

TRI-STATE WEBINAR SERIES

Developing a Verbal Behavior Program Using the ABLLS-R

Presented by:
Deb Rauner



COLORADO
Department of Education



Tri-State Webinar Series

Tri-State Autism Spectrum Disorder Webinar Series



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, [785-876-2214](tel:785-876-2214).

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri-State Webinar Series

Polling Questions

- Questions will be asked throughout the webinar
- When the poll opens on your screen respond by clicking on or filling in your answer

What is your role?

What is your role?

Administrator

Parent/Family Member

Related Service Professional

Teacher

Other

What state are you from?

What state are you from?

Colorado

Kansas

Nebraska

Other

No Vote

Tri-State Webinar Series

Presenter Information

- Deb Rauner, M.Ed, Currently an Autism Consultant and Verbal Behavior Trainer. Formerly a Special Education Teacher & Behavior Specialist



Tri-State Webinar Series

Learner Objectives

- The learner will become familiar with the different tools available to create a verbal behavior program with the ABLLS-R.
- The learner will become familiar with the Behavior Language Assessment and its use in programming.
- The learner will become familiar with the sequence of steps to make a verbal behavior program with the ABLLS-R.



Tri-State Webinar Series

Presentation Summary

- The ABLLS-R is an assessment and curricular tool for students.
- The ABLLS-R has a variety of skill tracks available to choose from in planning a verbal behavior program.
- There is a sequence of steps to follow in using the ABLLS-R to plan a program for a student.
- Following the sequence of steps will make planning a verbal behavior program with the ABLLS-R simple and easy!



Tri-State Webinar Series

Ready, Set, Go!

- Let's get started on learning how to make a verbal behavior program using the Assessment of Basic Language and Learning Skills-Revised!
- All forms discussed will be available to you electronically.



Tri-State Webinar Series

Assessment and Curriculum: The ABLLS-R The Assessment of Basic Language and Learning Skills-Revised



ABLLS-R Protocol

- ✧ **Basic Learner Skills** (Sections A-P)
- ✧ **Academic Skills** (Sections Q-T)
- ✧ **Self-Help Skills** (Sections U-X)
- ✧ **Motor Skills** (Sections Y-Z)



Using the ABLLS-R as an Assessment Guide

- Comprehensive Nature
 - Number of Skill Areas
 - Number of Skills Within Each Area
- Decision Making:
 - Should I complete all sections of the ABLLS-R?
 - Should I prioritize areas of instructional concentration?
 - Who can help me complete the assessment?
(Paraeducators, OT/PT, Speech-Language Pathologist, Parents)



Prioritizing Areas of Instructional Concentration

- Many Choose Basic Learner Skills for Instructional Program

- Basic Learner Skills:
 - Sections A-J cover Language Skills and the Verbal Operants
 - Sections K-P cover Social, Play and Leisure Skills
 - Sections Q-T cover beginning Academic Skills



Hints for Completing the Assessment

1. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN do.
2. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN'T do.
3. Now you just assess what is left after you've completed the above two tasks.
4. Decide who will assess what skills and have the necessary materials ready to go.
5. Mark in the ABLLS-R Skills Tracking Guide, all skills assessed (through direct assessment or through your knowledge of what the student can/cannot do).



Getting Started in the Meantime

1. The Behavior Language Assessment Form. Fill out as a team.
2. Identify skill levels as Early, Intermediate or Advanced Learner.
3. Use the Correlating ABLLS-R Skills Chart (“Cheat Sheets”) to get to the correct section of the ABLLS-R.
4. Choose skills from the ABLLS-R to work on and put them on Program Planning Sheet.
5. Fill out Skills Tracking Sheet for each area on your Program Planning Sheet.
6. Choose pictures and 3x5 cards for Target Skills & Known Skills
7. Fill out Cold Probe Sheet
8. Fill out NET sheet if necessary



1. The Behavior Language Assessment Form. Fill out as a team.

The Behavioral Language Assessment Form

Score	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Cooperation - A	Request (Mand) - F	Motor Imitation - D	Vocal Play - E/I	Vocal Imitation (Echoic) - E	Matching to Sample (Visual Performance) - B

Score	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Receptive Language - C	Labeling (Tact) - G	Receptive by Function, Feature, Class - C	Conversational Skills (Intraverbals) - H	Letters and Numbers - Q/R	Social Interaction - K, L, M, N

1-2 = Early Learner 3-4 = Intermediate Learner 4-5 = Advanced Learner

For the following questions, indicate the level of performance that best describes the learner's typical level of performance.

1. Cooperation with Adults _____ (enter score)

How easy is it to work with the child?

1. Always uncooperative, avoids work, engages in negative behavior
2. Will do only one brief and easy response for a powerful reinforce
3. Will give 5 responses without disruptive behavior
4. Will work for 5 minutes without disruptive behavior
5. Works well for 10 minutes at a table without disruptive behavior



The Behavior Language Assessment

- The Behavior Language Assessment corresponds to the Basic Learner Skills in the ABLLS-R.
- Try to fill it out as a team so that you are coming up with an agreed upon score for each item.
- If you are uncertain about specific items (how many tacts a student has for example) then score the item “down” (score it as a 2 instead of a 3).
- Color in the number of boxes for each item based on the score for that item. It is not unusual for a student’s scores to be varied amongst the Basic Learner Skills. A student may score a 1 on an item and a 5 on a different item.
- The BLA becomes a visual way to share where the student is currently performing on ABLLS-R skills and then is one way to show general progress after intervention.



