OBJECTIVES

1. To provide an overview of B.F. Skinner’s analysis of verbal behavior.
2. To discuss the importance of teaching verbal behavior as a component of a treatment program for children and adults with moderate to severe developmental disabilities and autism.
3. To provide an introduction to the “Essential for Living” assessment and curriculum for teaching functional skills.
4. How to Choose a “Method of Speaking” - Talking, Manual Sign Language or Picture Selection?
5. How to teach manding, tacting and listener responses in the functional context of daily activities.
6. How to teach tolerating skills- waiting, interruption, told no, etc.
7. How to teach Activities of Daily Living
Essential for Living

Functional Skill Curriculum

What it is?
Why use a functional curriculum?
Understanding the EFL
Data Collection
Program Implementation & Teaching

Transitioning into Adult Services

Employment Statistics
– 15% - 18% of disabled people are employed as compared to 87.7% of non-disabled people

– Only 10% of adults with Autism are employed = 90% unemployed

– That means if your district graduates 20 students with Autism, only 2 will be employed

– Other sources cite this number to be closer to 97%.
Transitioning into Adult Services

• Housing Statistics
  – 35% of adults with Autism will need 24-hour support
  – 87% of adults with Autism live with their parents but only 22% want to live there
  – A 22% expansion is residential supports nationwide is needed to meet the needs of housing for people with disabilities
  – Moratorium on housing in NYS – currently, no new housing available for graduating students.

• Numbers that aren’t reported – the number of people with ASD who are rejected from housing due to the intense level of services needed (specifically problem behavior).

Transitioning into Adult Services

• Day Services
  – There has been a push to integrate adult day services – “Without Walls”
  – Closure of sheltered work shops
  – Increased staff to individual ratio (typically 1:12-15)
  – Limited to none specific training on the challenges that may arise with Autism.
  – Increase in Autism-specific day services but are NOT funded by NYS (private pay forever?)

*Where does that leave people with challenging behavior and/or limited skills?*
Transitioning into Adult Services

• How can we help our students to avoid becoming part of these statistics?

• Through teaching and skill development!

Day Programs - Points to consider...

• Can the student tolerate changes in the schedule?
  – Schedule changes/staffing changes will occur at some point at most programs, can the student “go with the flow?”

• Can the student request assistance when needed?
  – Asking for help to find a location, zippering a jacket, warming up food
Transitioning into Adult Services

• Quality of Life
  – 39% of individuals with autism no longer see friends after high school
  – 53% were not invited to social activities with friends for more than a year after high school
  – 67% of people with autism are victims of abuse
  – When students with autism finish high school, their educational services stop. The emphasis goes from skill development to care.

David video

• How can we help our students to avoid becoming part of these statistics?

• Through teaching and skill development!
As we think through some of these issues, what can we do as educators to arrange for the best outcome for each of our students?

• Many of these students will be spending a great deal of time at home or a day hab center or possibly job sites. We must optimize this teaching time to teach independence leading to less reliance on adults and caregivers.

• A few of the many possibilities...
  ➢ Teach greater independence in hygiene and daily living activities
  ➢ Teach them to access reinforcers through manding/social interactions
  ➢ Teach them to contact reinforcement through leisure activities that they can independently access on their own— including meal preparation

Why a Functional Skills Curriculum?

• There is a growing need for a curriculum and teaching methods for persons with moderate to severe developmental disabilities.
  – In the older learner/ adult population
  – With children who have more complex challenging needs
  – Schools and agencies looking for a curriculum and assessment tool which enables them to track smaller steps of progress for pupils who have complex and challenging needs

• In this workshop we will review how the EFL may assist you in assessing, teaching and monitoring progress of these learners whatever their age.
Why is it important to look at other skills as students become young adults?

- Many of the older student population you serve may have limited opportunities after they leave school.
- The goal is that many of these students can live an independent life, hold a job, maintain friendships, and take care of themselves as it relates to personal hygiene and care.

The Reality ....
- Many students fail to achieve on one of these areas and it is therefore critical that we begin to specifically target some of these areas to program for the best outcome.

Losing the Safety Net Video

Let’s think about long-term goals and long-term placement for some of our students.

- Can they hold a paying job in which they perform the expected tasks with very little modifications?
- Will they be attending programs at adult day centers?
- Where will they live as an adult?
  - Will they continue to live in the family home?
  - Will they be in independent or supported living?
  - Will they be in a residential placement?
Can our students hold a paying job in which they perform the expected tasks with very little modifications?

• Can the student wait?
  – Other staff may not finish their jobs at the same time; can the student wait for their colleagues to finish?

• Can the student follow multiple step directions – without assistance?
  – Many of the job tasks may require following multiple steps
  – In addition, new tasks will be introduced without the precise teaching and prompting that has been provided in the past.

Job Placement – points to consider...

• Can the student work for delayed reinforcement?
  – Completing jobs and tasks may take a significant amount of time, can the student stay on task and tolerate working for a long period of time before a break?

• Can the student receive feedback and “constructive criticism” from supervisors or other job coaches?
  – Many of our students are accustomed to hearing feedback from the school staff, however they may not be used to getting feedback from other adults. In an off-campus job, most of the coaching and feedback will come from a site supervisor or boss.
Adult Programs - points to consider...

- Can the student tolerate changes in the schedule?
  - Schedule changes/staffing changes will occur at some point at most programs, can the student “go with the flow?”
- Can the student request assistance when needed?
  - Asking for help to find a location, zippering a jacket, warming up food
- Can the student complete activities of daily living?
  - Can they use the bathroom independently? Wash their hands?
- Can the student follow directions while out in the community?
  - Are they able to stay with a group, follow directions to cross the street, wait, stop?
  - Most day program staff-to-participant ratios are much leaner than school ratios

Adult Day program - points to consider...

- Does the student have any self-stimulatory behavior that interferes with task completion or is disruptive to other staff?
  - Does the student engage in stereotypies that prevent them from completing tasks or is disruptive to other students that prevents or delays them from completing tasks or integrating into the community?

- Can students tolerate people around him, loud noises, and some general commotion?
  - Many job sites have “lots going on”, e.g. people talking loudly, radios playing, machinery, etc... would this upset the student or prevent them from completing the job?
As we think through some of these issues, what can we do as educators to arrange for the best outcome for each of our students?

• Many of these students will be spending a great deal of time at home or a day center or possibly job sites. We must optimize this teaching time to teach independence leading to less reliance on adults and caregivers.

• A few of the many possibilities...
  – Teach them to access reinforcers through manding/social interactions
  – Teach them to wait, to accept no, to transition, share and take turns
  – Teach them to contact reinforcement through leisure activities that they can independently access on their own-including meal preparation
  – Teach greater independence in hygiene and daily living activities

Essential for Living

• “It’s about a Method of Speaking”

• “It’s about Essential 8 Skills that will get you to a happier and fulfilling adult life”

• “It scores small steps of incremental progress”

*Pat McGreevy*

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Essential For Living (EFL)

• Designed for both children and adults with moderate to severe disabilities.

• Based on the basic principles of Applied Behavior Analysis including Skinner’s analysis of verbal behavior (listening and speaking skills)

• While there are other good assessments and curriculums for students with moderate to severe disabilities such as:
  
  • *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* (Ford et al., 1989)
  
  • *A Functional Curriculum for Teaching Students with Disabilities* (Valletutti et al., 2008)
**Essential For Living (EFL)**

- This is the **only** instrument that is based on the concepts, principles and procedures of ABA and includes **speaking and listening** skills based on Skinners analysis of verbal behavior (Skinner 1957)
- It is both an assessment and curriculum
- It identifies current level of performance (within each area in the assessment)
- Leads to development of goals and objectives for IEP’s
- Can track skills over time similar to the ABLLS and VB-MAPP

**What It is NOT**

- It is not a developmental assessment
- It is not based on age or grade levels
- Skills are not in order of development

  - The VB-MAPP is composed of skills arranged in a sequence in which typically-developing learners generally acquire
  - Skills from the VB-MAPP are not functional – they are developmental
It is…….

- It is, “composed of functional skills and behaviors, which are essential for effective daily living and which result in an improved quality of life for children and adults” McGreevy
- Focus on:
  - Skills and behaviors which are required in other settings
  - Skills and behaviors which are taught in circumstances similar to those which occur in those settings
  - In the absence of which, learners would require the assistance of other persons or
  - Which result in increased access to preferred items, activities, places and people

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### Developmental Skills from the VB-MAPP and Functional Skills from the Essential for Living (Table 1 Page 1)

<table>
<thead>
<tr>
<th>Developmental Skills from the ABLLS-R / VB-MAPP</th>
<th>Functional Skills from the Essential for Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes requests with three different carrier phrases</td>
<td>Makes a request for assistance with menstruation or locating a restroom</td>
</tr>
<tr>
<td>Looks for an item that has fallen out of sight</td>
<td>Retrieves a wash cloth from a linen closet</td>
</tr>
<tr>
<td>Matches identical items or pictures in a neat array of three</td>
<td>Takes clothes out of a dryer, matches socks and folds socks</td>
</tr>
<tr>
<td>Touches one of two body parts when directed to do so</td>
<td>Retrieves items and participates in activities that are part of snack or break time (e.g. plate, napkin, pouring juice, table, trash can, and throwing away trash)</td>
</tr>
<tr>
<td>Completes out of context fill-in-the blank phrases</td>
<td>Provides name and address when asked to do so</td>
</tr>
<tr>
<td>Uses irregular plurals correctly</td>
<td>Makes requests that include two same item, two items, or an item with a feature (e.g. two cookies, juice and cookies or strawberry yogurt)</td>
</tr>
</tbody>
</table>
What are the Assessment Domains Based on?

In order to create goals and objectives, first we must understand how children and adults interact with the world around them.

- **Speaking and Listening** to the world around us
  - How do we use language to communicate with others and respond to others

- **Doing** things in the world around us
  - Completing activities when situations occur

- **Tolerating** the world around us
  - Can or how well does a person tolerate being in unpleasant situations and what is their ability to resist engaging in problem behavior “egg-shells”

- **Tool Movements** in the world around us
  - Basic motor movements, matching and imitation

- **Inappropriate Behavior** in the `world around us
  - Is the person harmful or disruptive in certain environments
Domains of the EFL

• Speaking and Listening
  1. Requests and Related Listener Responses
  2. Listener Responses, Names and Descriptions
  3. Answers to Questions and Conversations

• Doing
  4. Daily Living and Related Activities
  5. Functional Academic Skills
    » Responding to Text as a Listener and Reading
    » Schedules, Lists and Time
    » Math Skills
    » Writing or typing Skills

• Tolerating
  6. Tolerating Skills and Eggshells

• Tool Movements
  7. Tool Skills and Component Skills

• Inappropriate Behaviors
  Problem Behaviors

Sequence of Domains

• Within each domain the skills are arranged from less to more difficult and more to less functional.
• For example in Skill Domain Requests and Related Responses (R)
  » R 66 Makes requests to be warmer or cooler
  » R 47 Requests for assistance during menstruation
  » R 45 Makes requests from peers
  » R 33 Makes 2nd and 3rd request after initial request was ignored
  » R 28 Says Thank you after making request
  » R 24 Looks towards audience to make a generalized request
  » R10 Accepts removal to preferred items
  » R9 Waits after making requests for increasing time periods
  » R8 Requests the opportunity to entertain themselves
  » R1-7 Make requests for preferred items
Sequence Continued

Less Difficult & Less Functional &
More Functional & More Difficult

Categorized as.....

“must have” “should have” “good to have” “nice to have”
TABLE 7. (cont.)
The Scope and Sequence of Essential for Living within Skill Domains

7a. Domain 5: Listener Responses, Names, and Descriptions (LR, LNP) (cont.) (ERL-145, ARP-20)

<table>
<thead>
<tr>
<th>Good-to-have Listener Responses, Names, and Descriptions</th>
<th>(ERL-153, ARP-33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing, Naming, and Identifying Items</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Kompleting Activities, and Naming Items and Describing</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Activities that are Part of Routine Events</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Routine Events 1-3 the First Time Around</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Routine Events 1-3 the Second Time Around</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Routine Events 7-13</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Routine Events 1-3 the Third Time Around</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Routine Events 4-6 the Second Time Around</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Nice-to-have Listener Responses, Names, and Descriptions</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Recognizing, Naming, and Describing</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Physical Sensations or Emotions</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Event 14 – Path or Destination</td>
<td>(LRH-134, ARP-20)</td>
</tr>
<tr>
<td>Event 15 – Sadness, Happiness, or Anger</td>
<td>(LRH-134, ARP-20)</td>
</tr>
</tbody>
</table>

7b. Domain 6: Answering Questions and Conversations (AB, IC)

<table>
<thead>
<tr>
<th>How to Have Answers to Questions</th>
<th>(ERL-167, ARP-39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering Questions that are Part</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>of Routine Events</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 1-3 the First Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 4-6 the First Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 1-3 the Second Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 7-13</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 1-3 the Third Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 4-6 the Second Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Nice-to-have Answers to Questions</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Answering Questions about</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Physical Sensations or Emotions</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Event 13 – Sadness, Happiness, or</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Anger</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Good-to-have Conversations</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Participating in Conversations that</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>one Part of Routine Events</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 1-3 the First Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 4-6 the First Time</td>
<td>(ERL-174, ARP-39)</td>
</tr>
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<td>(ERL-174, ARP-39)</td>
</tr>
<tr>
<td>Routine Events 7-13</td>
<td>(ERL-174, ARP-39)</td>
</tr>
</tbody>
</table>

Chapter 3. Scope and Sequence, A Summary of Learner Assessments and Subsequent Progress, and Sample IFS and EPS (LM, AR)

Table 1. (cont.)

Chapter 6. Doing Skills

6a. Skill 6a: Daily Living and Related Skills (DLR)

<table>
<thead>
<tr>
<th>Must-have Daily Living Skills Related to Health and Safety</th>
<th>(ERL-187, ARP-74)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating, Drinking, and Feeding</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Mobility and Transportation</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Avoiding Harmful Items, Substances, and Stimulation</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Should-have Daily Living and Related Skills</td>
<td>(ERL-187, ARP-74)</td>
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<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Daily Activity Skills</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Good-to-have Daily Living and Related Skills</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Other Routine, Daily Activities</td>
<td>(ERL-187, ARP-74)</td>
</tr>
<tr>
<td>Other Routine, Daily Activities</td>
<td>(ERL-187, ARP-74)</td>
</tr>
</tbody>
</table>

6b. Skill 6b: Functional Academic Skills (FLA)

| How to Have Responsibilities to Text as a Listener        | (ERL-202, ARP-105) |
| Good-to-have Reading Skills                               | (ERL-202, ARP-105) |
| How to Have Reading Skills                                | (ERL-202, ARP-105) |
| How to Have Schedules and Time                           | (ERL-202, ARP-105) |
| Nice-to-have Time Skills                                   | (ERL-202, ARP-105) |
| Good-to-have Math Skills                                  | (ERL-202, ARP-105) |
| Good-to-have Writing and Typing Skills                    | (ERL-202, ARP-105) |
| How to Have Writing and Typing Skills                     | (ERL-202, ARP-105) |

34
SPEAKING AND LISTENING

DOMAIN

Includes:

1. Requests and Related Responses

2. Listener Responses Names and Descriptions

3. Answers to Questions and Conversations
1. Requests and Related Listener Responses

Must-Have Requests and Related Listener Responses. In order to begin functioning effectively as speakers, learners must acquire or have already acquired vocal skills or motor movements that permit the selection of a method of speaking. Then, learners must begin, as most young children do, by ‘saying what they most want to say’. This insures that they will continue making the effort to ‘say things’. Learners must want to request highly preferred items and activities when they want them. To make this task easier to acquire, they must begin:
- requesting items and activities that can be made frequently and immediately available, and
- requesting that certain unpleasant situations be removed or reduced in intensity.

