**PROGRAM: INTRAVERBALS by feature, function and class (using picture id pictures)**

**Procedure:** Teach this program once traditional receptive and expressive picture id is solid.

Choose *2 features*, *2 functions* and the *class or category* for each item. Write what features you are using on the back of the picture cards for consistency. For some children, you will have to teach one feature/function/class at a time. For others, they can be taught all together. Teach both *RECEPTIVE and EXPRESSIVE* at the same time.

**Sd:** Changes according to what you are asking. Ex: “What is it”, “This is a ...”, “Something that’s *round* is a ...?”, etc.

**Targets:**

This is a ...

Something that’s \_\_\_\_\_\_\_\_ is a ...? Ex: (Round, R: ball)

What has \_\_\_\_\_\_\_\_\_ ? Ex: (Wheels, R: car)

What’s a \_\_\_\_\_\_\_\_\_? Ex: (Dog, R: animal)

Once features, functions and class are solid you can begin to *REVERSE* the question to gain different information. Ex: What has wheels? (Car)

What does a car have? (Wheels)

Ex: Who says oink, oink? (Pig)

What’s a pig say? (Oink, oink)

**\*\*\*See attached sheets for recommendations for *feature, function, class.\*\*\****