

AMIRIS DIPUGLIA: We will now discuss the basic steps in teaching a signed Mand.

WOMAN: Cereal.

AMIRIS DIPUGLIA: The signed response form is often used for students who have limited spontaneous vocalizations or weak echoic skills.

WOMAN: Candy.

AMIRIS DIPUGLIA: For signed response forms, the same principles of pairing, modeling, and establishing motivation are used.

WOMAN: Here it comes.

AMIRIS DIPUGLIA: It is often advised to first teach the signed Mand response form as an imitation skill in your imitation program.

WOMAN: Bug.

AMIRIS DIPUGLIA: In such cases, modeling the response form will serve as the prompt.

WOMAN: Soda.

AMIRIS DIPUGLIA: When presenting the Mand trial, the teacher will model the sign and say the name of the item at the same time.

WOMAN: Soda.

AMIRIS DIPUGLIA: Shaping the signed Mand response will require careful prompting and prompt fading procedures.

WOMAN: Good, cereal.

AMIRIS DIPUGLIA: Fading imitative prompts can be accomplished by modeling less of the signed movement.

WOMAN: Soda.

AMIRIS DIPUGLIA: If the student is unable to imitate the sign, then careful use of graduated physical guidance can be used as a prompt.

WOMAN: Soda.

AMIRIS DIPUGLIA: This means that the teacher will gently guide the student's hands to engage in the correct motion for the sign.

WOMAN: Puzzle.

AMIRIS DIPUGLIA: Remember that prompt fading will be necessary if physical prompts are used.

WOMAN: Puzzle.

AMIRIS DIPUGLIA: To establish signed Mands, you will need to reinforce all Mands immediately.

WOMAN: Soda.