As they learn to make these requests, they must also begin:
- waiting for the requests to be honored,
- accepting ‘no’ when they are not honored,
- accepting the removal or lack of availability of the items and activities they were requesting,
- sharing and taking turns obtaining preferred items and activities,
- completing required tasks or activities between opportunities to make requests, and
- making transitions from preferred items and activities to required tasks.

Must-have requests also include:
- forcefully requesting that an intruder or a person making sexual advances go away,
- requesting ‘help’ in threatening or dangerous situations,
- making a generalized request for an audience, and
- making a request for a communication board, book, or device.

Must-have requests generally include just one word, one sign, or one picture.

R6. Exhibits a reliable motor movement that permits a learner to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters.

Some learners with significant orthopedic impairments who do not exhibit spoken-word repetitions (i.e., who are aligned with Vocal Profiles 3-6), are not able to use an alternative method of speaking that includes ‘forming signs’. A reliable finger, hand, arm, leg, foot, shoulder, head, chin, facial, lip, or mouth movement that can be performed and released must be selected or acquired that permits these learners to use a method of speaking that includes pointing, touching, activating an electronic switch or device, or depressing a key, to select photographs, pic-symbols, or printed words, or type letters (AMS9-AMS 40).

Should-Have Requests and Related Listener Responses. Once learners can request very highly preferred items and activities, we recommend that they begin learning to expand this repertoire to include:
- requesting items and activities that cannot be made available frequently or immediately,
- requesting less preferred items and activities,
- facing or turning toward an audience as they make a generalized request for that audience,
- making persistent requests when previous requests are inadvertently ignored,
- making requests for affection and companionship,
- making requests with words, signs, or pictures that were previously made by gesturing, leading, or completing related activities,
- making a generalized request for ‘help’,
- requesting a delay in the onset of a required activity or ‘a break’ from that activity,
- making a generalized request for the reduction or cessation of unpleasant events,
- making a request to use the toilet,
- making requests with peers, and
- requesting that an audience notice something or someone.

They should also begin:
- honoring requests made by peers,
- thanking those who honor their requests,
- and continue:
- waiting for requests to be honored,
- accepting ‘no’ when they are not honored,
- completing assigned tasks between opportunities to make requests, and
- accepting the removal or lack of availability of preferred items and activities.

Should-have requests include only one word, one sign, or one picture. Skills from R33 to R48 can be taught in any sequence. As learners are acquiring these requests, we also recommend teaching some good-to-have special requests. With learners who are able to do so, we also recommend teaching good-to-have requests that include 2-4 words, signs, or pictures.

R22. Makes requests for highly preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available.

How that the learner is requesting preferred items and activities that can be made frequently and immediately available and is waiting for and accepting the removal of the same (i.e., has completed R7-R10), you should begin to increase the size of the learner’s requesting repertoire. Begin by teaching requests for preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available (e.g., ice cream, coffee, opening a door).
“GOOD TO HAVE SKILLS”

Makes Specific Requests

849. Makes a request for privacy or to increase personal space

A request for privacy or personal space should be sought only when older children or adults have acquired an expanded repertoire of requests for specific items and activities (87, 88, R22-23, R27, and R30-31); and when interest in the preference becomes apparent. When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, the behavior analyst will extend experience with these forms of behavior before teaching this request.

850. Makes a generalized request for acknowledgement

Learners often want to request acknowledgement (e.g., "hi", "dude", "grrl", which is another form and function of what is often referred to as attention (see 819)). Teach this request when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31); and when a preference for and an interest in feedback becomes apparent.

851. Makes a generalized request for feedback, approval, or confirmation

Learners often want to request feedback or approval (e.g., [is this right?]), which is another form and function of what is often referred to as attention (see 819). Teach this request when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31); and when a preference for and an interest in feedback becomes apparent; or when feedback will be helpful to the learner.

852. Makes a request to notice something or someone

In addition to requests for an audience, learners often want an audience to notice something or someone (e.g., "Look, I'm 6'4" tall"), which is another form and function of what is often referred to as attention (see 819). Teach this request along with three other requests only when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31).

853. Makes a request for others to repeat responses

Requests for others to repeat what they have said or done (e.g., "again" or "what?"), can help children and adults acquire new skills, especially if they are beginning to make social or other requests. Teach this request only when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31).

854. Makes a request for others to clarify something they have said

Many times learners encounter situations or hear, say, or feel what others have said and "do not understand". They need a way to request more clarification (e.g., "I don't understand"). Teach this request for an explanation when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31); this is not a request for a detailed or lengthy explanation. Such a request would require a more extensive and functional repertoire and would generally occur in the form of a "why" question.

855. Makes a request for protective equipment, restraint, or a self-restraint device

In some situations, learners may need to request protective equipment or help with the same. For example, some learners may require help with seat belts, or a belt with a buckle to keep them in the right position, or with a special belt used for hospitalization. In some cases, the self-help nature of this request would make it more functional. Teach this request only when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31).

856. Makes requests for others to keep items or to put items in three specific places

Often children and adults want others to keep their jacket, their shoes, or other personal belongings as they participate in other activities (e.g., "put in your pouch" or "keep"). They may also want others to put these belongings in specific places (e.g., "put in the drawer"). Although names for specific locations are helpful (e.g., "put in the drawer"), learners can make these requests without the names. They can specify the place (e.g., "pouch" or "drawer") and point to the location (e.g., "there"). Teach this request only when learners have acquired an expanded repertoire of requests for specific items and activities (87, R8, R22-23, R27, and R30-31); and when interest becomes apparent.
2. Listener Responses, Names and Descriptions

“Must Haves”
When instructed individuals will
1. Holds hand of instructor
2. Moves towards or sits next to instructor
3. Remain in line when directed
4. Stand up, sits down, folds hands, etc.
5. Move from one location to another
6. Wait at current location
7. Stop dangerous activity

“Should Haves”
When directed to individual will
1. Complete dressing activity
2. Place items in designated locations
3. Clean up after making mess
4. Provide help to others, e.g. opening a container or door, etc.
5. Perform household chores
6. Turn off lights
“Good to Haves”
In the context of daily events the individual will
Name or describe items; recognize;
retrieve/relocate; complete activity.

<table>
<thead>
<tr>
<th>Preferred Item</th>
<th>Preferred Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheerios or</td>
<td>milk</td>
<td>a bowl</td>
</tr>
<tr>
<td>wheaties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a napkin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listener Responses, Names and Descriptions (LR, LRND)**

- **Example – Snack Routine**

<table>
<thead>
<tr>
<th>Target</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requesting – “spoon” (preferred item)</td>
<td>When the student wants to eat cereal, will they ask for a spoon?</td>
</tr>
<tr>
<td>Recognize – “juice”</td>
<td>When all breakfast items are on the table and ask the student “which one is the juice?”</td>
</tr>
<tr>
<td>Retrieve and Relocate (following directions)</td>
<td>Student follows directions to go to the cabinet and get a cup (retrieve) and bring it back to the table (relocate)</td>
</tr>
<tr>
<td>Naming</td>
<td>Point to the cup and ask the student “what’s this?”</td>
</tr>
<tr>
<td>Describing</td>
<td>When student is wiping their mouth after eating, ask the student “what are you doing”</td>
</tr>
</tbody>
</table>
“Nice to Haves”

In the context of daily events the individual will Recognize and Name or Describe physical sensations or emotions.

3. Answers to Questions and Conversation

There are no “must haves” or “should haves” in this category, just “good to haves and “nice to haves”.

These are the types of intraverbals that are important and functional in the lives of persons with moderate and severe disabilities.

“Good to Haves”
Examples of Answering Questions in Events with Scoring “Good to Haves”

Domain 3 (AQ, C): Answers to Questions and Conversations

Good-to-have Answers to Questions

Event 1: Breakfast [The First Time Around] (AQ1.1)

Q. “What do you want?”
A. “Cheerios (Wheatless)”
A. “spoon (napkin)”

Event 1 (cont.): Breakfast [The Second Time Around] (AQ1.2)

Q. “Where do you want to eat breakfast?”
A. “with Mrs. Smith’s class (Mr. Arnold’s class)”
A. “Kristin (Jennifer)”

Event 1 (cont.): Breakfast [The Third Time Around] (AQ1.3)

Q. “What do you want to drink?”
A. “chocolate milk (orange juice)”
A. “on the bell”

Domain 3

Good-to-have Answers to Questions

Event 1: Making a Smoothie (AQ1.1)

Q. “What did you drink?”
A. “smoothie”
Q. “What do you need?”
A. “smoothie”

Q. “Who made the smoothie with you?”
A. “smoothie”
Q. “What is the milk?”
A. “smoothie”

Good-to-have Answers to Questions

Event 1: Making a Smoothie (AQ1.1)

Q. “What did you drink?”
A. “smoothie”
Q. “What do you need?”
A. “smoothie”

Q. “Who made the smoothie with you?”
A. “smoothie”
Q. “What is the milk?”
A. “smoothie”

Doing selected events, learners provide answers to questions that are part of these events on three consecutive occasions...

I/A | [The skill is not appropriate or necessary for this learner]
I/A | [The initial assessment of this skill has been completed]
I/A | [Instruction or management has begun]
F/P | when there is contact with a specific item or activity
F/P | when there is brief contact with a specific item or activity
F/P | when there is very brief contact with a specific item or activity
Ind. | without prompts and without hesitation
2E | with two or more variations of each question
2E | in the presence of either of two people
Del. | [this speaker response is no longer occurring consistently]
Nice to Haves (Answering Questions)

Answers to Questions for Event 14: Pain or Discomfort [AQ14]
Introduced after Names and Descriptions that are Part of this Event have been Acquired
and after Answers to Questions in Events 1-10 [AQ1-10] have also been Acquired

Questions should first occur when it is likely that learners are experiencing sensations of pain and discomfort and later when it is likely that these sensations are no longer occurring...

Q. “Does your arm (leg) (stomach) hurt?” A. “yes [no]”
Q. “Where does it hurt?” A. “chest (arm) (throat)”
Q. “Are you feeling sick?” A. “yes, my stomach hurts”
Q. “How are you feeling?” A. “[I have a] headache”
Q. “What do you want (to do)” A. “throat lozenges (lie down)”
Q. “What did you do when you had that headache?” A. “[take an] aspirin (Tylenol)”

Questions should first occur when learners are experiencing specific situations and it is likely that they are also experiencing feelings of sadness, happiness, or anger and later when these situations and these feelings are no longer occurring...

Q. “Are you happy (sad) (angry)” A. “yes [no]”
Q. “How do you feel” A. “happy (sad) (angry)”
Q. “What do you want (to do)” A. “a hug (lie down)”
Q. “What did you think you should do” A. “get my iPod and calm down”
Q. “Why are you sad” A. “karaoke has been cancelled”
Q. “Why were you angry” A. “he kicked me”

Conversation

Examples of conversations that are “Nice to Haves”

Marianne (a young adult learner with moderate disabilities) is getting ready to eat her breakfast, and her roommate Kristin is just joining her, when their care provider says...

<table>
<thead>
<tr>
<th>Care Provider:</th>
<th>Marianne:</th>
<th>Marianne:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Marianne, what do you need”</td>
<td>“Napkins and cereal spoons”</td>
<td>answer to a question</td>
</tr>
<tr>
<td>[retrieves a napkin and a cereal spoon]</td>
<td>“Marianne, could you get the chocolate milk for Kristin?”</td>
<td></td>
</tr>
<tr>
<td>“sure” [retrieves the chocolate milk]</td>
<td>“By the way, where is Kristin?”</td>
<td>listener response</td>
</tr>
<tr>
<td>“in the laundry room”</td>
<td>“[Could we have some] juice?”</td>
<td>answer to a question</td>
</tr>
<tr>
<td>“certainly” [retrieves juice]</td>
<td>“Do you need anything else?”</td>
<td>request</td>
</tr>
<tr>
<td>“No [thank you]”</td>
<td>“Make certain that you clean up when you and Kristin are finished”</td>
<td>answer to a question</td>
</tr>
<tr>
<td>“O.K.”</td>
<td>“[cleans up when she and Kristin are finished eating breakfast]”</td>
<td>listener response</td>
</tr>
</tbody>
</table>

Sample Event -- Breakfast

Introduction after Answers to Questions that are Part of these Events have been Acquired (see Table 10)
**Table 20.**
Conversations during Events 1-3: The Third Time Around (C1-3.3)
with Six Exchanges Between One Adult Learner, A Peer, and A Care Provider
Sample Event -- Breakfast
Introduced after Answers to Questions that are Part
of these Events have been Acquired [see Table 10]

<table>
<thead>
<tr>
<th>Marianne and Kristin (young adult learners with moderate disabilities) are just sitting down to eat breakfast at the kitchen table, when their care provider enters the room and places a box of Cheerios and a box of Wheaties on the table...</th>
</tr>
</thead>
</table>
| **Care Provider:** “Marianne, which one do you want?”  
**Marianne:** “Cheers”  
**Kristin:** “May I have Wheaties”  
**Care Provider:** “Certainly, ladies” [hands the cereals to them]  
**Care Provider:** “Marianne, could you get bowls...and Kristin, could you get cereal spoons”  
**Marianne/Kristin:** [retrieve bowls and cereal spoons] |
| **Care Provider:** “Where are the napkins”  
**Kristin:** “Next to the dishwasher”  
**Marianne:** “I’ll get them”  
**Marianne:** [retrieves napkins]  
**Care Provider:** “What else do you ladies need”  
**Kristin:** “2% Chocolate milk”  
**Marianne:** [retrieves the chocolate milk]  
**Marianne:** “Could you get me a juice box”  
**Care Provider:** [retrieves a juice box]  
**Care Provider:** “Ladies, don’t forget to clean up”  
**Marianne:** “I’ll clean up”  
**Kristin:** “Great, I’ll help you” |

**DOING DOMAIN**

Includes:

- Daily Living and Related Skills
- Functional Academic Skills
4. Daily Living Skills

“Must Haves”
Mainly Skills Related to Health and Safety for persons with severe and profound disabilities
1. Drinking and Feeding
2. Mobility and Transportation
3. Avoiding harmful substances

“Should Haves”
Similar skills but more advanced, e.g. drinking from a can or bottle, walks with walker, cleans wounds, vocational skills, bathing, leisure activities, dressing, self-care, etc.

“Good to Haves”
1. Care for personal items, e.g. makes bed, takes out trash, etc.
2. Does laundry
3. Attends community activities, e.g. dances, park, etc.
4. Cleans items that are used in living areas.
5. Uses the telephone.
5. Functional Academic Skills

• **Not in the Quick Assessment**
  – *However it is important to target functional academic skills in a school setting*

• Comprised of several sections:
  – Responding to text as a listener (think sight words)
  – Reading
  – Schedules, Lists and Time
  – Math
  – Writing or Typing Skills

• “Good to have” and “Nice to have skills”

---

**Functional Academics:**

**Responding to Text as a Listener**

• Learner sees a word and selects an item, picture or performs a corresponding task in response to seeing the word.
  – Example: Sees an “exit” sign and leaves a store.
  – Example: Sees “Cheerios” on a shopping list, goes to cereal aisle and selects the box of Cheerios.

• Can be accomplished without learning to read.
Functional Academics: Reading

- Learner sees words, letter combinations and can:
  - Say sounds, blend sound combinations into words, forming signs that correspond to the word.
  - Saying, writing or typing or signing a response that suggests comprehension of what was read AND
  - Select or retrieve an item, activity, person or a picture or performing an activity that corresponds to these words which suggests an understanding of the words.

