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The Power of Manding: How to Get Your Students Communicating-Part Two

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The Power of Manding: How to Get your Students Communicating
Part Two

December 12, 2013
Presented by: Rosemarie Griffin CCC/SLP BCBA

What are we going to chat about…

- Review of key points from The Power of Manding – Part 1
- Video examples of manding sessions in action
- Case Studies
- How to assess a student's manding level
- Strategies to use with intermediate and advanced students
- Questions

Manding

□ Manding is another term for requesting
  □ First repertoire learned by all children
  □ Is the only verbal behavior that immediately benefits the speaker "I say it and I get it"
  □ Teaches our students that communication is valuable
  □ Research shows that an increase in manding often times leads to a decrease in problem behavior

How to Incorporate Manding

□ First 5-10 minutes of your speech session
□ Manding sessions should take place every day
  ◻ Teachers and/or assistants should understand how to run manding sessions
  ◻ Parents should understand the importance of manding in the home environment
  ◻ Data should be taken
    ▪ Prompted vs Unprompted (Clickers)
    ▪ Duration Data
    ▪ Prompting Hierarchy (Mo, Item, Prompted)

Key Strategies for Manding

- Take time to pair with the student
  - Build rapport with the student
  - "Make their life better before you demand something from them"

- 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.

Key Strategies for Manding

- □ It is imperative that you begin teaching the child to ask for his or her strongest reinforcers in the natural environment (if limited in reinforcers, use a preference assessment)
- □ Teach specific mands (cracker, book, walk) instead of general terms like "more"
  - ◘ Do not teach "more," "help," "please," "thank you," "bathroom" as a first mand
- □ Be a giver, not a taker

Video of Student Manding

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Case Studies

□ We will work through case study examples

□ Hoping this exercise will help us gain a more in- depth knowledge of manding and troubleshooting real life scenarios

□ I will read it aloud and discuss each example

Analyze this….

Hemmi is a new student on your caseload. He is a three year old male with autism. You have heard Hemmi say a handful of words during center time but he will not "speak on command" (when you or the teacher ask him something). What types of activities could you engage him in where he would have more motivation to use his language functionally?

Analyze this….

☐ Problem:

☐ Communication need:

☐ What should we do?

Analyze this…

Samuel is a new student on your caseload. He is 5 years old and non verbal. The teacher is reporting that he gets upset at snack time and attempts to grab the food items from the teacher and other students. What skills might Samuel need help learning? What functional communication targets might be appropriate for Sam?

Analyze this….

□ Problem:

□ Communication need:

□ What should we do?

Analyze this….

You sit down with a student to work on manding in the classroom environment. You have 3 items out - bubbles, an iPad and juice. The student requests the IPAD. You give the student the IPAD and let him play with it for 2 minutes. After the 2 minutes are up you take it back, say IPAD is all done and then ask him what he wants. Before you can finish your sentence he falls to the floor and starts having a tantrum. What went wrong – what could you have done differently?

Analyze this….

□ Problem:

□ Communication need:

□ What should we do?

Analyze this…

Sarah is a 3 year old girl with autism on your caseload. She has transferred from another district. The notes sent by the other SLP mention that she is working on signing "more" and "thank you." When you work with her, she signs "more" when she wants to request a variety of items. What is the problem? How could you make therapy more effective?

Analyze this….

□ Problem:

□ Communication need:

□ What should we do?

How to assess a student's manding level?

□ Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
  ◘ Created by Dr. Mark Sundberg
  ◘ Based on Skinner's (1957) analysis of verbal behavior
□ *PURPOSE*:
  ◘ To determine a child's skills and barriers in order to design an individual program that best fits the child ~Mark Sundberg

Components of the VB-MAPP

- The **VB-MAPP: Skills Assessment** contains 165 verbal behavior milestones across 3 developmental levels (0-18 mos., 18-30 mos., 30-48 mos.), and 16 different verbal operants and related skills
- The **VB-MAPP: Skills Task Analysis** provides a further breakdown of the 16 different skill areas in the form of a checklist for skills tracking
- The **VB MAPP: Barriers Assessment** examines 22 common learning and language barriers faced by children with autism
- The **VB-MAPP: IEP Goals** provides over 200 IEP objectives directly linked to the skills and barriers assessments, and verbal behavior intervention program (Sundberg, in preparation)

Who can complete these assessments?

• Any combination of people who are responsible for the development and monitoring of the student's IEP…
- ✓ SLP
- ✓ PT/OT
- ✓ School Psychologist
- ✓ Resource teacher

Who can complete these assessments?

People using this assessment tool should be knowledgeable in:

- Assessment and interpretation
- Child development
- Behavioral interpretation of language (Verbal Behavior) Various types of prompts
- The child's likes and dislikes

When should it be given?

- □ Before a student's annual IEP
- □ During ETR testing
- □ Anytime is an okay time
    - ◘ Goal is to update it once a year

Manding Assessment: Level 1 (0-18 months)

□ Starting point: Can a student mand when given prompts?

□ Ending point: Can a student independently mand for desired items?

Manding Assessment: Level 2 (18-30 months)

□ Starting point: Can a student mand for missing items?

□ Ending point: Can a student use new mands without specific training?

Manding Assessment: Level 3 (30-48 months)

□ Starting point: Can the student mand for information using a "wh" question?

□ Ending point: Can the student request for others to attend to their own verbal behavior?

