



Bidirectional Naming and Instructional Sequence Effects

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Novel listener behavior emerges without reinforcement (e.g., as a result of tact exposure or reinforcement of speaker behavior) more readily than does novel speaker behavior. This asymmetry in bidirectional naming may be responsible for the larger size of listener relative to speaker repertoires. Additionally, it leads to instructional sequence effects that seem to run counter to common recommendations in the early intervention literature. As one example, bidirectional tact and listener relations are generated more quickly via tact instruction followed by listener instruction if necessary than via listener followed by tact instruction. As another example, prior completion of tact instruction of relevance to intraverbal instruction targets (e.g., function/feature/class) may lead to faster acquisition of intraverbals than does completion of listener instruction. I will review research on these and other related instructional sequence effects, and discuss practical implications. I will then consider potential explanations of asymmetry in bidirectional naming and present related data on the effects of test format on emergent speaker and listener behavior.