Table of Contents – Tact Development

Tact 1M — Initial Recognition of Everyday Objects and Familiar People

Mastery Criterion	Produces correct tacts for 3 familiar stimuli (objects/people) when presented individually.
Program Goal	Establish a basic verbal repertoire of labeling highly familiar items from the learner's daily environment.
Discriminative Stimulus (SD)	Natural variations, e.g., "What's this?", "Who is that?", "Tell me the name."
Target Behavior	Label with a single clear word (or a functional approximation).
Prerequisite Skills	Basic echoic or listener skills; ability to sustain attention briefly.

Materials Needed

Real photos and 3D objects from the learner's environment (e.g., flashlight, toy cup, fan; photos of mom or a peer).

Teaching Procedure

- Echoic transfer → tact (brief model → open-ended question).
- Listener transfer → tact (point/show → open-ended question).
- Insert short delay (2–5s) before prompting; fade supports gradually.

Tact 1M — Teaching Steps and Strategies

Teaching Steps

- Teach Target A in isolation (1 item).
- Teach Target B in isolation (1 item).
- Randomize A + B with 1 distractor.
- Conduct probe trials without prompts before mastery is confirmed.

Prompting Strategies

Full verbal → partial verbal (first syllable) → gesture → time delay.

Reinforcement Plan

Differential reinforcement for independence and clarity; immediate social praise + quick access to mini-activities (e.g., turn on flashlight for 5–8s).

Error Correction Procedures

Provide short model + immediate repetition (transfer), then retry after 1–2 easier items.

Maintenance and Generalization Strategies

Revisit targets in different rooms and with another adult/therapist.

Strategies to Evoke Responses

Keep item in view, move or make sound briefly, vary distance/angle.

Examples (3 contexts)

Home

"flashlight," "cup"

School

"pencil case," "peer Anna"

Clinic

"fan," "rug"

Error Example & Handling

Error: Says "lamp" for flashlight → Response: "Flash... light. Say it with me: flashlight." (partial verbal), reinforce approximation, re-probe later.

General Notes

Start with short sessions (2–4 min) with high success rates to maintain engagement.

Tact 2M — Expanded Identification of Varied Materials

Mastery Criterion	Correctly labels 6 different stimuli across varied arrangements.
Program Goal	Rapidly increase the learner's vocabulary breadth beyond a single context.
Discriminative Stimulus (SD)	Flexible prompts: "What is it?", "What's this called?", "Tell me the name."
Target Behavior	Respond with the item's name; accept functional approximations with brief modeling.
Prerequisite Skills	Mastery of Tact 1M; ability to work with two distractors present.

Materials Needed

Mix predictable and less obvious items (e.g., video game controller, magnifying glass, spray bottle, wall clock, file folder, uncooked pasta).

Teaching Procedure

Check attention, present sets of 3 items. Vary wording of SDs. Reinforce immediately for correct responses; for approximations, provide model with clear articulation. For errors, record, model, and retest after an easy item. Rotate positions and replace mastered items with new ones to ensure continuous progress.

Teaching Steps

- Set 1 (3 items) → Set 2 (3 items) → Randomize 1+2 with new distractors.
- Conduct mini-probes without prompts every 3–4 trials.

Tact 2M — Additional Strategies

Functional Variation

Incidental teaching: leave spray bottle visible while watering plants, then ask: "What's this?"

Prompting Strategies

Support hierarchy: full verbal → partial verbal → gesture → 3–5s delay.

Reinforcement Plan

Mix social reinforcement with quick access (spray water, flip through magazine), fading tangible reinforcement as independence grows.

Error Correction Procedures

Short model + immediate repetition (not scored as correct); reintroduce later in new order.

Maintenance and Generalization Strategies

Vary surfaces and lighting; label same item across photo/object/illustration.

Strategies to Evoke Responses

Show only part of the item (half of controller) before revealing the whole.

Examples (3 contexts)

Park	Waiting room	Therapy room
"water bottle," "whistle"	"magazine," "key holder"	"folders," "timer"

Error Example & Handling

Error: Says "clock" for "timer" → Model: "ti... mer" + gesture pointing to buttons → retry after 1 easy item.

General Notes

If motivation drops, insert 1–2 high-preference items among neutral trials.

Tact 3M — Labeling Neutral and Low-Preference Items

Mastery Criterion	Labels 8 neutral items (without immediate reinforcing value).
Format	Q&A Style

Q&A Format

Q: Why teach neutral items?

A: To broaden stimulus control and reduce dependence on tangible reinforcers.

Q: What SDs to use?

A: Rotate: "What's this object?", "Give this a name," "Identify this for me."

Q: How to select materials?

A: Common, neutral items: eraser, stapler, grater, hose, clothes brush, paperclip, squeegee, tray.

Q: Essential steps?

- Present sets of 3 with one clear distractor.
- Use listener trials first ("Show me the grater"), then transfer to tact ("And this is…?").
- Insert 3–5s delay before prompting.
- Randomize positions and formats (photo/3D/drawing).

Tact 3M — Additional Q&A

Q: How to prompt without overdependence?

A: Fade gradually: full verbal → partial verbal → subtle gesture; withdraw supports quickly.

Q: How to reinforce?

A: Specific social praise ("Nice job! That's 'stapler'"), alternating with short access (stapling a scrap paper).

Q: How to handle errors?

A: Short model + immediate repetition; retest after 1–2 easy items.

Q: How to maintain/generalize?

A: Label same items in different rooms, in storage boxes, or in black-and-white photos.

Examples (3 contexts)

- School: eraser, stapler
- Outdoor area: hose, squeegee
- Play kitchen: grater, tray

Error Example & Handling

ⓘ Error: Says "brush" for "grater" → Therapist: "This is a gra... ter. Your turn: gra... ter." Reinforce approximation, re-present in different position.

General Notes

If item is aversive (e.g., stapler noise), desensitize gradually before requiring tacting.

