

y funcionalmente sus necesidades (respuestas bajo control motivacional específico) y su ambiente (nombrar objetos, acciones, colores, etc.). Inmediatamente se introducen las primeras intraverbales relacionadas con *mands* y *tacts* (responder a preguntas sencillas con referentes concretos).

Paulatinamente, se va incrementando la complejidad de las preguntas, así como la complejidad y longitud de las respuestas (dos componentes, tres, cuatro, etc.).

Posteriormente, se introducen en las respuestas que debe dar el sujeto los primeros componentes gramaticales (autoclíticos o palabras de relación). Es decir, se entrenan los tiempos verbales, preposiciones, artículos, adverbios, plurales, etc. Todos ellos se van añadiendo a las cadenas de respuestas entrenadas previamente, y se mezclan con el entrenamiento en conversación. El entrenamiento en conversación permite integrar todas las conductas objetivo aprendidas por el sujeto con anterioridad e implica una variedad de situaciones que incrementarán la probabilidad de generalización.

En resumen, cada conducta objetivo debe ser entrenada siguiendo las estrategias sugeridas para producir la generalización de estímulos y respuestas durante el entrenamiento y en otros contextos ambientales.

Resulta imposible indicar aquí cada uno de los pasos pormenorizados, tanto respecto a un orden estricto de intervención como respecto a las técnicas empleadas en su consecución. Si indicamos nuevamente que el orden de aparición de los componentes verbales que nos muestra el desarrollo «normal» nos sirve de orientación, pero en ningún caso nos sirve como único parámetro en cuanto al orden o secuencia de entrenamiento. De esta forma, cualquier conducta-objetivo que pueda servir para incrementar el repertorio funcional del sujeto, debe ser enseñada y deben prepararse las condiciones para relacionarla y acumularla al repertorio ya adquirido.

Quisiéramos enfatizar, una vez más, la importancia que tiene el preparar las condiciones para que la probabilidad de utilizar lo aprendido a otras situaciones, se incremente, siendo éste el parámetro característico que permite discriminar si un entrenamiento ha sido y es útil.

Un manual que incluya este programa de implantación y mantenimiento de conducta verbal será la mejor forma de operacionalizar todo lo anterior, y confiamos en poder ofrecerlo en breve plazo.

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SUMARIO: Aunque limitada, la implantación de conducta verbal funcional en sujetos no verbales es posible. Se ofrece aquí, una vez definidos los términos de «implantación», «conducta verbal» y «sujetos no verbales», un breve resumen histórico de las bases teóricas y experimentales de los programas de adquisición más eficaces de implantación de conducta verbal, programas que a grandes rasgos también se exponen. Se realiza además un análisis de las variables más relevantes en este proceso: conducta verbal comprensiva o receptiva versus conducta verbal productiva o expresiva; contenido y secuencia de los programas; repertorios conductuales previos; técnicas de intervención y problemas acerca de la generalización y el mantenimiento. Finalmente, se señalan las líneas generales que debe incluir un programa de implantación de lenguaje.

Descriptor: Mental Deficiency, Learning Disabilities. Verbal Behavior, Language Conditioning, Language Acquisition, Behavior Modification.