

How to use the **Chained Mand/TMO** Graphing Data Sheets

Purpose: This data sheets records and graphs the learner's progress in acquiring mands via chained mands or transitive motivating operations (TMO's). Before implementing this teaching objective, the learner should readily and spontaneously mand for several items. *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 ASL or vocal TMO data sheet.

Step 2)

Select two to three highly preferred activities or items. Write the name of the activity or item on the top line next to "...Learner Data for Chained Mand/TMO's" on each separate data sheet.

Step 3)

Next to the space marked "Sr", write out the steps needed to access each reinforcer. For consistency between instructors, mark whether the learner or the tutor will be conducting each step/link. (note: It may be better to write these steps out on a separate sheet of paper then only transfer the selected steps onto the data sheet.)

Step 4)

Write out the appropriate mand for each link next to the space marked "mand." Also, write any forms of approximation or modifications that will be accepted for the mand.

Taking Data

Step 5)

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

Step 6)

For each link of the chain, fill in the square that corresponds with the level of prompting for each link of the mand. The data sheet is marked with a most-to-least prompting hierarchy where 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.



Below 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)herapist: comes up to the learner (L)earner: signs “Spin” T: grabs the launcher
Item	the item is present	T: comes up to the learner L: does not say anything T: points to the spin copter L: signs “Spin” T: grabs the launcher
Intra: Intraverbal	the tutor vocally labels the item or activity	T: comes up to the learner L: does not say anything T: points to the spin copter and says “spin” L: signs “Spin” T: depending of the strength of the MO for the mand, T. grabs the launcher 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 the spin copter and says “spin” while partially models the sign L: signs “Spin” T: depending of the strength of the MO for the mand, T. grabs the launcher 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 the spin copter and says “spin” while modeling the full sign L: signs “Spin” T: depending of the strength of the MO for the mand, T. grabs the launcher or goes into an error-correction procedure



PPP: partial physical prompt	the tutor nudges or slightly moves the learner's hands to sign the proper mand	T: comes up to the learner L: does not say anything T: points to the spin copter and says "spin" while modeling the full sign then nudges the learner's hand to sign "spin" L: signs "Spin" T: depending of the strength of the MO for the mand, T. grabs the launcher or goes into an error-correction procedure
FPP: full physical prompt	the tutor fully guides (i.e., hand over hand) the learner into making the full sign	T: comes up to the learner L: does not say anything T: points to the spin copter and says "spin" while modeling the full sign then fully guides the learner's hand to sign "spin" L: signs "Spin" T: depending of the strength of the MO for the mand, T. grabs the launcher or goes into an error-correction procedure

For Vocal Learners:

MO: motivating operations	spontaneous mands where there is no prompting	(T)herapist: comes up to the learner (L)earner: "Spin" T: grabs the launcher
Item	the item is present	T: comes up to the learner L: does not say anything T: points to the spin copter L: "Spin" T: grabs the launcher
Phon: Phonemic	the tutor says part of the name of the item	T: comes up to the learner L: does not say anything T: points to the spin copter and says "sp.." L: "Spin" T: depending of the strength of the MO for the mand, T. grabs the launcher or goes into an error-correction procedure



Echo: Echoic	the tutor says the name of the item	T: comes up to the learner L: does not say anything T: points to the spin copter and says “spin” L: “Spin” T: depending of the strength of the MO for the mand, T. grabs the launcher or goes into an error-correction procedure
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Step 7)

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 8)

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