- Learner MUST be able to communicate by saying words or forming signs

Functional Academics: Schedules, Lists and Time

- Schedules and Lists:
  - Helps learners participate in a sequence of events or activities
  - Make transitions from one event or activity to another
  - Retrieve items on shopping trips
  - Complete errands
  - Complete routine task in the absence of close supervision and with fewer instances of problem behavior

- Time:
  - participates in activities or events on their scheduled dates and times
    - Read a clock (digital or analog)
    - Read a calendar
Functional Academics:
Math

• Counting: allows learners to complete many tasks of daily living
  – Retrieve 3 forks, make 2 sandwiches, putting 5 pieces of paper in the hole-puncher, putting 8 washers in a bag

• Measuring: measuring quantities, naming units
  – ¾ cup of water in a recipe
  – 2 scoops of detergent

• Purchasing:
  – Using debit card, “dollar up amount”, counting change

Functional Academics:
Writing and Typing

• Can help to expand communication repertoire
  – Especially for people who do not communicate using words

• Writing OR typing OR Braille—does not have to be more than one

• Includes skills like:
  – Writing personal information—name, address, phone number
  – Phrases such as “sincerely”
  – Typing words on a shopping list
  – Writing answers to questions
Many activities for a full and happy life involve tolerating certain inconveniences that are essential.

These are situations that are frequently avoided by parents and caregivers for fear as to what might happen if they are presented. They are called “eggshells” for “walking on eggshells”.

6. Tolerating Skills and Eggshells

“Must Haves”

1. Tolerate medical procedures
2. Tolerate feeding procedures
3. Tolerate positioning changes
4. Tolerate prosthetic equipment
5. Tolerate someone making noise, crying, hearing the word “NO”, praise, waiting in line, losing in a game, denied activities, a store is closed, change in schedule, etc.

On the next slide is the recording method.
Recording Method

Performance Levels for Tolerating Skills
After exposure to this situation, learners resume on-going activities for ___ (seconds/minutes) or complete ___ (1/4, 1/2, 3/4, or all of) these activities, without prompts, without self-injurious, aggressive, destructive, or disruptive behavior, without complaints, and without leaving the area on three consecutive occasions...

IA: [the initial assessment of this skill has been completed ]
IM: [instruction or management has begun ]
Egg: [situations are avoided because problem behavior occurs ]
-Egg: [situations are no longer avoided because problem behavior occurs ]
10s: for 10 seconds
1m: for 1 minute
1/4: for 5 minutes or 1/4 of the required duration of an activity
1/2: for 10 minutes or 1/2 of the required duration of an activity
3/4: for 20 minutes or 3/4 of the required duration of an activity
Ind: for 1 hour or the required duration of an activity

Basic human interaction
T-BHIS. Touch, physical guidance, or physical prompts

Basic daily activities
T-BDA1. Missing Items required to complete activities

Should Haves
Tolerating missing items to complete an activity.
7. Tool Skills and Component Skills (MM, M, Im)

- Basic gross and fine motor skills
- Refers to some of the skills that are part of larger more complex skills (daily living skills, functional academics)

- Motor Movements (MM)
  - Touches items, grasps, holds items

- Matching (M)
  - Matching identical items, match items to corresponding spot (cup to shelf in cabinet) Dana Video

- Imitation (Im)
  - Imitates motor movements- watches someone do something and can do it
EFL Quick Assessment

• If a learner has problem behavior or no identified method of speaking, the quick assessment would be appropriate

• Generally takes 1-2 hours

• Can be done by interviewing one or more care takers or instructors

• As a result, teaching and reduction of problem behavior can begin immediately

8 Important Skills Identified

• Also known as the *Essential Eight*

• These are absolutely necessary for a happy, fulfilling and productive life!

• “Without these skills, children and adults with disabilities will almost certainly exhibit forms of problem behavior, will have limited access to preferred items, activities, places and people and will have limited contact and interactions with the community in which they live. “ (McGreevy 2012)
### Table 3: The Essential Eight

<table>
<thead>
<tr>
<th>Skill</th>
<th>Domain</th>
<th>Skill Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One. Making Requests</td>
<td>Requests and Related...</td>
<td>R1-5, R6, R7-8, R14, R17-21</td>
</tr>
<tr>
<td>Two. Waiting</td>
<td>Requests and Related...</td>
<td>R9</td>
</tr>
<tr>
<td>Three. Accepting Removals, Making Transitions, Sharing, and Taking Turns</td>
<td>Requests and Related...</td>
<td>R10, R12, R13</td>
</tr>
<tr>
<td>Four. Completing 10 Consecutive, Brief, Previously Acquired Tasks</td>
<td>Requests and Related...</td>
<td>R11</td>
</tr>
<tr>
<td>Five. Accepting &quot;No&quot;</td>
<td>Requests and Related...</td>
<td>R15-16</td>
</tr>
<tr>
<td>Six. Following Directions Related to Health and Safety</td>
<td>Listener Responses, Names, and Descriptions</td>
<td>LR1-11</td>
</tr>
<tr>
<td>Eight. Tolerating Situations Related to Health and Safety</td>
<td>Tolerating Skills and Eggshells</td>
<td>T-BHI-5, T-EDFI-11, T-DM1-9, T-Slp1-5, T-Tol1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1</td>
</tr>
</tbody>
</table>

---

**Quick Assessment**

18 The Essential for Living Quick Assessment (QA)
<table>
<thead>
<tr>
<th>Learner</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spoken Words:**
- the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken word repetitions occur.
- 4. Exhibits many spontaneous, spoken words, nearly typical spoken word intonations, and spoken word repetitions when asked to do so, all of which are understandable.
- 3. Exhibits a few spontaneous spoken words and spoken word repetitions, of which are understandable.
- 2. Exhibits occasional spoken words or spoken word repetitions, but neither are understandable.
- 1. Exhibits only noises.

**Alternative Method of Speaking:**
- a method of speaking used by learners who do not exhibit understandable spoken words or spoken word repetitions.
- 4. Has been using an effective, alternative method of speaking for more than 1 year.
- 3. A new alternative method of speaking is being tested.
- 2. Has no formal method of speaking or using one or more ineffective methods.

---

**One. Making Requests:**
- the tendency to make requests for highly preferred items or activities.
- 3. Makes requests for 10 or more preferred items or activities without prompting using an effective method of speaking.
- 1. Makes requests for 1-2 preferred items or activities with prompting.

**Two. Waiting:**
- the tendency to wait when access to items or activities is delayed after a request.
- 3. Waits for 20 seconds without complaints.
- 2. Waits for 10 seconds with complaints or other minor disruptions.
- 1. Exhibits problem behavior when access is delayed for a few seconds.

---

**Table 1.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dribbling a ball</td>
<td>3</td>
</tr>
<tr>
<td>2. Pointing at objects</td>
<td>2</td>
</tr>
<tr>
<td>3. Copying a line</td>
<td>1</td>
</tr>
<tr>
<td>4. Following directions related to health and safety</td>
<td>0</td>
</tr>
<tr>
<td>5. Simple calculations</td>
<td>0</td>
</tr>
<tr>
<td>6. Simple decisions</td>
<td>0</td>
</tr>
<tr>
<td>7. Simple requests</td>
<td>0</td>
</tr>
<tr>
<td>8. Simple problem behavior</td>
<td>0</td>
</tr>
<tr>
<td>9. Simple behavior</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Slide 66 part 2**

**EFL Page 40**

---

**Table 1.**

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
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<tr>
<td>7. Simple requests</td>
<td>0</td>
</tr>
<tr>
<td>8. Simple problem behavior</td>
<td>0</td>
</tr>
<tr>
<td>9. Simple behavior</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Eight. Taking and Giving Directions:**
- the tendency to take and give directions which have an immediate impact on the health and safety of the learner.
- 4. Takes most routine activities related to health and safety without problem behavior.
- 3. Takes most routine activities related to health and safety with prompt(s) without problem behavior.
- 2. Takes most routine activities related to health and safety with prompt(s) with problem behavior.

---

**Sevens. Daily Living Skills:**
- the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner.
- 4. Completes most daily living skills related to health and safety.
- 3. Completes 4-6 daily living skills related to health and safety.
- 2. Completes 3-4 daily living skills related to health and safety.
- 1. Completes 1-2 daily living skills related to health and safety.

---

**Four. Essential for Living Quick Assessment:**
- the initial administration of Essential for Living often requires a few minutes per day for 5-5 days. With children or adults who have method of speaking, a shorter period may be more appropriate. The Essential for Living Quick Assessment can be used to determine whether or not the learner has minimal or functional communication in spoken language and whether the learner can perform in a normal or near-normal fashion in the classroom. For example, the essential for living quick assessment can be completed in about two hours. Then, teaching skills can be focused on the essential for living quick assessment can be completed by class teachers and nurses.
### Table 1 (cont.)
The Essential for Living Quick Assessment

#### Matching:
- the tendency to match items-to-items, photographs-to-items, and test-to-items
- Matches photographs or miniature items, but not text, with items or activities and vice versa. **11. M12-13**
- Matches a few photographs or miniature items with items or activities and vice versa. **11. M10-11**
- Matches only identical items. **11. M8-11**
- Does not match identical items. **11. M7**

#### Initiation:
- the tendency to initiate motor movements made by others
- Initiates finger, hand, and arm movements and motor movements with items, but does copy words that have been written, typed, or dictated. **11. In2**
- Initiates many finger, hand, arm movements, and a few motor movements with items. **11. In1-2**
- Initiates some finger, hand, arm movements, but not motor movements with items. **11. In1-1**
- Does not initiate any movements. **11. In1**

#### Other Daily Living Skills:
- the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner
- Completes most daily living skills related to health and safety. **8a. DLS**
- Completes 1-3 daily living skills not related to health and safety. **8a. DLS**
- Completes 1-3 daily living skills related to health and safety. **8a. DLS**
- Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts, or problem behavior. **8a. DLS**

#### Tolerating Other Situations:
- the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner
- Tolerates routine activities related to health and safety without problem behavior. **9. T1**
- Tolerates 1 routine activity related to health and safety. **9. T1**
- Tolerates 1-3 routine activities related to health and safety with some complaints or problem behavior. **9. T1**
- Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities related to health and safety. **9. T1**

#### Naming and Describing:
- the tendency to name and describe items, activities, people, places, locations, and items with features that are part of routine events
- Names or describes many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events. **7b. UNR01-13 or UNR014-15**
- Names many items, activities, familiar people, and places that are part of 4-6 routine events. **7b. UNR01-13**
- Names some items and activities that are part of 1-3 routine events. **7b. UNR01-13, 1-3, and 1-3.3**
- Does not exhibit any names or descriptions. **7b. UNR01-13, 1-3, and 1-3.3**

#### Following Directions, Recognizing, and Retrieving:
- the tendency to follow directions, to recognize items, activities, people, places, locations, and items with features, and to retrieve items, people, and items with features that are part of routine events
- Recognizes and retrieves many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events. **7b. UNR01-13 or UNR014-15**
- Recognizes and retrieves many items, activities, familiar people, and places that are part of 4-6 routine events. **7b. UNR01-13**
- Follows directions to complete routine activities, and recognizes and retrieves some items that are part of 1-3 routine events. **7b. UNR01-13, 1-3, and 1-3.3**
- Does not follow directions to complete routine activities and does not recognize or retrieve any item that is part of a routine activity. **7b. UNR01-13, 1-3, and 1-3.3**

#### Answering Questions:
- the tendency to answer questions that occur before, during, or after routine events
- Answers many questions like “What are you going to do after lunch?”, “Where did you put your blue pants?”, and “Who is driving you to the movies?” that are part of 7 or more routine events. **7c. AQ1-13 or AQ1-15**
- Answers many questions like “Where are the napkins?”, “Who is that?”, “What are you going to do?”, “What are you going to get at the mall?”, “Who is helping you?”, “Where are you going?”, and “When do you want your guitar?” that are part of 4-6 routine events. **7c. AQ1-13**
- Answers some questions like “Do you want juice?”, “Can you help me?”, “What do you want?”, or “Which one do you want?” that are part of 1-3 routine events. **7c. AQ1-13, 1-3, and 1-3.3**
- Does not answer any commonly occurring questions. **7c. AQ1-13, 1-3, and 1-3.3**

#### Problem Behavior:
- the tendency for the learner to exhibit problem behavior
- Does not exhibit problem behavior. **8. P1**
- Exhibits less frequent but intense self-injurious, aggressive, or destructive behavior. **8. P1**
- Exhibits frequent and intense self-injurious, aggressive, or destructive behavior. **8. P1**

Secure a copy of the ARP and begin conducting The Essential for Living Quick Assessment by interviewing an instructor or care provider who has known the learner for several years, or by interviewing one or both parents. Begin with ‘Spoken Words’ by asking “Which one of the following statements most closely describes the learner?” Read statements 1–4. As shown in Table 2, circle the number that corresponds with the statement each interviewee selects. Continue until all sections of the Quick Assessment have been completed. Then, mark the boxes in the diagram corresponding to the statements that were circled.
Overview of the Quick Assessment

Spoken Words
Alternate Methods of Speaking
1. Making Requests
2. Waiting
3. Accepting Removals, Making Transitions, Sharing and Taking Turns
4. Completing 10 Consecutive, Brief, Previously Acquired Tasks
5. Accepting “No”
6. Following Directions related to Health and safety
7. Completing Daily Living Skills Related to Health and Safety
8. Tolerating Situations Related to Health and Safety
   • Matching
   • Imitation
   • Other Daily Living skills
   • Tolerating other situations
   • Naming and Describing
   • Following Directions, Recognizing and Retrieving
   • Answering Questions
   • Problem Behavior

Quick Assessment Overview:
Alternative Method of Speaking

• An assessment within the EFL
• Focuses on selecting an alternate method of speaking (communicating)
• Selecting an Alternate Method of speaking is based on one or more of the following:
  – the physical skills of the learner (gross and fine motor skills)
  – The size of audience for specific methods (sign vs device)
  – The ease with which specific methods can be implemented by instructors, care providers and parents OR
  – The potential for the teaching of advanced language
Quick Assessment Overview:

1. Making Requests

- Requests allow the learner to respond as a speaker and to access preferred items, activities, and people when they want or need them.

  - Examples:
    - Says “drink” when thirsty

One. Making Requests – the tendency to make requests for highly preferred items and activities

- Makes requests for 10 or more preferred items or activities without prompts using an effective method of speaking 7a, R14, R17-21, R22-24, R27-28, R30-31
- Makes requests for 1-5 preferred items or activities with or without prompts 7a, R7-8
- Makes requests by leading others to items 7a, R1-5, R6, R7-8
- Makes requests by exhibiting problem behavior 7a, R1-5, R6, R7-8

R1-5 Indicates interest; R 6-8, Requests Items; R14 Request of removal of items; R17-30 are generally requests for items and activities, removal of annoyances, request an Audience or request communication device, etc.
Quick Assessment Overview:
2. Waiting

- After requesting a specific item, activity or person, the learner is told to wait
  - Can the learner wait without exhibiting problem behavior?
  - How long can they wait?
  - Will they accept an alternative?

