTROL**

- Very brief for this learner
- Random 8 letter samples to match by typing with no mistakes
- Mastered 50 sequences within a week
- We knew what steps were next based on his ability to use a keyboard, look and match, visually track each letter across the prompt card, and maintain attention long enough to complete the task

**SPELLING/TYPING**

- Began as matching to written word on card
- L/I capital and lower case on keyboard provided difficulty
  - Retought as non-identical matching with letter cards
  - Practiced capital and lower case Listener Responding on keyboard - “Find the I, Find the L”
- Started with mastered tacts
- Disabled tact buttons, prompted keyboard, used written word on card as full prompt for teaching
- Removed tact buttons
- Moved those targets to mastered tact/intraverbals
- Edmark Reading - led to more spelling practice, worksheets completed on ipad
INTRAVERBAL FI/WH

- This is where we are now! 😊
- Using textual or picture prompt to teach, sometimes both!
- His response is the picture/word combination
- NEXT: We will eliminate word or picture because we know he has mastered as a true tact with the spelling mastered as well
- He will use keyboard when button is disabled or unavailable
  - Example Target: You can kick a .... Ball
    - Already mastered as mand, tact with picture, tact with word, matching typing/word on keyboard, spelling target

INTRAVERBAL VIDEO

- Target: Pencil
- Currently taught as Intraverbal
- Currently Edmark spelling target
- Already mastered as:
  - Mand during OT
  - Tact with picture
  - Tact with word
Functionality in HIS life -
- Auto-complete v. TRUE responses, we took it away, put it back
- We have since added buttons back to make them more functional
- Maintenance checks - once buttons are added back, COULD he spell it with a novel device
- Response effort should be minimal in order to be most functional, so we don’t make the use of the iPad aversive

Purpose of spelling - when the button/option is unavailable and novel, will he be able to use a keyboard

Programming - aide is pro, mom? Other teachers? How to train all staff and caregivers?

Now how does he use it in his social and community life?
Echoic responses and intraverbal fill-in responses!!

Response effort: When speaking is easier, he speaks!