**PROGRAM PREPOSITIONS REC/EXP**

**Sd: (Rec)** “Put this \_\_\_\_\_(preposition) the \_\_\_\_\_\_(location)”

**(Exp)** “Where is the \_\_\_\_\_\_\_?

**Procedure:** **(Rec)** While sitting face to face with your child and after establishing attending, deliver Sd, “Put this \_\_\_\_\_(preposition) the \_\_\_\_\_\_(location)”. Prompt the child to place the object in the correct location using the least intrusive prompt. Differentially reinforce better responses.

**(Exp)** While sitting face to face with your child and after establishing attending, deliver Sd, “Where is the \_\_\_\_\_\_\_?” Prompt the child to label the appropriate location (Ex: “It’s on the table”) using the least intrusive prompt. Differentially reinforce better responses.

**Prerequisites:** Follows two step commands, identifies and labels environmental objects and repeats phrases.

**Suggestions:** Do not begin with “In” first because kids like putting things in and sometimes they get stuck on that step. Begin with On and Under first. Work on opposites. Work on the expressive programs incidentally while working on receptive. (When your child places the object on the location, follow up with statement, “The truck is ON the table”). Last step is having the child place themselves in the various locations. This can also be made fun in a group with peers. If prompting is needed you may use a Pec’s symbol for the different locations as a visual cue, then fade.

| Target | Date/Response  Probed | Date/Response  Probed | Date Mastered | Date Generalized |
| --- | --- | --- | --- | --- |
| 1.On |  |  |  |  |
| 2.Under |  |  |  |  |
| 3.In |  |  |  |  |
| 4.In front of |  |  |  |  |
| 5.Behind |  |  |  |  |
| 6.Next to |  |  |  |  |
| 7.Between |  |  |  |  |
| 8.On top |  |  |  |  |
| 9.On the bottom |  |  |  |  |
| 10. Beside |  |  |  |  |
| 11. Child in various locations |  |  |  |  |