

PRE-ACADEMIC MENTAL SKILLS

I. PERFORMANCE READINESS

This section is designed to train functional readiness skills related to general performance (e.g. coming and sitting on command) and verbal communication (e.g. responding appropriately to interrogatives).

It is suggested to consider using the skills from *ESTABLISHING YES/NO RESPONSES* to the end of the section as pre-requisites to training the Concept Development Questions (the question-tasks) that appear throughout the TAXONOMY. Understanding interrogatives and accurately using *yes* and *no* are obviously important to any question-and-answer format. In addition, if a client has been trained to accurately and consistently use *yes* and *no*, many Concept Development Questions that appear too difficult for the client to answer could be restructured by the instructor to elicit verbal or non-verbal *yes* and *no* responses. Such an alternative method may prove to be invaluable at times in helping determine client's knowledge of the target concept.

The TAXONOMY does not develop a formal speech and language program since excellent materials already exist on the subject and it is believed this aspect of a client's training is best handled by specialists in this area. The language-oriented skills in Section I are not, therefore, intended to be used as a substitute for available professional language training services.

245.1 ESTABLISHING ATTENDING BEHAVIOR I: Coming And Sitting On Command

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to come and, when appropriate for the activity, to sit. Entries are provided below for instructor to indicate verbal cue client is to be given (e.g. "Bill, come here." "Bill, come, sit."); number of times verbal cue may be given (e.g. twice); maximum length of time until client reaches designated area (e.g. 15 seconds); and activities client is to perform standing and sitting (e.g. washing hands, getting coat, working puzzle, eating lunch).

Verbal cue client is to be given: Number of times verbal cue may be given:

Maximum length of time until client reaches designated area:

Activity(ies) client is to perform standing: Activity(ies) client is to perform sitting:

- Client responds to verbal cue (e.g. looks at instructor, stands up)
- Approaches designated area (e.g. chair)
- Reaches designated area (e.g. sits in chair)
- Reaches designated area within maximum length of time indicated in directions

245.2 ESTABLISHING ATTENDING BEHAVIOR II: Remaining In Designated Area

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to remain in designated area to perform an activity until given permission to leave area (e.g. client is asked to sit in chair and look at magazine until timer rings). Entries are provided below for instructor to indicate activity(ies) client is to perform, and length of time client is to remain in designated area (e.g. 5 minutes).

Activity(ies) client is to perform:

Length of time client is to remain in designated area:

- Client comes to designated area on command (Use skill 245.1 if formal training on coming and sitting on command is necessary)
- Remains in designated area for length of time indicated in directions

245.3 ESTABLISHING ATTENDING BEHAVIOR III: Remaining Quiet

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity quietly (i.e. without *incompatible* vocalization such as babbling or talking to self). Entries are provided below for instructor to indicate activity(ies) client is to perform, and length of time client is to remain quiet (e.g. 5 minutes).

Activity(ies) client is to perform:

Length of time client is to remain quiet:

- Client comes to designated area on command (Use skill 245.1 if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use skill 245.2 if formal training on remaining in designated area is necessary)
- Remains quiet for length of time indicated in directions

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246.1 ESTABLISHING ATTENDING BEHAVIOR IV: Remaining Still

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity while remaining still (i.e. without *incompatible* motor movement such as rocking or foot tapping). Entries are provided below for instructor to indicate activity(ies) client is to perform, and length of time client is to remain still (e.g. 5 minutes).

Activity(ies) client is to perform:

Length of time client is to remain still:

- Client comes to designated area on command (Use skill 245.1 if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use skill 245.2 if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use skill 245.3 if formal training on remaining quiet is necessary)
- Remains still for length of time indicated in directions

246.2 ESTABLISHING ATTENDING BEHAVIOR V: Orientation Of Body

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity while keeping his or her body properly oriented to the activity (e.g. client works puzzle while sitting frontward in chair and facing table). An entry is provided below for instructor to indicate activity(ies) client is to perform.

