

# Adjectives

## **Task Objective:**

The child will labels and select items using adjectives

- big & little/small, short & long
- hot & cold, wet & dry, smooth & rough, soft & hard, heavy & light
- bright & dull
- clean & dirty
- Is it full or empty
  
- ripped
- straight and bent
- broken

It is generally easier to teach targets that have clear opposites together, such as big & little. If targets do not have a clear opposite they can be taught in isolation, with examples and non-examples of the target adjective.

Teach receptive identification and tact at the same time

- Teach 2 sets of attributes at a time. E.g. big & little, hot & cold.
- Do not have any other items on the table, other than the two objects with the attributes you are teaching.
- Start with 2 identical items (identical except for the attribute being taught, e.g. big & little Barney dolls.)
- Teach the first two sets of stimuli to acquisition criteria separately. E.g. big & little balls get 3 yes' on probes & big & little crayons get 3 yes' on probes.

Remember to teach different “ranges” within a particular adjective. For example, when teaching red, teach a wide variety of shades of red to be sure the child is generalizing. When teaching concepts of size, be sure to teach that one object can be considered big next to another, but little when compared to something else.

Remember to intersperse What is it? With tacting the adjective

E.g. What is it? Water

How does it feel? Cold

Is it cold or warm?

Also intersperse with previous mastered concepts (e.g. colour/shape etc.)

# Data

Use the multipurpose data sheet

Example:

Big/small (balls) What is it?

Is it big or small?

Show me the one that is small

- The next 3 sets of stimuli may be taught at the same time.

**Note: Each set of adjectives should have at least 3 different sets of materials.**

- After identical objects are mastered (able to identify & label the concept with 5 different sets of objects) teach the child to identify using the adjectives with non-identical items. E.g. big doll, little crayon/big cup, little ball.
- The adjectives are only mastered when the child is able to identify the adjective with 2 items that are different. Ensure the child can identify at least 5 different combinations for each adjective set.
- Ultimately use many different items that differ in many dimensions

# SDs

- Is it big or little for big & little/small, Is it short or long? For short & long
- How does it feel? Use the autoclitic frame “It feels \_\_\_\_\_” for hot & cold, wet & dry, smooth & rough, soft & hard, heavy & light
- Is it bright or dull? for bright & dull,
- Is it clean or dirty? For clean & dirty,
- Is it full or empty? For full & empty
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- Is it ripped? for ripped
- Is it straight or bent for straight and bent
- Is it broken? For broken broken