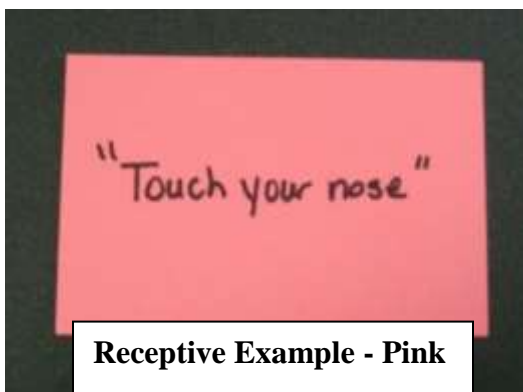


# Card Organization for Intensive Teaching

## NON-Picture cards

1. Use **pastel colored** and **white 3 X 5** note cards for teaching skills. Record the discriminative stimulus ( $S^D$ 's) for **mastered** items on the index cards according to a color-coded system based on skill sets that include the operants. Colors are as follows:
  - **RED:** Listener responding (receptive discrimination skills that you do not use pictures for such as, “touch your nose”, “stand up”, “show me laughing”)
  - **GREEN:** Tacts (tacts that do not have pictures/objects for example, “This is my nose”, “what am I doing?” laughing)
  - **BLUE:** Intraverbal skills
  - **PURPLE:** Motor Imitation skills
  - **YELLOW:** Echoic skills
  - **WHITE:** Visual Performance – rarely used because the items themselves usually serve as cues for the teachers; however there may be cases where the card can be helpful for any specific instructions.
2. Begin creating “known” cards for the student.
  - a. Record the discriminative stimulus ( $S^D$ 's) for **mastered** items on the index cards according to the color-coded system above. Place what the teacher is to say in quotes and the student's response below not in quotes (may be helpful to underline the student's response). Receptive responses will not appear on the card since the response is Non-verbal. The student will perform your directions as stated on the card. (See receptive example below)
  - b. Record each student's initial on the back of any programming cards (Language Builder (LB) cards, colored “known” cards, etc.) This will prevent confusion or mix-ups among student cards.



Do not create colored cards for tasks such as putting puzzles together. These skills can be maintained in natural environment teaching (NET) or when doing leisure or independent activities. We also avoid having a student perform skills such as “go jump on a trampoline” during IT, for instance, as this would slow down instruction time and it may be difficult to regain instructional control with your student. These mastered skills can be maintained where longer breaks are possible, in the NET, or during leisure/playtime.

3. Once all **colored** cards are written out, shuffle them so that the operants and skills are mixed and varied.
4. Place the cards in a medium sized container. You can buy/create containers considering the card size and number of cards.
5. Begin using the cards from the front to the back. Create a marker that states “START HERE” that is slightly taller than the 3 X 5 cards. Place it in the back of the box. If you do not get through the entire stack of cards in a session, place the used cards behind the marker with the **unused** cards in front of the marker. This will indicate which cards to use in the next session. When you

come across the “start here” card it means you have gone through all the cards and, at this point you should shuffle all the cards and start over. Shuffling the used cards prevents rote responding.

