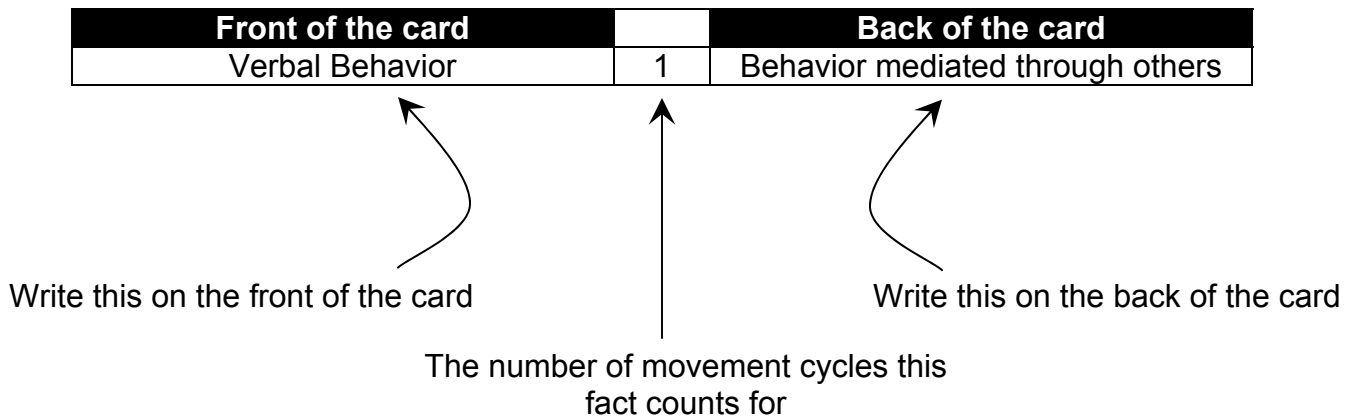


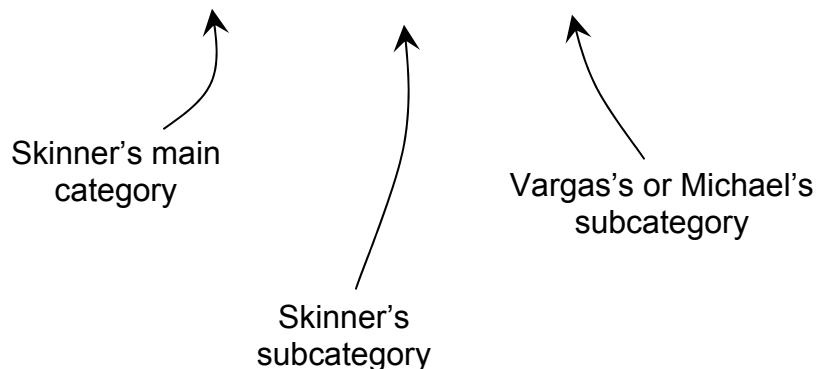
Using the SAFMEDS Sheets

I constructed the SAFMEDS sheets with three columns: what to write on the front of the card, the number of movement cycles you should count for each fact, and what to write on the back of the card.



Several of the facts include category labels developed by Skinner as well as labels developed by Jack Michael or E.A. Vargas, or both. For these facts, you may count 1 movement for each category label you say. For example, given the card below, if you said “intraverbal,” you would count 1 movement. If you said, “Intraverbal...duplic,” you would count two movements.

SEES the word “ape” and WRITES “ape”	3	Intraverbal – copying text - duplic
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You may use whatever size card you prefer, although I do recommend smaller cards (e.g., 3” X 5”) rather than larger ones as the larger ones are more difficult to move and may place an artificial ceiling on your performance.

SAFMEDS 1: The Primary Verbal Operants		
Front of the card		Back of the card
Verbal Behavior	1	Behavior mediated through others
Mand	3	V.B. controlled conditions of deprivation ¹ or aversive stimulation ² and usually specifies its reinforcer ³
Sandra is cold, PUTS ON jacket	1	Nonverbal
Boy RUNS because he is in a hurry	1	Nonverbal
Teacher is thirsty and GETS a drink of water	1	Nonverbal
You close a window because someone tells you to do so	1	Nonverbal
Sandra is cold, says "jacket", and gets jacket	1	Mand
Child is poking another child. Poked child yells, "Stop!"	1	Mand
Sister wants to by outside, and WRITES "out"	1	Mand
Person wants someone to stop and WRITES "stop"	1	Mand
You want someone closer and SIGN "come"	1	Mand
You SEE someone doing something you want to happen again in the future and SAY "thank you."	1	Mand
Woman wants to know the time, and SIGNS "What time is it?"	1	Mand
Tact	2	V.B. controlled by conditions of the immediate environment ¹ and maintained by generalized reinforcement ²
You SEE someone doing something for you and SAY "thank you"	1	Tact
Child SEES something red and says, "Red." Teacher says, "Yes!"	1	Tact
Betty sees "tree" and signs "tree"	1	Tact
Sally SEES someone jump over something and SIGNS "over"	1	Tact
You SEE a dog and WRITE "dog"	1	Tact
Boy SEES someone turn left and SAYS, "left"	1	Tact
Girl SMELLS smoke and SIGNS, "smoke"	1	Tact

