Referent-Based Instruction Procedures

1-Minute Probe

- Probe conditions should mirror teaching
- Shuffle cards
- Set timer for one minute
- Read $S^0$s to student
- Correct errors as needed
- Differentiate correct responses from incorrect responses by separating cards
- Condition probe (specifically the timer alarm) as a reinforcer
  - Continuously reinforce correct responding with praise, tickles, etc.
  - At the end of one minute, deliver tangible reinforcer(s)
- Record probe data
- Use incorrect responses as the basis for the 9-minute teaching session

9-Minute Teaching (Convergent)

- Identify the $S$ (i.e., Referent 1) based on current student MOs
- Allow student to play with the referent while you:
  - Write Echoic card
  - Write Tact card (differ from other Tact $S^0$s)
- Teach mand using the $S$ as $S^R$:
  - Use prompting as needed
  - Transfer control from Echoic using errorless teaching as needed
- Pair with generalized reinforcer (i.e., praise)
- Thin schedule of reinforcement
- Introduce Tact
  - Use prompting as needed
  - Transfer control from Echoic using errorless teaching as needed
- Write Sequelic card (Tact how student interacts with the referent - differ from other Sequelic $S^0$s)
- Introduce Sequelic
  - Use prompting as needed
  - Transfer control from both Echoic and Tact (independently!) using errorless teaching as needed
- Repeat with other referents
- Intersperse trials from Referent 1 when thinning schedule on Referent 2, intersperse trials from Referent 1 and 2 when thinning schedule on Referent 3, and on down.
- Total number of referents will depend on the child
General Programming

- Identify relative strength of control:
  A. (Mand, Echoic, Tact, Sequelic) - Strongest
  B. (Mand, Echoic, Tact, Sequelic)
  C. (Mand, Echoic, Tact, Sequelic)
  D. (Mand, Echoic, Tact, Sequelic) - Weakest
- S0s vary
- Referents are student selected
- Response complexity is specified (e.g., noun; verb; phrase)

Daily Programming

- Identify rate of responding
  - Approximate number of cards to develop
- Specify schedule of reinforcements
- Use prior days’ mand data to determine initial referents for subsequent session
- Record student data
- Graph student data

9-Minute Teaching (Divergent)

- Identify the S (i.e., Referent 1) based on prior day’s responding
- Identify three properties of the referent
  - A - Noun (e.g., tact the object)
  - B - Adjective (e.g., color, size, shape, etc.)
  - C - Verb (e.g., what does the child do with it?)
- Write S0s for symmetrical and transitive responses
  - A-B - Fill-in: The A is “B.”
  - B-C - Fill-in: If it’s B, we “C.”
  - C-B - Question: Which one do we C? “B.”
  - A-C - Fill-in: The A is for “C.”
- Set aside transitive relationship cards (for probe only)
- Teach A-B
  - Fill in the blank
  - Use echoics (i.e., reflexivity) as needed
- Pair with generalized reinforcer (i.e., praise)
- Thin schedule of reinforcement
- Test for symmetry (B-A)
  - Ask as a question.
  - Use prompting (i.e., reflexive response) as needed
• Transfer control from Echoic using errorless teaching as needed
• Teach B-C
  • Fill in the blank
  • Use echoics (i.e., reflexivity) as needed
• Pair with generalized reinforcer (i.e., praise)
• Thin schedule of reinforcement
• Test for symmetry (C-B)
  • Ask as a question.
  • Use prompting (i.e., reflexive response) as needed
  • Transfer control from Echoic using errorless teaching as needed
• Test for transitivity (A-C)
  • Fill in the blank
  • Use prompting (i.e., reflexive response) as needed
  • Transfer control from Echoic using errorless teaching as needed
• Test for symmetry (C-A)
  • Ask as a question
  • Use prompting (i.e., reflexive response) as needed
  • Transfer control from Echoic using errorless teaching as needed
• Repeat with other referents
• Total number of referents will depend on the child