Three. Accepting Removals, Making Transitions, Sharing, and Taking Turns — The tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones

4. Accepts the removal of items and activities, transitions, shares, and takes turns without complaints
3. Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns, but only when motivating events are strong 7a. R10. R12-13
2. Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns 7a. R10. R12-13
1. Exhibits problem behavior when preferred items or activities are removed, during transitions, or during required sharing or taking turns 7a. R10. R12-13
Quick Assessment Overview:
4. Completing 10 Consecutive, Brief, Previously Acquired Tasks

• Can the learner complete previously acquired tasks:
  – Consecutively without engaging in problem behavior?
  – Consecutively without assistance or prompts

Four. Completing 10 Consecutive, Brief, Previously Acquired Tasks – the tendency to complete previously acquired tasks between opportunities to make requests
4 Completes 10 or more consecutive, brief, previously acquired tasks of varying durations and requiring varying degrees of effort without complaints
3 Completes 4-9 consecutive, brief, previously acquired tasks without complaints 7a. R11
2 Completes 1-3 consecutive, brief, previously acquired tasks without disruptive behavior 7a. R11
1 Exhibits problem behavior when directed to complete a brief, previously acquired task 7a. R11

Quick Assessment Overview:
5. Accepting “No”

• Does the learner accept “no” after making a request for an item, person or activity?
  – Do they engage in problem behavior when told “no”?
  – Can they continue to participate in the current activity if told “no” to another activity?

Five. Accepting ‘No’ - the tendency to accept ‘no’ when access to items or activities is denied following requests that were taught and requests for dangerous items and activities that were not taught
4 Readily accepts “no” by continuing with ongoing activities
3 Complains only when motivation related to the requested item or activity is strong 7a. R15-16
2 Complains when told “no” 7a. R15-16
1 Exhibits problem behavior when told “no” 7a. R15-16
Quick Assessment Overview:
6. Following Directions Related to Health & Safety

- Does the student follow directions from others to ensure safety both in school and in the community?
  - “stay here”, “walk with me”, leaving the building in a firedrill

Sixth. Following Directions Related to Health and Safety -- the tendency to follow directions from others that ensure safety and that permit safe movement throughout the community
4. Follows all directions that involve matters of health and safety and can be taken anywhere with minimal supervision
3. Follows many directions related to safety and can be taken most places in a group of three with one supervisor 7b. LR1-11
2. Follows only a few directions and requires “hands on” supervision at all times 7b. LR1-11
1. Does not follow any directions that involve matters of safety and cannot be taken most places within the community without problem behavior or risking safety 7b. LR1-11

Quick Assessment Overview
7. Completing Daily Living Skills Related to Health & Safety

- Can the student complete daily living skills that have an immediate impact on their health and safety
  - Eating, drinking and feeding
  - Avoiding harmful items and substances

Seventh. Completing Daily Living Skills Related to Health and Safety -- the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner
4. Completes most daily living skills related to health and safety
3. Completes 4-6 daily living skills related to health and safety 8a. DLS-EDF1-9, SLP1-2, MT1-5, AHS1-15, HS1-8
2. Completes 1-3 daily living skills related to health and safety with prompts, some resistance to prompts, or some problem behavior 8a. DLS-EDF1-9, SLP1-2, MT1-5, AHS1-15, HS1-8
1. Does not complete any daily living skills related to health and safety without prompts, resistance to prompts, or problem behavior 8a. DLS-EDF1-9, SLP1-2, MT1-5, AHS1-15, HS1-8

Transportation; AH- Avoiding Harmful Items, Substance and Situations; HS- Health and Safety Activities; MM-Medical procedures and medication
Quick Assessment Overview:

8. Tolerating Situations Related to Health and Safety

- Can the learner tolerate different situations that have a direct impact on their health and safety?
  - Physical prompts, taking medication, adaptive equipment, protective equipment

Domain 4: Tolerating Skills and Eggshells (7)

- T-BHI1. The sight, sound, or scent of an unfamiliar person
  - After exposure to the stimulus, learner remains stationary for at least 5 minutes, without prompts, without significant agitation, sedation, or disruptive behavior, without measurable, observable, or immediate negative effect.

- T-BHI2. In the same room with an unfamiliar person
  - T-BHI3. In close physical proximity to an unfamiliar person
  - T-BHIS. Demonstration prompts
  - T-BHIS1. Touch, physical guidance, or physical prompts

- T-BHI4. Tolerating"Situation 1"
  - T-BHI4a. Sitting, drinking, and feeding
    - T-BHI4b. A difficult or challenging task
    - T-BHI4c. A feeding pump
    - T-BHI4d. Thickened Fluids
    - T-BHI4e. Equipment
Quick Assessment Overview:
Matching

• Matching items to items, photographs to items, items to corresponding places, etc.

**Matching:** the tendency to match items-to-items, photographs-to-items, and text-to-items
1. Matches photographs or miniature items, but not text, with items or activities and vice versa 11. M12-13
2. Matches a few photographs or miniature items with items or activities and vice versa 11. M6-11
3. Matches only identical items 11. M2-11
4. Does not match identical items 11. M1

Quick Assessment Overview:
Imitation

• Imitate the motor movements of others
  – Teaching a sign – can the student imitate your movements?

**Imitation:** the tendency to imitate motor movements made by others
1. Does not imitate any movements 11. Im1
2. Imitates some finger, hand, arm movements, but not motor movements with items 11. Im1-2
3. Imitates many finger, hand, arm movements and a few motor movements with items 11. Im2
4. Imitates finger, hand, and arm movements and motor movements with items, but does copy words that have been written, typed, or Braille-written 11. Im3
Quick Assessment Overview: Other Daily Living Skills

- Can the student complete daily living skills?
  - Can they complete the skills independently?
    - Includes everything OTHER than the must have skills

Other Daily Living Skills: the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner

8  Completes most daily living skills not related to health and safety
7  Completes 4-6 daily living skills not related to health and safety 8a. DLS—
6  Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behavior 8a. DLS—
5  Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts, or problem behavior 8a. DLS—

Quick Assessment Overview: Tolerating Other Situations

- Can the student tolerate various situations
  - Includes everything OTHER than the must have skills
  - Loud music, feedback from a teacher, not being first in line, a store is closed, public restrooms

Tolerating Other Situations: the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner

7  Tolerates most routine activities not related to health and safety without problem behavior
6  Tolerates 4-6 routine activities not related to health and safety 9. T—
5  Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behavior 9. T—
4  Because of intense episodes of problem behavior instructors and care providers occasionally avoid routine activities not related to health and safety 9. T—
Quick Assessment Overview: Naming and Describing

• Can the student talk about (name and describe) different parts of naturally and regularly occurring routines?
  – Tacting items, activities, people in a routine

**Naming and Describing:** the tendency to name and describe items, activities, people, places, locations, and items with features that are part of routine events

4 Names or describes many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events 7b. LRND11-13 or LRND14-15
3 Names many items, activities, familiar people, and places that are part of 4-6 routine events 7b. LRND7-13
2 Names some items and activities that are part of 1-3 routine events 7b. LRND1-3.1, 1-3.2, and 1-3.3
1 Does not exhibit any names or descriptions 7b. LRND1-3.1, 1-3.2, and 1-3.3

---

Quick Assessment Overview: Follow Directions, Recognizing and Retrieving

• Can the student follow directions to do something in a naturally and regularly occurring routine

**Following Directions, Recognizing, and Retrieving:** the tendency to follow directions, to recognize items, activities, people, places, locations, and items with features, and to retrieve items, people, and items with features that are part of routine events

4 Recognizes and retrieves many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events 7b. LRND11-13 or LRND14-15
3 Recognizes and retrieves many items, activities, familiar people, and places that are part of 4-6 routine events 7b. LRND7-13
2 Follows directions to complete routine activities, and recognizes and retrieves some items that are part of 1-3 routine events 7b. LRND1-3.1, 1-3.2, and 1-3.3
1 Does not follow directions to complete routine activities and does not recognize or retrieve any item that is part of a routine activity 7b. LR1-11, LR12-17, LRND1-3.1, 1-3.2, and 1-3.3
Quick Assessment Overview:
Answering Questions

- Can the student answer questions before, during or after naturally and regularly occurring routines?

**Answering Questions:** the tendency to answer questions that occur before, during, or after routine events

4 Answers many questions like "What are you going to do after lunch?", "Where did you put your blue pants?", and "Who is driving you to the movies?" that are a part of 7 or more routine events

7c, AQ11-13 or AQ14-15

3 Answers many questions like "Where are the napkins?", "Who is that?", "What are you going to do?", "What are you going to get at the mall?", "Who is helping you?", "Where are you going?", and "When do you want your cigar?" that are a part of 4-6 routine events

7c, AQ7-13

2 Answers some questions like "Do you want juice?", "Can you help me?", "What do you want?", or "Which one do you want?" that are part of 1-3 routine events

7c, AQ1-3.1, 1-3.2, and 1-3.3

1 Cannot answer any commonly occurring questions

Quick Assessment Overview:
Problem Behavior

- In general, what level of problem behavior does the student exhibit?
  - Frequent vs infrequent, disruptive vs dangerous

**Problem Behavior:** the tendency for the learner to exhibit problem behavior

4 Does not exhibit problem behavior

3 Exhibits disruptive behavior or frequent complaining that presents a problem

10

2 Exhibits infrequent and less intense self-injurious, aggressive, or destructive behavior

10

1 Exhibits frequent and intense self-injurious, aggressive, or destructive behavior

10
Conducting the Assessment

What should be assessed?

- Entire Quick Assessment
  - Includes Essential 8
- Functional Academics (Domain 5)
Conducting the Assessment

Step 1:
Select and circle the score (1-4) that best fits the learner and fill in the corresponding box on the chart at the top of the assessment.

Step 2:
Each score has corresponding goals. Begin making a list of these goals on a separate piece of paper.
Conducting the Assessment

Step 3

– Repeat this process for ALL the skill areas on the Quick Assessment

AND

– Assess skills in the Functional Academics domain

– By the end of this process, you should have a list of goals that will need to be further assessed.
  • Consider this your “starting goal bank”

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Score</th>
<th>Potential Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making Requests</td>
<td>2</td>
<td>R 1-5, R6, R 7-10, R 10, R 11, R 12, R 13</td>
</tr>
<tr>
<td>2. Waiting</td>
<td>2</td>
<td>R 1, R 2</td>
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<tr>
<td>3. Accepting Rewards, Making Transitions, Sharing and Taking Turns</td>
<td>3</td>
<td>R 10, R 12, R 13</td>
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<tr>
<td>4. Completing 10 Consecutive, Brief, Previously Acquired Tasks</td>
<td>2</td>
<td>R 1, R 2</td>
</tr>
<tr>
<td>5. Accepting &quot;No&quot;</td>
<td>1</td>
<td>R 1, R 2</td>
</tr>
<tr>
<td>6. Following Directions Related to Health and Safety</td>
<td>2</td>
<td>L 1, L 2</td>
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<tr>
<td>7. Completing Daily Living Skills Related to Health and Safety</td>
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<td>DLP 1-2, DLP 1-2, MT 1-5, AMS 1-5, HS 1-6</td>
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<tr>
<td>8. Tolerating Situations Related to Health and Safety</td>
<td>2</td>
<td>T 1-2, BHL 1-5, DLP 1-2, DAM 1-9, SLP 1-5, TSL 1-5, TSL 1-5, PRM 1-2, TIA 1-2, PMR 1-2, PMR 1-2</td>
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<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Score</th>
<th>Potential Goals</th>
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</thead>
<tbody>
<tr>
<td>Matching</td>
<td>1</td>
<td>M 1</td>
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<tr>
<td>Initiation</td>
<td>2</td>
<td>M 1-2</td>
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<tr>
<td>Other Daily Living Skills</td>
<td>2</td>
<td>Dec 11, _____</td>
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<tr>
<td>Tolerating other situations</td>
<td>2</td>
<td>T 1, _____</td>
</tr>
<tr>
<td>Following Directions, Recognizing and Retaining</td>
<td>2</td>
<td>L 1-14, L 12-17, L 17-11, L 17-21, L 17-22, L 17-23, L 17-24</td>
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<tr>
<td>Following Directions, Recognizing and Retaining</td>
<td>2</td>
<td>L 1-14, L 12-17, L 17-11, L 17-21, L 17-22, L 17-23, L 17-24</td>
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<tr>
<td>Asking Questions</td>
<td>2</td>
<td>AQ 1-3, AQ 1-3, AQ 1-3, AQ 1-3</td>
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<tr>
<td>Problem Solving</td>
<td>2</td>
<td>TLU 1</td>
</tr>
<tr>
<td>Responding to Text as a Listener</td>
<td>2</td>
<td>TLU 1</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>TLU 1</td>
</tr>
<tr>
<td>Sentence, Lists and Time</td>
<td>2</td>
<td>SLT 8</td>
</tr>
<tr>
<td>Maps</td>
<td>2</td>
<td>SLT 9</td>
</tr>
</tbody>
</table>
| Webbing/Typing                           | 2     | W

99
So we’ve finished the assessment…

Next?

Goal Selection

Assessment

Goal Selection

Teach and Take Data

IEP Development/Revision

Daily Data Development/Revision
Goal Selection

- Begin to look at the specific goals you have written down. The letters in the goal representing the domain. For example, R1 = Requesting goal #1.

- Using the goals you have written down, flip to the corresponding domain to select the most appropriate goals.

- Look through the goals and select at least one goal to target.

- At least one goal per domain should be selected.

Important things to keep in mind when selecting goals:

- What goals are appropriate to teach in school? It may not be appropriate to teach Sleeping (SLP) goals in the academic setting.

- Will teaching the learner this goal impact their life in socially significant ways? Will this goal help my learner to become more independent?

- Are there physical limitations that may prevent a learner from being able to complete a skill?

- How do I teach this skill using the learner’s alternate method of communication (as applicable)? What resources might I need to teach it?

- How do I plan on writing this goal into the IEP?
Goal Selection

• Select goals that:

1. Target the skill deficit that you intend on targeting
2. Target skill deficits across domains (specifically those that the learner scored the lowest on)
   - Especially within the ‘Essential 8’
3. Once acquired, will make a socially significant impact on the student’s life
4. Are appropriate to teach within a school setting

Sample Goals – Early Learner

Mostly scores of 1’s, some 2’s

• R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available
• R9 – Waits after making requests
• R10 – Accepts removals of preferred items
• R11 – Completes 10 consecutive brief previously acquired tasks
• R 15 – Accepts “no” after making a request for a preferred item
• T-BHI 5 – Tolerate touch, physical guidance or physical prompts
• LR 6 – moves from one location to another when told to do so while remaining next to an instructor or while remaining in line
• DLS-BPH 1- Washes hands
• DLS-BPH 9 – Brushes Teeth
• DLS-SIT 3 – Completes single response task during 1:1 instruction or therapy
• SLT 1 – Participates in events and activities using daily picture or tactile schedule
• M3 – Matching items to corresponding containers or locations
• M5 – Matching items with identical letters, numbers, shapes, sizes, configurations, or colors
Sample Goals – Intermediate Learner
Mostly scores of 2’s and 3’s

- R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available (increase complexity to requesting missing items)
- R9 – Waits after making requests
- R10 – Accepts removals of preferred items
- R11 – Completes 10 consecutive brief previously acquired tasks
- R15 – Accepts “no” after making a request for a preferred item
- T-BDA 2 – Tolerates a change in schedule or sequence of events
- LR 10 – Turns toward others when name is called and makes 2 consecutive listener responses
- DLS – Personal hygiene, toileting, leisure, other routine daily activities
- RTL 3 – recognizes common food and non-food items
- Rdg 3 – Reads the essential text on containers of common food and non-food items
- SLT 3 – Completes routine tasks using lists
- Mth 1-5 – counting
- WT1-3 – writing

Sample Goals – Advanced Learner
Scores mostly 4’s, some 3’s

- R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available (increase complexity to requesting information)
- R19 – Makes a generalized request for an audience
- R80 – Makes request that require 3 key words or signs along with carrier phrases
- T-HC 1 – Tolerating hair cuts and hair clippers
- LRND (Events) – requesting, recognizing, retrieving, naming and describing and answering questions (AQ,C) about common items, activities, people or places within the context on naturally occurring, ongoing routines
  - These include mands, tacts, listener responses, intraverbals and “doing skills”.
- DLS – Other routine activities including prevocational and vocational tasks, leisure, cleaning, using a telephone, preparing foods, cooking, laundry, etc.
- Rdg 9 – Reads printed word lists of steps necessary to complete a task
- SLT 11- Names time on an analog or digital clock or watch to the nearest quarter hour
- Mth 6-7 – adds or removes a specified number from an existing set of items
- WT 6 – Writes phrases
How Are Skills Measured?

