TRI-STATE WEBINAR SERIES

Getting to Know the ABLLS-R

Presented by:
Teresa Schultz

COLORADO
Department of Education

TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org

Tri-State Autism Spectrum Disorder Webinar Series

TRI-STATE AUTISM COLLABORATIVE
COLORADO · KANSAS · NEBRASKA

COLORADO
Department of Education

TASN
Autism and Tertiary Behavior Supports

Polling Questions

- Questions will be asked throughout the webinar

- When the poll opens on your screen respond by <u>clicking on</u> or <u>filling in</u> 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

Presenter Information

- Teresa Schultz, Private Speech/Language Pathologist and a Verbal Behavior Trainer. Formerly Speech Language Pathologist/Early Childhood Special Education Teacher.

Learner Objectives

➢The learner will be introduced to a thorough description of the contents within the Assessment of Basic Language and Learning Skills-Revised protocol.

➢The learner will become familiar with Dr. Partington's normative data regarding the ABLLS-R..

➢The learner will become familiar with scoring the ABLLS-R, given steps and ideas to alleviate time.

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Presentation Summary

➢The ABLLS-R is an assessment and curricular tool for students.

➢The ABLLS-R has been normed with children on the spectrum as well as typically developing children ages 2-5 years of age.

➢ Highlights of scoring the ABLLS-R.

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Let's Do This!

- Let's begin learning about the ABLLS-R.

- All forms discussed will be available to you electronically.

Why Should I Use The ABLLS-R?

- To help identify language and other critical skills in need of intervention necessary for a child to become more capable of learning from his everyday experiences.
- To provide a method for identifying a child's specific skills in a variety of learning domains.
- To provide a curriculum guide.
- To provide a method for visually displaying the acquisition of new skills.
- It is important to know what a child can and cannot do in order to know which skills should be the focus of current instruction.

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

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

- Developed/Revised by Dr. James Partington in 1996
- The ABLLS-R system is an assessment tool, curriculum guide, and skills-tracking system.
- Helps guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.
- Practical and parent-friendly tool.
- Facilitates the identification of skills needed by your child to effectively communicate and learn from everyday experiences.

Polling Question #1

- **The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) is:**

A. A scope and sequence tool.
B. A standardized tool that one can use to verify a child with ASD.
C. An assessment tool, curriculum guide, and skills-tracking system.

Answer

- **C**: An assessment tool, curriculum guide, and skills-tracking system.

The ABLLS-R is a comprehensive tool that can be utilized to give an assessment, a guide to curriculum ideas, and a skills tracking system for 25 domains.

Normative Data from Typically Developing Children on ABLLS-R

- Dr. Partington conducted research to quantify the nature of specific skill acquisition by typically developing children across 25 repertoires.

- Data showed typically developing children acquire most of the basic language and learning skills measured by the ABLLS-R, by the time they are 3 to 4 years of age.

