



Learning through Applied Behaviour Analysis (ABA)

Teaching using Natural Environment Training (NET) or Incidental Teaching: Spontaneous Language and Interaction Cue

Student's Name	BF Skinner
Date	20 January 2021
Toy or Activity	Mr Potato Head

Skills:	Manding (M)	Imitation (IM)	Play and Social Interaction (PS)	Intraverbal (IN)
Responses or Behaviour	Request	Imitate	Independent Play, Sharing, Turn Taking, Cooperative Play: Initiating play with others, following play or game rules	Responding to a Social Greeting Initiating a social greeting Answering a question Asking a question Engaging in a conversation
SD or Cue or Instruction (vary)	Wants something / Prompted: "What do you want"? and say the name of the object, with the object present"; Unprompted: only the question, no prompts but with the object present; Spontaneous: only the question, no prompts and the object is not present	Prompted: "Do this", "Copy me"; Unprompted: Imitates by himself or herself; best if the behaviour is initially evoked in the context of play	Free Operant Presence of toys in the environment Presence of other people or peers	Presence of other people or peers
Incidental Teaching: Taking advantage of what motivates the child or learner and Indiscriminable Contingences	From Prompted to Unprompted: Take advantage of hiding the toy or part of the toy the child likes (once seen) or momentarily stopping the activity the child likes (bubbles, tickles) and make the child request for it	From Prompted to Unprompted: Once you modelled the action, wait using time delay for the child to imitate	From Independent Play to Taking Turns or Sharing to Cooperative Play. You may need to prompt and fade systematically.	You may need to prompt and fade systematically. Refrain from using verbal prompts. If verbal prompts are used, fade these out as systematically (start with full verbal prompts and then partial verbal prompts, i.e., first sound of the letter of the word) and rapidly as you can. A learner who has become too dependent on verbal prompts will just repeat what you say and not engage through a social communicative interaction.
	Give the child the body parts one by one, teach to request for each body part (initially prompt and then systematically fade the prompts)	Model action i.e., Run, jump (up/down), wave (hi/bye), go fast/slow, dance, crash, fall down, clap, stomp with the Mr. Potato Head; Let your child imitate the actions you have modelled	Take turns on putting the body parts on Mr. Potato Head, and say, "My turn", "your turn", while turn taking and sharing	Use intraverbal fill-ins, "ready, set, go" or "1,2,3", while playing with the toy and allowing the child to fill in missing words in the fill-ins or to initiate early forms of conversations.

		with the toy (initially prompt and then systematically fade the prompts)		
Language / Vocal or Non-Vocal Skills	Requesting Looks and requests for a missing item or part of a toy Requests to continue the fun activity	Imitating words: Verbs or Action words such as eating, feeding, drinking, running, jumping (up/down), waving (hi/bye), going fast/slow, dancing, crashing, falling down, clapping, stomping. Labelling using nouns (body parts, parts of an item), using descriptors (adjectives, colours, shapes), using prepositions, pronouns	Learn to follow play directions and game rules: provide verbal direction such as put the hat on the head, mismatch parts (putting in the wrong place) and use affect or exaggerate when stating the part does not fit; pretend play with the toy using a variety of actions	Pretend play for social greetings (initiation and response) and asking and responding to a question. Use sentence starters as you expand the conversation: "I see...", Can I have...."
	Ask your child, what part do you want to put now? Initially prompt the body part desired, and fade out systematically.	Label body parts, use other language concepts, i.e., emotions or describing, i.e., he is silly (Mr. Potato Head with a clown nose) or happy. Move the toy around the play area and use prepositions, (on/off, in/out, under/over).	Engage in play directions, "put the new hat on", etc.	Use comments: "I like it!". "He is funny!", "This is awesome", "Look! I found it!"
Generalization	Use various toys and activities that the child likes in a particular moment, in a variety of setting in the home, school and community, with different people, adults and peers.	Use various toys and activities that the child likes in a particular moment, in a variety of setting in the home, school and community, with different people, adults and peers.	Use various toys and activities that the child likes in a particular moment, in a variety of setting in the home, school and community, with different people, adults and peers.	Use various toys and activities that the child likes in a particular moment, in a variety of setting in the home, school and community, with different people, adults and peers.
	Play and request from another person, adult or peer, play in another setting or place	Create play sequences, making Mr. Potato Head ride the car, cook, do the laundry, etc.	Generalize and advance pretend and symbolic play by including the toy in familiar routines: eating or getting a snack, cleaning, circle time, etc.	Create play sequences and have conversations about your play, how happy you were... and how you were excited to engage with your child