• Presence or absence of problem behavior
• Presence or absence of resistance to prompts
• Presence or absence of inappropriate responses
• The extent to which prompts are required or hesitation occurs
• The extent to which permanent, partial assistance is needed
• The extent to which environmental adaptation or prosthetic device is required
• Additional situations in which the skill occurs
• Any deterioration in performance after skill acquisition

Specific to Problem Behavior
• Protective equipment or mechanical restraint
• Crisis stabilization procedures
• Psychotropic medications
• Self-restraint

<table>
<thead>
<tr>
<th>EFL Performance Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>Initial assessment of the skill has been completed</td>
</tr>
<tr>
<td>IM</td>
<td>Instruction or management has begun</td>
</tr>
<tr>
<td>-SA</td>
<td>Without self-injurious, aggressive or destructive behavior</td>
</tr>
<tr>
<td>-DC</td>
<td>Without disruptive behavior or complaints</td>
</tr>
<tr>
<td>FP</td>
<td>With a full physical, full demonstration, or full echoic prompt</td>
</tr>
<tr>
<td>-RP</td>
<td>Without resistance to prompts and without elopement (i.e., without leaving the area)</td>
</tr>
<tr>
<td>PP</td>
<td>With a partial physical, partial demonstration, or partial echoic prompt</td>
</tr>
<tr>
<td>MP</td>
<td>With a minimal touch, minimal gestural or minimal echoic prompt</td>
</tr>
<tr>
<td>IND</td>
<td>Without prompts, without scrolling, and within two seconds</td>
</tr>
<tr>
<td>-S,-M</td>
<td>The extent to which “waiting, tolerating, responding as listener, or performing” out problem behavior</td>
</tr>
<tr>
<td></td>
<td>designated period of time (seconds, minutes) or the amount of time it takes to perform a specific skill</td>
</tr>
<tr>
<td>PPA</td>
<td>Some or all the response (steps) that are part of this skill require permanent partial assistance</td>
</tr>
<tr>
<td>PPD</td>
<td>Some or all of the responses (steps) that are part of this skill require an environmental adaptation or prosthetic device</td>
</tr>
<tr>
<td>CO</td>
<td>The critical outcome of the skill has occurred</td>
</tr>
<tr>
<td>2E</td>
<td>The occurrence of the skill with two or more examples of the same item or activity</td>
</tr>
<tr>
<td>2S</td>
<td>The occurrence of the skill in two or more settings</td>
</tr>
<tr>
<td>iM</td>
<td>When motivating events have occurred, but are weak</td>
</tr>
<tr>
<td>iM</td>
<td>When motivating events have occurred and are strong</td>
</tr>
<tr>
<td>NI</td>
<td>When the learner doesn’t not have sensory contact with the requested item or activity (does not apply to some requests)</td>
</tr>
<tr>
<td>Det</td>
<td>Request are no longer occurring consistently</td>
</tr>
</tbody>
</table>
### Essential for Living Scoring Key

#### Domain 1: Requests and Related Listener Responses (LR)

**Scoring Key:**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>2S</th>
<th>2P</th>
<th>-M</th>
<th>NI</th>
<th>Det</th>
</tr>
</thead>
</table>

- **NA** = this skill is not appropriate or necessary for this learner
- **IA** = the initial assessment of this skill has been completed
- **IM** = instruction or management has begun
- **-SA** = without self-injurious, aggressive or destructive behavior
- **-DC** = without disruptive behavior or complaints
- **-RP** = without resistance to prompts and without elopement (i.e., without leaving the area)
- **FP** = with a partial physical, partial demonstration, or partial echoic prompt
- **PP** = with a minimal touch, minimal gesture, or minimal echoic prompt
- **MP** = with a minimal touch, minimal gesture, or minimal echoic prompt
- **Ind** = without prompts, without scripted and within 3 seconds
- **2S** = in two or more settings
- **2P** = in the presence of either of two people
- **-M** = when strong motivating events have occurred
- **NI** = when the learner does not have sensory contact with the requested item or activity (does not apply to some requests)
- **Det** = [this skill is no longer occurring consistently]

#### Domain 2: Listener Responses, Names, and Descriptions (LR, LRND)

**Scoring Key:**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>1s</th>
<th>2s</th>
<th>5s</th>
<th>10s</th>
<th>20s</th>
<th>1m</th>
<th>2m</th>
<th>5m</th>
<th>10m</th>
<th>20m</th>
<th>Det</th>
</tr>
</thead>
</table>

- **NA** = this skill is not appropriate or necessary for this learner
- **IA** = the initial assessment of this skill has been completed
- **IM** = instruction or management has begun
- **1s** = for 1 second
- **2s** = for 2 seconds
- **5s** = for 5 seconds
- **10s** = for 10 seconds
- **20s** = for 20 seconds
- **1m** = for 1 minute
- **2m** = for 2 minutes
- **5m** = for 5 minutes
- **10m** = for 10 minutes
- **20m** = for 20 minutes
- **Det** = [this skill is no longer occurring consistently]

**Scoring Key:**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>2S</th>
<th>2P</th>
<th>-M</th>
<th>NI</th>
<th>Det</th>
</tr>
</thead>
</table>

- **NA** = this skill is not appropriate or necessary for this learner
- **IA** = the initial assessment of this skill has been completed
- **IM** = instruction or management has begun
- **-SA** = without self-injurious, aggressive or destructive behavior
- **-DC** = without disruptive behavior or complaints
- **-RP** = without resistance to prompts and without elopement (i.e., without leaving the area)
- **FP** = with a partial physical or partial demonstration prompt
- **PP** = with a minimal touch, minimal gesture or minimal echoic prompt
- **MP** = with a minimal touch, minimal gesture or minimal echoic prompt
- **Ind** = without prompts and without elopement
- **2S** = in two or more settings
- **2P** = in the presence of either of two people
- **Det** = [this listener response is no longer occurring consistently]

#### Domain 3: Answers to Questions and Conversations (AQ, C)

**Scoring Key:**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>2E</th>
<th>2P</th>
<th>Det</th>
</tr>
</thead>
</table>

- **NA** = this skill is not appropriate or necessary for this learner
- **IA** = the initial assessment of this skill has been completed
- **IM** = instruction or management has begun
- **-SA** = without self-injurious, aggressive or destructive behavior
- **-DC** = without disruptive behavior or complaints
- **-RP** = without resistance to prompts and without elopement (i.e., without leaving the area)
- **FP** = with a partial physical or partial demonstration prompt
- **PP** = with a minimal touch, minimal gesture or minimal echoic prompt
- **MP** = with a minimal touch, minimal gesture or minimal echoic prompt
- **Ind** = without prompts and without elopement
- **2E** = in the presence of either of two people
- **2P** = in the presence of either of two people
- **Det** = [this listener response is no longer occurring consistently]
### Domain 4: Daily Living and Related Skills (DLRS)

**Scoring Key**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>PPA</th>
<th>ADP</th>
<th>CO</th>
<th>2S</th>
<th>2P</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt</td>
<td>PP = with a partial physical or partial demonstration prompt</td>
<td>MP = with a minimal touch or minimal gestural prompt</td>
<td>Ind = without prompts and within three seconds</td>
<td>PPA = [performance of this task requires permanent partial assistance]</td>
<td>ADP = [performance of this task requires an environmental adaptation or prosthetic device]</td>
<td>CO = [the critical outcome of this skill has occurred]</td>
<td>2S = [the skill and the critical outcome have occurred in two or more settings]</td>
<td>2P = [the skill and the critical outcome have occurred in the presence of either of two people]</td>
<td>Det = [this daily living skill or its critical outcome are no longer occurring consistently]</td>
</tr>
</tbody>
</table>

### Domain 5: Functional Academic Skills (RTL, Rdg, SLT, Mtb, WT)

**Responding to Test as a Listener and Reading (RTL, Rdg)**

**Scoring Key**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt</td>
<td>PP = with a partial physical or partial demonstration prompt</td>
<td>MP = with a minimal touch or minimal gestural prompt</td>
<td>Ind = without prompts and within three seconds</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>

**Schedules, Lists and Time (SLT)**

**Scoring Key**

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt</td>
<td>PP = with a partial physical or partial demonstration prompt</td>
<td>MP = with a minimal touch or minimal gestural prompt</td>
<td>Ind = without prompts and without scrolling and without hesitation</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>
### Math Skills (Mth)

#### Scoring Key

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>PPA</th>
<th>APD</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt</td>
<td>PP = with a partial physical or partial demonstration prompt</td>
<td>MP = with a minimal physical or minimal gestural prompt</td>
<td>Ind = without prompts and within two seconds</td>
<td>PPA = [this skill requires permanent partial assistance]</td>
<td>APD = [this skill requires an environmental adaptation or prosthesis]</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>1st</th>
<th>1/4</th>
<th>1/2</th>
<th>3/4</th>
<th>Ind</th>
<th>m</th>
<th>PPA</th>
<th>APD</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>1st = one response (step) without prompt</td>
<td>1/4 = one quarter of the responses (steps) that are part of the skill without prompts</td>
<td>1/2 = one half of the responses (steps) that are part of the skill without prompts</td>
<td>3/4 = three quarters of the responses (steps) that are part of the skill without prompts</td>
<td>Ind = without prompts and within two seconds</td>
<td>m = all of the responses (steps) that are part of the skill without prompts and within minutes</td>
<td>PPA = [some or all of the responses (steps) that are part of this skill require permanent partial assistance]</td>
<td>APD = [some or all of the responses (steps) that are part of this skill require an environmental adaptation or prosthesis]</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>

### Writing or Typing Skills (WT)

#### Scoring Key

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt</td>
<td>PP = with a partial physical or partial demonstration prompt</td>
<td>MP = with a minimal physical or minimal gestural prompt</td>
<td>Ind = without prompts and without hesitation</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>

### Domain 6: Tolerating Skills and Feasibility

#### Scoring Key

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>Egg</th>
<th>-Egg</th>
<th>10s</th>
<th>1m</th>
<th>1/4</th>
<th>1/2</th>
<th>3/4</th>
<th>Ind</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>Egg = situations avoided because problem behavior occurs</td>
<td>-Egg = situations are no longer avoided because problem behavior occurs</td>
<td>10s = for 10 seconds</td>
<td>1m = for 1 minute</td>
<td>1/4 = for 1 minute or 1/4 of the required duration of an activity</td>
<td>1/2 = for 2 minutes or 1/2 of the required duration of an activity</td>
<td>3/4 = for 3 minutes or 3/4 of the required duration of an activity</td>
<td>Ind = for 1 hour or the required duration of an activity</td>
<td>Det = [this tolerating skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>

### Domain 7: Tool Skills and Component Skills (Mm, M, and Im)

#### Scoring Key

<table>
<thead>
<tr>
<th>NA</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>Det</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = [this skill is not appropriate or necessary for this learner]</td>
<td>IA = [the initial assessment of this skill has been completed]</td>
<td>IM = [instruction or management has begun]</td>
<td>-SA = without self-injurious, aggressive or destructive behavior</td>
<td>-DC = without disruptive behavior or complaints</td>
<td>-RP = without resistance to prompts and without leaving the area</td>
<td>FP = with a full physical or full demonstration prompt (with imitation skills, a full physical prompt only)</td>
<td>PP = with a partial physical or partial demonstration prompt (with imitation skills, a partial physical prompt only)</td>
<td>MP = with a minimal physical or minimal gestural prompt</td>
<td>Ind = without prompts, without scrolling and without hesitation</td>
<td>Det = [this skill is no longer occurring consistently]</td>
</tr>
</tbody>
</table>
SAMPLE OF MEASUREMENT IN EFL

Domain 2: Listener Responses, Names, and Descriptions (LR, LRHD)

**Measurement Key**

**Key:**
- **IA:** Initial Assessment
- **IM:** Instruction has begun
- **-SA:** Without self-injurious, aggressive or destructive behavior
- **-DC:** Without disruptive behavior or complaints
- **-RP:** Without resistance to prompts and without escalation
- **FP:** Full physical prompt
- **PP:** Partial physical prompt
- **MP:** Minimal touch
- **Ind:** Without prompts; without scrolling and within 2 seconds
- **2S:** in 2 or more settings
- **2P:** in the presence of either of two people
- **<M:** when motivating events have occurred, but are weak
- **Ni:** when the learner does not have sensory contact with the requested item or activity
- **Det:** requests are no longer occurring consistently

**Completing the Assessment**

<table>
<thead>
<tr>
<th>Item</th>
<th>IA</th>
<th>IM</th>
<th>-SA</th>
<th>-DC</th>
<th>-RP</th>
<th>FP</th>
<th>PP</th>
<th>MP</th>
<th>Ind</th>
<th>2S</th>
<th>2P</th>
<th>&lt;M</th>
<th>Ni</th>
<th>Det</th>
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<tbody>
<tr>
<td>Drink</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>Biscuits</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>Bubble</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>4 Music</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>Crisps</td>
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<td>IM</td>
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<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
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<tr>
<td>6</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
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<tr>
<td>7</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>8</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>9</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
<tr>
<td>10</td>
<td>IA</td>
<td>IM</td>
<td>-SA</td>
<td>-DC</td>
<td>-RP</td>
<td>FP</td>
<td>PP</td>
<td>MP</td>
<td>Ind</td>
<td>2S</td>
<td>2P</td>
<td>&lt;M</td>
<td>Ni</td>
<td>Det</td>
</tr>
</tbody>
</table>
Completing the Assessment

R9 – Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>IA</td>
<td>IM</td>
<td>1s</td>
<td>2s</td>
<td>5s</td>
<td>10s</td>
<td>1m</td>
<td>2m</td>
</tr>
<tr>
<td>1. Cookies</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Soda</td>
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<td></td>
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<tr>
<td>3. Ice cream</td>
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<td>4.</td>
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<td>5.</td>
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<td>7.</td>
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<tr>
<td>9.</td>
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<td>10.</td>
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</tr>
</tbody>
</table>

Key:
IA: Initial Assessment; IM: Instruction has begun; 1s: for 1 sec; 2s: for 2 sec; 5s: for 5 sec; 10s: for 10 sec; 1m: for 1 minute; 2m: for 2 minutes; 5m: for 5 minutes; 10m: for 10 minutes; 20m: for 20 minutes; Det: “waiting” is no longer occurring consistently

Updates

<table>
<thead>
<tr>
<th>Initial Assessment</th>
<th>Date</th>
<th>Color Code</th>
<th>Symbol Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Jan 1, 2013 - Dec 31, 2013</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>Jan 1, 2014 – Dec 31, 2014</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Year 3</td>
<td>Jan 1, 2015 – Dec 31, 2015</td>
<td></td>
<td>+</td>
</tr>
</tbody>
</table>

- Updates are usually not very often – sometimes yearly
- Skills are considered mastered when they occur in at least one appropriate situation without prompts and without hesitation.
- An initial assessment may require several weeks to administer
Summary Score Sheets

• Each category has a summary score sheet, where you can view progress across all skills in that category:
  – Must Have
  – Should Have
  – Good to Have
  – Nice to Have

• Summary of Learners Assessment and Subsequent Progress
  – This allows you to easily see progress over time in a visual display – just like you can on the ABLLS-R or VB-MAPP.
So we’ve finished the assessment and have selected goals…

Next?