Polling Question #1

- What is the first thing your team should do when planning a verbal behavior program using the ABLLS-R?
 - A. Write IEP objectives
 - B. Fill out the Behavior Language Assessment
 - C. Go through the ABLLS-R page by page until you find a skill you want to work on
 - D. Pick only one operant to work on



Answer

B: Fill out the Behavior Language Assessment

The Behavior Language Assessment lets you know where the student is currently functioning and allows you to choose appropriate verbal behavior skills for instruction.



Tri-State Webinar Series

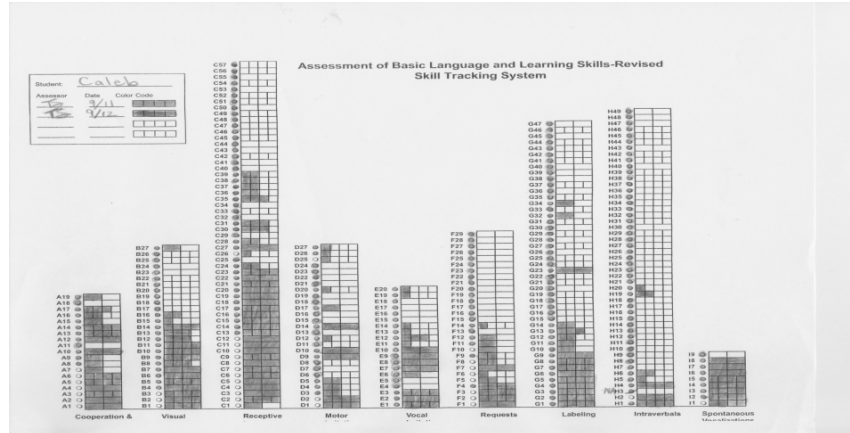
2. Early, Intermediate and Advanced Learners

We can classify learners in Early, Intermediate and Advanced categories. Here are general definitions of these categories and examples of what a Skills Tracking Grid would look like for each category.

- **Early Learners:** Typically lower cognition, limited language & functional skills, lack of focus, slower to process information & respond. Needs frequent prompts & reinforcement.



Intermediate Learner Grid Example

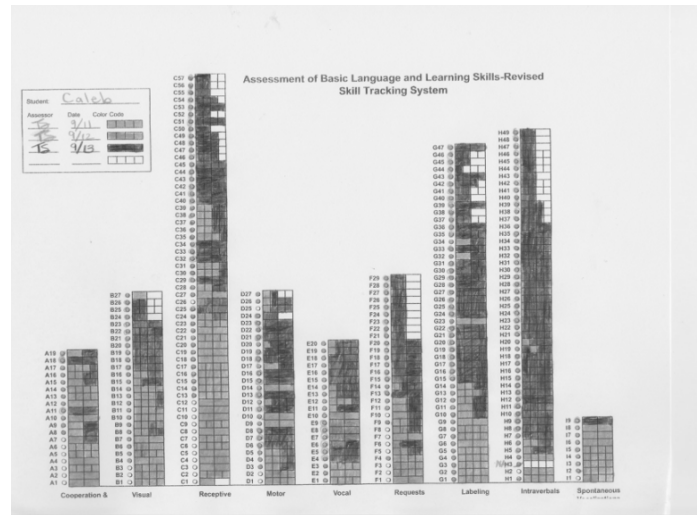


Advanced Learners

- **Advanced Learners:** Typically learning language & functional skills at a faster pace. Needs few prompts & responds to a variety of intermittent reinforcement. They are capable of attending during extended work sessions.



Advanced Learner Grid Example



Early, Intermediate and Advanced Learners

- At the base of the Behavior Language Assessment grid, there is a code:
 - *Early Learner: Score of 1 or 2
 - *Intermediate Learner: Score of 3 and sometimes 4 on large skill areas like "Receptive"
 - *Advanced Learner: Score of 4 or 5
- You will refer to this code when using the Correlating ABLLS-R Skills Chart ("Cheat Sheets").
- The Correlating ABLLS-R Skills Chart will be used to choose appropriate skills for the student's verbal behavior program.

3. Correlating ABLLS-R Skills Chart "Cheat Sheets"

(Developed by Dr. Vincent Carbone)

- Look at the score on each of the Skill Grid items.
- Assign a learner score to each item (Early, Intermediate or Advanced)
- The ABLLS-R Skills Chart will direct you to the appropriate section of the ABLLS-R protocol for the Verbal Operant areas of Visual Performance, Receptive, Tacts, Imitation, Manding and Intraverbals.
- It is not used for Echoics (which are so individualized in nature), Social/Leisure or Academic Skills.



