



Listener Responding

Practical kit for teaching
VB-MAPP skills to **autistic**
children

Program Modules at a Glance

Module	Skill Focus
Listener 1M	Responding to Voice and Establishing Eye Contact
Listener 2M	Recognizing Own Name Across Contexts
Listener 3M	Differentiating People, Animals, and Preferred Objects
Listener 4M	Following Simple Motor Commands
Listener 5M	Locating and Selecting Items in Small Arrays
Listener 6M	Choosing Items in Larger, Non-Aligned Arrays
Listener 7M	Generalizing and Distinguishing Items Across Multiple Versions
Listener 8M	Executing Varied Motor Actions on Instruction
Listener 9M	Following Two-Component Instructions
Listener 10M	Identifying Objects in Books, Pictures, and Real Environments
Listener 11M	Recognizing and Selecting Items by Color and Shape
Listener 12M	Understanding Prepositions and Pronouns in Commands
Listener 13M	Differentiating Relative Attributes (Adjectives and Adverbs)
Listener 14M	Executing Sequences of Three Consecutive Actions
Listener 15M	Building an Expanded Receptive Vocabulary

Listener 1M: Responding to Voice and Establishing Eye Contact

Mastery Criterion	The learner consistently orients to an adult's voice and establishes eye contact in at least six consecutive trials.
Program Goal	Develop the foundational skill of responding to social auditory cues (name, playful sounds, calls) by orienting gaze to the speaker, strengthening joint attention.
Discriminative Stimulus (SD)	Verbal cues such as "Look here," calling the learner's name with animated intonation, or unexpected sounds (whistle, light clap).
Target Behavior	The learner makes eye contact with the adult within 4 seconds of the auditory cue.

Teaching Procedure

- Exploration:** Produce different environmental sounds (claps, finger snaps, playful vocalizations). Record spontaneous reactions.
- Structured trials:** Stand in front of the learner, call their name or make a playful sound; wait for a response. Reinforce immediately with a smile, access to a toy, or continuation of play.
- Vary positions:** Deliver cues from different positions (behind, beside).
- Incidental teaching:** Insert sounds into enjoyable activities (e.g., while playing with cars, say "vroom" and observe if the learner looks).

Begin with sounds near therapist's face

Gradually increase distance of sound source

Introduce sounds naturally during play

Increase number of consecutive correct responses

Prompting Strategies

- Physical:** Bring a toy close to the therapist's face to guide gaze.
- Gestural:** Point to one's own face.
- Fading:** Gradually reduce prompts until spontaneous responses occur.

Reinforcement Plan

Spontaneous responses receive stronger reinforcement (exaggerated praise, preferred item). Prompted responses receive lower-intensity reinforcement.

Clinical Note

If frustration arises from lack of tangible reinforcement, pair social reinforcement (high-five, celebration) with access to preferred items to sustain motivation.

Listener 2M: Recognizing Own Name Across Contexts

Mastery Criterion	The learner responds to their name in at least six consecutive opportunities, regardless of the caller's position.
Program Goal	Teach the learner to recognize their own name as a signal for social attention and respond by orienting gaze to the speaker.
Discriminative Stimulus (SD)	Clear and audible call of the learner's name.
Target Behavior	The learner looks toward the speaker within 3 seconds after hearing their name.

Teaching Procedure

- Initial setup:** Therapist in front, less than 1 meter away, calls the learner's name.
- Contextual variation:** Gradually vary position (side, behind) and environment (classroom, playground, cafeteria).
- Correct responses:** Provide immediate reinforcement (praise, toy).
- Incorrect responses:** Provide additional verbal prompt ("look at me") or gestural cue (pointing to eyes).



Responding to name without sustained gaze



Responding even with environmental distractions

Increase gaze duration to 2-3 seconds



Generalize across multiple people calling the name

Prompting Strategies

- Physical:** Hold a preferred item near face when calling.
- Verbal:** Add prompt "look at me."
- Gestural:** Point to own eyes.
- Gradually fade prompts toward independence.

Reinforcement Plan

Use differential reinforcement – higher intensity when response occurs independently, lower when prompted.

Clinical Note

Include siblings, peers, or family members in training to broaden generalization in social contexts.

Listener 3M: Differentiating People, Animals, and Preferred Objects

Mastery Criterion	The learner discriminates between two stimuli, identifying relevant figures or objects (e.g., parent, stuffed dog, favorite cup) across at least six distinct items.
Program Goal	Promote discrimination of familiar and functional elements in daily routines.
Discriminative Stimulus (SD)	"Show me [target]" or "Who is [person]?"
Target Behavior	Learner points to, touches, or looks at the requested stimulus.