- These data make it possible to use the criterion-based measures of this tool to identify specific differences in the acquisition of basic skills between children with ASD and typically developing children at specific ages.
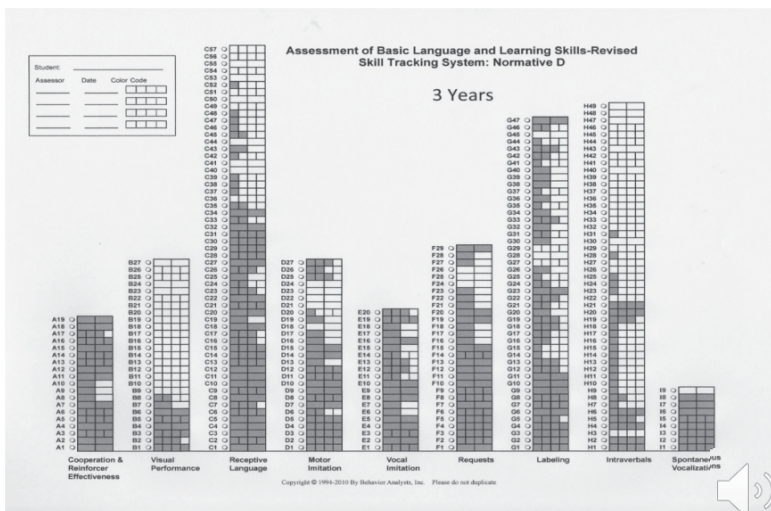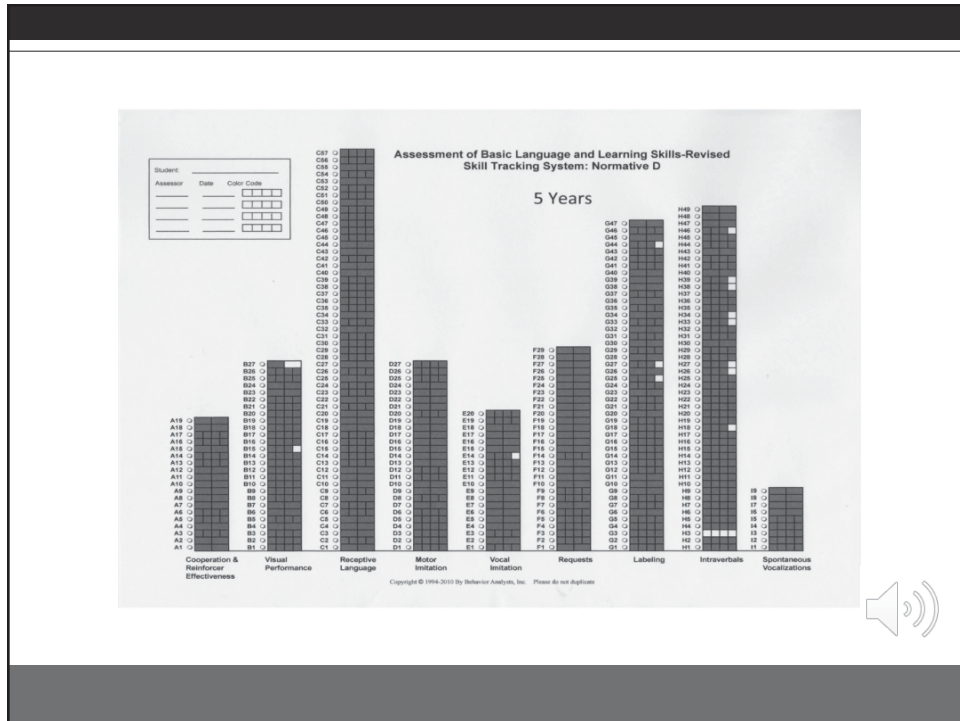
Polling Question #2

- What does the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) facilitate?

A. How the child is doing in the classroom.
B. The identification of skills needed by the child to effectively communicate and learn from everyday experiences.
C. A comprehensive protocol that gives age ranges.
D. Benchmarks of behaviors that gives you state guidelines.

Answer

B: The identification of skills needed by the child to effectively communicate and learn from everyday experiences.

The ABLLS-R is a comprehensive protocol that identifies skills with a strong emphasis on communication and learning to learn skills from the child's everyday experiences.

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)**

Assessment of Basic Language and Learning Skills-Revised
Skill Tracking System

Assessment of Basic Language and Learning Skills-Revised
Skill Tracking System

Assessment of Basic Language and Learning Skills-Revised
Skill Tracking System

Student:

Assessor   Date   Color Code

Writing   Spelling   Dressing   Eating   Grooming   Toileting   Gross Motor   Fine Motor

Verbal Operants

Verbal Operant	Definition	Antecedent (Sd)	Behavior (Response)	Consequence (Consequence)
Mand	A request for an item, for an action or for information	Motivative Operation (Wants cookie)	Verbal Behavior (Says cookie)	Direct Reinforcement (Gets cookie)
Tact	A label	Sensory Stimuli (Sees or smells cookie)	Verbal Behavior (Says cookie)	Non-Specific Reinforcement (Gets praise i.e.)
Intraverbal	Answering Questions, Fill-In, Conversation (No visuals)	Verbal Stimulus (Someone says, What's something you eat?)	Verbal Behavior (Says cookie)	Non-Specific Reinforcement (Gets praise, i.e.)
Echoic	Vocal Imitation	Verbal Stimulus (Someone says cookie)	Verbal Behavior (Repeats all or part of the antecedent (Says cookie)	Non-Specific Reinforcement (Gets praise, i.e.)