Activity(ies) client is to perform:

- Client comes to designated area on command (Use skill 245.1 if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use skill 245.2 if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use skill 245.3 if formal training on remaining quiet is necessary)
- Remains still (i.e. without *incompatible* motor movement) throughout activity (Use skill 246.1 if formal training on remaining still is necessary)
- Orients body properly in relation to activity client is to perform ■ Maintains proper orientation of body throughout activity

246.3 ESTABLISHING ATTENDING BEHAVIOR VI: Orientation Of Head

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity while keeping his or her head properly oriented vertically and horizontally to the activity (e.g. client works puzzle while facing puzzle – horizontal orientation – and keeping chin at appropriate angle – vertical orientation). An entry is provided below for instructor to indicate activity(ies) client is to perform.

Activity(ies) client is to perform:

- Client comes to designated area on command (Use skill 245.1 if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use skill 245.2 if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use skill 245.3 if formal training on remaining quiet is necessary)
- Remains still (i.e. without *incompatible* motor movement) throughout activity (Use skill 246.1 if formal training on remaining still is necessary)
- Maintains proper orientation of body throughout activity (Use skill 246.2 if formal training on orientation of body is necessary)
- *Horizontally* orients head properly in relation to activity client is to perform (i.e. faces activity) ■ Maintains proper *horizontal* orientation of head throughout activity
- *Vertically* orients head properly in relation to activity client is to perform (i.e. does not tilt head forward or backward inappropriately) ■ Maintains proper *vertical* orientation of head throughout activity

246.4 ESTABLISHING ATTENDING BEHAVIOR VII: Eye Contact

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity while maintaining appropriate eye contact. An entry is provided below for instructor to indicate activity(ies) client is to perform.

Activity(ies) client is to perform:

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ESTABLISHING ATTENDING BEHAVIOR VII: Eye Contact (Cont.)

- Client comes to designated area on command (Use **skill 245.1** if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use **skill 245.2** if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use **skill 245.3** if formal training on remaining quiet is necessary)
- Remains still (i.e. without *incompatible* motor movement) throughout activity (Use **skill 246.1** if formal training on remaining still is necessary)
- Maintains proper orientation of *body* throughout activity (Use **skill 246.2** if formal training on orientation of body is necessary)
- Maintains proper orientation of *head* throughout activity (Use **skill 246.3** if formal training on orientation of head is necessary)
- Eyes are open
- Looks at other person appropriately, when person is talking to client (e.g. looks at person's eyes — not subtly "to the side of person's face" in lieu of) ■ Frequency of eye contact is reasonable ■ Duration of eye contact is reasonable
- Looks at person appropriately to whom client is talking (e.g. looks at person's eyes — not at other facial features in lieu of) ■ Frequency of eye contact is reasonable ■ Duration of eye contact is reasonable
- While performing activity, looks at object(s) involved in the activity whenever eye contact with object(s) is necessary (e.g. looks at coins or colors client is being asked to identify)

247.1 ESTABLISHING ATTENDING BEHAVIOR VIII: Performing Independently

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity until given permission to stop (e.g. client is asked to sort items according to color until timer rings). Entries are provided below for instructor to indicate activity(ies) client is to perform, and length of time client is to perform the activity independently (i.e. without supervision or being cued to continue performing the activity).

Activity(ies) client is to perform:

Length of time client is to perform activity independently:

- Client comes to designated area on command (Use **skill 245.1** if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use **skill 245.2** if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use **skill 245.3** if formal training on remaining quiet is necessary)
- Remains still (i.e. without *incompatible* motor movement) throughout activity (Use **skill 246.1** if formal training on remaining still is necessary)
- Maintains proper orientation of *body* throughout activity (Use **skill 246.2** if formal training on orientation of body is necessary)
- Maintains proper orientation of *head* throughout activity (Use **skill 246.3** if formal training on orientation of head is necessary)
- Maintains appropriate eye contact throughout activity (Use **skill 246.4** if formal training on eye contact is necessary)
- Performs activity for length of time indicated in directions
- Performs independently (i.e. without supervision or being cued) for length of time indicated in directions

247.2 ESTABLISHING ATTENDING BEHAVIOR IX: Synthesis

This skill is intended for use either in conjunction with an activity client knows how to perform (preferable), or with training on any other skill. Client is asked to perform an activity until given permission to stop (e.g. client is asked to sort items according to size until all items are sorted). Entries are provided below for instructor to indicate activity(ies) client is to perform, and length of time client is to perform activity (e.g. 20 minutes; until activity is completed).