### Bin examples for cards:



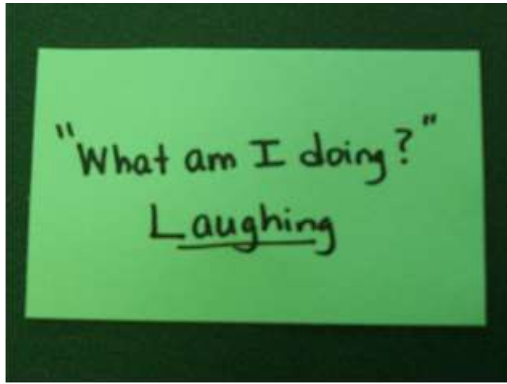
### Colored Card Samples

**Receptive – Pink**

**Imitation -**



## Tact – Green

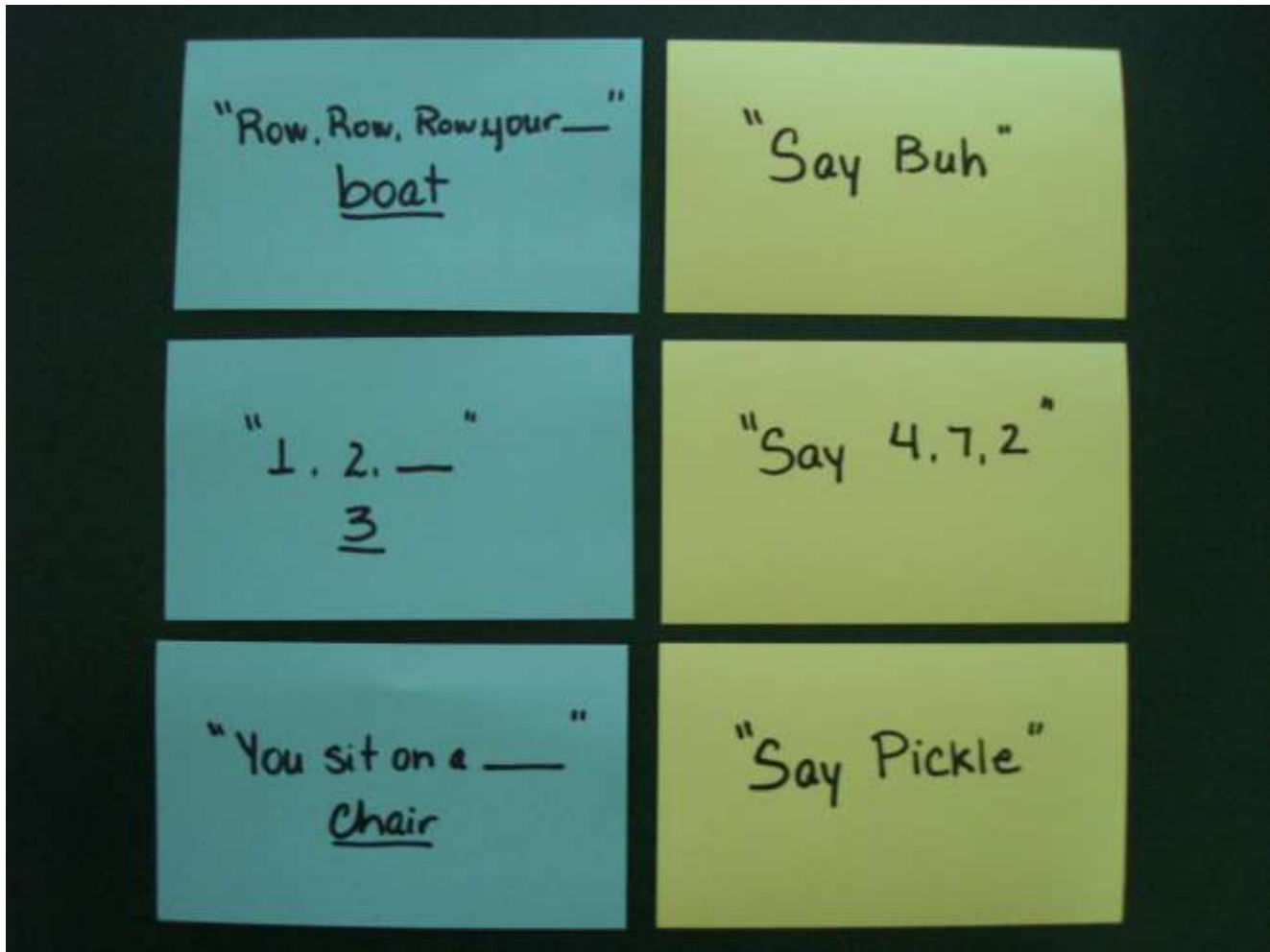


Many tacts are pictures or objects that do not require being written on a card. Refer to #3 above for more information on picture cards.

