

ABLLS-R, AFLS, VBMAPP, ESDM, PEAK!?!?

## CHOOSING THE RIGHT ASSESSMENT FOR YOUR LEARNER WITH AUTISM

### SESSION 2: APPLICATION OF THE ASSESSMENT PROCESS

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DO BETTER COLLECTIVE



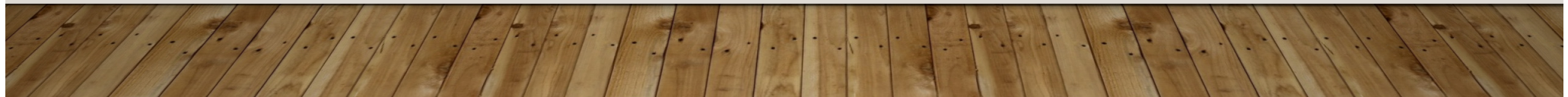
# OVERVIEW

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- Video Examples
- Practice

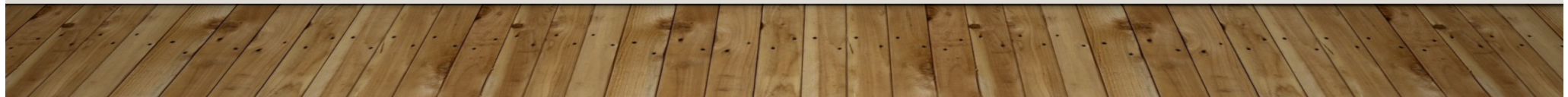
## VIDEO LEARNER 1 – 1:23

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## VIDEO LEARNER I

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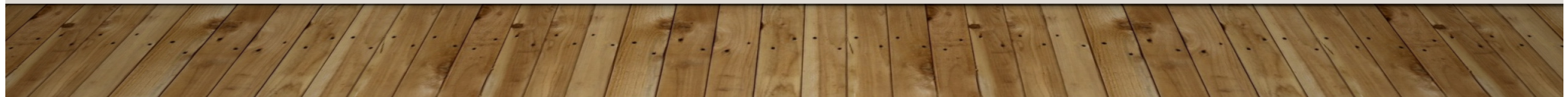
# LEARNER I

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- Core Assessment?
  - None yet
  - Focus on Pairing/Playing
  - Eventually ESDM

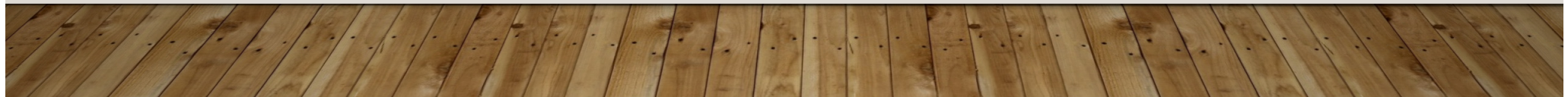
## VIDEO LEARNER 2

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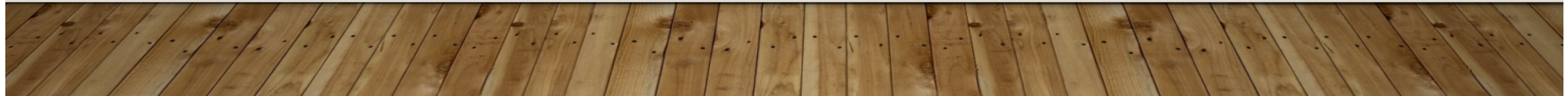
## VIDEO LEARNER 2

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## VIDEO LEARNER 2 – PROBLEM SOLVING

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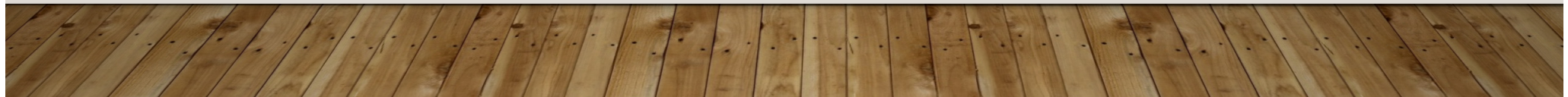
## LEARNER 2

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- Core Assessment?
  - ESDM
- Supplemental Assessment?
  - ABLLS-R
  - IGLR

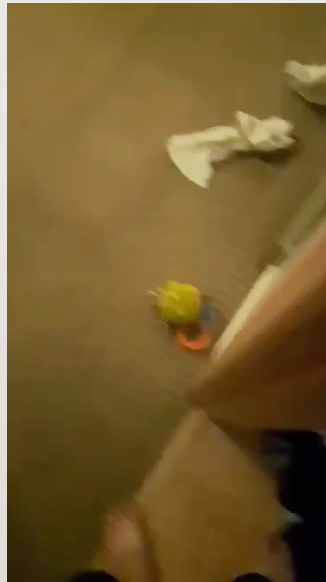
## VIDEO CHILD 3

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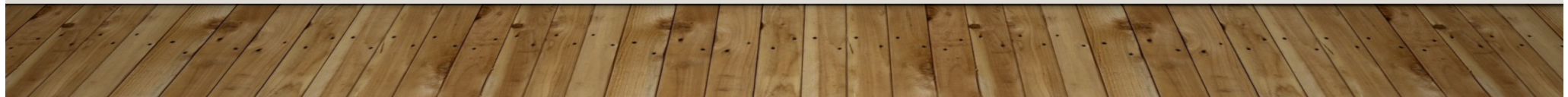
## VIDEO LEARNER 3

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## VIDEO LEARNER 3

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# LEARNER 3

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- Core Assessment
  - IGLR
  - Individualized based on child – FBAesque
- Supplemental Assessment
  - PEAK → will be core

## LEARNER 3 – GIVE ME PROGRESSION

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- Worked on giving nicely, waiting/tolerating “no”
- Had in-person consultation and saw the following



## LEARNER 3 – GIVE ME PROGRESSION

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- Staying calm when people touch his items
- Almost immediately requesting the item back even if he hadn't previously shown an interest in it
  - NEW ISSUE!

## LEARNER 3 – GIVE ME NEXT STEP

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## LEARNER 4

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# LEARNER 4

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- Core Assessment
  - PEAK
  - Individualized assessment of barriers to learning
- Supplemental Assessment
  - IGLR
  - AFLS

## EXAMPLE I

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7 year old non-vocal child. The child will cooperate with all demands. The child typically needs prompting to successfully complete the demand. The child does not match items. The child has never really been taught how to do anything.

- What stage?
- Core Assessment?
- Supplemental?

## EXAMPLE 2

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3 year non vocal old child. The child doesn't like new people. The child cries and runs to mom when people come in the house. The child will not approach therapist even when she has preferred items. The child will perform a few simple demands for mom such as object imitation and motor imitation.

- What stage?
- Core Assessment?
- Supplemental assessment?

## EXAMPLE 3

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6 year old vocal child. The child is somewhat cooperative with demands. The child can match, do simple puzzles, follow basic instructions, request preferred items, and label a few items.

- What stage?
- Core assessment?
- Supplemental assessment?

## EXAMPLE 4

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4 year old vocal child. The child is cooperative with demands. The child can label basic items/objects, emotions, features, and functions. The child knows some personal questions.

- What stage?
- Core assessment?
- Supplemental assessments?

## EXAMPLE 5

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7 year old with limited functional communication. Has made very little progress with skills such as imitation, matching, receptive ID, and expressive ID.

- What Stage?
- Core assessment?
- Supplemental Assessments?

# QUESTIONS?

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