VB-MAPP~
Level 3
Learner
30-48 month
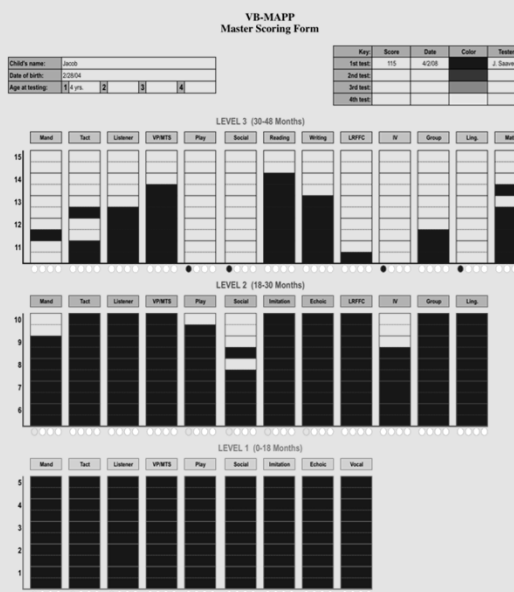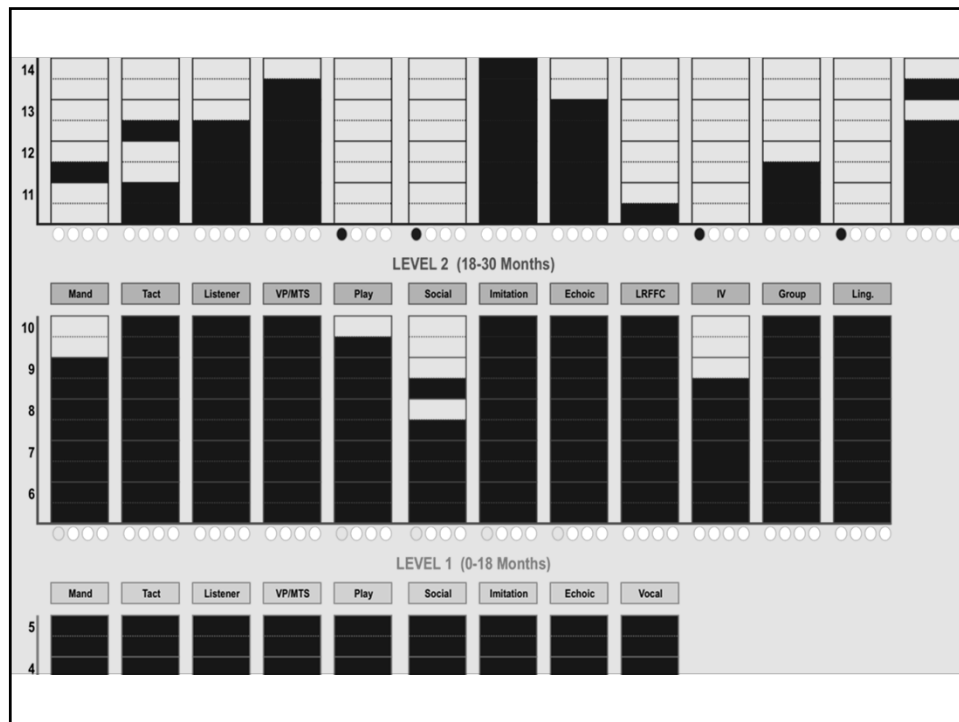
Why should we give this measure?

□ Helps with goal development
  ◻ Helps us be specific in what objectives we set
    ▪ Manding objective examples:
      ▪ During a 10 minute manding session, student x will use 18 unprompted mands to request wanted items or activities.
      ▪ Student x will increase their spontaneous manding throughout the day 50% from baseline.
      ▪ Student x will independently request 10 novel items and/or activities by the end of the IEP.

VB-MAPP

- ☐ Allows us to show progress from year to year
  - ◘ For students with limited verbal ability this can be challenging!!

- ☐ We can report the specific milestones that a student can do or demonstrates difficulty with in the profile section of the IEP
- ☐ We can report specific milestones in the present levels portion of the IEP to show need for annual goal and objectives

Strategies for Intermediate and Advanced Manding

- ☐ Once my student can request wanted items and actions, where do we go from here?
  - ◘ More advanced manding includes manding for wanted information
    - ■ Try to keep this natural – as it comes up throughout the day, can contrive situations as needed
      - ■ If a student is told that reinforcement is over but they want to play iMovie for 1 more minute – work on requesting "Can I have one more minute?"

Manding for Information

□ Other examples:
  ◘ If a student has earned the reinforcement of watching a movie clip (a timer is set for 2 minutes - it goes off but there are 2 more minutes left), they can request "Can I finish the movie?"
  ◘ If the student is told to go and get "Don't Break the Ice" but it is not where it is supposed to be, they can work on asking "Where is it?" or "Where is Don't Break the Ice?"
  ◘ * Will probably need to prompt these types of mands at first and then gradually fade the prompting

More Strategies
Intermediate/Advanced Manding

□ Manding with peers
  ◘ Can be done with other peers in their classroom

  ◘ Can be done with other peers in a reverse inclusion model

  ◘ Another way to look at it – generalizing their manding skills to peers

Manding with Peers

- Manding could take place in the context of a game
  - Examples: Manding for which game they want to play
    - Can request the game piece that they want
    - Can request the color they want to be
    - Can request that they get to go first

Manding with Peers

- Manding could place during a group snack time
  - Students could take turns running the snack group
  - Students not running the group would practice requesting with a peer
    - If this is a reverse inclusion activity you could pair up our student with a peer buddy or helper
    - Adults facilitate as needed

Thanks for listening☺

□ Any questions??

Resources

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□ **Helpful Websites:**
□ **http://www.centerautismtreatment.org/home**
□ **http://www.ctac1.com**
□ **http://www.carboneclinic.com**
□ **http://marksundberg.com/**

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