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The Power of Manding: How to Get Your Students Communicating

Presenter: Rosemarie Griffin, M.A., CCC-SLP, BCBA

Moderated by:
Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

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The Power of Manding: How to Get your Students Communicating

November 21, 2013

Presented by: Rosemarie Griffin CCC/SLP BCBA

Welcome Activity

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- My journey working with students who are non verbal and/or have autism
- Where are you on your journey?



What are we going to chat about?

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- What is Applied Behavior Analysis?
- What are the verbal operants?
- The importance of direct instruction of manding
- How to set up manding sessions
- Resources
- Questions

Applied Behavior Analysis

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- Applied Behavior Analysis is the science of studying behavior and applying data-supported techniques to increase and/or decrease behaviors that are meaningful to the client and the client's social environment.
- Has become best practice for teaching children with autism in the last 30 years.

The field of ABA seeks to:

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- Define behavior in objective and measurable terms
- Analyze socially significant behaviors that are in need of improvement
- Study behavior through a three-term contingency

Evidence Based Practice

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- ABA- based approaches for educating children with autism and related disorders have been extensively researched
- The National Standards Report states that behavioral based approaches are established forms of treatment. These treatments produce beneficial outcomes and are known to be effective for individuals on the autism spectrum. To learn more visit their website:
<http://www.nationalautismcenter.org/>

Behavioral Classification of Language

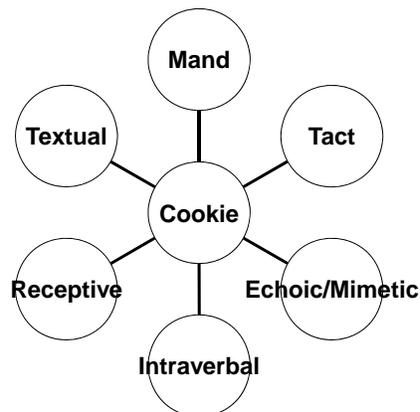
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- ▶ B.F. Skinner wrote the book *Verbal Behavior*, published in 1957
 - Theoretical functional analysis of language (behavior)
- Classifies language based on function not form. Based on 3 term contingency
 - Verbal operants

All we need to know in order to describe and explain behavior is this: Actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur.” (*Science and Human Behavior, 1953*)

Teach All The “Meanings”

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Mand (Request)

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- Asking for reinforcers that you want.
- A tendency to say “cookie” when you want it.

Mand (Request)

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- Manding is the first repertoire learned by all children
 - Crying functions for babies to gain access to desired items (i.e., food, clean diaper)
 - Manding is the only verbal behavior that immediately benefits the speaker: “I say it and I get it”
 - Important to focus on first because it is unlikely that you will be able to develop a verbal behavior repertoire in an early learner by just requiring the child to label items or talk about things

Echoic (Vocal Imitation)

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- Repeating precisely what is heard, usually immediately.
- A tendency to say “cookie” because someone else just said it.

Motor Imitation

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- Copying someone’s motor movements.
- A tendency to sign “cookie” when someone else signs “cookie.”

Listener Behavior

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- Following instructions or complying with the request.
- A tendency to give someone a cookie after they say “give me the cookie.”

Tact (Label)

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- Naming or identifying objects, actions, events, relations, properties, etc.
- A tendency to say “cookie” when you see cookie.

Intraverbal

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- Answering “wh” questions or having a conversation so that what you say is determined by what another person says.
- A tendency to say “cookie” when someone else says “What do you like to eat?” or “A dessert you can eat is_____?”

What clients benefit from work on manding?

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- A range of learners
 - Early learners
 - May only request items in their physical environment
 - May use only 1 word to communicate
 - Intermediate learners
 - May request using 2-3 word phrases
 - Advanced learners
 - May request for information
 - May request using full sentences

We will Focus on the Early Learner

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- Who is the early learner?
- Early learner does not refer to young chronological age
 - Limited Basic Skills/ Learning Readiness Skills
 - Weak Echoic
 - Almost no formal mands
 - Few receptive responses outside of the context
 - Few tacts
 - Few intraverbals
- Goal: Help student develop a functional response form

Where to start?

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- Pair yourself with the delivery of preferred items/activities
- “Good things happen when (SLP) is around”
- Discover likes/dislikes – preference assessment
- “Make their life better before you demand something from them”

Teaching Learner Cooperation

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Many students with autism have a history of being resistant to instruction

This can lead to frustration felt by the therapist, teacher and student

How can we increase their cooperation?

What are things you do to increase cooperation?

Don't let this happen to you!