Full verbal model → Partial verbal prompt → Subtle gesture → Independent tacting
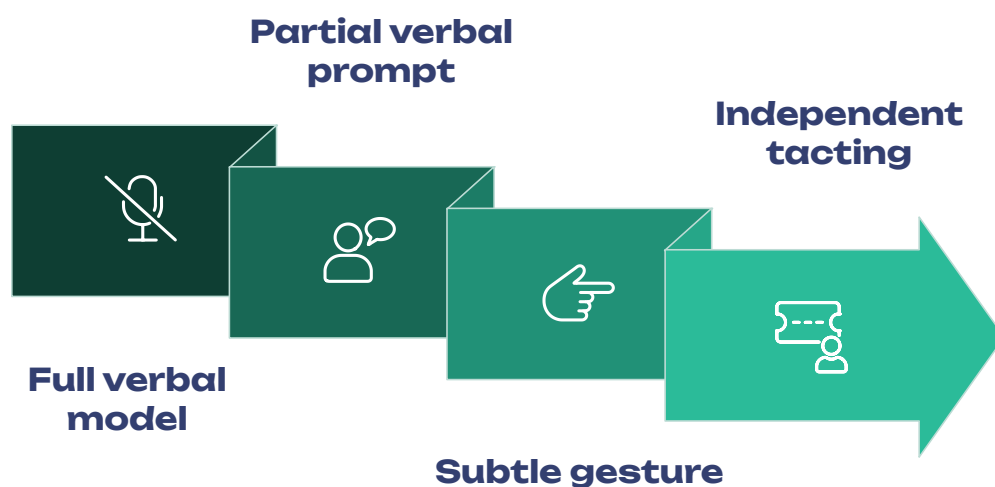
Tact 4M — Spontaneous Tacting in Natural Environments

Mastery Criterion	During free observation, produces at least 3 spontaneous tacts (without direct prompts).
Discriminative Stimulus (SD)	No explicit SD; the environment itself serves as evocative condition.
Target Behavior	Labels initiated independently, without direct commands.

Mini Step-by-Step Guide

Environmental Setup

Place salient visual cues (posters, unusual objects), rotate weekly.

Guided Walkthrough

Walk with learner; narrate minimally and use strategic pauses to encourage initiation.

Covert Prompting

Instead of asking, comment indirectly: "I noticed something interesting over there..." (without pointing first).

Capturing Initiations

If learner labels, expand ("Yes, traffic light. What color do you see?").

Fading Scaffolds

Gradually reduce gestures or gaze prompts.

Quick Documentation

Record opportunities created and genuine spontaneous responses.

Tact 4M — Strategies and Examples

Prompting Strategies

Subtle cues: eye gaze, body orientation, short text cues ("look!"), withdrawn quickly.

Reinforcement Plan

Warm social reinforcement + access to related activity (e.g., after saying "slide," allow one turn sliding).

Error Correction Procedures

If silence persists, provide ecological model ("I see a sign there...") then pause again for new opportunity.

Maintenance and Generalization Strategies

Repeat circuits in different routes (hallway, playground, art room); replicate with another adult.

Strategies to Evoke Responses

Salient contrast (bright object), novelty (swapped picture), unusual placement (book on easel).

Examples (3 contexts)

Park	School hallway	Clinic
"slide," "sand"	"drinking fountain," "clock"	"fish tank," "painting"

Error Example & Handling

Error: Says "thing" while pointing → Therapist expands: "You noticed the fish tank, right? Let's say it again: fish tank." Encourage repetition without direct questioning.

General Notes

If overreliance on questions appears, program silent sessions with strong reinforcement for any learner-initiated labels.

Tact 5M — Independent Labeling Without Echoic Support

Mastery Criterion	Labels 12 items without echoic prompts (after initial probe).
Program Goal	Strengthen independent tacting and reduce reliance on prompts from adults.
Discriminative Stimulus (SD)	Present object/picture with variations: "What are you looking at?", "Tell me what this is."
Target Behavior	Label within 5 seconds without prior model.
Prerequisite Skills	Tolerates brief corrections; able to respond within arrays of 2–3 items.

Materials Needed

Everyday and less predictable items: remote control, magnifying glass, squeegee, flashlight, large clip, mop, strainer, tape measure, USB drive, screwdriver, spray bottle, ink pad.

Teaching Procedure

- [Probe] First trial with no help.
- [Correct] Provide specific social praise + brief access to item (if functional).
- [Approximation] Praise effort, provide accurate model.
- [Error] Record, give short model, re-teach with 1–2 guided attempts, then re-probe.
- Rotate order and placement of items.

Tact 5M — Teaching Steps and Strategies

Teaching Steps

Use sets of 3 items; replace 1 with a new target once another stabilizes.

Prompting Strategies

Only if needed after probe: partial verbal, minimal gesture, short time delay.

Reinforcement Plan

Differential reinforcement for fast and clear responses; fade tangible rewards, maintain specific praise.

Error Correction Procedures

"Short prompt + repeat" → not scored; re-present item after 1–2 correct responses.

Maintenance and Generalization Strategies

Present same items in different colors/sizes; alternate photo vs real object; test at different times of day.

Strategies to Evoke Responses

Functional contrast (USB drive next to paperclip); contextual novelty (use remote to turn something on quickly).

Examples (3 contexts)

1
Living room

remote, strainer

2
School workshop

screwdriver, tape measure

3
Office

ink pad, USB drive

Error Example & Handling

> 🗒 Error: Says "key" for screwdriver → Therapist: "Good try. It's a screw... driver. Say it with me: screwdriver." Reinforce correction, re-probe later unprompted.

General Notes

If motivation drops, insert 1 high-preference target every 3 trials. If response latency increases, reduce distractions and shorten wait time (3–4s) before prompting.

Tact 6M — Expanding Vocabulary Across Visual Contexts

Mastery Criterion	Labels 20 distinct items across different arrays.
Program Goal	Broaden expressive vocabulary beyond initial stimuli, building accuracy and consistency.
Discriminative Stimulus (SD)	"What's this object?", "Tell me the name," "Identify this for me."
Target Behavior	Produce the correct word within 5 seconds.

Materials Needed

Mix functional and less common stimuli: oversized paperclip, ladder, flashlight, toy microphone, pot, folder, helmet, ruler, lamp, eraser, water bottle, tripod, backpack, lab coat, strainer, drum, stool, horn, battery, magnifying glass.

Teaching Procedure

- Present sets of 4 items, varying position.
- On errors: provide short model, then retest in a new order.
- On independent correct responses: deliver differential reinforcement (praise, quick access to item/activity).
- Gradually introduce new items as previous ones are mastered.

Tact 6M — Teaching Steps and Strategies

Teaching Steps

- Teach sets in isolation.
- Gradually mix sets together.
- Randomize across different environments (classroom, hallway, playground).

Prompting Strategies

Partial verbal model → gesture → 3–5s delay.

Reinforcement Plan

Specific social praise + brief tangible access (e.g., manipulate flashlight for 5s).

Error Correction Procedures

Short model + immediate repetition; re-present after an easier item.

Maintenance and Generalization Strategies

Request labeling of same items across photos, real objects, and drawings.

Error Example

Says "fork" for strainer → Therapist: "This is a strai... ner. Say it with me: strainer."

■ Kitchen Items ■ Tools ■ School Supplies ■ Personal Items ■ Electronics ■ Miscellaneous

General Notes

Avoid presenting too many highly similar items within the same set; prioritize variety.

Tact 7M — Generalizing Labels Across Multiple Exemplars

Mastery Criterion	Correctly labels 3 different versions of 40 vocabulary items.
Program Goal	Ensure verbal responses are not tied to a single exemplar.
Discriminative Stimulus (SD)	E.g., "What's this?" when showing variations of the same item.
Target Behavior	Correctly label each variation.