Correlating ABLLS-R Goals

EARLY LEARNER PROFILE					
B Visual Performance B1-B8	C Receptive C1-C22	D Imitation D1-D12	F Mands F1-F7	G Tacts G1-G8	H Intraverbals H1-H7
<p>B1: When given single uniquely shaped pieces from an inset puzzle, the student will put the puzzle pieces into the puzzle frame.</p> <p><i>Through.....</i></p> <p>B8: When given a variety of non-identical objects or pictures representing three items and given an array of sample items for each of the three items, the student will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people).</p>	<p>C1: Student will look at or come to a person when called by his name.</p> <p><i>Through.....</i></p> <p>C22: The student will be able to follow directions to touch clothing items on his own body.</p>	<p>D1: Student will look at or come to a person when called by his name.</p> <p><i>Through.....</i></p> <p>D12: Upon request, student will imitate a fine motor activity.</p>	<p>F1: Requests by indicating.</p> <p><i>Through.....</i></p> <p>F7: The student will make eye contact when asking a person for items, actions or information.</p>	<p>G1: The student will label reinforcing items.</p> <p><i>Through.....</i></p> <p>G8: Labels pictures of common actions.</p>	<p>H1: While others are singing a song, the student will be able to fill in some words and phrases and songs.</p> <p><i>Through.....</i></p> <p>H7: When asked "What goes with ___?" the student will be able to say some items which are associated (related) with the stated item.</p>
INTERMEDIATE LEARNER PROFILE					
B Visual Performance B9-B13	C Receptive C23-C42	D Imitation D13-D20	F Mands F8-F15	G Tacts G9-G23	H Intraverbals H8-H22
<p>B9: When given a block design card, student will place the blocks in the appropriate location on the design card disregarding extra blocks.</p> <p><i>Through.....</i></p> <p>B13: When given a visual sequence pattern consisting of items (e.g., colored blocks), the student will arrange items to match the pattern.</p>	<p>C23: The student will be able to follow directions to touch specified parts of items (e.g., door and window of a house, wheel and door of a car).</p> <p><i>Through.....</i></p> <p>C42: The student will be able to select pictures of common community helpers in his environment.</p>	<p>D13: Upon request, the student will imitate touching objects in a sequence at the same time as a person modeling the sequence.</p> <p><i>Through.....</i></p> <p>D20: Upon request, student will imitate a sequence of motor activities.</p>	<p>F8: The student will be able to ask others to perform specified actions.</p> <p><i>Through.....</i></p> <p>F15: The student will be able to ask others to remove an item or stop an activity.</p>	<p>G9: The student will be able to label known items in quick succession.</p> <p><i>Through.....</i></p> <p>G23: The student will be able to answer "yes" or "no" or move his head to indicate "yes" or "no" to identify the name of an item or stop an activity.</p>	<p>H8: The student will be able to fill in the remaining word naming the item in a phrase related to the function of an item.</p> <p><i>Through.....</i></p> <p>H22: The student will be able to make a variety of related comments (not including naming of items) regarding pictures of items or activities.</p>



Using the Correlating ABLLS-R Skill Charts (Cheat Sheets)

- Refer to the Cheat Sheets for each verbal operant skill listed previously and by the student's learner score.
- An example is, if the student scored a "2" in the Receptive skill area, then you would use the "Cheat Sheet" to look under "Receptive" in the Early Learner Section, since a score of "2" indicates an Early Learner.
- Another example is, if the student scored a "5" in the Visual Performance skill area, then you would use the "Cheat Sheet" to look under Visual Performance in the Advanced Learner Section, since a score of "5" indicates an Advanced Learner.
- The Cheat Sheets will guide you to the appropriate section of each operant area in the ABLLS-R to begin choosing skills for instruction.



Using the "Cheat Sheets" to Choose Skills for Instruction

- Always look at skills near the prescribed area outlined on the Cheat Sheets to make sure the student possesses the skills before moving on. For example, if the Cheat Sheets direct you to the skill area of G27, then take a look at G24, 25 and 26 to make sure the student has mastered those skills before choosing G27.
- You may choose skills that are appropriate for your student that are not in chronological order. For example, if you are working with a middle school age student, then it is okay to skip B2 which is the skill of using a shape sorter, which is not age appropriate.



Using the “Cheat Sheets” to Choose Skills for Instruction

- Make sure to stay in the general skill area when choosing skills for instruction. In other words, if your student is an Early Learner in Tacts, don't choose G30 to work on because it is an Advanced Learner skill.
- Since there are not categories on the Cheat Sheets for Echoics, Social/Leisure and Academics, you will just look through those Skill Sections to choose objectives that are appropriate for your student.



Tri-State Webinar Series

Polling Question #2

- “Cheat Sheets” help you:
 - A. Get the right answer
 - B. Fill out the ABLLS-R faster
 - C. Look at the appropriate section of the ABLLS-R protocol to choose instructional skills
 - D. Choose Echoic skills for the student



Tri-State Webinar Series

Answer

C: Look at the appropriate section of the ABLLS-R protocol to choose instructional skills

The “Cheat Sheets” will help you quickly get to the appropriate section of each operant from the ABLLS-R, in order to choose instructional skills.




Tri-State Webinar Series

4. Verbal Behavior Program Planning Sheet


- The Program Planning Sheet is a good tool to use to organize your student’s verbal behavior program.
- As you find the appropriate skills area within each Basic Learner Skill within the ABLLS-R, choose a couple of specific skill objectives for instruction.
- Jot down those skill objectives within the appropriate area on the Program Planning Sheet (Tacts, Receptive, etc.).
- Your vocabulary should be pertinent to your student. Try and use the same vocabulary for different skills if possible. (Tact for “dog” and Receptive for “dog”).