Other Operants

Other Operant	Definition	Antecedent (Sd)	Behavior (Response)	Consequence (Consequence)
Receptive (Discrimination)	Chooses a picture or item from an array	Verbal Stimulus (Someone says Touch cookie)	Non-Verbal Behavior (Child touches cookie)	Non-Specific Reinforcement (Gets praise, i.e.)
Receptive (Listener Resonding to Directions	Follows a direction	Verbal Stimulus (Someone says Get the cookie from the plate)	Non-Verbal Behavior (Gets the cookie)	Non-Specific Reinforcement (Gets praise i.e.)
Imitation	Copies a motor action	Non-Verbal Stimulus (Person performs an action)	Non-Verbal Behavior (Person imitates same action)	Non-Specific Reinforcement (Gets praise, i.e.)
Match to Sample	Matches a picture or object to the sample	Non-Verbal Stimulus (Presentation of stimuli)	Non-Verbal Behavior (In presence of 1 stimuli, a second stimuli is selected with shared properties)	Non-Specific Reinforcement (Gets praise, i.e.)

BRIEF DESCRIPTION OF
ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
Early Learner	*Early Learner*	*Early Learner*	*Early Learner*	*Early Learner*	*Early Learner*	*Early Learner*
*Asks for what he wants with a prompt and a reinforcer present Thru… *The student will ask for at least 10 items that he wants using a specific response	*Match objects to an identical objects presented in an array of 3 items. * Match identical picture to picture. * Matches pictures to objects and objects to pictures * Sort nonidentical items that are members of different categories of items into piles when samples of those categories are displayed in an array	*Follow simple receptive actions. * Receptive ID body parts. * Follow directions to touch clothing items on his own body * Receptive ID objects or pictures in an array of 3.	* Imitate a motor action using an item/object when asked "do this" Thru… * Imitates a motor activity involving mouth and tongue movements.	* Imitates sounds and sound combinations	After the student has about 10 mands acquired, start teaching tacts. *Label reinforcing items. * Label common objects * Label common people * Label common pictures *Label common ongoing actions.	After tacts and receptive ID is getting acquired, only work on fun intraverbals if the student is motivated and enjoys the songs. * While others are singing a song, the student will be able to fill in some words and phrases of songs. * Fills in blanks regarding fun activities * Sign words * Animal sounds

BRIEF DESCRIPTION OF
ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
Intermediate	**_Intermediate_**	**_Intermediate_**	**_Intermediate_**	**_Intermediate_**	**_Intermediate_**	**_Intermediate_**
* Ask others to perform specified actions * Requests attention (child will ask others to attend to their actions) * Requests missing items needed for a task * Request using yes/no * Requests using sentences * Requests help * The student will be able to ask others to remove an item or stop an activity.	* Block design on picture cards * Block design from picture cards * Sequence pattern to match visual model * Form box. * Complete puzzles.	* Selects by function * Selects by feature * Selects by class * Selects 2 pictures/objects from a larger set (joint control) * Follows an instruction to go to a person * Demonstrates a specific pretend action * Selects one of 3 pictures representing actions * Select pictures of common community helpers in his environment.	* Imitate a gross motor action matching the speed of the model. Thru… * Imitates a sequence of motor activities.	* Imitates words and short phrases * Imitates short/fast words vs elongated-slow words * Imitates loud/soft sounds and words * Imitation of low vs high sounds and words	* Label pictures of common actions. * Acquires novel labels w/o intensive training * Labels item using phrases * Labels body parts * Labels parts of objects * Labels Adjectives * Labels item given function, feature, class * Labels function/class of item * Labels the class of a set of items. * Labels using yes or no.	* Fill in the remaining word naming the item in a phrase related to the function of an item. * Intraverbal feature and class * Intraverbal feature, function and class reversals * Intraverbal Categories * Intraverbal category reversals * Provide the "opposite" given a comparative stimulus.

BRIEF DESCRIPTION OF
ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
Advanced Learner	**_Advanced Learner_**	**_Advanced Learner_**	**_Advanced Learner_**	**_Advanced Learner_**	**_Advanced Learner_**	**_Advanced Learner_**
* Mand for Information: What, Where, Who/whose, Which, When and How * Mands for information using can, do does, and will. * Mands for Information using why * Mands using adjectives, prepositions, adverbs and pronouns * Acquires novel requests w/o intensive training * Spontaneous requests	* When given irregularly shaped, non-interlocking pieces; student will correctly juxtapose the pieces to form a picture. Thru… * Complete simple mazes.	* Locate pictures of objects within a larger, complex picture. * Locate objects from parts in complex picture * Select common environments sounds * Selects adjectives * Selects items with 2 Characteristics * Selects set of items with 2 characteristics * Selects associated pictures * Selects same and different * Selects prepositions/pronouns * selects non-examples * Selects pictures representing emotions/ social interactions.	* Imitate a gross motor action modeled by a person, for social recognition of being able to match the actions. Thru… *Demonstrate actions which he observed several hours earlier in the day.	* Repeat short message to another * Spontaneous imitation of words and phrases of 6 or more words	* Labels features of items which are missing or incorrect. * Labels exclusion from a category * Identifies obvious problems * Labels 2 component with objects/pictures * Labels community helpers * Labels common environmental sounds * Labels prepositions/pronouns * Labels 3 component G36 Labels and describes events G38 Labels Adverbs * Labels internal events (emotions) * Labels social interactions * Spontaneous labeling	* Answer WH questions * Makes related statements w/a visual display * Describes steps in a sequence * States an activity when told a sequence * Intraverbal Yes/no * Answers questions containing 3 critical stimuli * Answers questions concerning past and upcoming events * Answers questions in their immediate community * Answers questions concerning current events. * Answers questions regarding academic material * Maintains conversation with an adult or peer * Spontaneous conversation * Tells stories