Materials Needed

E.g., 3 types of chairs, 3 types of cars, 3 styles of cups, 3 versions of backpacks.

Chairs   **Cars**

Cups   **Backpacks**
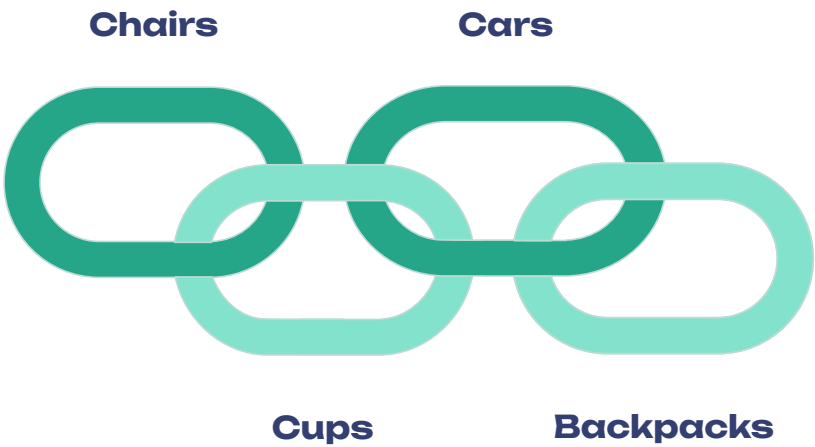
Teaching Procedure

- Present 3 variations of the same item (e.g., real car, photo of car, toy car).
- On errors: provide verbal model and retest.
- Introduce new categories each cycle.
- Rotate stimuli randomly.

Tact 7M — Teaching Steps and Strategies

Teaching Steps

- Initial set of 4 categories.
- Gradual introduction of new categories.
- Randomize with mixed sets.
- Generalize in natural contexts (street, school, home).

Prompting Strategies

Full verbal model → partial verbal → 3–4s delay.

Reinforcement Plan

Differential reinforcement for independence and clarity; quick access to real item when possible.

Error Example

Points to sports car and says "bike" → Therapist: "This is a car. Say it with me: car."

Chairs

Office chair, dining chair, armchair - all labeled as "chair"

Cups

Plastic cup, ceramic mug, glass tumbler - all labeled as "cup"

Backpacks

School backpack, hiking backpack, fashion backpack - all labeled as "backpack"

General Notes

If rigid responses occur, use strong contrasts (disposable cup vs glass cup).
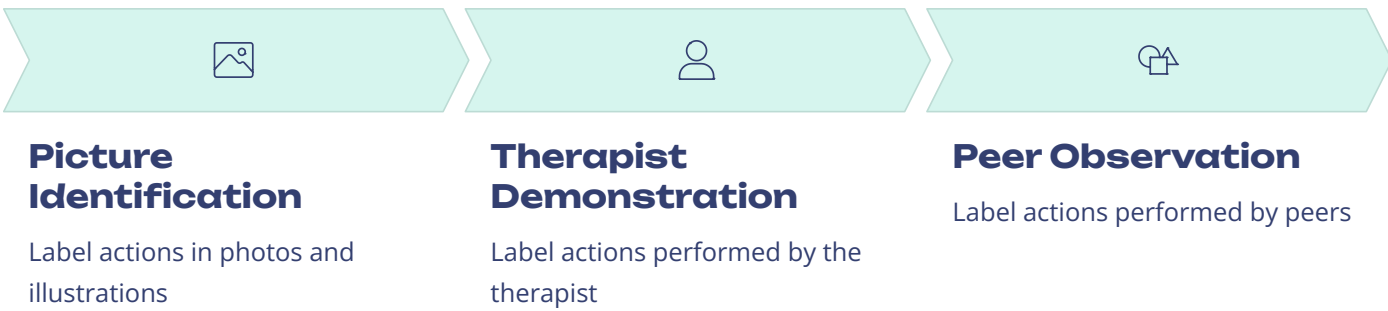
Tact 8M — Labeling Common Actions and Movements

Mastery Criterion	Labels 12 different actions using pictures and live demonstrations.
Program Goal	Expand verbal repertoire to include verbs and everyday movements.
Discriminative Stimulus (SD)	"Tell me what's happening," "What is he doing?", "What am I doing now?"
Target Behavior	Label the action within 5 seconds.

Materials Needed

Examples: jumping, hugging, running, blowing, sweeping, writing, sleeping, climbing, cutting, opening, dancing, drinking.

Teaching Procedure

- Present pictures with actions or perform them directly.
- Reinforce spontaneous responses.
- For errors, provide short model and repeat action slowly.
- Start with concrete actions, then move to abstract ones.

Picture Identification

Label actions in photos and illustrations

Therapist Demonstration

Label actions performed by the therapist

Peer Observation

Label actions performed by peers

Tact 8M — Teaching Steps and Strategies

Teaching Steps

- Label actions in pictures.
- Label therapist's live actions.
- Label peer's actions.

Prompting Strategies

Full verbal → partial verbal → time delay.

Reinforcement Plan

Social praise + brief access to action (jumping together, dancing for 10s).

Error Example

For sweeping action, says "pushing" → Therapist: "Almost! This is sweeping. Say it with me: sweeping."

General Notes

Insert highly motivating actions (dancing, running) between neutral ones to sustain engagement.

Movement Actions

running, jumping, climbing, dancing

Tool Actions

sweeping, cutting, writing, opening

Social Actions

hugging, waving, shaking hands

State Actions

sleeping, drinking, blowing, eating

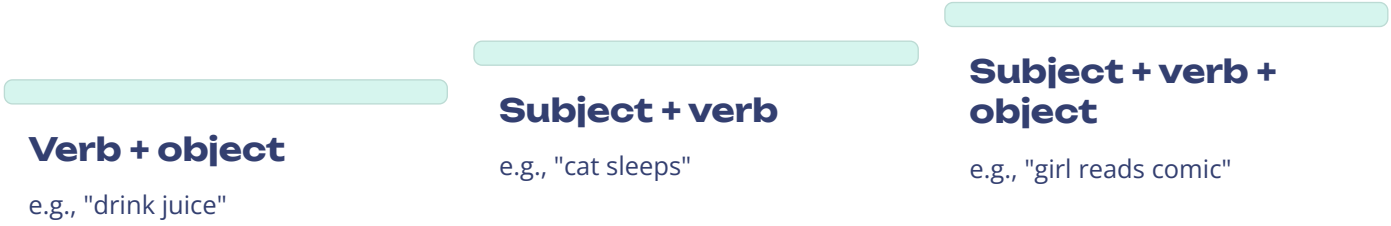# Tact 9M — Producing Two-Component Verbal Combinations

Mastery Criterion	Produce at least 45 subject+verb or verb+object combinations.
Program Goal	Increase language complexity by introducing short sentence structures.
Discriminative Stimulus (SD)	"What is the person doing?", "Tell me about the picture."
Target Behavior	Produce 2–3 word utterances.

