

Higher Level Mand Training

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Two Types of Mands

- **Regular mands** – Mands that can actually be reinforced (open door, give me iPad, blow bubbles).
- **Extended mands** – Emitting mands to objects or animals that cannot possibly supply an appropriate response. (while driving manding the car in front of you to speed up, knowing nobody is hearing you).

Extended Mands

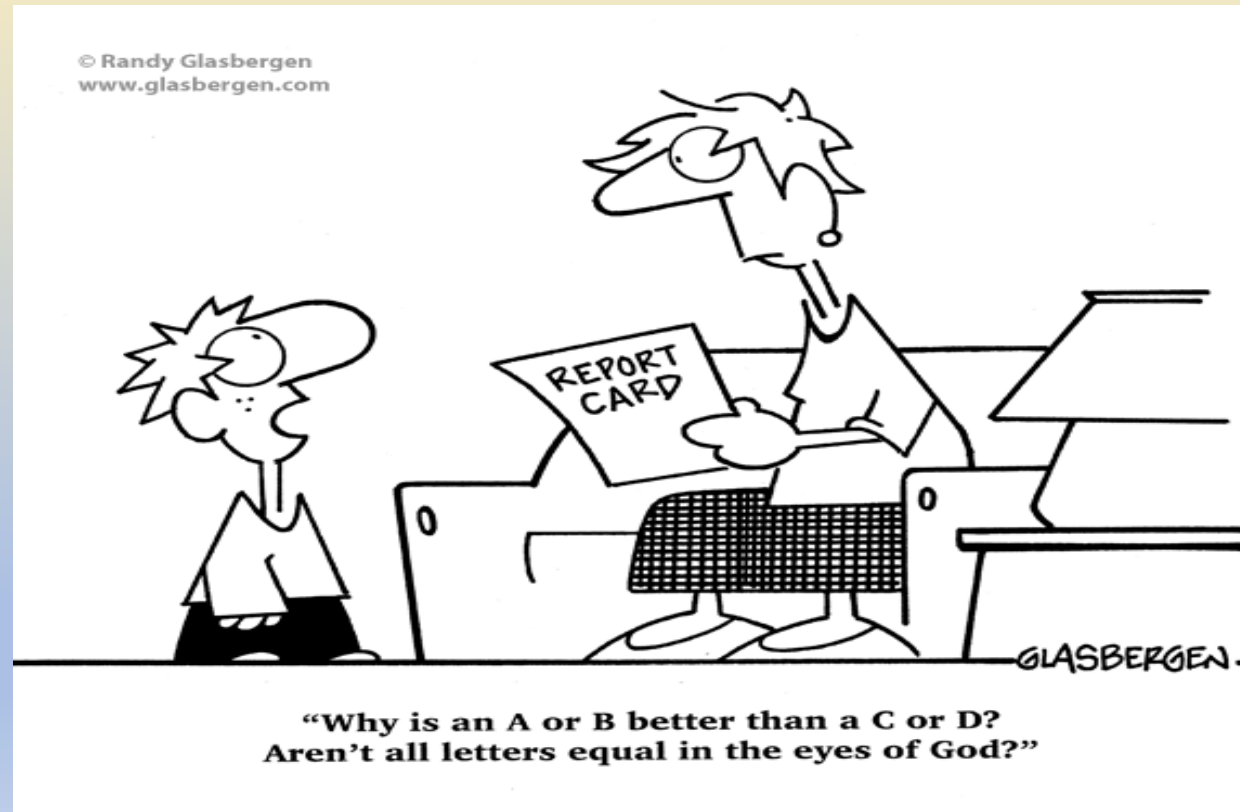
- **Superstitious mand:** An extended mand in which reinforcer sometime occurs incidentally. (sometimes your car starts when you mand “come on start!”) and you are reinforced intermittently by it.
- **Magical mand:** An extended mand in which the reinforcer has never happened in the past. (saying “I wish I had a million dollars”, however never becoming true).

Regular/Complex Mands

- Manding for attention (look at me, excuse me)
- Manding people to do things (move, go, stop)
- Manding for information (what, when, why, where, who)
- Using mands with adjectives (blue, soft, hard, sweet, little)
- Using mands with prepositions (on, under, beside, between)
- Increase the length of mands (blow the red balloon)

Manding for Information

A question is a mand which specifies verbal action (Skinner, 1957).



Operational definition of Information

- A verbal discriminative stimulus that evokes subsequent responding from the mander that ultimately leads to accessing terminal reinforcement (and in some cases the information itself is the reinforcer).

Antecedent	Behavior	Consequence
MO: Need to use the bathroom.	Mand: Where is the bathroom?	Sd/Sr: first door in the hall
MO: wants to play a game board and does not know how.	Mand: How do I play this game?	Sd/Sr: first, you have to...
MO. Wants to eat a snack and is waiting for it.	Mand: When can I eat my cookies?	Sd/Sr: after you finish your worksheet.

Pre-requisite skills for Manding for Information

- Spontaneously mands for 100 different items, activities, actions, missing items, help, manding with yes/no and for removal of aversives.
- Strong repertoire of tacts and listener responding related to people, places, adjectives, prepositions and pronouns.
- Generalized gross and fine motor imitation skills, multistep imitation .

Motivating Operations for Information

- CMO-T- Transitive Motivational Operation: An environmental variable that establishes or abolishes the reinforcer effectiveness of another stimulus and thereby evokes or abates the behavior that has been reinforced by that other stimulus (Michael 2007).
- CMO-T -In simple words: wanting something, but something is blocking access to it, so the person needs to engage in a problem solving behavior. You cannot have access to it until you solve it!
 - Needing the keys to get into your car!

Motivating Operations for Information

- Plan ahead for contrived situations
- Ensure motivation operation (MO) is strong prior to prompting target response.
- Ensure that the reinforcement is a sufficiently trained Sd that evokes efficient responding that leads to terminal reinforcement.
- Make sure that the information is functioning as the reinforcer for the mand.

Teaching Procedures

- Target two information types concurrently (e.g. what and who).
- Plan ahead for CMO-T situations in which the information that leads to the terminal reinforcer is valuable.
- Procedure can be similar to mands for missing items, but the reinforcement is the information rather than the item.
- Two or three mands for information initially.
- Gradually contrive situations in which the different types of information mands can be practiced with one over-arching motivational operation.

Examples of Contrived What and Who mands

- Present a bag with a reinforcer in it and say. “I have something for you in here”, then prompt, “**What? Or “What is it”**”? And then deliver the verbal information. “it is a...”.
- Give a highly reinforcing item to a known person in the room and prepare that person to reinforce a mand for the item after the child approaches. Tell the child “Someone in this room has your Thomas Train”, and then prompt “**Who?**” reinforce prompted response with the name of the person.

Examples of Contrived Where and Why Mands

- Remove all the videos from the cabinet and tell the child to get the movie he wants to watch. Once you determine he is motivated for the information, prompt him to mand “Where are my movies? As soon as he mands give him the information where he can find the movies.
- Put something out of place in the house (e.g. hang his monkey toy from the ceiling fan) and if the child notices and looks confused, prompt “Why is the monkey on the fan?” and answer something funny like “I wanted making it fly!”.

Practice Manding for Information

- What?
- Where?
- Why?
- Which?
- How?
- How much?
- Who?
- When?



References

- Bondy, A., Esch, B, Sundberg, M. Questions on verbal behavior and its application to individuals with autism: An interview with the experts. The Behavior Analyst Today.
- Roth, David. Advanced mand procedures and protocols