

How to use the **Spontaneous Mands** Graphing Data Sheets

Purpose: This data sheets records and graphs the learner's progress in acquiring spontaneous mands. *Because modifications to both the teaching procedure and the data sheet may be needed, please consult with a BCBA before implementing this program.*

Setting up the data sheet

Step 1)

Determine if the learner will be using the sign or a vocal mode of communication. Select the appropriate data sheet (ASL or vocal) to record the data.

Step 2)

Select two to five highly preferred activities or items. Write the name of each preferred activity or item next to "Sr."

Step 3)

Determine the topography for each mand. Describe the topography next to "mand." Also, write any forms of approximation or modifications that will be accepted as the mand.

Taking Data

Step 4)

Only one column is filled out per session or day. For each session or day, fill in the date and the instructor's initials.

Step 5)

To take the first trial data for each item or activity, fill in the square that corresponds with the level of prompting provided on first trial of either the day or session. The most intrusive prompt is at the bottom (FPP/Echo) and no prompting is at the top (MO). Only fill-in the level of prompting needed for the first trial of the day or session.

The following is an explanation for each level of prompting and an example of how each prompt is used.



For Sign Learners:

MO: motivating operations	spontaneous mands where there is no prompting	(T)utor: comes up to the learner (L)earner: signs “cookie” T: gives the learner a cookie
Item	the item is present	T: comes up to the learner L: does not say anything T: points to or holds up the cookie L: signs “cookie” T: gives the learner a cookie
Intra: Intraverbal	the tutor vocally labels the item	T: comes up to the learner L: does not say anything T: points to or holds up the cookie and says “cookie” L: signs “cookie” T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure
Prt M.: partial model	the tutor partially models the sign for the learner	T: comes up to the learner L: does not say anything T: points to or holds up the cookie and says “cookie” while partially models the sign L: signs “cookie” T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure
Model	the tutor models the full sign for the learner	T: comes up to the learner L: does not say anything T: points to or holds up the cookie and says “cookie” while modeling the full sign L: signs “cookie” T: depending of the strength of the MO for the mand, gives the learner a cookie or goes into an error-correction procedure
PPP: partial physical prompt	the tutor nudges or slightly moves the learner’s hands to sign	T: comes up to the learner L: does not say anything T: points to or holds up the cookie and says



	the proper mand	<p>“cookie” while modeling the full sign then nudges the learner’s hand to sign “cookie”</p> <p>L: signs “cookie”</p> <p>T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure</p>
FPP: full physical prompt	the tutor fully guides (i.e., hand over hand) the learner into making the full sign	<p>T: comes up to the learner</p> <p>L: does not say anything</p> <p>T: points to or holds up the cookie and says “cookie” while modeling the full sign then fully guides the learner’s hand to sign “cookie”</p> <p>L: signs “cookie”</p> <p>T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure</p>

For vocal learners:

MO: motivating operations	spontaneous mands where there is no prompting	<p>(T)herapist: comes up to the learner</p> <p>(L)earner: “cookie”</p> <p>T: gives the learner a cookie</p>
Item	the item is present	<p>T: comes up to the learner</p> <p>L: does not say anything</p> <p>T: points to or holds up the cookie</p> <p>L: “cookie”</p> <p>T: gives the learner a cookie</p>
Phon: Phonemic	the tutor says part of the name of the item	<p>T: comes up to the learner</p> <p>L: does not say anything</p> <p>T: points to or holds up the cookie and says “coo...”</p> <p>L: “cookie”</p> <p>T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure</p>
Echo: Echoic	the tutor says the name of the item	<p>T: comes up to the learner</p> <p>L: does not say anything</p>



		<p>T: points to or holds up the cookie and says “cookie”</p> <p>L: “cookie”</p> <p>T: depending of the strength of the MO for the mand, T. gives the learner a cookie or goes into an error-correction procedure</p>
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Step 6)

On the Freq. Tally, mark each trial of the specified mand.

Step 7)

On the Last Trial Data, mark the level of prompting used for the last response. For less consistent learners, it may be more beneficial to record the most frequent level of prompting needed as opposed to the last level of prompting.

Step 8)

During the next session or day, fill in the next column to the right. As a result, the data sheet will make a graph of the level of prompting across sessions or days.

Step 9)

Your consultant should analyze the data sheets to determine if adjustments need to be made to increase the learner’s rate of learning.