Activity(ies) client is to perform:

Length of time client is to perform activity:

- Client comes to designated area on command (Use **skill 245.1** if formal training on coming and sitting on command is necessary)
- Remains in designated area until given permission to leave (Use **skill 245.2** if formal training on remaining in designated area is necessary)
- Remains quiet (i.e. without *incompatible* vocalization) throughout activity (Use **skill 245.3** if formal training on remaining quiet is necessary)
- Remains still (i.e. without *incompatible* motor movement) throughout activity (Use **skill 246.1** if formal training on remaining still is necessary)
- Maintains proper orientation of *body* throughout activity (Use **skill 246.2** if formal training on orientation of body is necessary)
- Maintains proper orientation of *head* throughout activity (Use **skill 246.3** if formal training on orientation of head is necessary)
- Maintains appropriate eye contact throughout activity (Use **skill 246.4** if formal training on eye contact is necessary)

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ESTABLISHING ATTENDING BEHAVIOR IX: Synthesis (Cont.)

- Performs activity for length of time indicated in directions
- Performs independently (i.e. without supervision or being cued) for length of time indicated in directions
- Responds (e.g. stands up) when given cue to leave designated area (e.g. "We're all done. Thanks. You can return to your seat now.")
- Leaves designated area
- Goes to appropriate area (e.g. returns to original seat, goes to lunch, goes to next class)

248.1 ESTABLISHING POINTING BEHAVIOR

Instructor places five familiar objects in front of client and asks for each object: "Point to ____." Instructor names objects in random order of arrangement, and client must point to each object on command. It may be desirable to vary the objects used each training session to insure client is generalizing *pointing* behavior. In this case, it is recommended all objects used be familiar to client.

- Client points to each of the five objects
- Points on first command

248.2 ESTABLISHING GIVING BEHAVIOR

Instructor places five familiar objects in front of client and asks for each object: "Give me ____." Instructor names objects in random order of arrangement, and client must give each object on command. It may be desirable to vary the objects used each training session to insure client is generalizing *giving* behavior. In this case, it is recommended all objects used be familiar to client.

- Client gives each of the five objects
- Gives on first command

248.3 ESTABLISHING NAMING BEHAVIOR

Instructor places five familiar objects in front of client and asks for each object: "What is this?" Client must name each object on command. It may be desirable to vary the objects used each training session to insure client is generalizing *naming* behavior. In this case, it is recommended all objects used be familiar to client.

- Client names each of the five objects
- Names on first command

248.4 FOLLOWING ONE-TASK DIRECTIONS

Client is given 5 one-task directions (e.g. "Open the door"). It is recommended each direction be given only once and the directions be varied each training session.

- Client follows all 5 one-task directions
- The first time each direction is given
- Initiates following each direction within reasonable amount of time after direction is given

248.5 FOLLOWING TWO-TASK DIRECTIONS

Client is given 5 two-task directions (e.g. "Open the door, and turn on the light"). It is recommended each direction be given only once and the directions be varied each training session.

- Client follows all 5 two-task directions
- The first time each direction is given
- Initiates following each direction within reasonable amount of time after direction is given

248.6 FOLLOWING THREE-TASK DIRECTIONS

Client is given 5 three-task directions (e.g. "Open the door, turn on the light, and close the window"). It is recommended each direction be given only once and the directions be varied each training session.

- Client follows all 5 three-task directions
- The first time each direction is given
- Initiates following each direction within reasonable amount of time after direction is given

248.7 FOLLOWING DIRECTIONS WITH CONDITIONAL CLAUSE

Client is given five directions, each containing a conditional clause (e.g. "If your hands are dirty, wash them"). It is recommended each direction be given only once and the directions be varied each training session.

