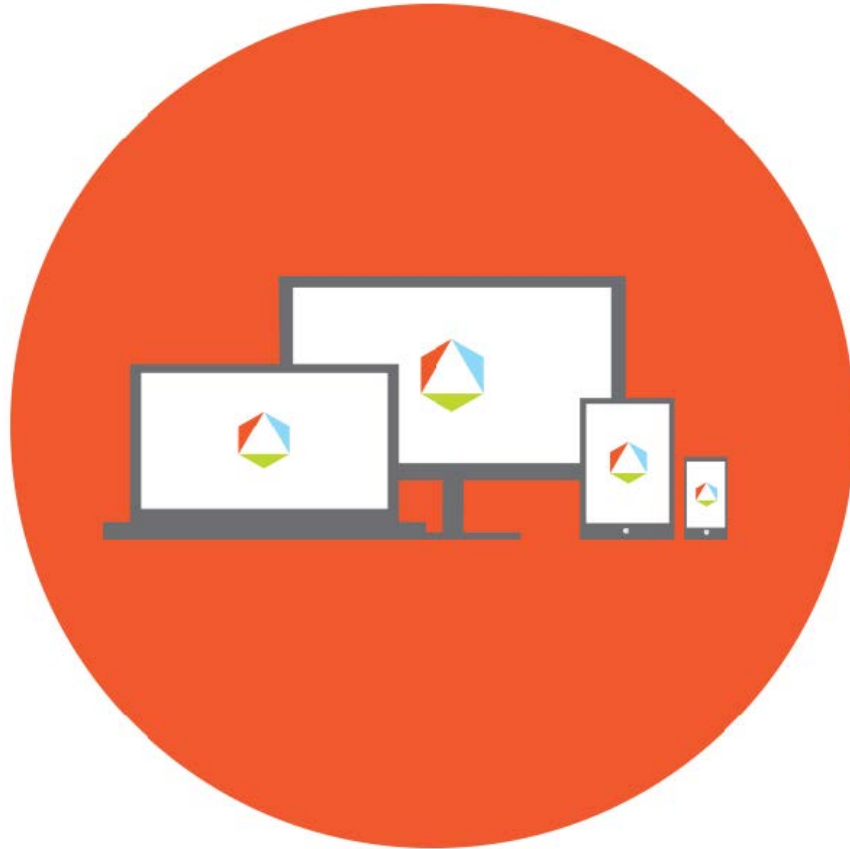




FIRSTPATH
AUTISM



Data Sheet
Labeling and Identifying
Emotions

www.firstpathautism.com



Labeling and Identifying Emotions

Overview: How to identify and recognize emotions in self, others, and pictures. This lesson can be taught with a touch (receptive) and talk (expressive) response.

Receptive Discriminative Stimulus (SD): "Touch ___." (e.g. "Touch Happy.")

Correct Response: Child touches the correct card/ photo. (e.g. Child touches the card/photo of a person smiling.)

Expressive Discriminative Stimulus (SD): Ask child "How does ___ feel?" (e.g. "How does this boy feel?")

Correct Response: Child will respond with appropriate emotion. (e.g. "Happy!")

Target	Intro MT*	Mastery RR**	Target	Intro MT*	Mastery RR**
RECEPTIVE			21. bored		
1. happy			22. tired		
2. sad			23.		
3. mad/angry			24.		
4. scared			25.		
5. surprised			26.		
6. excited			27.		
7. nervous			28.		
8. hurt			29.		
9. shy			30.		
10. bored			31.		
11. tired			32.		
EXPRESSIVE			33.		
12. happy			34.		
13. sad			35.		
14. mad/angry			36.		
15. scared			37.		
16. surprised			38.		



17. excited			39.		
18. nervous			40.		
19. hurt			41.		
20. shy			42.		

* **Intro MT:** The date the target was introduced to the child

** **Mastery RR:** Is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.

Maintenance: When all targets are mastered, reduce frequency of the presentation of the program to child systematically, ensuring that the child maintains skills by maintaining mastery scores of 80-100% before decreasing frequency further. (e.g. 5 times per week to 4 times per week for a month, to 3 times per week for a month to 2 times per week for a month, to once a week for a month, to generalized settings.)