13

Each Vertical Column represents 1 Skill Domain

The **rows** within a column represent individual skills in that skill domain

Skill Domain G: Labeling

- Skill Domain G is broken down into 47 individual skills
- These skills are identified by both the domain letter and the skill number, for example:
  - G1, G2, G3, G4...G45, G46, G47
- Each skill is unique, for example:
  - G1: Labels Reinforcers
  - G2: Labels Common Objects
  - G3: Labels Common People
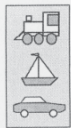 - G4: Labels Pictures of Common Objects
  - etc.

Assessment of Basic Language and Learning Skills - Revised

LOOKING AT THE SCORING PROTOCAL

VISUAL PERFORMANCE

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset	When given single, uniquely-shaped pieces from an inset puzzle; the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?		4= places 5 pieces presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning 2= 5 pieces handed separately using trial and error 1= places up to 3 pieces handed separately using trial and error	

ABLLS-R SCORING PROTOCOL DESCRIPTION
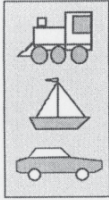
VISUAL PERFORMANCE

TASK	SCORE	TASK NAME
B 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset

ABLLS-R SCORING PROTOCAL
DESCRIPTION

TASK OBJECTIVE	QUESTION	EXAMPLES
When given single, uniquely-shaped pieces from an inset puzzle; the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?	

ABLLS-R SCORING PROTOCAL
DESCRIPTION

CRITERIA	NOTES
4= places 5 pieces presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning 2= 5 pieces handed separately using trial and error 1= places up to 3 pieces handed separately using trial and error	

Scoring

- Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.

- For skills with a maximum score of 2, the child may score a 0, 1, or 2.

- For skills with a maximum score of 4, the child may score a 0, 1, 2, 3, or 4.

- The score DOES NOT tell you how important the skill is. For example, a skill with a maximum score of 4 is not "better" than a skill with a maximum score of 2.

Polling Question #3

• When scoring the ABLLS-R:

A. The child can score a half point on a skill.

B. Can score 6 for a maximum on each skill.

C. Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.

D. Each skill is a 0 or a 1.

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Answer

- C: Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.

Having a score of 2 or 4 does not make a skill more or less important.

Using the ABLLS-R as an Assessment Guide

➢ Comprehensive Nature
- Number of Skill Areas
- Number of Skills Within Each Area

➢ Decision Making:
- Should I assess all sections of the ABLLS-R?

- What materials do I need to complete the assessment on individual skills (pictures, objects, etc.)?

- Who can help me complete the assessment? (Paraeducators, OT/PT, Speech-Language Pathologist, Parents)

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).

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Final Polling Question

• **Which one is NOT a hint when scoring the protocol?**

A. Start at the beginning and go all through the protocol.
B. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN do.
C. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN'T do.
D. Decide who will assess what skills and have the necessary materials ready to go.

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Answer

A. Start at the beginning and go all through the protocol.

It is very helpful to first go through the document with all staff and caregivers involved and mark which skills they do know and which ones they don't know.

Conclusion

- The ABLLS-R system is an assessment tool, curriculum guide, and skills-tracking system.
- It is practical and parent-friendly.
- It is easy to score, with specific criteria given for each skill.
- The skills-tracking system is a useful tool that visually demonstrates growth from one assessment period to the next.

Electronic Forms Available

- ABLLS-R Blank Grids
- Verbal Operant Definitions
- Brief Description on the Verbal Operants Within the ABLLS-R

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.

THANK YOU!