Materials Needed

- Photos of family members, pets.
- Everyday objects (toothbrush, pillow, water bottle, toy phone).
- Avoid overly similar visual stimuli at early stages.

Teaching Procedure

- Present target alone for initial teaching.
- Introduce target + distractor and request identification.
- Reinforce immediately for correct responses.
- For errors, model the correct response.



Teaching Steps

01	02	03
Introduce one target at a time.	Gradually add distractors up to sets of 4-5.	Randomize requests to prevent rote responding.

Prompting Strategies

- Least-to-most:** start with minimal prompt, add as needed.
- Most-to-least:** begin with full physical/gestural support, fade out.

Reinforcement Plan

Specific praise ("You found Daddy!") + tangible reinforcement.

Clinical Note

Incorporate real photos and 3D objects to maximize relevance and functional learning.

Listener 4M: Following Simple Motor Commands

Mastery Criterion	The learner independently performs at least five distinct motor actions without visual demonstration.
Program Goal	Teach the learner to follow simple verbal commands involving body movement.
Discriminative Stimulus (SD)	Examples: "Lean forward," "Touch the floor," "Lift one leg."
Target Behavior	Learner performs the action within 3 seconds of the command.

Teaching Procedure

- Begin with two different instructions.
- Vary order across trials.
- Provide immediate reinforcement for correct responses.
- For errors, use physical modeling or demonstration.

Teaching Steps

- Teach two commands at a time.
- Introduce new actions progressively.
- Randomize previously learned commands.
- Generalize to greater distances (up to 3 meters).

Prompting Strategies

- Full or partial physical guidance.
- Model by demonstrating action.
- Gradually fade support.

Reinforcement Plan

Independent responses earn stronger reinforcement (enthusiastic praise + access to toy). Prompted responses receive minimal reinforcement.

Clinical Note

Vary vocal intonation to ensure the learner responds to the verbal instruction itself, not just tone patterns.

Listener 5M: Locating and Selecting Items in Small Arrays

Mastery Criterion	The learner correctly selects requested items from arrays of up to four stimuli, across at least 18 different objects or pictures.
Program Goal	Strengthen receptive discrimination and comprehension of functional vocabulary.
Discriminative Stimulus (SD)	"Point to the [target]," "Choose the [object] on the table," "Touch the [requested item]."
Target Behavior	Learner points to or touches the correct stimulus within a 4-item array.

Materials Needed

- Simple toys (car, doll, ball).
- Household items (spoon, key, cup).
- Clothing or accessories (hat, shoe).

Teaching Procedure

- Begin with target + 1 distractor.
- Gradually increase to 4-item arrays.
- Deliver instructions clearly.
- Reinforce correct responses enthusiastically, with access to item.
- For errors, use transfer trials (new attempt with reduced prompts).



Teaching Steps



Progress from smaller to larger arrays

Rotate new items while keeping mastered ones

Randomize presentation order

Prompting Strategies

- Gestural:** subtly point toward target.
- Physical:** guide learner's hand.
- Fade prompts with time delay.

Reinforcement Plan

Combine social reinforcement ("Great job, you found the shoe!") with preferred items.

Clinical Note

Allow brief exploration of materials before trials—this reduces errors due to unfamiliarity and boosts engagement.

Listener 6M: Choosing Items in Larger, Non-Aligned Arrays

Mastery Criterion	The learner selects requested items correctly from irregular arrays of up to six stimuli, across at least 36 distinct objects.
Program Goal	Expand receptive discrimination skills in more complex and less structured sets.
Discriminative Stimulus (SD)	"Show me the [item]," "Find the [object]."
Target Behavior	Learner points to or picks up the requested item in a non-aligned array.

Materials Needed

- Everyday items (toothbrush, cup, keys).
- Variety of toys.
- Household utensils and food items.

Teaching Procedure

- Start with 3-item array.
- Gradually increase to 6-item array.
- Deliver instructions clearly.
- Provide immediate reinforcement for correct responses.
- For errors, use light gestural or physical prompts.

Teaching Steps

- Begin with small arrays.
- Expand gradually to 6 items.
- Constantly randomize positions.
- Rotate new items into sets after mastery.

Prompting Strategies

- **Gestural:** subtle pointing.
- **Physical:** light hand guidance.
- Systematic fading of prompts.

Reinforcement Plan

Independent responses earn stronger reinforcement (praise + immediate access).

Clinical Note

If the learner shows visual overload, temporarily reduce the number of items until accuracy improves.