- Client follows all five directions with conditional clause
- The first time each direction is given
- Initiates following each direction within reasonable amount of time after direction is given

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249.1 ESTABLISHING YES/NO RESPONSES

Client is asked two questions, one requiring a positive response and the other requiring a negative response, using each of the sentence (syntax) patterns selected for training. Pictures or objects may be used as contextual cues. It is suggested instructor vary the words used to fill in the blanks each training session to insure client is learning to respond to the *syntax*. Client's response may be non-verbal if its meaning is clearly understood.

- "Am I _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Are we _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Are you _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Is he (she, it) _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Are they _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Do I _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Do we _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Do you _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Does he (she, it) _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response
- "Do they _____?": Client gives a positive response to the question requiring a positive response ■ And a negative response to the question requiring a negative response

249.2 ESTABLISHING RESPONSES TO INTERROGATIVES: Who — What

Client is asked five questions for each of the question words below (e.g. *Who*: 1. "Who are you?" 2. "Who am I?" 3. "Who is president of the United States?" 4. "Who is your supervisor?" 5. "Who is your teacher?"). It is suggested instructor vary the questions each training session to insure client is learning the meaning of the words in a variety of contexts. Client's responses should be judged on *form* rather than *content*. For example, client is asked: "Who is president of the United States?" and responds: "John Smith." While client's answer is incorrect in *content*, it is correct in *form* because a person's name was given.

- **Who**: Client answers correctly (at least in form) all five questions based on the question word *who*
- **What**: Client answers correctly (at least in form) all five questions based on the question word *what*

249.3 ESTABLISHING RESPONSES TO INTERROGATIVES: When — Where

Client is asked five questions for each of the question words below (e.g. *When*: 1. "When is Christmas?" 2. "When do you eat lunch?" 3. "When is your birthday?" 4. "When does your bus come?" 5. "When do you get up?"). It is suggested instructor vary the questions each training session to insure client is learning the meaning of the words in a variety of contexts. Client's responses should be judged on *form* rather than *content*. For example, client is asked: "When is Christmas?" and responds: "September." While client's answer is incorrect in *content*, it is correct in *form* because a time was given.

- **When**: Client answers correctly (at least in form) all five questions based on the question word *when*
- **Where**: Client answers correctly (at least in form) all five questions based on the question word *where*

249.4 ESTABLISHING RESPONSES TO INTERROGATIVES: Why — How Come — How

Client is asked five questions for each of the question words below (e.g. *Why*: 1. "Why do people eat?" 2. "Why do you sleep?" 3. "Why are you smiling?" 4. "Why is he crying?" 5. "Why is she late?"). It is suggested instructor vary the questions each training session to insure client is learning the meaning of the words in a variety of contexts. Client's responses should be judged on *form* rather than *content*. For example, client is asked: "Why do people sleep?" and responds: "Because they are happy." While client's answer is incorrect in *content*, it is correct in *form* because a reason was given.

- **Why**: Client answers correctly (at least in form) all five questions based on the question word *why*
- **How come (informal form of why)**: Client answers correctly (at least in form) all five questions based on the question word *how come*
- **How**: Client answers correctly (at least in form) all five questions based on the question word *how*

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250.1 ESTABLISHING RESPONSES TO INTERROGATIVES: How Many — How Much — Which

Client is asked five questions for each of the question words below (e.g. *How many*: 1. “How many hands do you have?” 2. “How many pencils am I holding?” 3. “How many brothers do you have?” 4. “How many people are in the room?” 5. “How many days are there in a week?”). It is suggested instructor vary the questions each training session to insure client is learning the meaning of the words in a variety of contexts. Client’s responses should be judged on *form* rather than *content*. For example, client is asked: “How many days are there in a week?” and responds: “Ten.” While client’s answer is incorrect in *content*, it is correct in *form* because a quantity was given.

- **How many:** Client answers correctly (at least in form) all five questions based on the question word *how many*
- **How much:** Client answers correctly (at least in form) all five questions based on the question word *how much*
- **Which:** Client answers correctly (at least in form) all five questions based on the question word *which*