Name: _____ Date: _____	
Verbal Operant	Program Skills
TACT	
ECHOIC	
RECEPTIVE	
INTRAVERBAL	
IMITATION	
MATCH TO SAMPLE	
MAND	



5. Skills Tracking Sheets

- For each skill that you have chosen to use in your instruction, you will fill out a Skills Tracking Sheet.
 - List the specific skill on the top of each Skills Tracking Sheet. For example, Visual Performance: B3: Matches objects to objects. You might also want to list the criteria there also (100 words, 20 imitation tasks, etc.).
 - On the individual lines, choose vocabulary or tasks that will be targeted for the student.
- 

5. Skills Tracking Sheets

- An option is to color code the sheets to match the operant. For example, since the color green is associated with Tacts, the Skills Tracking Sheet for Tact Skills can be green.
- As you begin working on a specific vocabulary item or skill for the student, note the date that you began instruction. When the student has mastered the item (3 consecutive days of a correct first trial response) mark that date on the sheet as well.



Tri-State Webinar Series

Skill Tracking Sheet

Student Name: _____ Skill: _____

	Target	Date introduced	Date Mastered
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			



6. Choose Pictures and 3x5 Cards for Target Skills & Known Skills

- After Target Skills have been chosen, you will either find the appropriate picture (for a tact or receptive task) or you will make a 3x5 card with a task on it and the direction staff gives to the student.
- For pictures that are to be used as Target Tacts, you will place a green dot on the picture. For pictures that are to be used in Target Receptive Discrimination tasks, you will place a red dot on the picture. The dots indicate to staff what type of question to ask the student.



6. Choose Pictures and 3x5 Cards for Target Skills & Known Skills

- Through assessment, you will also identify pictures that the student knows as Tacts and through Receptive Discrimination. These will be put in the Mastered Tasks box and used during instruction.
- Through assessment, you will also identify Imitation, Echoics, Visual Performance, Intraverbal and Receptive Following Directions tasks that the student knows. You will make 3x5 cards for these and put them in the Mastered Tasks box which will be used during instruction.



VERBAL OPERANT SKILL CARDS

- **Tacts (Labels):** Green 3x5 cards for actions and green dot on pictures
 - Label pictures/objects (verbal or sign language)
 - Label actions
- **Imitation: Copying another's movements:** Purple 3x5 cards
- **Receptive Discrimination: Choosing a picture/object from an array or field:** Red dot on pictures
- **Receptive Listener Responding: Following directions for actions or touching body parts/clothing etc.:** Pink 3x5 cards
- **Intraverbals: Fill in the blank, answering questions or conversation without visual cues:** Blue 3x5 cards
- **Echoics: Vocal Imitation:** Yellow 3x5 cards
- **Match to Sample/Visual Performance: Matching pictures, objects, sorting, sequencing, puzzles, etc.:** White 3x5 cards



Polling Question #3

- The red and green dots on pictures indicate:
 - A. Target skill pictures for Receptive and Tact areas
 - B. Known skill pictures for Receptive and Tact areas
 - C. Red dots mean they don't know the answer
 - D. They are matching pictures



Answer

- A. Target skill pictures for Receptive and Tact areas

The dots are a visual cue to the instructor as to which pictures are target skills. Red dots are on Receptive pictures used in Discrimination tasks and Green dots indicate Tact (Labeling) skills.



Tri-State Webinar Series

7. Fill Out Cold Probe Sheet

- The Cold Probe is the way you keep data in a Verbal Behavior Program. Target skills are listed on the Cold Probe Sheet.

- Data is kept once a day, in what is referred to as a Cold Probe (First Trial Data). You assess the student right away in the day and it is a fair representation of whether the student really knows the tasks, without the practice effect (because of multiple practice times throughout the day, the student gets the answer correct).



7. Fill Out Cold Probe Sheet

- On the Cold Probe Sheet, the target skills are listed as well as their operant, number of days in a row correct as well as whether the student answered the question correctly or not.
- A typical verbal behavior program will have between 8-15 target skills. You will choose 1-2 items from each of your Skills Tracking Sheets as Target Skills and place them on the Cold Probe Sheet.
- When a student meets criteria (3 days in a row correct), a new skill, of the same operant, chosen from the Skills Tracking Sheet, will be added as a target skill.



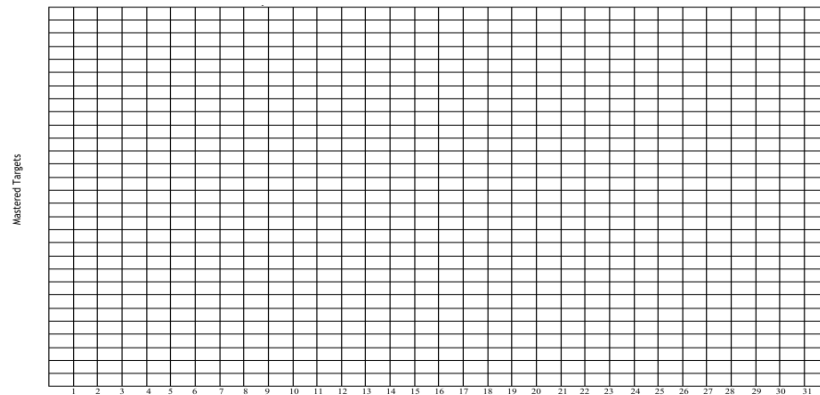
Tri-State Webinar Series

Cold Probe Procedures

- Organize target material piles
- Present target item Sds without any prompt
- Score each response immediately after presentation (can sort responses and score later)
 - May or may not continue with error correction procedures.
 - May or may not mix probes with easy items.
- If item is correct on 3 days in a row on first trial, item is considered to be mastered.