Listener 7M: Generalizing and Identifying Items Across Multiple Representations

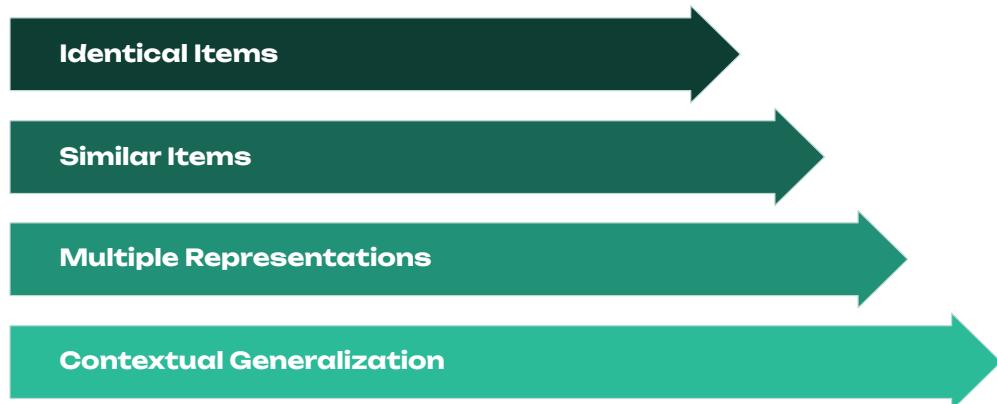
Mastery Criterion	The learner correctly identifies at least 40 previously mastered items presented in different representations (photo, drawing, object).
Program Goal	Teach that a single concept can appear in multiple versions, supporting stimulus generalization.
Discriminative Stimulus (SD)	"Show me the [item]" applied across varied representations (e.g., photo of a cat, stuffed cat, cartoon image of a cat).
Target Behavior	Correctly selects all versions of the requested item.

Materials Needed

- Photos, toys, illustrations.
- Different models of the same object (e.g., three types of cups).

Teaching Procedure

- Begin with two versions of the same item.
- Expand to three or four versions.
- Present in varied contexts (on table, on wall, in natural environment).
- Reinforce correct responses immediately.
- Correct errors with quick modeling and repeat the trial.



Prompting Strategies

- Partial gestural prompts (subtle hand movement).
- Partial physical prompts if repeated errors occur.

Reinforcement Plan

Provide enthusiastic praise and access to the item for spontaneous correct responses.

Clinical Note

Vary not only visual appearance but also context—ask the learner to identify the item in a book, then on a walk, or in a video.

Listener 8M: Executing Varied Motor Actions on Instruction

Mastery Criterion	The learner performs at least 12 distinct motor actions correctly when given verbal instructions.
Program Goal	Expand understanding of motor commands and increase receptive motor response repertoire.
Discriminative Stimulus (SD)	Examples: "Touch your shoulder," "Spin," "Give a hug," "Take two steps back."
Target Behavior	Performs the requested action within 4 seconds.

Teaching Procedure

- Introduce two highly distinct actions at a time.
- Gradually increase number of actions.
- Mix previously mastered and new commands.
- Include commands delivered at a distance (up to 3 meters).



Teaching Steps

Teach two motor commands at a time. Expand repertoire up to 12 actions. Randomize order of instructions. Embed training in natural settings (playground, classroom).

Prompting Strategies

Full/partial physical guidance as needed. Adult modeling of the action. Gradually fade all prompts as learner demonstrates independence.

Reinforcement Plan

Independent responses earn higher-intensity reinforcement; prompted responses earn lower-intensity reinforcement to encourage autonomy.

Clinical Note

Include socially meaningful actions (e.g., waving, hugging) to strengthen interaction skills, not just isolated motor movements.

Listener 9M: Following Two-Component Instructions

Mastery Criterion	The learner responds correctly to at least 20 instructions composed of two elements (e.g., verb + noun, noun + verb).
Program Goal	Develop the ability to understand and carry out combined instructions.
Discriminative Stimulus (SD)	"Pick up the shoe and put it on the table"; "Push the car."
Target Behavior	Executes the full instruction within 5 seconds.

Teaching Procedure

- Start with simple two-component instructions.
- Present short two-step sequences.
- Vary type and order of combinations.
- Correct errors by modeling the response and reinforcing.

Teaching Steps

- Teach basic two-component commands.
- Progressively introduce new combinations.
- Mix mastered and novel instructions.
- Generalize across settings.



1

Prompting Strategies

Clear adult demonstration of the complete sequence. Light physical support if necessary. Systematic fading of prompts as learner shows progress.

