

Receptive Language

The ability to _____ words, language, and information. It involves gaining information and meaning from _____, visual information, and sounds and words, _____ such as size, shape, colors, and time. One of the most commonly targeted intervention programs.

It looks like nonverbally _____ objects, actions, people, and locations, _____ terms like prepositions and nouns, and functions, features, and class. Receptive language deficits make it difficult to follow _____ and respond appropriately to questions and _____. Around _____ of those with autism fails to develop speech.

To identify these deficits, look for someone not paying attention in _____ settings, has difficulty listening to _____, responding to questions by _____ the question instead of giving an answer, giving unusual answers to questions, and struggling to follow directions that similar age peers can follow.

Deficits include literacy, sensory processing, social skills (reciprocal interactions, compromising and following social norms), _____ functioning (higher order reasoning and thinking skills), planning and sequencing, auditory processing, and behavior.

Two types include _____ and conditional discriminations. Simple includes 1) _____ instruction 2) response 3) reinforcer and conditional includes 1) vocal instruction with _____ array 2) Child response 3) reinforcer. Simple; responding to _____ and following instructions. Conditional; Identifying an object after hearing its feature, function, or class.

To teach, make sure child is _____, teach different targets _____, be clear and concise with instructions, rotate stimuli, reduce unintended cues, use effective _____, and reinforce appropriately.

Interactive Questions

What is receptive language?

- A) Interpreting stimuli in the environment
- B) Responding to instructions
- C) Answering questions
- D) Labeling complex stimuli
- E) All of these

Answer: E.

What is not a type of receptive language deficit?

- A) Executive functioning
- B) Sequencing
- C) Initiating conversation
- D) Social skills

Answer: C.

Success for teaching attending includes making sure client is _____ or displaying body language of listening. When possible, have client _____ the instruction, and only reinforce responses _____ the instruction.

To teach _____ targets, introduce them at the _____ time. This will help with discrimination and increase learning opportunities. Instructions should only contain _____ information. Extraneous info may make the instructions confusing.

Without planning, it's easy for the teacher to promote _____ so its best to have a _____. Rotate and change the _____ of items and the cue. Do not provide accidental cues or prompts. We do not want clients to follow the cues instead of the actual _____.

Use _____ learning to reduce errors, increase instruction time, and _____ problem behavior. Use _____ assessments to find client's motivation.

When using DTT for receptive language, the target is presented in _____ trial format. First in _____, then random rotation to promote _____ skills. The trial runs in Stimulus-_____-Consequence format and reinforcement is typically _____ to behavior. This is usually run at a _____.

Sensory _____ routines are action songs and social games that are a type of _____ attention. This consists of two people interacting with an object or playing together with the _____ objects working on a common _____. The focus is on another person (therapist) and _____ (client). Sensory social routines are a way to teach receptive language while also teaching _____ skills. The SD is the naturally embedded and consequence is usually _____ reinforcement. This is run in a _____ environment away from a table.

Receptive language goals can be run away from the table during naturally occurring activities and _____. Stimulus response consequence are naturally embedded, and reinforcement can be natural or _____.

Interactive Questions

What format is receptive language training in?

- A) DTT- stimulus, response, consequence
- B) NET- stimulus, response, consequence
- C) Both of these
- D) Neither of these

Answer C. DTT and NET can be used during receptive language training.

What is a tip for successful receptive language training?

- A) Include extraneous stimuli in directions
- B) Only conduct isolation trials
- C) Use error correction procedures
- D) Have a plan for presenting stimuli and reinforcing responses

Answer: D. You should also exclude extraneous stimuli unless you are working on teaching multiple targets, avoid accidental cues, conduct mass trialing and random rotation after isolation trials are mastered, and use errorless learning to decrease errors and increase instruction time.