Monthly Cumulative Graph



Student: _____

Month: _____



8. Fill Out NET Sheet if Necessary

- Some tasks that you may have chosen to work on from the ABLLS-R, are not the type that are conducive to a 1:1 Intensive Teaching Session. Examples include items from the Social, Play/Leisure and Generalized Responding categories.
- These tasks are worked on throughout the day in the Natural Environment. We keep data on these tasks on a Natural Environment Training (NET) sheet.
- As opportunities occur throughout the day, staff will mark if the student performed the skill with a simple Yes/No.
- There are multiple spots to mark performance of the skill for multiple opportunities throughout the day.



Natural Environment Training Data Sheet Example

Name:	Date:							
Skill:								
D27: Delayed Imitation: Labels & imitates after 1 hour	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
E20: Spontaneous imitation of 4-6 word phrases	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
F29: Spontaneously requests objects, actions or information	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
G45: Labels things stating 3 components when asked "What do you see?"	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
G47: Spontaneously labels items or actions	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
L29: Attends to the reactions of interest by others	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N3: Sits and waits appropriately during transitions	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N4: Physically transitions to next area or activity	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N9: Completes a task and brings work to teacher or puts away materials	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N



9. Program Book

- The purpose of the program book is to effectively and efficiently organize each learner's educational documents.
- Some documents are used on a daily basis to guide instructional decisions, such as skills tracking sheets, graphs, data collection forms, cold probes, etc. and some documents are used for reference toward meeting goals, such as IEP, FBA, preference assessments, ABLIS-R grids, etc.
- All of these documents provide valuable information in meeting the educational goals and promoting successful outcomes for each student.
- Keeping these documents organized and assembled in one location, in the program book, increases productivity for the teacher and staff.



Putting a Program Book Together

You will Need:

1. One 2-3 inch binder: One binder per student with each student's name on it.
2. Tabbed separators: Tabbed separators will be labeled with each operant and skill area following the ABLLS-R domains as well as other relevant sections. (Visual Performance, Receptive, Imitation, Echoic, Manding, Tacting, Intraverbals)
3. Other sections can be labeled FFC (Function, Feature, Class), IEP (goals), Behavior (FBA, behavior plan), ABLLS-R (assessment grid), Cold Probe, Reading, Math, as per what is being kept in the binder.

* Each school district has its own policy as to what documents may be available for staff review. Check with your district's policy if you are not sure.



Final Polling Question

- Which one of the following is NOT part of planning a verbal behavior program using the ABLLS-R?
 - A. Fill out the Behavior Language Assessment
 - B. Choose skills using "Cheat Sheets"
 - C. Use orange 4x6 cards for all tasks
 - D. Use NET data sheets for social skills



Answer

C. Use orange 4x6 cards for all tasks

Orange cards are not used in verbal behavior planning using the ABLLS-



Tri-State Webinar Series

You Are All Set To Go!

- The first time through may seem like a lot of work but it gets easier and quicker each time! It's all worth it because using verbal behavior strategies to teach skills from the ABLLS-R will:
 - Make learning more fun for the child as well as enable the child to learn more efficiently
 - Reduce or naturally eliminate most problem behaviors in most students in both general education and special education environments
 - Teach the skills necessary to be successful in the general education classroom/real life settings

GOOD LUCK!



Electronic Forms Available

- Behavior Language Assessment
- Correlating ABLIS Goals from BLA: “Cheat Sheets”
- Verbal Behavior Program Planning Sheet
- Skills Tracking Sheet
- Cold Probe Data Sheet
- Monthly Graph
- Natural Environment Data Sheet



Tri-State Webinar Series

References

- Carbone, Vincent & Wood, Kelli & Zecchin, Gina (2003) Designing an ABA Classroom Using Skinner’s Analysis of Verbal Behavior, New York.
- Pennsylvania Training and Technical Assistance Network: Autism Initiative Project: *Mike Miklos & Amiris Dipuglia*
- Partington, James (2014). Getting Started: Developing Critical Learning Skills for Children on the Autism Spectrum. Walnut Creek, CA: Behavior Analysts Inc
- Sundberg, Mark, Partington, James (1998, 2006). Teaching Language to Children with Autism or Other Developmental Disabilities & Quick Tips: Series One: Behavioral Teaching Strategies & The Assessment of Basic Language and Learning Skills. Danville, CA: Behavior Analysts, Inc.

Tri-State Webinar Series

THANK YOU!

