

# Verbal Operants

The first parent training session will focus on the verbal operants developed by Skinner. We use these terms daily within your child's program. A better understanding of these verbal operants will help you implement various components of your child's programs into your daily life.

**Mand** - Requesting or asking for a desired item.

Examples:

Child asks 'Can I have a candy?'

Child says 'candy' because he/she wants the candy

**Receptive** - Following directions or responding to the requests of others.

Examples:

Child touches the ball when someone else says 'touch the ball'

Child gets the ball when asked to get the ball

Child puts their apple in the garbage when told 'put apple in the garbage.'

**Tact** - Labeling an item, action or property of an item that is present.

Examples:

Child names an item when asked 'what's this?'

Child names an item when asked 'what do you see?'

Child names an item when asked 'what goes meow?' the item is present

**Intraverbal** - Responding to something a person says which relates to an item, action or property which is not present.

Examples:

Child names an item when asked 'what goes meow?' and the item is NOT present

Child fills-in the phrase 'row row row your...'

Child answers the question 'what did you do at Portia today?'

**Echoic** - Repeating what another person has said

Examples:

Child says car because mom says car (not because they want the car)

**FFCs - Features, Functions and Classes.** Features are parts of items and descriptions of items. Functions are the actions that typically go with the items or what one does with the items. Classes are the groups that the items belong to (categories). Once a child can ask for items and label items we teach FFCs. These are taught receptively, as a tact and as an intraverbal.

Examples:

Apple:

Features: stem, round, peel

Function: peel it, eat it

Class: food, things we eat