Materials Needed

Examples: girl reading a comic, man watering plants, baby sleeping in crib, dog running in park, father adjusting helmet.

Teaching Procedure

- Show pictures or short videos.
- Encourage short descriptions ("girl reading").
- Reinforce spontaneous productions.
- On errors, provide full model and request repetition.

Subject + verb + object

e.g., "girl reads comic"

Subject + verb

e.g., "cat sleeps"

Verb + object

e.g., "drink juice"

Tact 9M — Teaching Strategies

Prompting Strategies

Full model → partial model → time delay.

Reinforcement Plan

Social praise ("Nice job, girl reading comic!") + quick access (flip through comic together).

Error Example

Says only "read" for girl reading comic → Therapist: "Yes, she reads a comic. Say it with me: reads comic."

General Notes

Introduce sentences with varied subjects (animals, adults, children) to promote flexibility and avoid rote responses.

Animal Subjects
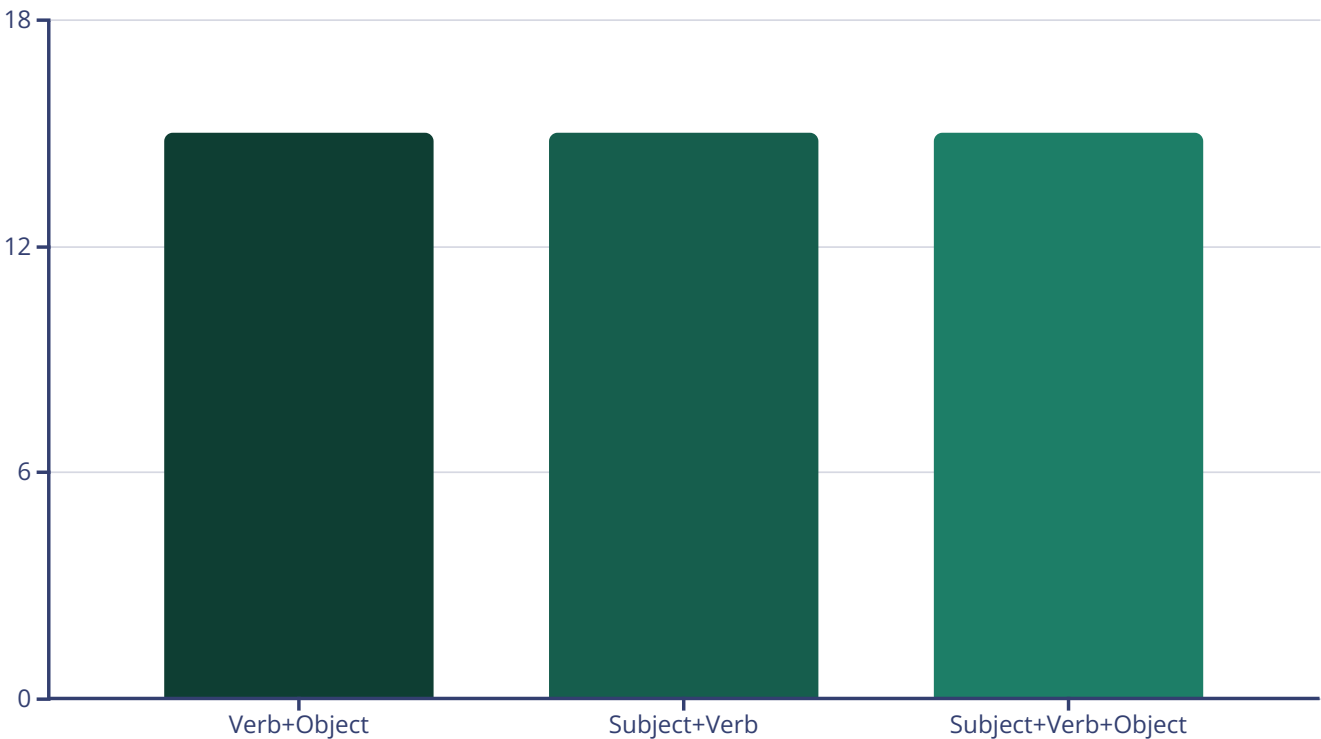
"dog running", "cat sleeping", "bird flying"

Adult Subjects

"man cooking", "woman driving", "teacher writing"

Child Subjects

"boy playing", "girl reading", "baby crawling"

Tact 10M — Broad Expansion of Expressive Vocabulary

Mastery Criterion	Labels 180 words (nouns, verbs, adjectives).
Program Goal	Consolidate a broad verbal repertoire to support natural interactions.
Discriminative Stimulus (SD)	Incidental situations (books, outings, games, conversations).
Target Behavior	Spontaneously label objects, actions, and descriptions without direct instruction.

Materials Needed

Diversified categories:

Objects	Actions	Adjectives
stove, elevator, drum, phone, strainer	sweeping, gluing, driving, blowing, painting	rough, heavy, wet, hot, empty

Teaching Procedure

- Create contexts where learner is naturally engaged.
- Manipulate environment to evoke spontaneous labeling.
- For initial teaching, use sentence starters like "I see..." or "I found a..." alternating with therapist models.
- Reinforce spontaneous emissions; for errors, provide brief model and repeat.
- Fade prompts and tangible reinforcement gradually.

Tact 10M — Teaching Steps and Strategies

Teaching Steps

- Object descriptions in books and cards ("I see an airplane").
- Label items during daily activities ("I found a spoon").
- Include adjectives and attributes in short sentences.
- Keep ongoing record of new words in learner's repertoire.

