

Intraverbal Webbing Protocol

Objective: To teach advanced intraverbal skills which will facilitate response and stimulus generalization and avoid rote responding.

Teaching Procedure:

1. Pick 3-4 known facts (each from a different class).
2. Develop 4-6 feature, function, and class (FFC) phrases for each known fact that you will teach (make sure these phrases are appropriate, and choose phrases that can later be grouped into “concepts”. Such as “things that fly”, “things with wings”, “things that are yellow”).
3. Write these phrases on the FFC Summary Sheet (see attached example)
4. Label each phrase with the correlating ABLLS goal on the FFC Summary Sheet.

Ex. Airplane
H8 goes H7
H9 wings H10
H9 flies in the sky H10
H11 vehicle H12

*We want to teach both response generalization and stimulus generalization at the same time

<u>Stimulus</u>	<u>Response/Stimulus</u>	<u>Response</u>
Airplane	“goes” H7	“airplane” H8

5. Develop a skill tracking sheet for each H7-H12 ABLLS goal.
6. List the FFC phrases on the appropriate skill tracking sheets and group the phrases into a set.
7. Take daily Yes/No cold probe data on each carrier phrase. (Note: Once there are multiple members of a “concept”, the learner will need to give all of the previous responses that they have learned as well as the new target response in order to receive a “Yes” on a cold probe.)
8. Begin to teach each set in a mixed VB teaching session.
9. Once a target is acquired, put that target into retention as you would with any other target.
10. Once the first set of targets have been retained, review your FFC Summary Sheet and begin to group carrier phrases into “concepts” that will contain multiple exemplars (Examples: Things that go, Food, Vehicles, etc.).
11. Once concepts have been identified (step #10) write these concepts (e.g. “things that fly”) on the Webbing Summary Sheets. Once a target has been retained you will write that target under the corresponding “concept” (see example below)

Example of Webbing Summary Sheet:

Things that Fly

“Tell me something that <u>Flies</u> “	Learner says “ <u>Flies</u> “
1 Bird	A bird is something that...
2 Airplane	An airplane is something that...
3 Helicopter	A helicopter is something that...

12. The concepts you choose will be taught so that when you say, “Tell me a food”, and the learner responds correctly, you will then say, “Yes, tell me another food” and the learner will continue responding through this procedure until all previously taught members of that “concept” have been named. Once the learner has several responds within each webbed concept, begin to add new concepts.
13. Not all phrases will be webbed to a concept. For example the FFC phrases of “A bird says tweet tweet” will not be webbed to any concept.

Error correction/ Teaching new targets:

When the learner errors by repeating a response, or when you are teaching use the following procedure:

T= “Tell me an animal” (flash up 1st picture)

L= Tacts 1st picture (tact)

T= “Tell me another animal” (flash up 2nd picture)

L= Tacts 2nd picture (tact)

*Now you will transfer both responses to intraverbals

T= “Tell me an animal”

L= Gives 1st response (transfer from tact to intraverbal for 1st picture)

T= “Tell me another animal”

L= Gives 2nd response (transfer from tact to intraverbal for 2nd picture)

*Order of responses given does not matter. Do not accept the same response twice, and ensure the learner gives all responses that were taught within that concept.