Exam Review:

- | | |
|--|--|
| 1. ____ feature
(directions, questions, concepts) in the environment | A. skills required to interpret information |
| 2. ____ sensory processing deficit | B. what things are used for |
| 3. ____ relational terms | C. difficulty with multi step tasks |
| 4. ____ social skill deficit | D. client learns during normal daily routines |
| 5. ____ function | E. Categorization |
| 6. ____ receptive language
stimulation | F. difficulty responding to sensory |
| 7. ____ executive functioning deficit
contingency | G. Continuously presenting 1 SD to initially teach a |
| 8. ____ literacy deficit | H. adjectives or descriptions |
| 9. ____ class
know what to do, instead of using the natural stimulus | I. giving an unintended hint that a client uses to |

10. ___ **planning and sequencing deficit** J. examples include following directions and responding to name
11. ___ **auditory processing deficit** K. difficulty with reciprocal interactions/ compromising with others
12. ___ **behavior deficit** L. difficulty with building functional receptive skills and instead exhibits problem behaviors
13. ___ **simple discrimination** M. difficulty with reading and writing
14. ___ **Natural environment teaching** N. responding to vocal instruction with visual array
15. ___ **conditional discrimination** O. difficulty with higher order reasoning
16. ___ **mass trial** P. Difficulty with distinguishing sounds and separating speech with background noise
17. ___ **random rotation** Q. Combine maintenance trials with acquisition trials
18. ___ **accidental cue** R. examples include prepositions and nouns

1. While working on receptive identification of a feature and class- colors and their respective object name. What is true about the following example? There is an array of a yellow toy car, yellow ball, and yellow block, There are also blue, red, and green colors of each of those same items. The RBT asks the client to touch the green ball, then the client touches the blue ball, so the RBT responds by touching the green ball and says “no, here’s green ball, touch green ball”.
- the green ball is the SD
 - “touch the green ball” is the SD
 - A and B
 - Neither

2. In the discrete trial above, the therapist conducted a second trial that went like this: therapist said “touch green ball” while pointing to the green ball, then the client touched the green ball, followed by the therapist and client blowing bubbles. Which is true about this second trial?

- the RBT pointing to the green ball is the SD
- the demand “touch green ball” is the prompt
- the feature of this target response is green and the class is ball
- all of these

3. The therapist conducted a third trial after the one stated above and asked the client “touch red ball”. What is likely true about this receptive identification trial?

- RBT is using mass trial
- RBT is using random rotation with distractors
- RBT is using natural environment teaching

d) RBT is using random rotation without distractors

4. At the end of the session, the RBT removed all of the blue, green, and yellow objects from the array, leaving behind the red ball, red block, and red car. The RBT then says “touch red ball”.

What is likely happening here?

- a) the client needed to practice discriminating between the different class of object names within the blue feature
- b) the client had the distractors removed from the array to ensure more correct responding to the target request
- c) The client forgot the difference between red and blue
- d) all of these

Answers:

Answers: H, F, R, K, B, A, O, M, E, C, P, L, J, D, N, G, Q, I

1. D. A and B are both incorrect. The SD in this example is “touch green ball” because it is supposed to cue the availability of reinforcement. A) touch green ball, B) client touches green ball, c) client gets reinforced. The green ball is not the SD, but it is still important in this trial that uses conditional discrimination because the green ball is required for the client to look at, recognize, and respond with in the presence of the demand “touch green ball”. An error correction procedure is being used here and we can assume the client has already showed mastery on this skill and it is appropriate for it to be corrected at this stage.
2. C. The SD in this example is “touch green ball” and the prompt is pointing to the ball as a hint. It is only meaningful for the client to touch the green ball and get reinforcement in the presence of the direction “touch green ball”. The client would likely not touch the green ball to get reinforced by the instructor otherwise in the absence of the instruction.
3. B. The therapist has many distractors in the array the client has to scan. Mass trial is not being conducted because the therapist is switching up the target response by alternating mastered target SDs. This is DTT not NET.
4. B. A is not correct because the feature in this example is red. C is not correct because the client is not discriminating between red and blue in the given array of items. B is correct because the only time the skill would be simplified or distractors removed is if we had to move backwards in teaching plans and get the client to work on that skill again - remember DTT builds on skills so if we can move forward, we can also move backwards if a client is showing regression of previously mastered skills.