2

Reinforcement Plan

Provide stronger reinforcement for spontaneous correct responses. Use natural consequences when possible (e.g., playing with the car after correctly following instruction).

Clinical Note

If repeated errors occur, break the instruction into two separate steps, then recombine once accuracy improves to prevent overload.

Listener 10M: Identifying Objects in Books, Pictures, and Real Environments

Mastery Criterion	The learner correctly identifies at least 200 items in books, illustrations, or real environments when named.
Program Goal	Promote receptive recognition of a broad vocabulary across diverse contexts.
Discriminative Stimulus (SD)	"Point to the [item] in the picture," "Find the [object] on this page," "Show me where the [target] is."
Target Behavior	Learner points to or touches the correct item within 5 seconds.

Teaching Procedure

- Begin with exploration of books or illustrated scenes.
- Clearly request item identification.
- Provide immediate reinforcement for correct responses.
- Repeat trials across varied environments (classroom, park, home).

200+

Target Vocabulary Items

The comprehensive goal for this module is to build a substantial receptive vocabulary across multiple categories and contexts.

3

Learning Contexts

Books, pictures, and real environments provide diverse opportunities for vocabulary recognition.

5s

Response Window

Learners should identify the requested item within this timeframe for a response to be considered correct.

Teaching Steps

1. Start with 12-15 familiar items.
2. Gradually expand repertoire up to ~200 items.
3. Present multiple representations (drawing, photo, real object).
4. Randomize between old and new items.

Prompting Strategies

- Gestural (subtle pointing).
- Partial physical guidance (lightly guiding learner's hand).
- Restating instruction when needed.

Reinforcement Plan

- Immediate reinforcement with specific praise.
- Natural reinforcement (allowing brief interaction with item).

Clinical Note

Incorporate items aligned with learner's personal interests (e.g., favorite characters, animals, vehicles) to maintain high motivation during vocabulary expansion.

Listener 11M: Recognizing and Selecting Items by Color and Shape

Mastery Criterion	The learner correctly discriminates and selects items in arrays of up to six stimuli, covering at least five colors and five shapes.
Program Goal	Teach receptive discrimination of relevant visual attributes to support functional communication.
Discriminative Stimulus (SD)	"Show me the green circle," "Find the square car."
Target Behavior	Selects the correct item according to requested color or shape.

Teaching Procedure

- Start with color discrimination in sets of three items.
- After mastery, introduce shapes separately.
- Then combine both attributes in compound instructions.
- Reinforce correct responses immediately; correct errors through quick modeling.

Colors
Begin with three basic colors (red, blue, yellow). Add two more (green, orange).
Use consistent examples across materials.



Shapes

Start with three simple shapes (circle, square, triangle). Add two more (rectangle, star). Use varied sizes of each shape.

Combined

After mastering individual attributes, combine color + shape in instructions ("Find the blue triangle").

Prompting Strategies

- Gestural:** subtle pointing to item.
- Partial physical:** lightly guiding the learner's hand.
- Gradual fading of prompts.

Reinforcement Plan

Differential reinforcement – higher intensity for independent responses.

Clinical Note

Vary materials consistently (printed cards, building blocks, real-life objects with color and shape) to prevent rote responding.

Listener 12M: Understanding Prepositions and Pronouns in Commands

Mastery Criterion	The learner responds correctly to instructions containing at least 6 different prepositions and 4 different pronouns.
Program Goal	Teach receptive understanding of spatial relations and the functional use of pronouns in practical contexts.
Discriminative Stimulus (SD)	"Put the car under the chair," "Show me your hand."
Target Behavior	Executes the instruction involving a preposition or pronoun within 4 seconds.



Teaching Procedure

- Teach each preposition in isolation within concrete contexts (on, in, behind, between).
- Introduce personal and possessive pronouns gradually (my, your, his).
- Reinforce correct responses with praise and access to the manipulated object.
- Correct errors by modeling the correct response.



Teaching Steps

- Begin with simple prepositions using familiar objects.
- Progress to more complex prepositions ("between," "next to").
- Introduce pronouns in simple instructions ("touch your head").
- Mix prepositions and pronouns in varied commands.



Prompting Strategies

- Gestural: point to the correct position.
- Modeling: demonstrate the action.
- Gradually fade prompts until independence.

Reinforcement Plan

Immediate, naturalistic reinforcement (allowing the learner to interact with the object used in the instruction).

Clinical Note

Embed commands in pretend play (e.g., "Put the doll **inside** the house") to increase motivation.