Teresa Schultz
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Assessment of Basic Language and Learning Skills-Revised
Skills Tracking System

Learner: _____
Assessor   Date   Color

____   ____   [____]
____   ____   [____]
____   ____   [____]
____   ____   [____]

A   Cooperation &
    Reinforcer
    Effectiveness

B   Visual
    Performance

C   Receptive
    Language

D   Imitation

E   Vocal
    Imitation

F   Requests

G

Assessment of Basic Language and Learning Skills-Revised
Skills Tracking System

Learner: _____
Assessor   Date   Color

____   ____   [____]
____   ____   [____]
____   ____   [____]
____   ____   [____]

J20
J19
J18
J17
J16
J15
J14
J13
J12
J11
J10
J9
J8
J7
J6
J5
J4
J3
J2
J1

J Syntax and
Grammer

K15
K14
K13
K12
K11
K10
K9
K8
K7
K6
K5
K4
K3
K2
K1

K Play and
Leisure

L34
L33
L32
L31
L30
L29
L28
L27
L26
L25
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L22
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L13
L12
L11
L10
L9
L8
L7
L6
L5
L4
L3
L2
L1

L Social
Interaction

M12
M11
M10
M9
M8
M7
M6
M5
M4
M3
M2
M1

M Group
Instruction

N10
N9
N8
N7
N6
N5
N4
N3
N2
N1

N Classroom
Routines

P6
P5
P4
P3
P2
P1

P Generalized
Responding

Q17
Q16
Q15
Q14
Q13
Q12
Q11
Q10
Q9
Q8
Q7
Q6
Q5
Q4
Q3
Q2
Q1

Q

Learner: _____

Assessor	Date	Color
_____	_____	
_____	_____	
_____	_____	
_____	_____	

S10
S9
S8
S7
S6
S5
S4
S3
S2
S1

S Writing

T7
T6
T5
T4
T3
T2
T1

T Spelling

U15
U14
U13
U12
U11
U10
U9
U8
U7
U6
U5
U4
U3
U2
U1

U Dressing

V10
V9
V8
V7
V6
V5
V4
V3
V2
V1

V Eating

W7
W6
W5
W4
W3
W2
W1

W Grooming

X10
X9
X8
X7
X6
X5
X4
X3
X2
X1

X Toileting

Y30
Y29
Y28
Y27
Y26
Y25
Y24
Y23
Y22
Y21
Y20
Y19
Y18
Y17
Y16
Y15
Y14
Y13
Y12
Y11
Y10
Y9
Y8
Y7
Y6
Y5
Y4
Y3
Y2
Y1

Y

Labeling

H Intraverbles

I Spontaneous
Vocalizations

Reading

R Math

		Z28	
		Z27	
		Z26	
		Z25	
		Z24	
		Z23	
		Z22	
		Z21	
		Z20	
		Z19	
		Z18	
		Z17	
		Z16	
		Z15	
		Z14	
		Z13	
		Z12	
		Z11	
		Z10	
		Z9	
		Z8	
		Z7	
		Z6	
		Z5	
		Z4	
		Z3	
		Z2	
		Z1	

Gross Motor   Z Fine Motor

VERBAL OPERANT DEFINITIONS

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Echoic	Vocal Imitation	Verbal Stimulus (Someone says cookie)	Verbal Behavior (Repeats all or part of the antecedent (Says cookie)	Non-Specific Reinforcement (Gets praise, i.e.)

VERBAL OPERANT DEFINITIONS

Other Operant	Definition	Antecedent (Sd)	Behavior (Response)	Consequence (Consequence)
Receptive (Discrimi-nation)	Chooses a picture or item from an array	Verbal Stimulus (Someone says Touch cookie)	Non-Verbal Behavior (Child touches cookie)	Non-Specific Reinforcement (Gets praise, i.e.)
Receptive (Listener Responding to Directions)	Follows a direction	Verbal Stimulus (Someone says Get the cookie from the plate)	Non-Verbal Behavior (Gets the cookie)	Non-Specific Reinforcement (Gets praise i.e.)
Imitation	Copies a motor action	Non-Verbal Stimulus (Person performs an action)	Non-Verbal Behavior (Person imitates same action)	Non-Specific Reinforcement (Gets praise, i.e.)
Match to Sample	Matches a picture or object to the sample	Non-Verbal Stimulus (Presentation of stimuli)	Non-Verbal Behavior (In presence of 1 stimuli, a second stimuli is selected with shared properties)	Non-Specific Reinforcement (Gets praise, i.e.)

