**PROGRAM ATTRIBUTES REC/EXP**

**Sd: (Rec)** “Touch, find, point to, where is the \_\_\_\_\_ \_\_\_\_\_, etc.”

**(Exp)** “What’s this?

**Procedure:** **(Rec)** While sitting face to face with your child and after establishing attending, deliver Sd, “Touch \_\_\_\_\_\_ (attribute of object)”. Prompt the child to touch that object using the least intrusive prompt. Differentially reinforce better responses.

**(Exp)** While sitting face to face with your child and after establishing attending, deliver Sd, “What’s this? (attribute of object)” Prompt the child to label the attribute using the least intrusive prompt. Differentially reinforce better responses.

**Prerequisites:** Identifies objects, pictures, familiar people, environmental objects, colors emotions, labels pictures, familiar people, environmental objects, colors and emotions.

**Suggestions:** For big/little use identical objects where one item is very much bigger than the other. It is harder for the child to discriminate when there is only a subtle difference in size. At first do not label the object, just the attribute. (Ex: Touch ***“big”*** instead of touch the big truck). If with prompting the child is still having difficulty discriminating, start with matching attribute to attribute. When these are mastered re-introduce receptive program. For hot/cold, wet/dry, hard/soft, heavy/light and rough smooth you will have to have the child feel the items first to be able to discriminate between them.

| Target | Date/Response  Probed | Date/Response  Probed | Date Mastered | Date Generalized |
| --- | --- | --- | --- | --- |
| 1.Big/little |  |  |  |  |
| 2.wet/dry |  |  |  |  |
| 3.hot/cold |  |  |  |  |
| 4.clean/dirty |  |  |  |  |
| 5.heavy/light |  |  |  |  |
| 6.empty/full |  |  |  |  |
| 7.hard/soft |  |  |  |  |
| 8.smooth/rough |  |  |  |  |
| 9.open/closed |  |  |  |  |