Listener 13M: Differentiating Relative Attributes (Adjectives and Adverbs)

Mastery Criterion	The learner demonstrates comprehension of at least 5 adjective pairs (big/small, full/empty, etc.) and 5 adverb pairs (fast/slow, loud/quiet, etc.).
Program Goal	Expand receptive vocabulary related to qualities and intensities of actions.
Discriminative Stimulus (SD)	"Show me the full cup," "Who is clapping slowly?"
Target Behavior	Selects or performs according to the adjective/adverb requested.

Teaching Procedure

- Present concrete opposite pairs (one jar full, another empty).
- Request identification based on the attribute.
- For adverbs, demonstrate contrasting actions (jump fast vs. slow).
- Reinforce correct responses and model correction when errors occur.



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Adjective Pairs

- Big/Small
- Full/Empty
- Hot/Cold
- Clean/Dirty
- Wet/Dry

Adverb Pairs

- Fast/Slow
- Loud/Quiet
- Hard/Soft (hitting)
- High/Low (jumping)
- Near/Far

Teaching Steps

- Teach two adjective pairs at a time.
- Gradually introduce adverbs.
- Randomize previously mastered attributes.
- Apply in natural contexts (e.g., differentiating a tall staircase vs. a short one).

Prompting Strategies

- Adult modeling of the contrasting action.
- Subtle gestural cue toward correct item.

Reinforcement Plan

Higher intensity reinforcement for independent and spontaneous responses.

Clinical Note

Always apply relative attributes in real-life situations, avoiding exclusive reliance on cards or pictures.

Listener 14M: Following Three-Step Instructions

Mastery Criterion	The learner follows at least 12 instructions composed of three consecutive steps.
Program Goal	Develop the ability to organize and perform actions in verbally guided sequences.
Discriminative Stimulus (SD)	"Pick up the spoon, stir the cup, and drink"; "Clap your hands, jump, and sit down."
Target Behavior	Performs all three steps in the correct order.

Teaching Procedure

- Begin with simple three-step sequences using visible objects.
- Progress to instructions without visual supports.
- Vary contexts and materials to enhance generalization.
- Correct errors by modeling or breaking into smaller steps.



Start with short instructions involving objects



Add motor sequences without objects



Introduce distractors

Apply in natural environments

Prompting Strategies

- Gestural: point to each object in order.
- Partial physical guidance to support sequencing.
- Adult modeling when needed.

Reinforcement Plan

Use natural reinforcement (continuing the activity initiated by the sequence).

Clinical Note

Ensure the learner has mastered each individual action before combining them into longer sequences.

Listener 15M: Building an Expanded Receptive Vocabulary

Mastery Criterion	The learner demonstrates comprehension of approximately 1,000 receptive words, including nouns, verbs, adjectives, and prepositions.
Program Goal	Consolidate a broad receptive vocabulary repertoire, ensuring functional comprehension and generalization across multiple contexts.
Discriminative Stimulus (SD)	"Where is the [item]?", "Who is in the picture?", "Which object is small?"
Target Behavior	Points, identifies, or responds appropriately to receptive instructions.

Teaching Procedure

- Introduce new words during natural routines (mealtime, hygiene, play).
- Use synonyms, antonyms, and varied expressions to enrich vocabulary.
- Expand vocabulary across different environments (home, school, outings).
- Track mastered words and monitor progress.



Teaching Steps

- Teach new words by categories (animals, household items, action verbs).
- Repeat in varied contexts for consolidation.
- Generalize across settings.
- Review previously learned words periodically.

Prompting Strategies

- Gestural (subtle pointing).
- Partial physical support if errors persist.
- Visual supports with pictures or videos when needed.

Reinforcement Plan

- Differential reinforcement: stronger for spontaneous responses.
- Natural reinforcement: functional use of vocabulary (e.g., after identifying "ball," play with the ball).

Clinical Note

Create dynamic learning opportunities such as quick question games or "object treasure hunts" to expand vocabulary in motivating ways.

Implementing Listener 9M: Practical Strategies

Focus Area	Following Two-Component Instructions
Implementation Setting	Structured teaching sessions, play activities, daily routines
Materials Needed	Various objects for manipulation, data collection sheets
Data Collection Method	Trial-by-trial recording with notation of instruction components

Instruction Types

Include various combinations of components: verb + noun ("push car"), noun + location ("book on table"), action + action ("clap and jump"). Ensure that each individual component has been mastered in isolation before combining.



