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Vocal Manding Evaluation Form

Teacher: _____ Competency Conducted by: _____

Instructions: Use a rating scale of "+" to indicate that the skill did occur and "-" to indicate that the skill did not occur. At the end of the evaluation period, tally the total number of "+" and "-" and calculate the percentage of correct responses. The shaded areas indicate critical skills; if these skills are not observed it will result in failing the competency.

	Date	Remediation Date	Re-Assessment Date
Area One: Organization			
Instructional area is neat and clean			
Lesson plan is developed and appropriate (if necessary)			
All materials needed are organized and ready			
Variety of potential reinforcers are available			
Recommendation based on previous competency:			
Area Two: Instructional Delivery			
Accurately conducts first trial probes for vocal mand probe targets before beginning to teach			
Teacher actively builds/contrives MO			
Teacher captures naturally occurring MOs			
Teacher confirms there is an MO for item (s)			
Teacher uses least intrusive but most effective prompt			
Teacher fades prompts appropriately			
Stimulus control transfer is done appropriately			
Item name is said many times during and after delivery of Sr+			
Teacher provides adequate number of teaching trials per day			
Variety of stimuli (multiple exemplars) used to teach the same mand whenever possible/appropriate			
Teacher conducts discrimination training across as many Sr+ as possible			
Varies elements of teaching procedures based on unique teaching situation			
Area Three: Shaping Vocal Productions			
Teacher holds up item and learner mands with no prompts			
Teacher implements a _____ second time delay			
If the learner emits the target vocal production within the time delay period, the teacher immediately delivers the reinforcer			

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	Date	Remediation Date	Re-Assessment Date
If the learner doesn't emit the target vocal production, the teacher withholds reinforcement and states the item name			
If the learner emits the target vocal production the teacher reinforces immediately			
If the target approximation is not reached the teacher presents the word up to 3 -5 times before differentially reinforcing			
Consistently implements vocal shaping procedures			
Area Four: Reinforcement			
Teacher differentially reinforces approximations with a greater or lesser magnitude of reinforcement when appropriate/applicable			
Area Five: Error Correction			
Scrolling procedure is implemented correctly			
Other learner-specific error correction procedures (e.g., repetitive mand procedure) are implemented correctly			
Area Six: Problem Behavior Management			
Correctly implements problem behavior reduction procedures specific to manding			
Maintains composure during behavior reduction procedures			
Accurately records behavior data (80% IOA)			
Area Seven: Data Collection			
Data collection doesn't interfere with instruction			
Vocal mand probe data are accurately recorded (80% IOA)			
All mands are accurately recorded (80% IOA)			
Data for controlling variables for each mand are accurately recorded (80% IOA)			
Target approximation or sound is recorded accurately on data sheet (80% IOA)			
Other learner specific data (e.g., scrolling, repetitive, inappropriate autoclitic) are accurately recorded (80% IOA)			
Rate of mands are calculated and graphed daily			
Data for vocal categories of productions are calculated and graphed daily			
Other learner-specific mand graphs are graphed daily			
Area Eight: Avoids Common Mistakes			
Initial mands are dissimilar topographies			
Initial mands are from several motivational categories			
Appropriate number of teaching targets (vocal mand probes) are identified			
Teaches mands that are specific (e.g., puzzle, ball, cookie), NOT general (e.g., more, eat, toy, all done)			
Teaches mands of appropriate complexity based on learner's skills			

	Date	Correct (+)	Incorrect (-)	% Correct	Pass/Fail
Initial Assessment					
Remediation					
Re-Assessment					

Impressions: _____

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Targets:

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