## Color Card Samples

### Intraverbal – Blue

### Echoic - Yellow



**For teaching and correcting intraverbals, it is best to use a tact prompt. For this reason, we recommend gluing the picture needed to prompt right on the back of the card as shown below:**

**Front**



**Back**



**PICTURE CARDS** (shown right)

It is recommended to teach all items as both tact and receptive before including them in “knowns”. However, if there are some items that are only known as receptive or tact, these should be marked in some fashion. Put colored dots on the back of *Language Builder* (picture) cards that are “knowns”. Red dots = known receptives, green dots = known tacts. m. (Red and green markers, pencils, or stickers can be used to make the dots.) Keeping separate piles of cards for receptive discrimination vs. tacts helps increase the flow of presentation, since you don’t have to check the back of the card before you present it. Optional: you can pencil in “M” (mastered) or “T” (target) under the specific colored dot to alert the instructor to the student’s instruction level with that specific picture card. (If you have already devised a system for noting this and it is effective, continue to use it). If you are not using *Language Builder* picture cards, create picture cards from clipart, Google free pictures, or use specific picture making software.



**MATCH TO SAMPLE**

To increase efficiency of time and promote more effective delivery, keep a separate stack of pictures for matching (identical pictures, non-identical, associated pictures, etc.) according to student’s matching skills. You may do the same with objects. Organize a container with mastered matching objects possibly bagged to reduce hunting for the matches.

## **TARGETS**

All targets are kept separate from “known” cards.

1. Use a glide zip lock sandwich/quart size bag.
2. Place the student’s name on the bag and mark the bag as “targets”
3. Place targets that you are teaching for that week in the correct bags.

By placing the targets in separate, labeled baggies, there is no confusion among instructors as to which is a “known” skill and which is a “target” or whose targets are whose.

You may also code the targets by placing a code sticker on the bottom right hand corner of the card (optional). Once the target is mastered, remove the sticker (if any has been placed) and place the card in the “known” box so that the student maintains the skill. Then place new targets in the baggies.

## **Presentation of Cards**

Each individual’s presentation may differ and be equally efficient and effective. The key is effectiveness and efficiency!!! At first, your presentation will be slow due to learning this new skill. Over time, you will become fluent with your skills and become much faster.

Below are general guidelines for card presentation.

- Place the known colored card pile and the picture card pile beside each other and in front of you on the table. Place targets off to the side in a third pile out of the baggies. Writing or pictures on the cards should be facing you. Take a card off of the pile and place it face up in front of you and its pile. This will allow you to read the card plus see the upcoming card.
- For students who don’t have all pictures mastered as tacts, place each pile (mastered receptive and mastered tacts) to either side of the colored card pile. In this case, you will put out your field for receptive discrimination from the receptive pile and present tacts interspersed with the colored index cards 1-3 at a time.
- Intersperse picture cards and operants cards during the presentation. (mix and vary instruction).
- Introduce the target at the appropriate time (see effective teaching practices) and keep it available for the check trial. Once the check trial is successful, put it back in its place for representation later in the session.
- If you get confused during card presentation, give the student in reinforcement and regroup. Don’t let the student set idol while you regroup. However, make sure you do not deliver reinforcement if student is engaging in problem behavior.

- Bring the student's roll cart next to you and have all materials ready prior to bringing the student to the session. Down time increases likelihood of problem behaviors occurring and/or loss of instructional control by the instructor.
- Make sure that all reinforcers used during that session have value. In other words, check for motivation prior to instruction. The student may also mand for items which signals their value.
- Have reinforcers ready and within your reach and not the student's reach.
- Remove any clutter from the instruction area that might pose a distraction or reduce your efficiency.
- Make sure that the work station "fits" you and the student. Is the student seated in a position to have good view of the materials? Can the student appropriately respond with receptive or imitative responses due to seating arrangement? Can you reach the child to provide physical prompts if necessary? Is the table big enough to place all of the items on it necessary for instruction? Do you have your roll cart beside you?