Prompting Strategies

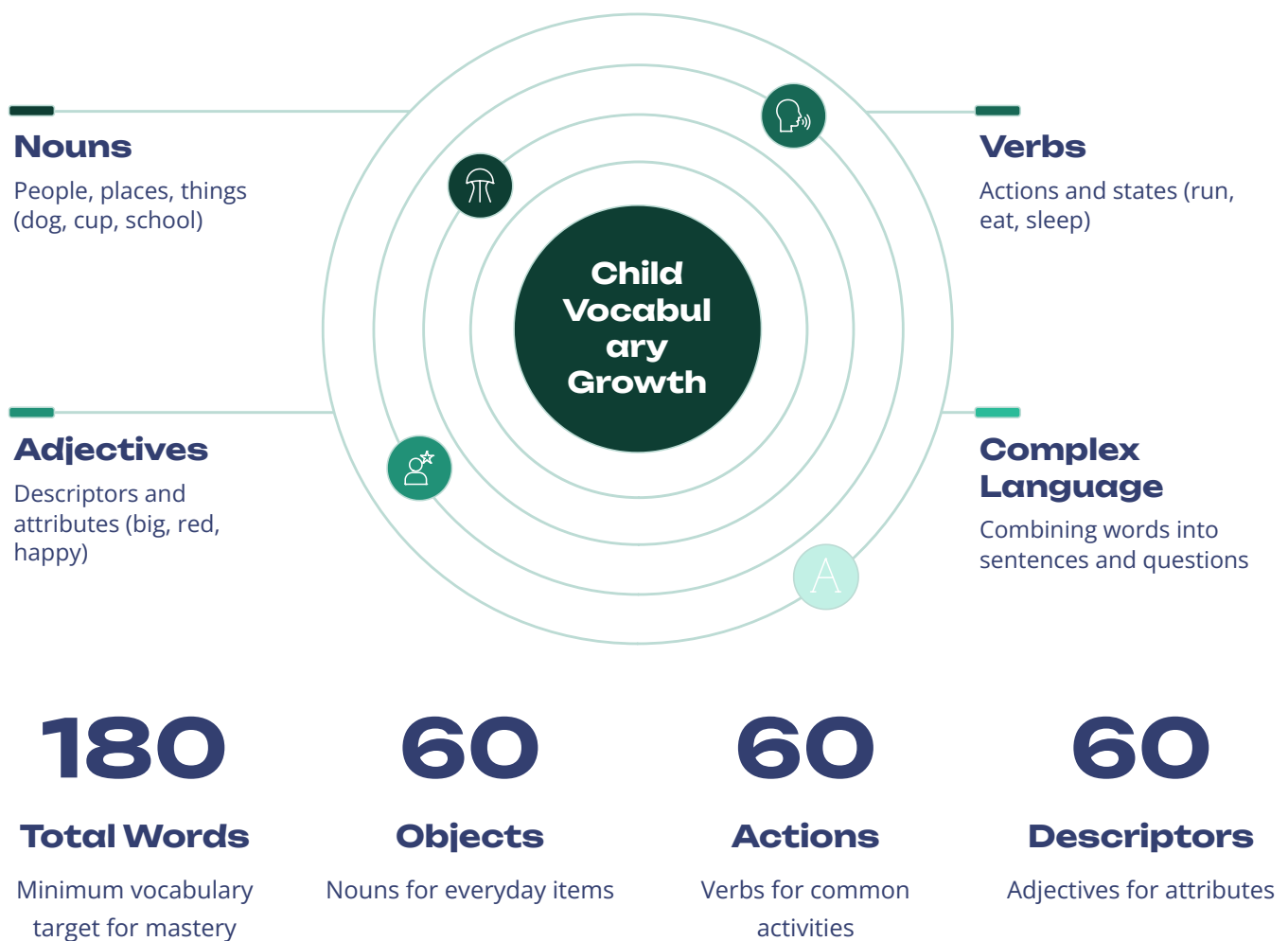Brief verbal model, subtle gesture, or 3–4s delay.

Reinforcement Plan

Social praise + incidental reinforcement (e.g., after saying "ball," play with ball for 30s).

Error Example

Points to stove and says "table" → Therapist: "This is a stove. Say it with me: stove."

General Notes

Value creative or spontaneous descriptions, even if incomplete, before modeling the correct response.

Nouns
People, places, things (dog, cup, school)

Verbs
Actions and states (run, eat, sleep)

Child Vocabulary Growth

Adjectives
Descriptors and attributes (big, red, happy)

Complex Language
Combining words into sentences and questions

180
Total Words
Minimum vocabulary target for mastery

60
Objects
Nouns for everyday items

60
Actions
Verbs for common activities

60
Descriptors
Adjectives for attributes

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Tact 11M — Identifying Color, Shape, and Function of Objects

Mastery Criterion	Label color, shape, and function of 6 different objects across varied trials.
Program Goal	Promote richer, multifaceted descriptions beyond simple naming.
Discriminative Stimulus (SD)	"What color is it?", "What's the shape?", "What is it used for?"
Target Behavior	Respond accurately to each characteristic, progressing toward short descriptive sentences.
Prerequisite Skills	Prior listener experience identifying color, shape, and function.

Materials Needed

Common, manipulable items: plastic cup, book, box, spoon, hat, hairbrush.

Teaching Procedure

- Present 2–3 similar objects and alternate questions about color, shape, function.
- If learner responds with 1 word, expand into a short phrase ("Yes, green round cup for drinking").
- On errors, provide correct model and request immediate repetition.
- Use transfer trials (not scored) to promote independence.

Tact 11M — Teaching Steps and Strategies

Teaching Steps

- Color labeling: learner says "green" → therapist expands: "green cup."
- Shape labeling: learner says "square" → therapist expands: "square book."
- Function labeling: learner says "use for cutting" → therapist expands: "spoon is used for stirring."

Prompting Strategies

Full verbal model → partial model (first syllable) → 3–5s delay.
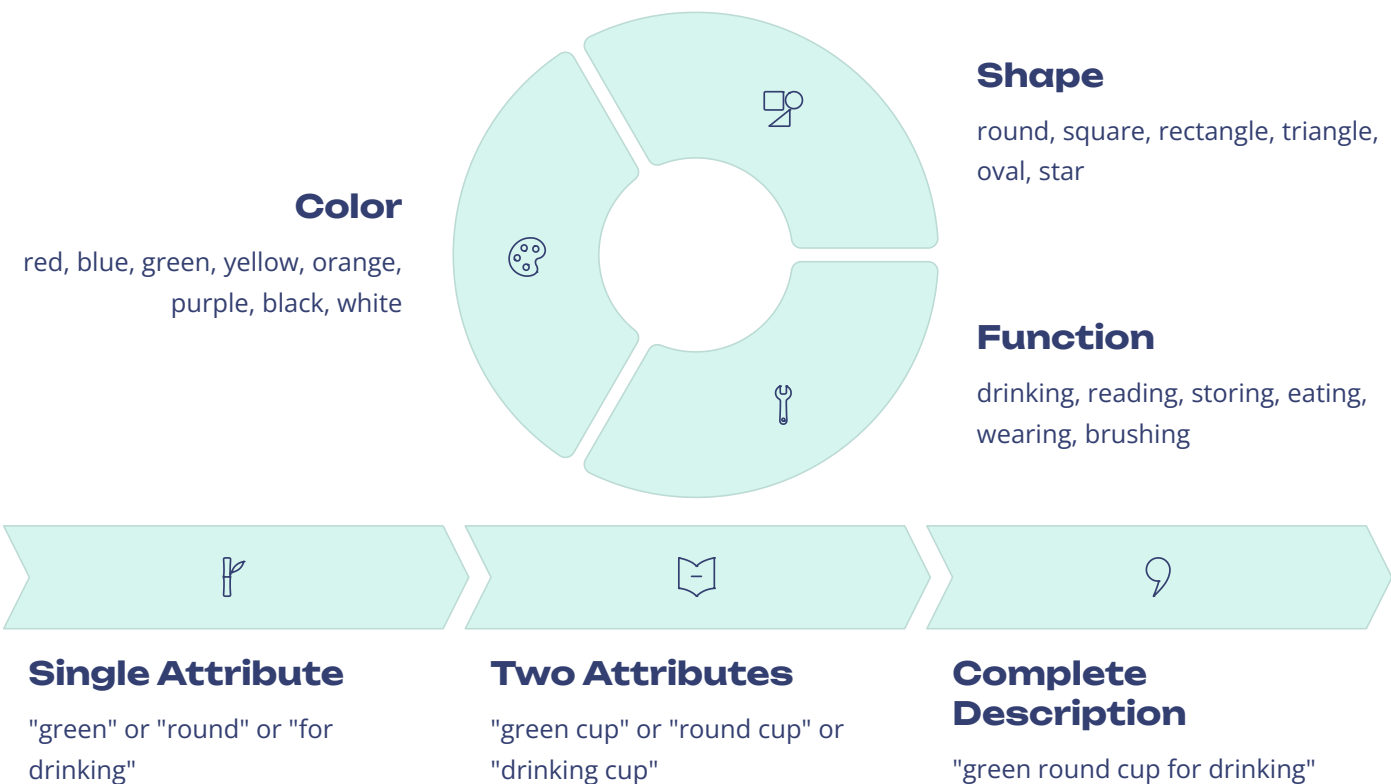
Reinforcement Plan