Single Component Mastery

Ensure each action or object identification is solid individually



Varied Combinations

Mix different types of two-component instructions

Simple Combinations

Begin with straightforward two-part instructions

Complex Instructions

Introduce more challenging vocabulary and concepts

Implementation Strategies

- Begin with instructions where both components are visible
- Use natural action sequences (e.g., "Get cup, put on table")
- Incorporate into play scenarios and daily routines
- Gradually increase the linguistic complexity of instructions

Naturalistic Teaching Opportunities

During meals, give instructions like "Get spoon, eat cereal." During dressing, say "Take shirt, put on." During play, instruct "Roll ball, clap hands." During cleanup, direct "Pick up block, put in bin."

Progress Monitoring

Track accuracy for different types of two-component instructions. Note whether errors occur on the first component, second component, or both. Document generalization to novel instruction combinations.

Implementing Listener 10M: Practical Strategies

Focus Area	Identifying Objects in Books, Pictures, and Real Environments
Implementation Setting	Book reading sessions, picture activities, community outings
Materials Needed	Picture books, photo albums, magazines, real environments
Data Collection Method	Tracking sheet with categories of vocabulary items and contexts



Material Selection

Choose books and pictures with clear, distinct images. Include both simple picture books and more detailed scenes. Select materials that align with the learner's interests to increase motivation. Create opportunities to identify the same items in books and in real environments.

Vocabulary Categories

- People and animals
- Common objects and toys
- Food items
- Vehicles and transportation
- Clothing and accessories
- Outdoor and nature items

200+

Vocabulary Goal

Total receptive vocabulary target for this module

3

Contexts

Books, pictures, and real environments for generalization

6-8

New Words Per Session

Typical rate of introducing new vocabulary items

20%

Review Ratio

Portion of each session dedicated to reviewing previously learned words

Implementation Strategies

- Use shared book reading with frequent opportunities to identify items
- "I Spy" games with pictures and in natural environments
- Scavenger hunts for identifying objects in the environment
- Photo albums of familiar people, places, and experiences

Progress Monitoring

Maintain a comprehensive list of mastered vocabulary items. Track accuracy across different contexts (books vs. real environments). Note categories of vocabulary that may need additional focus.

Implementing Listener 11M: Practical Strategies

Focus Area	Recognizing and Selecting Items by Color and Shape
Implementation Setting	Structured teaching sessions, art activities, play with blocks/toys
Materials Needed	Objects in various colors and shapes, sorting materials, art supplies
Data Collection Method	Trial-by-trial recording with notation of attributes requested

Attribute Teaching Sequence

Teach colors and shapes separately before combining them. Begin with highly contrasting colors (e.g., red vs. blue) before introducing similar colors (e.g., blue vs. purple). Start with distinct shapes (circle vs. square) before more similar shapes (rectangle vs. square).

Target Colors

- Red
- Blue
- Yellow
- Green
- Orange

Target Shapes

- Circle
- Square
- Triangle
- Rectangle
- Star

Combined Attributes

- "Red circle"
- "Blue square"
- "Yellow triangle"
- "Green rectangle"
- "Orange star"

Implementation Strategies

- Sorting activities by color or shape
- Art projects requiring selection of specific colors
- Building activities with blocks of different shapes
- Scavenger hunts for objects with target attributes

Naturalistic Teaching Opportunities

During meals, ask for the "yellow cup" or "round plate." When dressing, request the "blue shirt" or "square button." During play, direct the learner to the "red car" or "star block." In the environment, point out colors and shapes in natural contexts.

Progress Monitoring

Track accuracy for each specific color and shape. Note any confusion between similar attributes. Document generalization to novel objects with the same attributes.

Implementing Listener 12M: Practical Strategies

Focus Area	Understanding Prepositions and Pronouns in Commands
Implementation Setting	Structured teaching sessions, play activities, daily routines
Materials Needed	Various objects for manipulation, furniture items, people for pronoun practice
Data Collection Method	Trial-by-trial recording with notation of specific prepositions/pronouns used

Target Prepositions and Pronouns

Focus on functional prepositions first (in, on, under) before more complex ones (between, behind, next to). Introduce personal pronouns (I, you, he/she) before possessive pronouns (my, your, his/her).



Preposition Teaching Sequence

1. In/On (most basic spatial concepts)
2. Under/Above (vertical relationships)
3. Next to/Beside (horizontal relationships)
4. Between/Behind (more complex spatial concepts)
5. In front of/Around (advanced spatial concepts)



Pronoun Teaching Sequence

1. Your/My (most immediately relevant)
2. He/She (third-person reference)
3. His/Her (possessive forms)
4. They/Them (plural references)

Implementation Strategies

- Use clear, concrete examples with visible objects
- Demonstrate the meaning of prepositions physically
- Practice pronouns with present people before using with pictures
- Create games that specifically target spatial relationships

Naturalistic Teaching Opportunities

During cleanup, give instructions like "Put the toy **in** the box" or "Place the book **on** the shelf." During dressing, say "Put **your** arms through the sleeves." During meals, direct "Put the cup **next to** the plate."