Deb Rauner
djrauner1@gmail.com



COLORADO
Department of Education



Tri-State Webinar Series

Student: _____

School Year: _____

The Behavioral Language Assessment Form

Score	□5					
	□4					
	□3					
	□2					
	□1					
	Cooperation - A	Request (Mand) - F	Motor Imitation - D	Vocal Play - E/I	Vocal Imitation (Echoic) - E	Matching to Sample (Visual Performance) - B

Score	□5					
	□4					
	□3					
	□2					
	□1					
	Receptive Language - C	Labeling (Tact) - G	Receptive by Function, Feature, Class - C	Conversational Skills (Intraverbals) - H	Letters and Numbers - Q/R	Social Interaction - K, L, M, N

1-2 = Early Learner

3-4 = Intermediate Learner

4-5 = Advanced Learner

For the following questions, indicate the level of performance that best describes the learner's typical level of performance.

1. Cooperation with Adults _____ (enter score)

How easy is it to work with the child?

1. Always uncooperative, avoids work, engages in negative behavior
2. Will do only one brief and easy response for a powerful reinforce
3. Will give 5 responses without disruptive behavior
4. Will work for 5 minutes without disruptive behavior
5. Works well for 10 minutes at a table without disruptive behavior

2. Requests (Mands) _____

How does the learner let his needs and wants be known?

1. Cannot ask for reinforcers; or engages in negative behavior
2. Pulls people, points, or stands by reinforcing items
3. Uses 1-5 words, signs, or pictures to ask for reinforcers
4. Uses 5-10 words, signs, or pictures to ask for reinforcers
5. Frequently requests using 10 or more words, signs, or pictures

3. Motor Imitation _____

Does the learner copy actions?

1. Cannot imitate anybody's motor movements
2. Imitates a few gross motor movements modeled by others
3. Imitates several gross motor movements on request
4. Imitates several fine and gross motor movements on request
5. Easily imitates any fine or gross movements, often spontaneously

4. Vocal Play _____

Does the learner spontaneously say sounds and words?

1. Does not make any sounds (mute)
2. Makes a few speech sounds at a low rate
3. Vocalizes many speech sounds with varied intonations
4. Vocalizes frequently with varied intonation and says a few words
5. Vocalizes frequently and says many clearly understandable words

5. Vocal Imitation (Echoic) _____

Will the learner repeat sounds or words?

1. Cannot repeat any sounds or words
2. Will repeat a few specific sounds or words
3. Will repeat or closely approximate several sounds or words
4. Will repeat or closely approximate many different words
5. Will clearly repeat any word, or even simple phrases

6. Matching-to-Sample _____

Will the learner match objects, pictures, and designs to presented samples?

1. Cannot match any objects or pictures to a sample
2. Can match 1 or 2 objects or pictures to a sample
3. Can match 5 to 10 objects or pictures to a sample
4. Can match 5 to 10 colors, shapes, or designs to a sample
5. Can match most items and match 2 to 4 block designs

7. Receptive _____

Does the learner understand any words or follow directions?

1. Cannot understand any words
2. Will follow a few instructions related to daily routines
3. Will follow a few instructions to do actions or touch items
4. Can follow many instructions and point to at least 25 items
5. Can point to at least 100 items, actions, persons, or adjectives

8. Labeling (Tact) _____

Does the learner label or verbally identify any items or actions?

1. Cannot identify any items or actions
2. Identifies only 1 to 5 items or actions
3. Identifies 6 to 15 items or actions
4. Identifies 16 to 50 items or actions
5. Identifies over 100 items or actions and emits short sentences

9. Receptive by Function, Feature, and Class _____

Does the learner identify items when given information about those items?

1. Cannot identify items based on information about them
2. Will identify a few items given synonyms or common functions
3. Will identify 10 items given 1 of 3 functions or features
4. Will identify 25 items given 4 functions, features, or classes
5. Will identify 100 items given 5 functions, features, or classes

10. Conversational Skills (Intraverbals) _____

Can the learner fill-in missing words or answer questions?

1. Cannot fill-in missing words or parts of songs
2. Can fill-in a few missing words or provide animal sounds
3. Can fill-in 10 non-reinforcing phrases or answer at least 10 simple questions
4. Can fill-in 20 phrases or can answer 20 questions with variations
5. Can answer at least 30 questions with variations

11. Letters and Numbers _____

Does the learner know any letters, numbers, or written words?

1. Cannot identify any letters, numbers, or written words
2. Can identify at least 3 letters or numbers
3. Can identify at least 15 letters or numbers
4. Can read at least 5 words and identify 5 numbers
5. Can read at least 25 words and identify 10 numbers

12. Social Interaction _____

Does the learner initiate and sustain interactions with others?

1. Does not initiate interactions with others
2. Physically approaches others to initiate an interaction
3. Readily asks adults for reinforcers
4. Verbally interacts with peers with prompts
5. Regularly initiates and sustains verbal interactions with peers