Specific praise ("Nice job, square book!") + brief access (open/flip through book).

Error Example

Asked "What color is this hat?" → learner says "for the head" → Therapist: "Yes, that's the function. The color is blue. Say it with me: blue hat."

General Notes

Avoid fixed order (always color → shape → function). Randomize questions to build flexibility and attention.

Color

red, blue, green, yellow, orange, purple, black, white

Shape

round, square, rectangle, triangle, oval, star

Function

drinking, reading, storing, eating, wearing, brushing

Single Attribute

"green" or "round" or "for drinking"

Two Attributes

"green cup" or "round cup" or "drinking cup"

Complete Description

"green round cup for drinking"

Tact 12M — Using Prepositions and Pronouns in Different Contexts

Mastery Criterion	Correctly identify 5 prepositions and 5 pronouns in natural situations.
Program Goal	Expand verbal repertoire to include concepts of location, possession, and reference to people.
Discriminative Stimulus (SD)	Prepositions: "Where is the object?", "Where are you?" Pronouns: "Whose is this?", "Who is doing it?"
Target Behavior	Respond with the appropriate preposition or pronoun.

Materials Needed

3D objects and simple figures: cup on top of the table, ball under the chair, doll behind the box, Ana's backpack.

Prepositions

- on
- under
- in
- behind
- in front of

Pronouns

- he/she
- his/hers
- mine/yours
- they/them
- we/us

Teaching Procedure

- Teach prepositions through object manipulation (placing items inside, on top, behind).
- Introduce pronouns in social contexts (who is eating, who is holding).
- On errors: provide short model and immediate repetition.

Tact 12M — Teaching Steps and Strategies

Teaching Steps

- Start with simple pairs (on/under, he/she).
- Progress to more complex pairs (in front/behind, mine/yours).
- Randomize prepositions and pronouns across different contexts.

Prompting Strategies

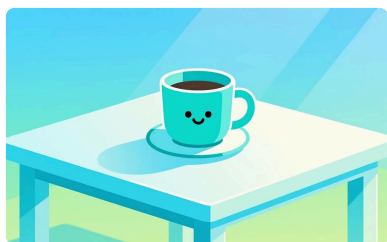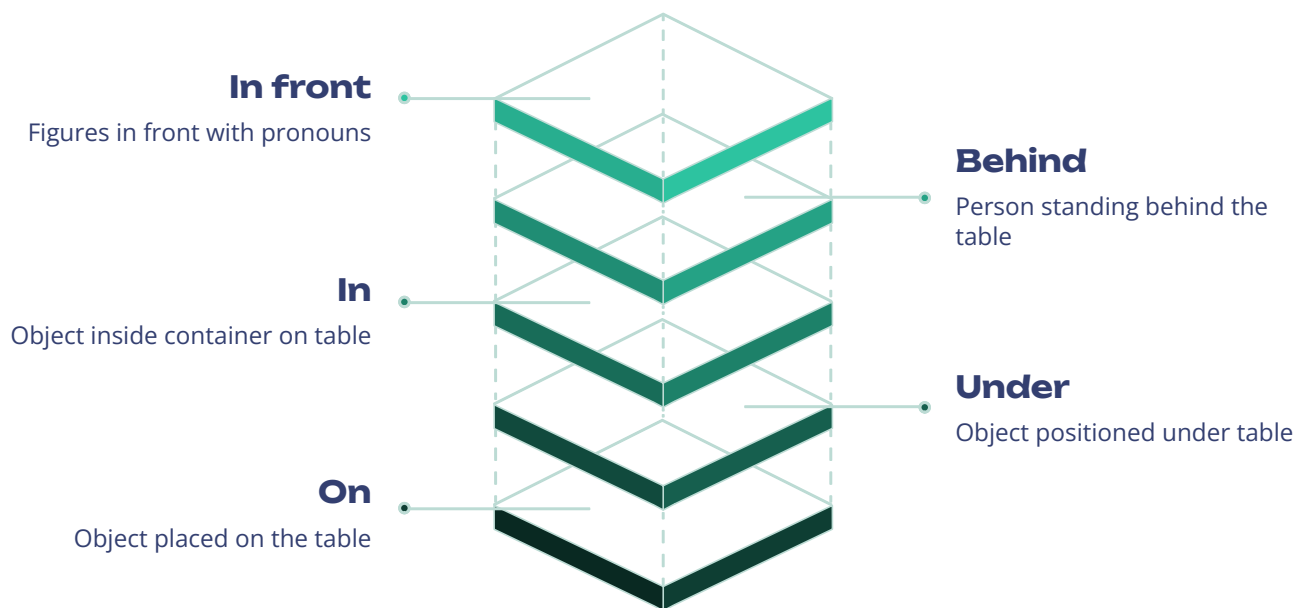Gestures + partial verbal prompts → gradually add delay.

Reinforcement Plan

Immediate social praise ("That's right, on top!") + access to the manipulated object.

Error Example

Q: "Where is the ball?" → Learner responds "on the chair" instead of "under the chair." Therapist: "Look, the ball is under the chair. Say it with me: under the chair."