Progress Monitoring

Track accuracy for each specific preposition and pronoun. Note any consistent confusion patterns. Document generalization to novel contexts and instructions.

Implementing Listener 13M: Practical Strategies

Focus Area	Differentiating Relative Attributes (Adjectives and Adverbs)
Implementation Setting	Structured teaching sessions, play activities, daily routines
Materials Needed	Objects with contrasting attributes, pictures showing contrasts, action materials
Data Collection Method	Trial-by-trial recording with notation of specific attributes requested

Attribute Contrasts

Present clear examples of contrasting attributes. Use real objects that demonstrate the contrast (e.g., a full cup and an empty cup). For adverbs, demonstrate actions with clear differences in manner (e.g., walking quickly vs. slowly).

Adjective Pairs

- Big/Small
- Full/Empty
- Hot/Cold
- Clean/Dirty
- Wet/Dry

Adverb Pairs

- Fast/Slow
- Loud/Quiet
- Hard/Soft (hitting)
- High/Low (jumping)
- Near/Far



Implementation Strategies

- Use dramatic demonstrations of contrasting attributes
- Incorporate into sensory activities (e.g., feeling hot vs. cold items)
- Create games that highlight attribute differences
- Point out attributes in natural contexts

Naturalistic Teaching Opportunities

During meals, contrast "hot food" vs. "cold drink." When dressing, discuss "wet raincoat" vs. "dry clothes." During play, request actions like "clap loudly" vs. "clap quietly." In the environment, point out "big trees" vs. "small flowers."

Progress Monitoring

Track accuracy for each specific attribute pair. Note whether adjectives or adverbs are more challenging. Document generalization to novel examples of the same attributes.

Implementing Listener 14M: Practical Strategies

Focus Area	Following Three-Step Instructions
Implementation Setting	Structured teaching sessions, play activities, daily routines
Materials Needed	Various objects for manipulation, open space for movement sequences
Data Collection Method	Trial-by-trial recording with notation of sequence components and order

Sequence Types

Include various types of three-step sequences: object manipulations (e.g., "Get cup, fill with water, bring to table"), motor actions (e.g., "Stand up, clap hands, sit down"), and mixed sequences (e.g., "Touch nose, pick up book, put on shelf").

Teach Individual Components

Ensure each step is mastered in isolation

Combine Two Steps

Practice two-step sequences before adding third step

Add Third Step

Introduce complete three-step sequence

Vary Sequence Types

Practice different combinations of actions and object manipulations

Implementation Strategies

- Begin with logically connected sequences (e.g., steps in a familiar routine)
- Progress to more arbitrary combinations of actions
- Use visual supports initially if needed, then fade
- Incorporate into play scenarios and daily activities

Troubleshooting

If the learner consistently forgets the third step, practice with two steps until fluent, then add the third step with extra emphasis. If sequence order is problematic, use numbered visual cues initially, then fade.

Progress Monitoring

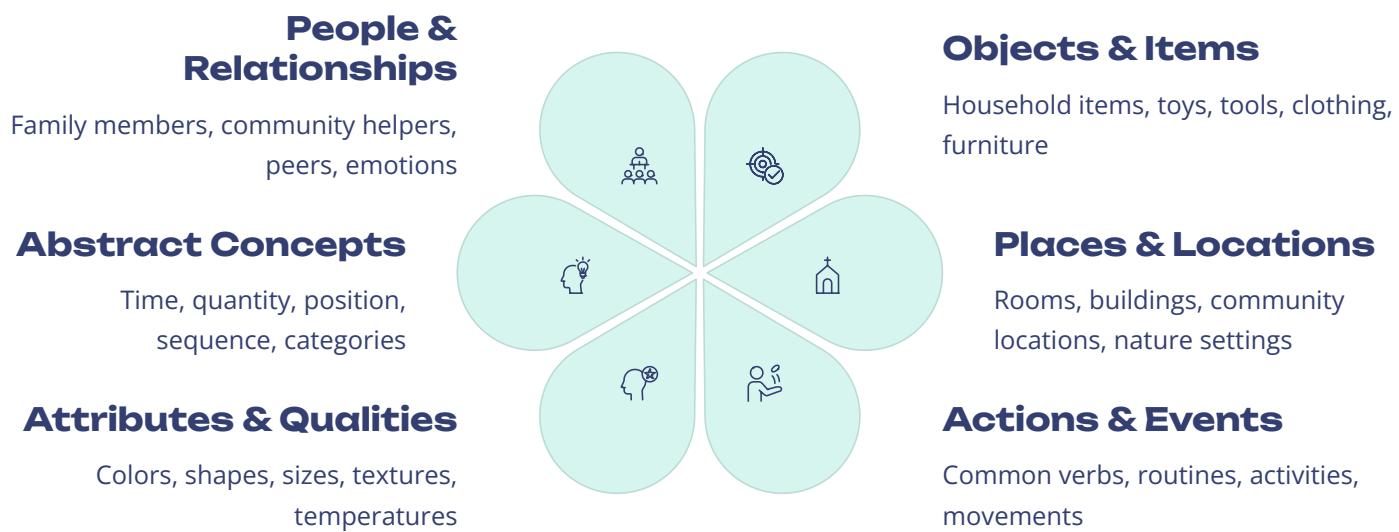
Track accuracy for each sequence type. Note whether errors occur in specific positions (first, second, or third step). Document generalization to novel three-step instructions.