Front of the card		Back of the card
Generic tact extension	1	Emitting a tact in the presence of a previously untaught example
Boy SEES a novel car and says "car!"	2	Tact – generic extension
Metaphorical tact extension	1	Emitting a tact response under control of only part of the critical features of the discriminative stimulus
Girls HEARS a car go by outside and SAYS, "fast"	2	Tact – metaphorical extension
Person SEES a tree and SAYS, "bush"	2	Tact – metaphorical extension
Woman SMELLS bacon cooking and SAYS, "bacon"	2	Tact – metaphorical extension
Child SEES a large "M" and says "McDonald's"	2	Tact – metaphorical extension
Boy SEES a bear cub and SAYS "doggie!"	2	Tact – metaphorical extension
Metonymical Tact Extension	1	Emitting a tact response under control of variable features of the discriminative stimulus
Intraverbal	1	VB controlled by preceding verbal stimulus
Sequelic	3	VB controlled by verbal stimulus ¹ with which it shares no point to point correspondence ² or formal similarity ³
Teacher says, "What did you do last night?" and child says "We ate dinner."	2	Intraverbal - sequelic
Students HEARS, "ocean" and WRITES, "wet"	2	Intraverbal - sequelic
Man HEARS "cat" and SIGNS "cat"	2	Intraverbal - sequelic
HEARS "over" and SAYS "under"	2	Intraverbal - sequelic
Student SEES someone sign "apple" and students signs "red"	2	Intraverbal - sequelic
Student SEES "3+2=" and WRITES "5"	2	Intraverbal - sequelic
John SEES the printed word "insect", and SAYS "bug"	2	Intraverbal - sequelic
You HEAR someone say "thank you" and you SAY, "you're welcome."	2	Intraverbal - sequelic

Front of the card		Back of the card
Child HEARS "Itsy bitsy" and SAYS "spider"	2	Intraverbal - sequelic
Codic	3	VB controlled by verbal stimulus ¹ with which it has point to point correspondence ² but no formal similarity ³
Man HEARS "dog" and SINGER SPELLS "dog"	2	Intraverbal - codic
Child HEARS "red" and WRITES "red"	3	Intraverbal – codic – taking dictation
John HEARS "before we begin" and WRITES "before we begin"	3	Intraverbal – codic – taking dictation
Mark HEARS, "large" and WRITES, "large"	3	Intraverbal – codic - taking dictation
HEARS "ape" and WRITES "ape"	3	Intraverbal – codic - taking dictation
Shelly HEARS "happy", and WRITES "happy"	3	Intraverbal – codic - taking dictation
SEES the word "ape" and SAYS "ape"	3	Intraverbal – textual - codic
SEES printed words "the boy ran home" and SAYS "the boy ran home"	3	Intraverbal – textual - codic
Child SEES printed "red" and SAYS "red"	3	Intraverbal – textual - codic
Principal TOUCHES Braille symbols for "January 4, 2002" and SAYS, "January 4, 2002."	3	Intraverbal – textual - codic
Duplic	2	VB controlled by a verbal stimulus ¹ with which it has formal similarity ²
SEES the word "ape" and WRITES "ape"	3	Intraverbal – copying text - duplic
Child SEES printed word "red" and WRITES "red"	3	Intraverbal – copying text - duplic
SEES printed word "ape" and WRITES "ape"	3	Intraverbal – copying text - duplic
Person SEES printed word "around" and WRITES "around"	3	Intraverbal – copying text - duplic
Woman FEELS the Braille word "running" and forms the word "running" in Braille	3	Intraverbal – copying text - duplic
HEARS "ape" and SAYS "ape"	2	Echoic - duplic
Baby HEARS, "fish" and SAYS, "fish"	2	Echoic - duplic

Front of the card		Back of the card
Woman HEARS, "help" and SAYS, "help"	2	Echoic - duplic
Students HEARS "tact" and SAYS "tact"	2	Echoic - duplic
Teacher HEARS "impossible" and SAYS, "impossible"	2	Echoic - duplic
Teacher SEES someone sign "look" and SIGNS "look"	2	Echoic - duplic
Autoclitic	1	VB under control of VB produced by the speaker