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□ Neutral Stimulus

Worsening Set of Conditions

Effects

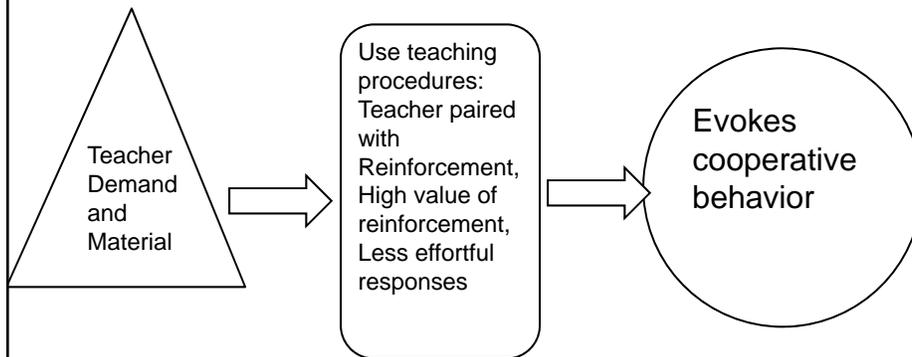
Presentation of instructional demands, materials and presence of teacher

- Session begins with removal of positive reinforcement
- Low rate/value of positive reinforcement
- High rate demands
- Frequent learner errors

Termination of worsening condition is a reinforcer = may see escape behavior

This is our Treatment Goal!

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Teaching Functional Communication

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- Mand training has been shown to reduce problem behaviors, increase spontaneous language and increase social interactions (Miranda 2003).

Teaching Manding

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- Produces immediate benefit for the learner
- Teaches a student that communication is valuable
- May replace many problem behaviors
 - Student may have been using problem behavior as a way of communicating
- “I do I get”

Teaching Manding

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- Manding is verbal behavior that is initiated by the child. Other repertoires are responses to another’s verbal behavior.
 - We don’t need to ask “What do you want?” – the presence of the item should be motivation enough for the learner to request the item

Rules for Teaching Manding

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1. Teaching should occur in the natural environment at first, where motivation is usually strong
2. Prompt mands initially to teach the child that it's easy to get things with verbal behavior, so as to not turn the child off to communicating.
3. It is imperative that you begin teaching the child to ask for his or her strongest reinforcers.

Rules for Teaching Manding

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4. Capture and contrive as many opportunities as possible per day to teach mands.
5. Mand for a variety of items/actions
 - If reinforcers are low use preference assessment
6. Be a “giver” and not a “taker”
7. Avoid “killing” MOs - to prevent this give some items for “free” or require less response effort at times.

Rules for Teaching Manding

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8. In addition, teach mands at times when the motivation is the greatest for the item or activity.

9. Teach specific mands

Do not teach “please,” “thank you,” “help” or “more” as first mands!!

10. What will the response form be?

Teaching Example

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Manding is taught in the NET setting.

1. Begin teaching with the item present.

- ✓ Make sure child has an MO for item.
- ✓ Then, model the sign or show them where the button on their device is located or say the word
- ✓ First mands should be easy for the child to produce
- ✓ The child mands for the item after getting the prompt
- ✓ Finally, give item to child.

Using AAC or Sign to Teach Manding

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3. Scrolling:

- A. Scrolling is when the child has an MO for an item or activity but signs the wrong sign or combo of signs, or when they press the wrong button or combo of buttons on their device
- B. Could also be for learners using picture exchange systems
- C. Never reinforce a child for scrolling.
- D. If you know what the child wants, prompt their hands to a neutral position for 1 to 2 seconds.
- E. Next, model the correct sign or button sequence on their device for item they want.

Vocalizations with Manding

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Differential reinforcement of words or word approximations when paired with a sign or the student's AAC device

- Once the sign is strong, don't reinforce immediately after the sign or AAC communication, but instead present the word again and pause to prompt a vocal attempt
- May not be applicable for all students

How to Set up Manding Sessions

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- Can start each therapy session with a 5-10 minute manding session
- Have student's reinforcers present
- Therapist has access to the reinforcers
- Student requests wanted items or actions
- Data is taken on mands used

- Can also be set up by the therapist in the classroom *Manding sessions should take place daily*

How to Capture Data

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- Prompted versus unprompted
 - Clickers
- Duration data
- Most frequently used mand data
- Vocalizations and manding data
- Sign and prompting hierarchy data

Manding Session with a Student using a Picture System to Communicate

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- Video 1

Manding Session of a Student using an AAC Device to Communicate

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- Video 2

Take Home Points

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- Effective therapy for students who are limited verbally needs to include manding
- Manding should take place every day
- Teach specific mands for the student's favorite items or actions
- Manding helps students learn that communication is valuable 😊

Any questions?

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- Thanks for listening
- Part 2 on December 12th will discuss the following:
 - Review of verbal behavior and highlights of manding sessions
 - Work through Case Studies
 - Manding with the intermediate and advanced learner
 - Ways to assess a student's manding level

Resources

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- Helpful Websites:
- <http://www.centerautismtreatment.org/home>
- <http://www.ctac1.com>
- <http://www.carboneclinic.com>

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