IEP Development and Revision
Writing IEP goals

- Goals targeted in the IEP should be based on IEP assessment.
  - Should address specific skill deficits in the learner’s skill repertoire
- Goals should be specific enough so that they can be accomplished but broad enough so that you can add benchmarks.
- Goals are functional

<table>
<thead>
<tr>
<th>EFL Goal</th>
<th>IEP Goal</th>
<th>Benchmarks</th>
<th>IEP Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1-07</td>
<td>Student will use modified sign language as determined by her Alternate Method of Speaking Assessment to request at least 15 preferred items</td>
<td>Nov: sign for 5 items</td>
<td>Study skills, daily living, ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: sign for 10 items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: sign for 15 items</td>
<td></td>
</tr>
<tr>
<td>LR 5</td>
<td>Student will follow 3 verbal direction to stand up, sit down, come here when directed to do so</td>
<td>Nov: master 1 verbal direction</td>
<td>Transition, study skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: master 2 verbal directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: master 3 verbal directions</td>
<td></td>
</tr>
<tr>
<td>LR 6</td>
<td>Student will move from 1 location to another when directed to do so without prompting.</td>
<td>Nov: prompting 50% of the time</td>
<td>Transition, Study Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: prompting 20% of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: no prompts</td>
<td></td>
</tr>
<tr>
<td>DLS-EDF 23</td>
<td>Student will independently self feed using a fork</td>
<td>Nov: 50% of the time</td>
<td>Daily Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: 75% of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: 100% of the time</td>
<td></td>
</tr>
<tr>
<td>DLS-EDF 18</td>
<td>Student will independently wipe her mouth and hands with a napkin after eating</td>
<td>Nov: 50% of the time</td>
<td>Daily Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: 75% of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: 100% of the time</td>
<td></td>
</tr>
<tr>
<td>T-BPH 1</td>
<td>Student will tolerate someone washing her hands by not engaging in problem behavior during hand washing procedure</td>
<td>Nov: 50% of the time w/PB</td>
<td>Daily Living, behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: 75% of the time w/PB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: 100% of the time w/PB</td>
<td></td>
</tr>
<tr>
<td>T-DOH 1</td>
<td>Student will tolerate someone brushing her teeth by not engaging in problem behavior during the teeth-brushing procedure</td>
<td>Nov: 50% of the time w/PB</td>
<td>Daily Living, behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: 75% of the time w/PB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: 100% of the time w/PB</td>
<td></td>
</tr>
<tr>
<td>M1</td>
<td>Student will match identical items to complete an activity</td>
<td>Nov: match 5 identical items</td>
<td>ELA, Math, Study skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: match 10 identical items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: match 15 identical items</td>
<td></td>
</tr>
<tr>
<td>LRND 1</td>
<td>When given directions to retrieve or locate a specific item related to functional daily living skills, the student will do so for at least 15 items</td>
<td>Nov: retrieve/locate 5 items</td>
<td>ELA, Math, Transition, Study skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: retrieve/locate 10 items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: retrieve/locate 15 items</td>
<td></td>
</tr>
<tr>
<td>MET 1</td>
<td>Student will follow events of the day using a personal daily picture schedule</td>
<td>Nov: with prompts 50% of time</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: with prompts 25% of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: no prompts</td>
<td></td>
</tr>
<tr>
<td>MIR 1</td>
<td>Student will count a specific number of items from 1-10 using a counting</td>
<td>Nov: with prompts 50% of time</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>March: with prompts 25% of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>June: no prompts</td>
<td></td>
</tr>
</tbody>
</table>
Example

• EFL Goal:
  – R1 – R7

• IEP Goal:
  – Student will use modified sign language as determined by her Alternate Method of Speaking Assessment to request at least 15 preferred items

• Benchmarks
  – Nov: sign for 5 items
  – March: sign for 10 items
  – June: sign for 15 items

• Section of the IEP
  – Study skills, daily living, ELA

By now we have:

• Completed the Quick Assessment
• Identified goals to be taught (from Quick Assessment and Functional Academics)
• Written goals into IEP (goals and benchmarks)

Now what?
Types of Data Forms

- Daily (or weekly) data
- Manding/Requesting Data sheet
- Skills Tracking
- Probe Data Sheet
- Task Analyses

McGreevy Data Sheets

https://essentialforliving.sharefile.com/d-scd7d493caa04d0d8
### Data Collection Forms:

#### Daily/Weekly Data

**Daily Data**

<table>
<thead>
<tr>
<th>Time</th>
<th>Program/Subject</th>
<th>Goals</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Data**

<table>
<thead>
<tr>
<th>Program/Subject</th>
<th>Goals</th>
<th>How to Teach</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival/Dismiss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom/Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R7: Requests breakfast item</td>
<td></td>
<td>During the breakfast routine, Ricky will use his iPad to request a preferred breakfast item.</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADL/Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SU3: Follow schedule to transition between classes</td>
<td></td>
<td>Ricky will use his iPad to identify where he should (transition) to.</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Skills/History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R7: Request preferred item</td>
<td></td>
<td>After lunch, Ricky will use his iPad to request a preferred activity.</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1/4: Read and respond to text</td>
<td></td>
<td>Ricky will learn to read and comprehend text related to life community.</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mth 16e: Answer questions about objects</td>
<td></td>
<td>Ricky will use his iPad to answer questions related to objects (ex: How many?)</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
<td>25/2P</td>
</tr>
<tr>
<td>Mth 6: Adding Items</td>
<td></td>
<td>Ricky will be able to add numbers and use his iPad to give the correct total of items.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

---

**Example-Daily Data Sheet**

---
## Data Collection Forms: Manding/Requesting

### Mand Tracking Sheet

**Mastered:** 3 days or independent or with most independent prompt

<table>
<thead>
<tr>
<th>Learner</th>
<th>Alternate Method of Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred Item Name</th>
<th>Date Introduced</th>
<th>Date Independently Mastered or with Most Ind. Prompt Level</th>
<th>Date Mastered with in 2 or more settings (2S)</th>
<th>Date Mastered with 2 or more people (2P)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Data Collection Forms: Skills Tracking

### Skills Tracking Sheet

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Date Introduced</th>
<th>Date Mastered</th>
<th>Date Mastered with in 2 or more settings (2S)</th>
<th>Date Mastered with 2 or more people (2P)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Collection Forms:
Probe Data Sheets

- This data sheet is used to collect the prompt level used when teaching a student a particular skill. This data form is typically used to record the prompt level needed to teach a skill that does not involve a large amount of steps.
**Data Collection Forms:**

**Task Analyses**

- Used to collect the prompt level needed for a student to complete each step of a more complex skill.
- Allows you to discuss the overall progress in completing a certain skill.

---

**Task Analysis Data Sheet**

<table>
<thead>
<tr>
<th>#</th>
<th>Response</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- = school breaks, weekends
- = student absences

---

---
Program Book and Materials Set-Up

Materials Needed:
- Binders (1-2” binder per student)
- Dividers (at least 1 pack per student)
- Clipboards (1 per student)

DANA BOOK

Program Set-Up: Binders

- Binders should be divided into the following sections:
  - IEP
  - Assessment (Quick Assessment and AMS)
  - Making Requests
  - Listener Responses
  - Daily Living Skills
  - Events
  - Functional Academics
    - May be broken into smaller sections
  - Tolerating
  - Problem Behavior
  - Toileting
  - Daily Data

For each section you will have a:
  - skills tracking sheet
  - Probe data sheet AND/OR Task Analyses
Program Set-Up: Clipboards

• Components of Clipboards
  – Clipboards should be used to hold “everyday” forms or data forms you need access to often

  – Example:
    • Daily Data Sheet
    • Mandaing/requesting data forms
    • ABC Data (problem behavior)
    • Toileting Data

By now we have:

• Completed the Quick Assessment
• Identified goals to be taught (from Quick Assessment and Functional Academics)
• Written goals into IEP (goals and benchmarks)
• Developed a daily/weekly data
• Made a binder and clipboard for each student
• Have data sheets in each section with the current goals and targets

What’s Next?
Teach and Take Data

Teaching the skills

CONTEXT IS EVERYTHING!!!!!
Teaching the skills:  
A look back at the weekly data form…

<table>
<thead>
<tr>
<th>When will you teach this skill?</th>
<th>In the morning when he comes into school – arrival/unpack</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the target for the skill?</td>
<td>Walking from bus into building, from locker into class, from one part of class to another</td>
</tr>
<tr>
<td>How will you teach it?</td>
<td>- Tell Ricky, “Go to _______” only tell him once, if he does not respond, physically prompt him to comply. Record data</td>
</tr>
</tbody>
</table>

Teaching the Skills: Events  
A Look back at the weekly data form....

<table>
<thead>
<tr>
<th>When will you teach this skill?</th>
<th>Homeroom/Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the target for the skill?</td>
<td>(Hint: there is 3!)</td>
</tr>
<tr>
<td>1. Requesting: “Spoon”</td>
<td></td>
</tr>
<tr>
<td>2. Recognizing: “Spoon”</td>
<td></td>
</tr>
<tr>
<td>3. Retrieve/Relocating: “Spoon”</td>
<td></td>
</tr>
<tr>
<td>How do you teach it?</td>
<td></td>
</tr>
<tr>
<td>- Request: Give Ricky cereal with no spoon; he requests spoon on iPad</td>
<td></td>
</tr>
<tr>
<td>- Rec, ret/rel: Tell Ricky “Please get a spoon (rec, ret) and bring it to “Bobby”</td>
<td></td>
</tr>
</tbody>
</table>
We’ve completed each step in the process…

What’s Next?

Restart the process!
Quick Assessment Overview: Spoken Words

- Outlines 6 profiles of learners with moderate-to-severe developmental disabilities based on the extent of their spoken-word repertoires
- Assists educators in determining whether to select “saying words” as the learner’s primary method of speaking or to select an alternate method of speaking (AMS Assessment)

Video Examples of Methods of Speaking

Table 2: A Summary of Six Profiles of Learners with Moderate-to-Severe Developmental Disabilities Based on the Extent of Their Spoken-word Repertoires

<table>
<thead>
<tr>
<th>Vocal Profiles</th>
<th>Spoken Words</th>
<th>Spoken-word Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequent</td>
<td>Spontaneous</td>
</tr>
<tr>
<td>Vocal Profile 1: Typical Spoken-word Interactions and Controlled Repetitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Profile 2: Uncontrolled or Controlled Repetitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Profile 3: Occasional Words or Phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Profile 4: Uncontrolled or Controlled Repetitions that are not Understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Profile 5: Occasional Words that are not Understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Profile 6: Noises, a Few Sounds, and Syllables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quick Assessment Overview: Alternative Method of Speaking

- An assessment within the EFL
- Focuses on selecting an alternate method of speaking (communicating)
- Selecting of Alternate Method of speaking is based on one or more of the following:
  - the physical skills of the learner (gross and fine motor skills)
  - The size of audience for specific methods (sign vs device)
  - The ease with which specific methods can be implemented by instructors, care providers and parents OR
  - The potential for the teaching of advanced language

Table 5. Alternative Methods of Speaking tend to be More Effective When Learners Exhibit Specific Sensory, Skill, and Behavioral Repertoires

<table>
<thead>
<tr>
<th>Specific Sensory, Skill, and Behavioral Repertoires</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Hearing</td>
</tr>
<tr>
<td>S Sighted</td>
</tr>
<tr>
<td>HI Hearing impaired</td>
</tr>
<tr>
<td>VI Visually impaired</td>
</tr>
<tr>
<td>HVI Hearing and visually impaired</td>
</tr>
<tr>
<td>Am Ambulatory</td>
</tr>
<tr>
<td>NAm Non-ambulatory</td>
</tr>
<tr>
<td>A Active</td>
</tr>
<tr>
<td>I Inactive</td>
</tr>
<tr>
<td>FM Fine motor coordination</td>
</tr>
<tr>
<td>&lt;FM Limited or no fine motor coordination</td>
</tr>
<tr>
<td>MI Motor imitation</td>
</tr>
<tr>
<td>&lt;MI Limited or no fine motor imitation</td>
</tr>
<tr>
<td>M Matching</td>
</tr>
<tr>
<td>&lt;M Limited or no matching</td>
</tr>
<tr>
<td>PB Moderate or severe problem behavior</td>
</tr>
<tr>
<td>-PB No moderate or severe problem behavior</td>
</tr>
</tbody>
</table>
### Selecting Alternative Method of Communication

#### The Advantages of ‘Saying Words’ as a Method of Speaking

<table>
<thead>
<tr>
<th>Portability</th>
<th>The Speaker Advantages of ‘Saying words’</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Children and adults can convey messages at any place and time without need for environmental support.</td>
</tr>
<tr>
<td>Eff</td>
<td>Information can be conveyed with very little effort.</td>
</tr>
<tr>
<td>Complex</td>
<td>In the beginning, only one-step (i.e., single-word) responses are required.</td>
</tr>
<tr>
<td>-CD</td>
<td>In the beginning, complex discriminations are not required. Conditional discriminations are not required.</td>
</tr>
</tbody>
</table>

#### Communication Skills

| Rq                  | Many requests can be easily conveyed. Many minds can be expressed. |
| ND                  | Many items, activities, people, and places can be clearly named or described. Facts can be taught. |
| AQ                  | Answers to questions can clearly and easily occur. Intraverbal occur. |
| Con                 | Conversation can easily occur. |
| Rd                  | Reading can be taught. Textual behavior can be taught. |
| RA                  | Requests can be conveyed in the absence of what is being requested. |
| LA                  | The speaker can be understood by a large audience of instructors, care providers, parents, and peers with and without disabilities who do not require training. |

#### Sensory, Skill, and Behavioral Repertoires

<table>
<thead>
<tr>
<th>H</th>
<th>S</th>
<th>VI</th>
<th>HVVI</th>
<th>AM</th>
<th>NM</th>
<th>A</th>
<th>I</th>
<th>FM</th>
<th>&lt;FM</th>
<th>MI</th>
<th>&lt;M</th>
<th>M ≤M</th>
<th>PB</th>
<th>PB</th>
</tr>
</thead>
</table>

#### Alternative Method of Speaking

AMS 2: Forming standard signs (e.g. Signed English)

#### The Repertoires That Tend to Occur When AMS 2 is Effective

<table>
<thead>
<tr>
<th>H</th>
<th>S</th>
<th>III</th>
<th>VI</th>
<th>HVVI</th>
<th>AM</th>
<th>NM</th>
<th>A</th>
<th>I</th>
<th>FM</th>
<th>&lt;FM</th>
<th>MI</th>
<th>&lt;M</th>
<th>M ≤M</th>
<th>PB</th>
<th>PB</th>
</tr>
</thead>
</table>

#### The Advantages of ‘Saying Words’ Retained by AMS 2

| Speaker | P | E | 1S | CD | Rq | ND | AQ | Con | Rd | RA | Large Audience | LA |

### Mylar Overlay for Decision Making

- http://amscompare.com
- Videos and Analysis
- Peter Video
Alternative Methods of Speaking

Alternative Methods that Include Specific Responses that Correspond to Words or Letters Conveyed

AMS 1: Using the sign language of the deaf community
AMS 2: Forming standard signs (e.g., Signed English)
AMS 3: Forming a repertoire of standard, adapted, and idiosyncratic signs
AMS 4: Forming a repertoire of standard and adapted signs used with tactile signing
AMS 5: Forming a repertoire of standard signs, iconic signs and iconic gestures
AMS 6: Writing words or drawing diagrams on a small notepad
AMS 7: Saying word approximations that are understood and discriminated only by a familiar audience
AMS 8: Making distinguishable noises or sounds that are understood and discriminated only by a familiar audience

