

TEACHING VERBAL REPERTOIRES FOR STATIC AND DYNAMIC COMMUNICATION SYSTEMS FOR CHILDREN WITH LIMITED VOCAL VERBAL REPERTOIRES

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***Abstract_** Children with limited vocal verbal repertoires often benefit from the use of alternative forms of communication. Learning the sets of skills needed to use static and/or dynamic communication systems may result in improved communication for some individuals who lack vocal verbal capabilities. In order to teach many of the skills within these sets of repertoires, hundreds of learning opportunities that target multiple units of language are required. One male student, 8.1 years of age at onset, participated in this teaching protocol study. This student was selected for inclusion based on his limited verbal (including vocal and motor) skills. The participant's repertoires were limited to mands (requests) by pointing to preferred items during instructional sessions. Baseline data showed that this student had fewer than 20 tacts (comments) and intraverbal (answers) repertoires. Using picture icons, the participant was taught over a 1 ½ year period using a multiple-component treatment protocol that consisted of instruction in match-to-sample, point to stimuli, and tact stimuli (i.e., Multiple Exemplar Instruction) for two word combinations for more than 100 units of language. Post-intervention data showed the teaching protocol presented resulted in an increase in verbal behavior with a decrease in maladaptive behaviors.*

***Keywords:** dynamic communication system, static communication system, mand, tact, intraverbal, operant, repertoire, multiple exemplar instruction.*