General Notes

Ensure exposure both in real 3D contexts and flat images.

In front
Figures in front with pronouns

Behind
Person standing behind the table

In
Object inside container on table

Under
Object positioned under table

On
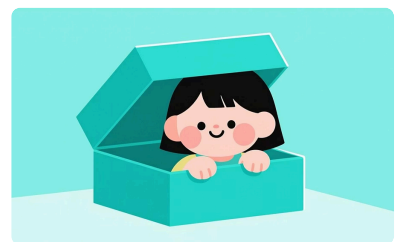Object placed on the table

On
"The cup is on the table."

Under
"The ball is under the chair."

Behind
"The doll is behind the box."

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Tact 13M — Recognizing and Using Adjectives and Adverbs

Mastery Criterion	Correctly label 6 adjectives (excluding colors/shapes) and 6 adverbs.
Program Goal	Enrich descriptive language, enhancing quality and detail of verbal expressions.
Discriminative Stimulus (SD)	"Is this...?", "How is he doing it?", "What's it like?"
Target Behavior	Name characteristics and manners of action within 3 seconds.

Materials Needed

Examples: soft pillow, heavy rock, cold water, sweet cake, fast running, slow music.

Adjectives

- soft/hard
- heavy/light
- hot/cold
- wet/dry
- empty/full
- sweet/sour

Adverbs

- quickly/slowly
- loudly/quietly
- carefully/carelessly
- happily/sadly
- easily/difficultly
- gently/roughly

Teaching Procedure

- Present contrasting pairs (light vs heavy, fast vs slow).
- For correct responses: social praise + expand into short phrase ("Yes, heavy rock").
- For errors: provide model + request repetition.

Tact 13M — Teaching Steps and Strategies

Teaching Steps

- Teach contrasting pairs.
- Randomize all learned pairs.
- Generalize to new contexts (slow run in the playground, loud music in class).

Prompting Strategies

Full model → partial verbal → gesture → 3s delay.

Reinforcement Plan

Specific praise + brief access to action (e.g., run fast together).

Error Example

For soft pillow, learner says "big." → Therapist: "This is soft. Touch it and say with me: soft."

General Notes

Avoid only picture-based training; include real objects and sensory experiences.

Quickly

"The child is running quickly."

Slowly

"The person is walking slowly."

Soft

"The pillow is soft."

Hard

"The rock is hard."

Tact 14M — Constructing More Complex Sentences With Multiple Descriptors

Mastery Criterion	Produce 4–6 word sentences when describing objects.
Program Goal	Increase syntactic complexity and richness of descriptions.
Discriminative Stimulus (SD)	"What is this?", "Tell me the whole sentence about the object."
Target Behavior	Produce complete sentences with nouns, adjectives, quantity, possession, or function.

Materials Needed

Multifaceted objects: large yellow block, João's red backpack, small toy car, heavy blue box.

Teaching Procedure

- Start with 2-word phrases ("green cup").
- Gradually expand to 4–6 word sentences.
- For correct responses: deliver differential reinforcement.
- For errors: provide full model + immediate repetition.

Color + noun

"green cup"

Size + color + noun

"big blue box"

Quantity + descriptors + noun

"three large yellow blocks"

Possession + descriptors

"João's red backpack"

Longer sentence

"João's red backpack falling on the floor"

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Tact 14M — Teaching Strategies

Prompting Strategies

Partial verbal model + gestures (point to feature).

Reinforcement Plan

Social reinforcement + brief object manipulation.

Error Example

Learner says only "backpack." → Therapist: "Good! Now say: João's red backpack."

General Notes

Accept creative variations (e.g., "heavy yellow block") as part of natural progress; expand gradually toward greater complexity.

Simple
"green cup"

Moderate
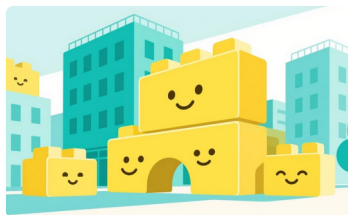"big blue box"

Complex
"three large yellow blocks"

Advanced
"João's red backpack falling on the floor"

Simple Noun

Noun + Adjective

Article + Noun + Adjective
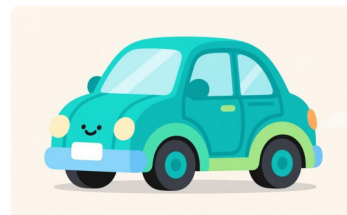
Full Descriptive Sentence

Quantity + Size + Color + Noun
"Three large yellow blocks"

Possession + Color + Noun
"João's red backpack"

Size + Noun + Function
"Small car for playing"

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Tact 15M — Advanced Consolidation and Expansion of General Vocabulary

Mastery Criterion	Achieve a consolidated repertoire of approximately 900 functional words (nouns, verbs, adjectives, adverbs).
Program Goal	Build a broad verbal foundation useful for functional and academic communication.
Discriminative Stimulus (SD)	Natural interactive situations: "What's happening here?", "What do you see?"
Target Behavior	Spontaneously label items, actions, descriptors, and events across varied contexts.

Materials Needed

Diverse activities and routines: book reading, outings, board games, cooking, music, sports.

Teaching Procedure

- Create natural opportunities for labeling.
- Record new vocabulary systematically.
- Reinforce spontaneous productions.
- Expand toward increasingly complex descriptions.

900
Total Words
Comprehensive vocabulary target

300
Nouns
Objects, people, places

250
Verbs
Actions and states

200
Adjectives
Descriptors and qualities

150
Other
Adverbs, prepositions, etc.

Tact 15M — Teaching Steps and Strategies

Teaching Steps

- Monitor vocabulary growth with weekly records.
- Propose description challenges in new contexts.
- Vary settings and communication partners.