BRIEF DESCRIPTION OF
ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
Early Learner *Asks for what he wants with a prompt and a reinforcer present Thru… *The student will ask for at least 10 items that he wants using a specific response	***Early Learner*** *Match objects to an identical objects presented in an array of 3 items. * Match identical picture to picture. * Matches pictures to objects and objects to pictures * Sort nonidentical items that are members of different categories of items into piles when samples of those categories are displayed in an array	***Early Learner*** *Follow simple receptive actions. * Receptive ID body parts. * Follow directions to touch clothing items on his own body * Receptive ID objects or pictures in an array of 3.	***Early Learner*** * Imitate a motor action using an item/object when asked "do this" Thru… * Imitates a motor activity involving mouth and tongue movements.	***Early Learner*** * Imitates sounds and sound combinations	***Early Learner*** After the student has about 10 mands acquired, start teaching tacts. *Label reinforcing items. * Label common objects * Label common people * Label common pictures *Label common ongoing actions.	***Early Learner*** After tacts and receptive ID is getting acquired, only work on fun intraverbals if the student is motivated and enjoys the songs. * While others are singing a song, the student will be able to fill in some words and phrases of songs. * Fills in blanks regarding fun activities * Sign words * Animal sounds
Intermediate * Ask others to perform specified actions * Requests attention (child will ask others to attend to their actions) * Requests missing items needed for a task * Request using yes/no * Requests using sentences * Requests help * The student will be able to ask others to remove an item or stop an activity.	***Intermediate*** * Block design on picture cards * Block design from picture cards * Sequence pattern to match visual model * Form box. * Complete puzzles.	***Intermediate*** * Selects by function * Selects by feature * Selects by class * Selects 2 pictures/objects from a larger set (joint control) * Follows an instruction to go to a person * Demonstrates a specific pretend action * Selects one of 3 pictures representing actions * Select pictures of common community helpers in his environment.	***Intermediate*** * Imitate a gross motor action matching the speed of the model. Thru… * Imitates a sequence of motor activities.	***Intermediate*** * Imitates words and short phrases * Imitates short/fast words vs elongated-slow words * Imitates loud/soft sounds and words * Imitation of low vs high sounds and words	***Intermediate*** * Label pictures of common actions. * Acquires novel labels w/o intensive training * Labels item using phrases * Labels body parts * Labels parts of objects * Labels Adjectives * Labels item given function, feature, class * Labels function/class of item * Labels the class of a set of items. * Labels using yes or no.	***Intermediate*** * Fill in the remaining word naming the item in a phrase related to the function of an item. * Intraverbal feature and class * Intraverbal feature, function and class reversals * Intraverbal Categories * Intraverbal category reversals * Provide the "opposite" given a comparative stimulus.

BRIEF DESCRIPTION OF
ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
Advanced Learner	***Advanced Learner***	***Advanced Learner***	***Advanced Learner***	***Advanced Learner***	***Advanced Learner***	***Advanced Learner***
* Mand for Information: What, Where, Who/whose, Which, When and How * Mands for information using can, do does, and will. * Mands for Information using why * Mands using adjectives, prepositions, adverbs and pronouns * Acquires novel requests w/o intensive training * Spontaneous requests	* When given irregularly shaped, non-interlocking pieces; student will correctly juxtapose the pieces to form a picture. Thru… * Complete simple mazes.	* Locate pictures of objects within a larger, complex picture. * Locate objects from parts in complex picture * Select common environments sounds * Selects adjectives * Selects items with 2 Characteristics * Selects set of items with 2 characteristics * Selects associated pictures * Selects same and different * Selects prepositions/pronouns * selects non-examples * Selects pictures representing emotions/ social interactions.	* Imitate a gross motor action modeled by a person, for social recognition of being able to match the actions. Thru… *Demonstrate actions which he observed several hours earlier in the day.	* Repeat short message to another * Spontaneous imitation of words and phrases of 6 or more words	* Labels features of items which are missing or incorrect. * Labels exclusion from a category * Identifies obvious problems * Labels 2 component with objects/pictures * Labels community helpers * Labels common environmental sounds * Labels prepositions/pronouns * Labels 3 component G36 Labels and describes events G38 Labels Adverbs * Labels internal events (emotions) * Labels social interactions * Spontaneous labeling	* Answer WH questions * Makes related statements w/a visual display * Describes steps in a sequence * States an activity when told a sequence * Intraverbal Yes/no * Answers questions containing 3 critical stimuli * Answers questions concerning past and upcoming events * Answers questions in their immediate community * Answers questions concerning current events. * Answers questions regarding academic material * Maintains conversation with an adult or peer * Spontaneous conversation * Tells stories