Alternative Methods that Include Non-specific Responses Which are Used to Select Photographs, Pic-symbols, Printed words, Letters, or Spoken Words

AMS 9: Visually scanning and pointing to or exchanging photographs using a small book worn by the learner
AMS 10: Visually scanning and pointing to or exchanging pic-symbols with printed words using a small book worn by the learner
AMS 11: Visually scanning and pointing to or exchanging printed words using a small book worn by the learner
AMS 12: Visually scanning and touching photographs on a screen using a small speech-generating device (SGD) worn by the learner or attached to the learner’s mobility or positioning device
AMS 13: Visually scanning and touching pic-symbols with printed words on a screen using a small SGD worn by the learner or attached to the learner’s mobility or positioning device
AMS 14: Visually scanning and touching printed words on a screen using a small speech-generating device (SGD) worn by the learner or attached to the learner’s mobility or positioning device
AMS 15: Visually scanning and exchanging photographs using the Picture Exchange Communication System® and a large PECS Communication Book
AMS 16: Visually scanning and exchanging pic-symbols with printed words using the Picture Exchange Communication System and a large PECS Communication Book
AMS 17: Visually scanning and exchanging printed words using the Picture Exchange Communication System and a large PECS Communication Book
AMS 18: Scanning by touch and selecting items or miniature items attached to an object board
AMS 19: Visually scanning and touching photographs using a large SGD that contains 20 or fewer messages or requires another person to change templates
| AMS 20 | Visually scanning and touching pic symbols with printed words using a large SGD that contains 20 or fewer messages or requires another person to change templates |
| AMS 21 | Visually scanning and touching printed words using a large SGD that contains 20 or fewer messages or requires another person to change templates |
| AMS 22 | Visually scanning and selecting photographs on a large SGD by touching the screen, or by using one or two switches or eye-tracking |
| AMS 23 | Visually scanning and selecting pic symbols with printed words on a large SGD by touching the screen, or by using one or two switches or eye-tracking |
| AMS 24 | Visually scanning and selecting printed words on a large SGD by touching the screen, or by using one or two switches, or eye-tracking |
| AMS 25 | Typing words with a small, electronic device |
| AMS 26 | Typing words with a large, electronic or SGD |
| AMS 27 | Typing words with a Braille Writer |
| AMS 28 | Typing words with a switch or eye-tracking and a large SGD |
| AMS 29 | Scanning by listening and selecting spoken words on a large SGD by touching the screen, or by using one or two switches |
| AMS 30 | Scanning by touch and selecting locations on a large, adapted SGD |
| AMS 31 | Visually scanning and pointing to large photographs using a binder |
| AMS 32 | Visually scanning and pointing to large printed words using a binder |
| AMS 33 | Visually scanning and selecting photographs presented two at a time |
| AMS 34 | Visually scanning and selecting items presented two at a time |
| AMS 35 | Scanning by touch and selecting items presented two at a time |
| AMS 36 | Looking at and selecting photographs presented one at a time |
| AMS 37 | Looking at and selecting items presented one at a time |
| AMS 38 | Touching and selecting items presented one at a time |
| AMS 39 | Scanning by listening and selecting spoken words presented two at a time |
| AMS 40 | Listening and selecting spoken words presented one at a time |
| AMS 41 | Listening to “do you want _____?” and gesturing to indicate ‘yes’ or ‘no’ |
| AMS 42 | Listening to “do you want _____?” and activating a switch to indicate ‘yes’ or one of two switches to indicate ‘yes’ or ‘no’ |
| AMS 43 | Reaching, pointing, gesturing, or gazing toward items or familiar locations for items |
| AMS 44 | Leading others to items or to familiar locations for items |
| AMS 45 | Selecting items or completing activities in the presence of another person that are typically paired with or precede preferred items or activities |
| AMS 46 | Touching a photograph or printed words using a speech-generating device that contains only one message |
Table 16.
Testing the Effectiveness of an Alternative, Primary Method of Speaking

Testing the effectiveness of an alternative method of speaking should include the following components:

- providing a minimum of 2-3 months of daily instruction;
- teaching a learner to 'make requests' for specific, highly preferred items, activities, and persons, NOT to 'name or describe' items or persons, NOT 'to comment' on experiences, and NOT to 'answer questions';
- teaching requests for specific items, activities, and persons (see R6, R19, R20, and, for some learners, R13, R15, R16, R17, and R18); NOT requests for 'more', 'food', or 'eat' and NOT requests with 'please', 'yes', or 'no';
- teaching 2-5 targeted requests at a time; when requests are exhibited consistently without prompts, adding requests for new items and activities;
- providing 200-300 opportunities to make targeted requests per day;
- using empirically-validated teaching procedures, such as errorless teaching and the teaching procedures described in chapter 12;
- collecting data to determine the extent and frequency of occurrence of the targeted requests;
- recording and displaying the extent to which the learner requires prompts to make targeted requests -- collecting first opportunity of the day probe data using self-graphing data sheets as described and demonstrated in chapter 4; when the learner makes a request without prompts on 3 consecutive days, adding this request to a cumulative count of requests the learner makes consistently without prompts.

Table 17.
Determining the Effectiveness of an Alternative, Primary, Back-up, or Concurrent Method of Speaking and Confirming or Rejecting this Method

An alternative method of speaking should be considered effective and should be confirmed as a learner's primary, back-up, or concurrent method, if the following four criteria are met:

- the requesting repertoire...is improving rapidly (8-10 requests for new items or activities per month)...or...is continuing to improve gradually (1-2 requests for new items or activities per month)...or...includes most of the learner's preferred items and activities (20 items and activities);
- the audience responds appropriately to the learner's requests (i.e. provides what the learner requests);
- the learner makes frequent, spontaneous requests throughout the day (a minimum of 40-50 per day); and
- the frequency of self-injurious, aggressive, destructive, or disruptive behavior has decreased significantly.

If any of these four criteria are not met, this method should be rejected.
Table 19.
Determining the Effectiveness of an Alternative, Secondary Method of Speaking
and Confirming or Rejecting this Method

An alternative method of speaking should be considered effective and should confirmed as
a learner's secondary method, if the following criteria are met:

- the requesting, along with the naming and describing repertoires, ...are
  improving rapidly (names or descriptions of 10-20 new items, activities, or
  persons per month)...or...are continuing to improve gradually (names or
  descriptions of 4-5 new items, activities, or persons per month)...or... include
  many common items, commonly occurring activities, and familiar persons
  (requests, names, and descriptions of 200+ items, activities, and persons);

- the learner is beginning to answer questions (3-4 answers per day) ...or is
  answering questions frequently throughout the day (a minimum of 40-50
  answers per day); and

If both of these criteria are not met, this method should be rejected.

Table 18.
Three Situations in Which A Concurrent, Back-up, or Secondary Method of Speaking
May be Helpful to a Learner

<table>
<thead>
<tr>
<th>Additional Method of Speaking</th>
<th>Situations in Which An Additional Method of Speaking May be Helpful to a Learner</th>
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<tbody>
<tr>
<td>Concurrent</td>
<td>When a child or an adult has been taught to request many preferred items and activities using two or more methods of speaking, both of which are effective, and which result in two, sizable, non-overlapping repertoires.</td>
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<tr>
<td>Back-up</td>
<td>When a learner’s primary method of speaking limits the size of their audience, as it does with “form ing a repertoire of standard, adapted, and idiosyncratic signs” (AMS 3)</td>
</tr>
<tr>
<td>Secondary</td>
<td>When a primary method of speaking limits what a learner can say, as, “visually scanning and exchanging photographs using the Picture Exchange Communication System [PECS] and a large PECS communication book” (AMS 15) limits a learner to requests</td>
</tr>
</tbody>
</table>
B.F. Skinner’s Analysis of Verbal Behavior

Behavioral Account of Language

• In 1957, Skinner wrote the book *Verbal Behavior* where he offered a behavioral interpretation of language.

• In contrast to traditional theorists, B. F. Skinner argued that language is not some innate, cognitive or developmental process but rather language is behavior, verbal behavior, and is best explained by the same environmental variables that explain all other behavior.
Behavior Analysis

• Antecedent: before behavior
  – Stimulus control
  – Motivation (MO)
• Behavior
  – Response form (all kinds of behavior)
• Consequence: immediately following behavior
  – Reinforcement: increases behavior
  – Extinction: weakens behavior
  – Punishment: decreases behavior

Behavior Analysis

• Behavior is analyzed through the three-term contingency.

<table>
<thead>
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<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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MO/S^D → Response → Reinforcement
          Extinction
          Punishment
• Therefore as behavior, verbal behavior is best analyzed and explained by considering the environmental stimuli that precede it, or its antecedents, and stimuli that follow it, or its consequences.

• In a behavioral analysis of language, a word is not defined by its form rather a word is defined by its function or controlling variables.

• Language is classified into functional categories which are referred to as verbal operants.

Behavioral Classification of Language

Primary Verbal Behaviors
- Mand (Requesting)
- Tact (Labeling)
- Echoic (Vocal/Manual Sign Imitation)
- Intraverbal ("Wh" questions)

Non-Verbal Behavior
- Listener Behavior (Receptive)

VB Quiz
NONVERBAL BEHAVIOR

Want Water -----walk to the refrigerator-----Get Water

VERBAL BEHAVIOR

Want Water-------------say water----------Person Delivers

sign Water

point to water

whine

echange a picture

kick someone

scream

write water

Saying Water is Behavior- Movement of Muscles of the Vocal Apparatus that Produces Acoustic Stimulus.

Skinner’s (Nature’s) Verbal Behavior Categories

Verbal Responses

• Mand (Requesting): Asking for reinforcers that you want. Saying “candy” because you want candy. (Birth to 12 months-non-vocal mands in the form of crying; pointing, 12 months first word, then 2 words (noun & verb) at 24 months; mand for information at @ 36 months)

• Tact (Labeling): Naming or identifying objects, actions, events, etc. Saying “candy” because you see candy. (12 months- 1 word; 24 months- 2 word (noun & verb) at 24 months; 36 months- at least 500 words)

• Echoic (Vocal Imitation): Repeating what is heard. Saying “candy” after someone else says “candy”. (Birth -6 months universal sounds; 6 months-12 months- sounds heard during daily activities; 12 months- echo some phonemes and phoneme combinations & word approximations)

• Intraverbal (“wh” Questions”): Answering questions or having conversations where your words are controlled by other words. Saying “candy” when someone else says “What do you like to eat?” (30 months- 1 word responses; complexity & length of utterances increase over time; full sentences by 48 months)

Non-Verbal

Listener Responses

• Listener Behavior (Receptive): Motor responses to what someone says.
**MAND**

**Mand** (requesting): Asking for reinforcers that you want. Saying “candy” because you want candy.

**Antecedent**
- Motivation (MO)

**Learner Behavior**
- Verbal Behavior

**Reinforcer**
- Specific to the MO

**Antecedent**
- Motivation for OPEN

**Learner Behavior**
- Learner says “OPEN”

**Reinforcer**
- Listener OPENS

---

**TACT**

**Tact** (labeling): Naming or identifying objects, actions, events, properties, etc. Saying “candy” because you see candy.

**Antecedent**
- Non-Verbal Stimulus

**Learner Behavior**
- Verbal Behavior

**Reinforcer**
- Non-Specific Socially Mediated Reinforcement

**Antecedent**
- Seeing Shirt and Asked What is it?

**Learner Behavior**
- Learner Signs Shirt

**Reinforcer**
- Teacher says Well Done

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LISTENER BEHAVIOR
(Non-Verbal Behavior)

Listener Behavior (receptive): Following instructions or motor responses to what someone else says. Handing someone candy after another person says “Give me some candy.”

Antecedent
Verbal Stimulus

Learner Behavior
Non-Verbal Behavior (motor responses to antecedent)

Reinforcer
Non-Specific Socially Mediated Reinforcement

Antecedent
Teacher says: “Give me shoes.
Give Me Rollerskate

Learner Behavior
Learner hands shirt to teacher
Gives Rollerskate

Reinforcer
Teacher says “Good One”
Good Job

TEACHING VERBAL BEHAVIOR AND OTHER SKILLS
Teaching the skills

CONTEXT IS EVERYTHING!!!!!!

MANDING
Speech-generating devices versus manual signing for children with developmental disabilities

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Manual signing
Prefered alternative
Speech-generating device

ABSTRACT

We compared speed of acquisition and preference for using a speech-generating device (SGD) versus manual signing (MS) as augmentative and alternative communication (AAC) options. Four children with developmental disabilities (DD), aged 5–10 years, were taught to request preferred objects using an iPod-based SGD and MS. Intervention was introduced in a multiple-probe across participants design and SGD and MS conditions were compared in an alternating treatments design. A systematic choice-making paradigm was implemented to determine if the children showed a preference for using SGD or MS. All participants showed increased use of SGD when intervention was introduced, but only three learned under the MS condition. Three participants exhibited a preference for the SGD while the remaining participant demonstrated a preference for using MS. Results support previous studies showing that individuals with DD often show a preference for different AAC options and extend previous data by suggesting that acquisition and maintenance was better for the preferred option.

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A further comparison of manual signing, picture exchange, and speech-generating devices as communication modes for children with autism spectrum disorders

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Picture exchange communication
Preference assessment
Specific requests
Speech-generating device

ABSTRACT

We compared acquisition of, and preference for, manual signing (MS), picture exchange (PEL) and speech-generating devices (SGDs) in four children with autism spectrum disorders (ASD). Intervention was introduced across participants in a non-concurrent multiple-baseline design and acquisition of the three communication modes was compared in an alternating treatments design. Children’s preference for using MS, PE or the SGD was also assessed. With intervention, all four participants learned to make specific requests using at least one of the three communication modes. The children also showed a preference for one mode. Three results extended previous studies by demonstrating (a) four new children with ASD differential acquisition of, and idiosyncratic preferences for, three commonly used alternative communication modes. The present results further suggest faster acquisition and better maintenance with the preferred mode. We conclude that children’s preferences for MS, PEL and SGDs should be considered when designing and implementing augmentative and alternative communication interventions.

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2.9.4. AAC preference assessments

These assessments were undertaken to determine if participants would show a preference for using one of the two AAC options. These assessments occurred after every eighth session (i.e., after four MS and four SGD sessions) on average. This number varied slightly because these assessments had to occur before the first session for the day to prevent sequence effects (selecting the AAC option that was taught last; Sigafos et al., 2005), as well as to ensure that at least two such preference assessments were undertaken during intervention for each participant.

During a preference assessment, the trainer presented the MS option on one side of the table and the SGD option on the other side of the table (alternated across sessions to control for choice being made dependent on location of the AAC option). The trainer asked the participant: Which communication option would you like to use? Sign language on this side (while pointing), or the SGD on this side (while pointing)? The trainer initiated one requesting opportunity with the chosen AAC option before reverting back to initiating requesting opportunities with the AAC device that was being used for that session. Choice for an AAC option was defined as physically pointing to, touching, or picking up the selected communication option. If the child did not choose an option within 10 s, the device preference assessment was terminated and training continued with the AAC option that was scheduled for use in that session.
Research Support for Teaching Manual Sign Language

- I have highlighted some additional support for the use of Manual Sign Language with children with autism because of the strong bias against this form of alternative communication in the practitioner ranks.

- First of all, There is sufficient empirical support to conclude that sign language along with PECS and SGDs can be effective forms of alternative communication. (Gevarter, et al. 2013)

- There are several reports that conclude that the use of manual sign manding will produce a functional communication repertoire. (see Millar, Light, & Schlosser, 2006, Schlosser & Wendt, 2008a).