Correlating ABLIS-R Goals

EARLY LEARNER PROFILE					
B	C	D	F	G	H
<p>Visual Performance</p> <p style="text-align: center;">B1-B8</p> <p>B1: When given single uniquely shaped pieces from an inset puzzle, the student will put the puzzle pieces into the puzzle frame.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>B8: When given a variety of non-identical objects or pictures representing three items and given an array of sample items for each of the three items, the student will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people).</p>	<p>Receptive</p> <p style="text-align: center;">C1-C22</p> <p>C1: Student will look at or come to a person when called by his name.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>C22: The student will be able to follow directions to touch clothing items on his own body.</p>	<p>Imitation</p> <p style="text-align: center;">D1-D12</p> <p>D1: Student will look at or come to a person when called by his name.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>D12: Upon request, student will imitate a fine motor activity.</p>	<p>Mands</p> <p style="text-align: center;">F1-F7</p> <p>F1: Requests by indicating.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>F7: The student will make eye contact when asking a person for items, actions or information.</p>	<p>Tacts</p> <p style="text-align: center;">G1-G8</p> <p>G1: The student will label reinforcing items.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>G8: Labels pictures of common actions.</p>	<p>Intraverbals</p> <p style="text-align: center;">H1-H7</p> <p>H1: While others are singing a song, the student will be able to fill in some words and phrases and songs.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>H7: When asked "What goes with ____?" the student will be able to say some items which are associated (related) with the stated item.</p>
INTERMEDIATE LEARNER PROFILE					
B	C	D	F	G	H
<p>Visual Performance</p> <p style="text-align: center;">B9-B13</p> <p>B9: When given a block design card, student will place the blocks in the appropriate location on the design card disregarding extra blocks.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>B13: When given a visual sequence pattern consisting of items (e.g., colored blocks), the student will arrange items to match the pattern.</p>	<p>Receptive</p> <p style="text-align: center;">C23-C42</p> <p>C23: The student will be able to follow directions to touch specified parts of items (e.g., door and window of a house, wheel and door of a car).</p> <p style="text-align: center;"><i>Through.....</i></p> <p>C42: The student will be able to select pictures of common community helpers in his environment.</p>	<p>Imitation</p> <p style="text-align: center;">D13-D20</p> <p>D13: Upon request, the student will imitate touching objects in a sequence at the same time as a person modeling the sequence.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>D20: Upon request, student will imitate a sequence of motor activities.</p>	<p>Mands</p> <p style="text-align: center;">F8-F15</p> <p>F8: The student will be able to ask others to perform specified actions.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>F15: The student will be able to ask others to remove an item or stop an activity.</p>	<p>Tacts</p> <p style="text-align: center;">G9-G23</p> <p>G9: The student will be able to label known items in quick succession.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>G23: The student will be able to answer "yes" or "no" or move his head to indicate "yes" or "no" to identify the name of an item or stop an activity.</p>	<p>Intraverbals</p> <p style="text-align: center;">H8-H22</p> <p>H8: The student will be able to fill in the remaining word naming the item in a phrase related to the function of an item.</p> <p style="text-align: center;"><i>Through.....</i></p> <p>H22: The student will be able to make a variety of related comments (not including naming of items) regarding pictures of items or activities.</p>

ADVANCED LEARNER PROFILE

B	C	D	F	G	H
Visual Performance	Receptive	Imitation	Mands	Tacts	Intraverbals
<p>B14-B27</p> <p>B14: When given irregularly-shaped, non-interlocking puzzle pieces, student will correctly juxtapose the pieces to form a picture.</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>B27: The student will be able to draw a line from the start to the end of simple mazes.</p>	<p>C43-C57</p> <p>C43: The student will be able to locate pictures of objects within a larger, complex picture.</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>C57: The student will be able to select pictures representing a variety of social interactions (e.g., playing, arguing).</p>	<p>D21-D27</p> <p>D21: Upon request, student will imitate a gross motor activity matching the intensity of the model.</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>D27: Upon request or when labeling his own actions, student will be able to demonstrate actions which he observed several hours earlier in the day.</p>	<p>F16-F29</p> <p>F16: The student will be able to ask for items using adjectives (e.g., big horse).</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>F29: The student will spontaneously request objects, actions, or information throughout the day.</p>	<p>G24-G47</p> <p>G24: The student will be able to label the function of items when asked, "What do you do with this?"</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>G47: The student will spontaneously request objects, actions, or information throughout the day.</p>	<p>H23-H49</p> <p>H23: The student will be able to give single response answers regarding questions concerning what he might see in various locations in his community.</p> <p style="text-align: center;"><i>Thorough.....</i></p> <p>H49: The student will spontaneously add or make appropriate related comments during an ongoing conversation or discussion.</p>

Remember:

- This is a general guideline for correlating ABLLS-R goals.
- This should NOT be considered as set criteria or sequence.
- Each child is different and programs must be developed based upon each skill level.

Skill Tracking Sheet

Student Name: _____ Skill: _____

	Target	Date introduced	Date Mastered
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Name:

Date:

Verbal Operant	Program Skills
TACT	
ECHOIC	
RECEPTIVE	
INTRAVERBAL	
IMITATION	
MATCH TO SAMPLE	
MAND	

