**PROGRAM PRONOUNS (MY AND YOUR) REC/EXP**

**Sd: (Rec)** **“Touch \_\_\_\_\_(my/your clothing or body part)”**

**(Exp) “Whose \_\_\_\_\_\_(my/your)?”**

**Procedure:** **(Rec)** While sitting face to face with your child and after establishing attending, deliver Sd, “Touch \_\_\_\_\_(my/your clothing or body part)**”** (Ex: “Touch my shirt”) Prompt the child to touch the appropriate person’s clothing or body part using the least intrusive prompt. Differentially reinforce better responses.

**(Exp)** While sitting face to face with your child and after establishing attending, deliver Sd, “Whose \_\_\_\_\_\_(clothing or body part)?” Prompt the child to name the appropriate pronoun and the person’s clothing or body part using the least intrusive prompt. Differentially reinforce better responses.

**Prerequisites:** Identifies body parts or clothing and familiar people (in person), possession, follows two-step commands, labels body parts or clothing and familiar people and possession.

**Suggestions:** If the child is having difficulty discriminating use a visual. You can use an outline of a hand made from construction paper placed on the body part or clothing for a non-reader (Receptive). (Expressive) For non-reader go in with a quick verbal prompt. You can use a sight card with written word (my/your) for a reader. (Receptive and expressive).

***\*\*\*\* You will drill this a little longer than traditional criteria so it’s solid before we begin to mix the two pronouns\*\*\*\*\* Run 5 days of 80% or above to insure this.***

| Target | Date/Response  Probed | Date/Response  Probed | Date Mastered | Date Generalized |
| --- | --- | --- | --- | --- |
| 1.My |  |  |  |  |
| 2. Your |  |  |  |  |
| 3. Mix My and Your |  |  |  |  |