Implementing Listener 15M: Practical Strategies

Focus Area	Building an Expanded Receptive Vocabulary
Implementation Setting	All environments and activities throughout the day
Materials Needed	Books, pictures, real objects, community settings, vocabulary tracking system
Data Collection Method	Comprehensive vocabulary checklist with categories and contexts

Vocabulary Organization

Organize vocabulary teaching by category (animals, food, actions) and by functional relevance. Prioritize words that are most useful in the learner's daily life. Include a mix of concrete nouns, action verbs, descriptive adjectives, and functional words.



Implementation Strategies

- Embed vocabulary teaching in all daily activities
- Use thematic units to focus on related vocabulary
- Create vocabulary-rich environments with labeled items
- Incorporate multimedia resources (books, videos, apps)

Progress Monitoring

Maintain a comprehensive vocabulary checklist. Track mastery across different contexts. Periodically probe for retention of previously learned words. Document generalization to novel exemplars and settings.

Program Implementation Guidelines

Assessment Frequency	Formal probes every 2 weeks, ongoing data collection during sessions
Session Structure	Mix of structured teaching trials and naturalistic opportunities
Generalization Planning	Systematic practice across people, settings, materials, and instructions
Progress Documentation	Data sheets, video samples, periodic formal assessments

 Assessment Procedures Conduct formal probes using novel materials and instructors. Assess both accuracy and response speed. Document generalization across contexts. Compare performance to baseline and previous assessments.	 Teaching Intensity Provide multiple opportunities throughout the day. Aim for at least 10-15 teaching trials per target skill during structured sessions. Embed additional practice in natural routines and activities.	 Team Collaboration Ensure consistent implementation across all team members. Conduct regular team meetings to review progress and adjust strategies. Train all communication partners in prompting and reinforcement techniques.
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Module Progression Guidelines

Move to the next module when the learner demonstrates consistent mastery of the current module's skills. Some modules may be taught concurrently, particularly when they involve different skill domains. Revisit earlier modules periodically to ensure maintenance of skills.

Troubleshooting Common Challenges

- Inconsistent responding:** Check motivation, reinforcement effectiveness, and potential distractions
- Prompt dependency:** Implement systematic prompt-fading procedures
- Lack of generalization:** Increase variety of materials, settings, and instructors
- Regression:** Provide additional practice of previously mastered skills

Parent/Caregiver Training

Provide specific strategies for implementing each module at home. Create simple data collection systems for home use. Schedule regular check-ins to review progress and address challenges.

Program Summary and Resources

Program Overview

The Listener Repertoire Development Program provides a comprehensive framework for building receptive language skills from basic attention to complex instruction following. The 15 sequential modules address increasingly complex listening skills, with specific teaching procedures and mastery criteria for each.

Key Implementation Principles

- Begin with foundational attention and discrimination skills
- Use systematic teaching procedures with clear prompting hierarchies
- Provide multiple opportunities for practice across contexts
- Collect ongoing data to monitor progress and adjust instruction
- Ensure generalization across people, settings, and materials



Recommended Resources

Resource Type	Recommendations
Assessment Tools	VB-MAPP, ABLLS-R, EESA
Teaching Materials	Picture card sets, object collections, digital resources
Data Collection	Trial-by-trial data sheets, digital tracking apps
Professional Development	Training in behavioral teaching techniques, language development

For additional support and resources, consult with speech-language pathologists, behavior analysts, and special education professionals who specialize in language development.