Name: _____

Week of: _____

Weekly Probe Sheet

	# days active	Operant	Target Skill	Previous Y	Mon	Tue	Wed	Thur	Fri
1					Y N	Y N	Y N	Y N	Y N
2					Y N	Y N	Y N	Y N	Y N
3					Y N	Y N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N
6					Y N	Y N	Y N	Y N	Y N
7					Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N
9					Y N	Y N	Y N	Y N	Y N
10					Y N	Y N	Y N	Y N	Y N
11					Y N	Y N	Y N	Y N	Y N
12					Y N	Y N	Y N	Y N	Y N
13					Y N	Y N	Y N	Y N	Y N
14					Y N	Y N	Y N	Y N	Y N
15					Y N	Y N	Y N	Y N	Y N
16					Y N	Y N	Y N	Y N	Y N
17					Y N	Y N	Y N	Y N	Y N
18					Y N	Y N	Y N	Y N	Y N
19					Y N	Y N	Y N	Y N	Y N
20					Y N	Y N	Y N	Y N	Y N
21					Y N	Y N	Y N	Y N	Y N
22					Y N	Y N	Y N	Y N	Y N
23					Y N	Y N	Y N	Y N	Y N
24					Y N	Y N	Y N	Y N	Y N
25					Y N	Y N	Y N	Y N	Y N
26					Y N	Y N	Y N	Y N	Y N
27					Y N	Y N	Y N	Y N	Y N
28					Y N	Y N	Y N	Y N	Y N
29					Y N	Y N	Y N	Y N	Y N
30					Y N	Y N	Y N	Y N	Y N
31					Y N	Y N	Y N	Y N	Y N
32					Y N	Y N	Y N	Y N	Y N
33					Y N	Y N	Y N	Y N	Y N
34					Y N	Y N	Y N	Y N	Y N
35					Y N	Y N	Y N	Y N	Y N

Red: receptive ID **Green: Tact** **Yellow: Echoic** **Purple: Motor Imitation** **Blue: Intraverbal**

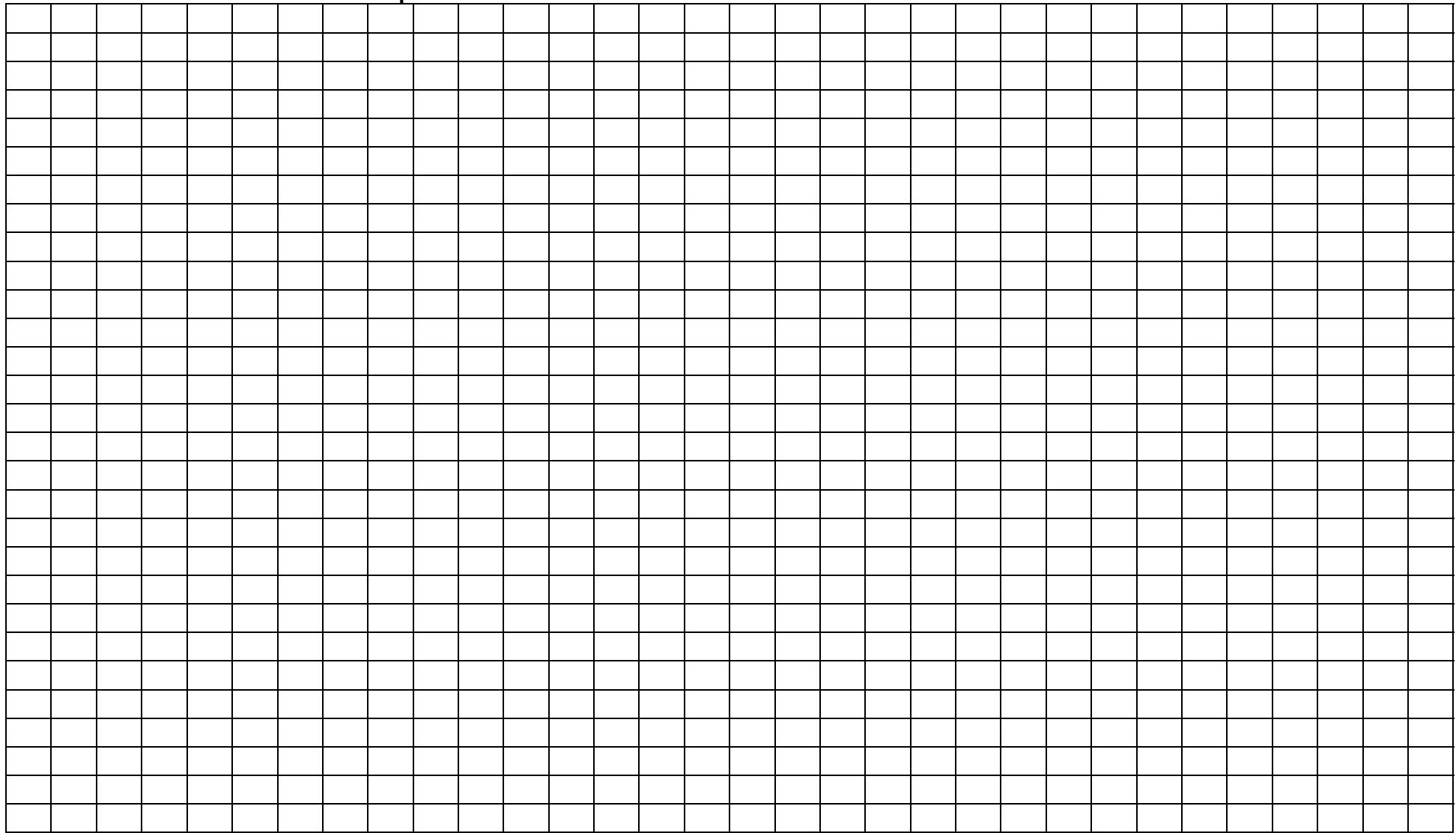
Criteria for mastery: _____ consecutive yes?

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

Notes/Reminders:

Cumulative Graph for: _____

Mastered Targets



Student: _____

Month: _____