Prompting Strategies

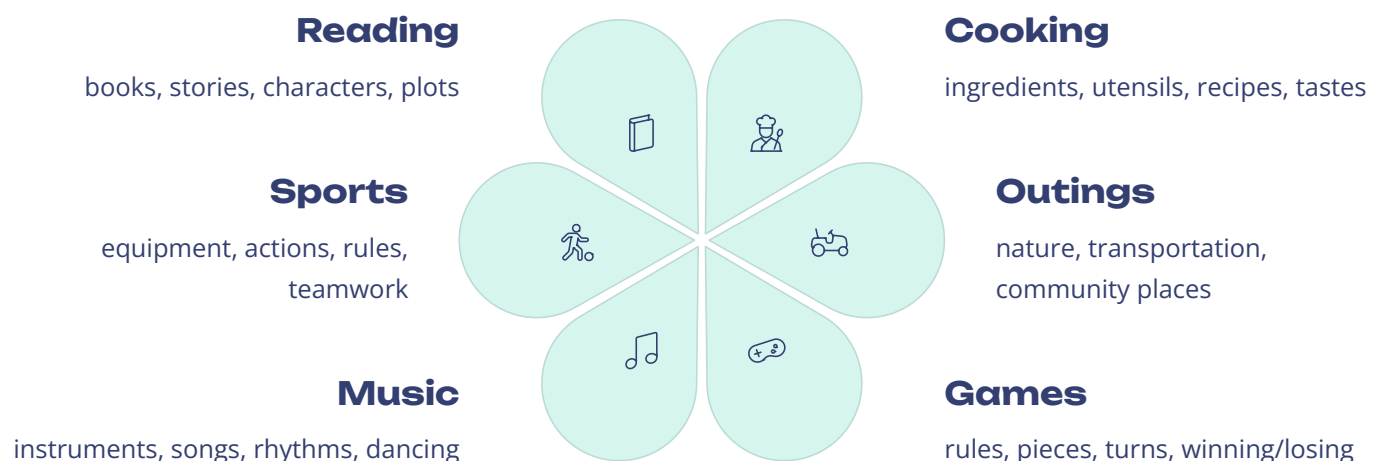Brief verbal model or contextual cue, faded progressively.

Reinforcement Plan

Strong social reinforcement + access to preferred activities (e.g., after naming objects in the kitchen, participate in cooking).

Error Example

Learner says "food" for "cake." → Therapist: "Yes, it's food, but the specific name is cake. Say it with me: cake."

General Notes

Value not only the quantity of words but also functionality and natural variation across environments.

Reading
books, stories, characters, plots

Sports
equipment, actions, rules, teamwork

Music
instruments, songs, rhythms, dancing

Cooking
ingredients, utensils, recipes, tastes

Outings
nature, transportation, community places

Games
rules, pieces, turns, winning/losing

Program Implementation Guidelines

Sequential Progress

Move through modules in order, ensuring mastery of each before advancing. Some learners may progress quickly through early modules while others require extended practice.

Data Collection

Maintain systematic records of mastered vocabulary, error patterns, and generalization across settings. Use this data to guide instructional decisions and pace.

Environmental Arrangement

Structure the learning environment to maximize opportunities for spontaneous tacting. Rotate materials regularly to maintain novelty and interest.

Consistency Across Settings

Ensure all communication partners (therapists, teachers, family members) use consistent prompting and reinforcement strategies. Share vocabulary lists across environments to promote generalization.

Individualization

Adapt the program to match the learner's interests, strengths, and challenges. Select vocabulary that is functional and motivating for the individual learner's daily life.

Troubleshooting Common Challenges

Prompt Dependency

"If the learner becomes dependent on prompts, increase the delay before providing assistance and reinforce any independent attempts, even if imperfect."

Limited Generalization

"When vocabulary doesn't transfer to new settings, systematically practice with varied materials, people, and environments. Use multiple exemplars of each concept."
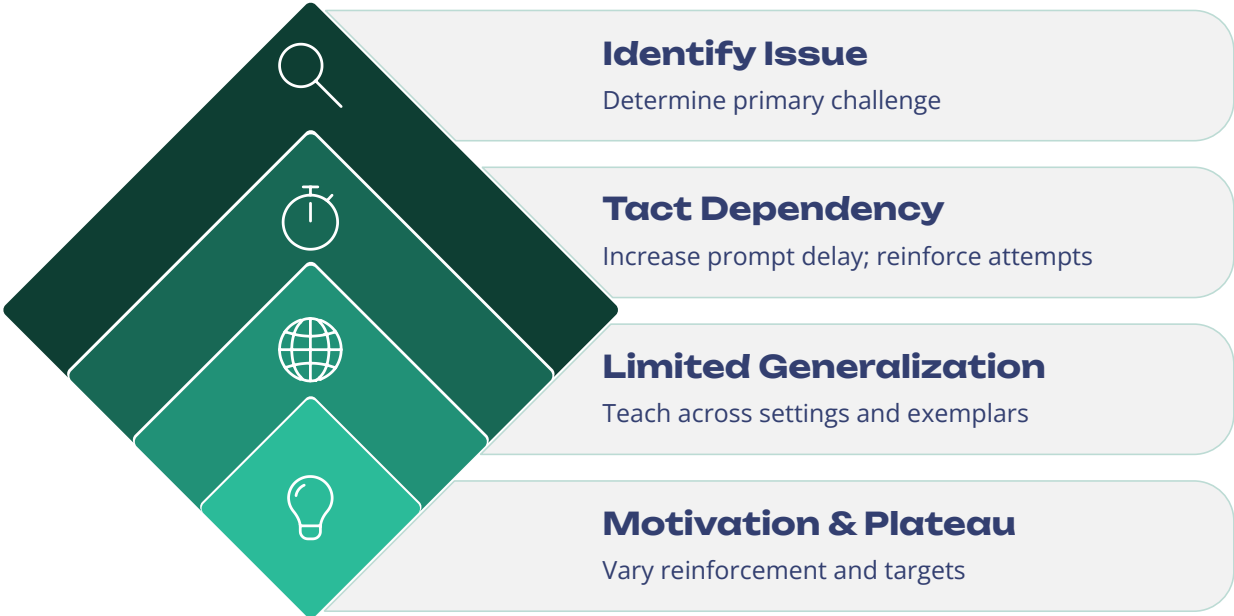
Motivation Challenges

"For learners with fluctuating motivation, embed tacting opportunities within preferred activities and use high-interest materials. Pair neutral items with preferred ones."

Rote Responding

If the learner develops scripted or rote responses, vary the question format and presentation order. Introduce novel items regularly and reinforce flexible, spontaneous language.

Plateau in Progress

When progress stalls, revisit earlier modules to strengthen foundations. Consider adjusting the reinforcement schedule or introducing new contexts to revitalize learning.

Identify Issue
Determine primary challenge

Tact Dependency
Increase prompt delay; reinforce attempts

Limited Generalization
Teach across settings and exemplars

Motivation & Plateau
Vary reinforcement and targets

Program Success Indicators

80%

Spontaneous Use

Percentage of opportunities where learner independently tacts without prompting

90%

Accuracy

Percentage of correct labels when asked to identify items

75%

Generalization

Percentage of mastered vocabulary used correctly across different settings

Qualitative Indicators

Functional Communication

Learner uses tacting skills to communicate needs, share interests, and engage in social interactions

Novel Combinations

Learner creates new word combinations not directly taught, showing linguistic creativity

Reduced Prompting

Learner requires minimal prompting across environments and with different communication partners

The ultimate goal of this program is to develop a robust tacting repertoire that supports functional communication, academic learning, and social interaction. Success is measured not just by vocabulary size, but by the learner's ability to use language spontaneously and meaningfully in everyday life.