- Schlosser and Wendt (2008a) in their review chapter write: The available body of research on manual sign and gestures for children with autism reveals strong intervention effectiveness scores for symbol acquisition and production, as well as related outcomes such as speech comprehension and speech production. These results suggest that the use of manual signing gestures is a very effective communication option for children with autism. (p.370).
In the 2013 review of the literature, Gevarter, et al. found there were a total of 33 participant’s responding across 10 studies. SGDs, PECS and MANUAL SIGN LANGUAGE were all effective. In support of manual sign they found that “… the use of manual sign is likely to be an effective and viable AAC system for many individuals with developmental disabilities” (p.4428)

CONSIDERATIONS IN CHOOSING ALTERNATIVE METHOD OF VERBAL BEHAVIOR

“The Big 5” (Esch, 2010)

- Fast
- Easy
- Cheap
- Effective
- Always accessible
Requests and Related Listener Responses (R)

- Examples of Requests:
  - **Must Have**:
    - R7 – can the learner request a variety of items they want or need
    - R16 – accepts “no” after making a request and item is not available
  - **Should Have**:
    - R23 – makes requests for highly preferred food, drinks, non-food items, activities that cannot be made either frequently or immediately available
  - **Good-to-have**:
    - R50 – makes a generalized request for acknowledgment (attention – “Hi”, “Ms”, “Excuse me”)
    - R73 – makes requests that require 2 words, signs or pictures
  - **Nice-to-have**:
    - R80 – makes requests that require 3 key words or signs along with carrier phrases (“I want…”, “Can I have…”) and connecting words (“on”, behind”, “in”)

Teaching Requesting
Makes Requests

- R7: Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available.
  - Step 1 ➔ Determine the learner’s method of speaking
  - Step 2 ➔ Identify food items, drinks, non-food items, or activities that the learner demonstrates strong motivation.
    - If a learner does not readily indicate their interests, start with the Must-have: Indicators of interest section (Essential for Living, pg. 115-119).
  - Step 3 ➔ Use prompt and prompt fading procedures to errorlessly teach the learner to request for the items/activities/actions they are motivated for.
  - Step 4 ➔ Record data during teaching and summarize and graph the data to monitor the learner’s progress.
### MUST-HAVE INDICATIONS OF INTEREST, REQUESTS, AND RELATED LISTENER RESPONSES

#### R9. Walls after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time

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When directed to do so, listeners will make requests for each of the items and activities in R7 and R8, each for a gradually increasing period of time. If no self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond. If self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond for another 30 seconds and then repeat the request. If the listener still refuses to respond, the session is terminated.

#### R10. Accepts the removal of access to 10 items or activities from R7 and R8 by a person in authority

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When directed to do so, listeners will accept the removal of access to 10 items or activities from R7 and R8 by a person in authority. This will be done for a total of 30 seconds. If no self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond. If self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond for another 30 seconds and then repeat the request. If the listener still refuses to respond, the session is terminated.

#### R11. Completes 10 consecutive, brief, previously acquired tasks

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When directed to do so, listeners will complete a total of 10 previously acquired tasks within a total of 60 seconds. If no self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond. If self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond for another 30 seconds and then repeat the request. If the listener still refuses to respond, the session is terminated.

#### R12. Shares or takes turns obtaining access to each of the items and activities in R7 and R8 with an instructor, care provider, parent, or peer

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When directed to do so, listeners will share or take turns obtaining access to each of the items and activities in R7 and R8 with an instructor, care provider, parent, or peer. This will be done for a total of 60 seconds. If no self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond. If self-injurious, aggressive, or destructive behavior occurs, the listener must continue to respond for another 30 seconds and then repeat the request. If the listener still refuses to respond, the session is terminated.
### R13. Makes transitions from preferred items and activities to required tasks

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### R14. Makes a generalized request for the removal or reduction in intensity of 1-4 situations

When 1 of 4 unpleasant situations occurs, learners request the removal or reduction in intensity of that situation on three consecutive occasions...

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### R15. Accepts no after making requests for items and activities that were taught and are often honored (R7, R8, and R14)

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### R16. Accepts no after making requests for dangerous items and activities that were not taught and are never honored

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### R17. Makes very forceful and repeated requests for a stranger, an intruder, a person teasing, threatening, bullying, or instigating a fight, or a person making sexual advances to "go away"

When specific, threatening events occur, learners request that individuals that are part of those threats "go away" (or request help) on three consecutive occasions...

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### R18. Makes a generalized request for help in a threatening or dangerous situation, by yelling "help", screaming, or otherwise making contact with an audience, calling "9-1-1", or activating a medical alert device

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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pairing

• During this process the instructor should take note of what items and activities serve as reinforcers for the learner, and what things the learner seems to have the strongest motivation for.

• The instructor should be associated with the delivery of reinforcement, and not the removal of reinforcement.

• If the child is already engaging in an activity that he or she seems to like, and you are ready to begin your session, do not remove the item or activity. Instead, the instructor should try to make that activity more fun by engaging with the learner.

Emily Pairing and Shaping

• Pairing can look different depending on the child. Not every child has the same reinforcers, and some children require more pairing than others.
Why is the Mand Important?

• Development of a strong manding repertoire may be essential for the development of all other types of verbal behavior.

• Manding teaches a person that verbal behavior is valuable; other repertoires teach what to say once the learner “wants to talk.”

• By teaching a mand repertoire you may replace some problem behavior.

• It is unlikely that you will be able to develop a verbal behavior repertoire in an early learner by just requiring the person to label items (tact) or talk about things (intraverbal).

Prompting and Prompt Fading Procedures

• Prompts
  - Something done to increase the likelihood that a person will emit the correct behavior at the correct time; can be response or stimulus.
  - Response prompts
    - Vocal prompts (least intrusive): Vocal verbal behavior of another person results in the correct response in the presence of the SD.
    - Gestural prompts (moderately low): Any movement or gesture of another person that leads to the correct response in the presence of the SD.
    - Modeling prompts (moderately high): Any demonstration of correct behavior by another person that makes it more likely the correct behavior will occur at the right time. A person observes the model and imitates the modeled behavior to make the correct response in the presence of the SD.
    - Physical prompts (most intrusive): A person physically assists another person to engage in the correct behavior at the right time.
  - Stimulus Prompts
    - With-in stimulus prompts: A type of stimulus prompt in which some aspect of the SD or SΔ is changed to help a person make a correct discrimination.
    - Extra stimulus prompts: A type of stimulus prompt in which a stimulus is added to help a person make a correct discrimination.
  - Fading Prompts
    - The gradual removal of prompts as the behavior continues to occur in the presence of the SD with the goal of transferring stimulus control to the naturally occurring SD.
Teaching Procedures for Mand Training

VOCAL MANDING

Echoic to Mand Transfer

Establish MO------------------------- Vocal Prompt------------------------ Mand----------Reinforce
Item Prompt
Fade Vocal Prompt
Fade Item

MO----------------------------------------MAND----------------------------Reinforce

MANUAL SIGN MANDING & PICTURE SELECTION MANDING

Establish MO------------------------- Vocal Prompt------------------------ Mand----------Reinforce
Item Prompt
Physical Prompt
Model Prompt
Fade All Prompts

MO----------------------------------------MAND----------------------------Reinforce R

Table 1.
Requests

The learner wants or needs a specific item, activity, or person [MO]
The learner says words, forms signs, selects pictures, or selects, types or writes words [R]
The learner gains access to what or whom he wants [S*]

An instructor places a cookie in front of a learner two hours after the last meal and the learner reaches for the cookie
The learner says or signs ‘cookie’
The learner says or signs ‘cracker’
The instructor provides access to the cookie
The instructor prompts the learner to say or sign ‘cookie’ before providing access to the cookie

A mother sits in her adult child’s favorite chair and the adult child points to the chair
The adult child selects a picture of a chair or selects, types, or prints the word ‘chair’
The adult child selects a picture of a ‘bed’ or selects, types, or prints the word ‘bed’
The mother provides access to the chair
The mother prompts her adult child to select a picture of a ‘chair’ or to select, type, or print the word ‘chair’ before providing access to the chair

MO: a motivating operation has occurred
R: the learner exhibits a mand
S*: learner gains access to a reinforcer
Teaching Procedure

• Capture and contrive the MO for a variety of items and activities from many different motivational categories (food, games, physical activities, etc.).

• When the learner declares motivation for an item or activity but does not say the name of the item, vocally prompt by saying the name of the item.

• If the learner echoes the vocal prompt, deliver the desired item immediately.

• If the learner does not echo the vocal prompt, repeat the prompt up to two (2) additional times. If at any point following the additional echoic prompts the learner echoes, deliver the reinforcer.

• If the learner does not echo after the third vocal prompt, deliver a small quantity of the reinforcer while saying the name of the item again.

Example of Vocal Prompting

**Learner:** Reaches for cookie

**Teacher:** Withholds the cookie and says, “Cookie”

**Learner:** “Cookie”

**Teacher:** Delivers cookie
Fading Vocal Prompts

- Once the learner is reliably echoing the vocal prompt, begin to fade the vocal prompt using stimulus control transfer procedures.

- Once the learner has echoed the vocal prompt, before delivering the reinforcer, pause for up to three (3) seconds and wait for the learner to say the item name again. This is a transfer trial.

- If learner mands during this transfer trial deliver the reinforcer immediately.

- If the learner does not mand during this transfer trial, provide a vocal prompt again and deliver the reinforcer after the learner echoes but only deliver a small quantity of the reinforcer.

Example of Fading Vocal Prompts

**Learner:** Reaches for the cookie

**Teacher:** Withholds cookie and says, “Cookie”

**Learner:** “Cookie”

**Teacher:** Withholds cookie and pauses for three (3) seconds

**Learner:** “Cookie”

**Teacher:** Delivers cookie.
Fading Vocal Prompts

- Once the learner is consistently saying the name of the item on the transfer trial, completely fade the vocal prompt.

- When the child declares the motivation for an item or activity, wait two (2) to three (3) seconds for the learner to mand.

- If the child mands during delay deliver the reinforcer immediately.

- If the learner does not mand during the time delay provide a vocal prompt and repeat the stimulus control transfer procedures described above.

Example of Fading Vocal Prompt

**Learner**: Reaches for the cookie

**Teacher**: Withhold cookies and pauses for three (3) seconds

**Learner**: “Cookie”

**Teacher**: Delivers cookie.
VIDEOS

Videos of Teaching Marding:

PETER- PROMPT FADE PROCEDURES
PETER- NET MANDS
DAVID- TEACHING MAND
JIMMY- MANDING
Juma- Pineapple
Robert with Gina Marding

Dana Mands

VOCAL MANDS SAUD

NICK- ipad
DANNY- ipad
Elinor Lite Writer
MATT G- LITE WRITER
JL CASE STUDY

JOURNAL OF APPLIED BEHAVIOR ANALYSIS
2010, 43, 705–709
NUMBER 4 (WINTER 2010)

INCREASING THE VOCAL RESPONSES OF CHILDREN WITH AUTISM AND DEVELOPMENTAL DISABILITIES USING MANUAL SIGN MAND TRAINING AND PROMPT DELAY

VINCENT J. CARBONE AND EMILY J. SWEENEY-KERWIN
CARBONE CLINIC

VIVIAN ATTANASIO
VERBAL BEHAVIOR INSTITUTE

AND

TAMARA KASPER
CENTER FOR AUTISM TREATMENT

The purpose of this study was to determine the effect of manual sign mand training combined with prompt delay and vocal prompting on the production of vocal responses in nonvocal children with developmental disabilities. A multiple baseline design across participants verified the effectiveness of this intervention. All participants showed increases in vocal responses following the implementation of the independent variables.

Key words: autism, mand, manual sign language, prompt delay, vocal responding

PETER- VOCAL PRODUCTION MAND
Probe Data Collection

R7: Makes requests

- Collect cold probe data for specific mand targets.
- Set a specific mastery criteria for each target (e.g., 5 consecutive days at independent (I) and 1 day with an independent mand across two different settings with two different people).
- Write the name of the targets and the date introduced on the skills tracking sheet.
- On the first mand trial of the day, cold probe, record if the learner engaged in problem behavior or the most intrusive prompt level necessary for the student to emit the mand (PB=Problem Behavior, FPP= Full Physical Prompt, PPP= Partial Physical Prompt, VP= Vocal Prompt, I= Independent) on the probe sheet.
- When the learner meets the independent mastery criteria highlight the 5 days in yellow on the probe sheet. Right the mastery date on the skills tracking sheet.
- Then run the generalization probe (make sure the learner emits the mand across 2 different settings with at least two different people). If the learner meets criteria for the generalization probe, highlight the date in pink. Write the generalization mastery date on the skills tracking sheet.
Sample Probe Data Sheet

R7: Makes requests

<table>
<thead>
<tr>
<th>Target</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
</table>

Legend: S = skill performed with support, U = skill performed with verbal prompts, I = skill performed independently.
Sample Skills Tracking Sheet

R7: Makes requests

<table>
<thead>
<tr>
<th>Preferred Item Name</th>
<th>Date Introduced</th>
<th>Independence Maintained or within MoRC task level</th>
<th>Date Measured within 2 or more settings (P2P)</th>
<th>Date Measured within 2 or more settings (PSP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cracker</td>
<td>9/1/2018</td>
<td>10/1/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iPod</td>
<td>10/1/2018</td>
<td>11/1/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game/Video (non-play)</td>
<td>11/1/2018</td>
<td>12/1/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movie</td>
<td>12/1/2018</td>
<td>1/1/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pad</td>
<td>1/1/2019</td>
<td>2/1/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump (Unsupervised)</td>
<td>2/1/2019</td>
<td>3/1/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike</td>
<td>3/1/2019</td>
<td>4/1/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td>4/1/2019</td>
<td>5/1/2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monitoring Progress-Essential for Living

R7: Makes requests

When selecting events people, learners, specific items, activities, or persons, or request specific information consistent with those events or response(s) occasion(s),

IA (ineffective or emotionally inappropriate)
- LA (lack of awareness, aggression, or inappropriate behavior)
- DC (disregard for employment or compliant)
- WP (without prompting, without showing, and within one second)
- P (in the presence of other two people)
- DM (does not request the same person or activity)

Del (requests are not longer occurring in context)

Second Monitoring Sheet
Recording Mand Data

- Use the **Trial by Trial Sign Mand Data Sheet** to record mands throughout the session.
- On this data sheet, record the following:
  - Reinforcing item
  - Prompt level necessary to evoke the response
  - Vocal responses the learner emitted.

- Use the following definitions of prompted and spontaneous mands:
  - **Prompted**: any mand that is emitted following another person’s, physical, gestural, or vocal prompts, and mands which are controlled by the presence of the desired item
  - **Spontaneous**: mands which occur solely under the control of the motivation and a listener
MAND DATA SUMMARY SHEET

- Summarize the mand data from the Trial by Trial data sheet on the Mand Data Summary Sheet.

- Record total number of prompted and spontaneous mands on Mand Data Sheet and convert to rate

\[
\text{# of prompted mands} = \frac{\text{rate of prompted mands}}{\text{time spent manding}}
\]

\[
\text{# of spontaneous mands} = \frac{\text{rate of spontaneous mands}}{\text{time spent manding}}
\]

\[
\text{# of spontaneous + # of prompted mands} = \frac{\text{rate of total mands}}{\text{time spent manding}}
\]
### MAND DATA SHEET

**Learner's Name:** [Name]

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Setting</th>
<th>Time Spent</th>
<th># of Mand's</th>
<th>Pr/Prompted</th>
<th>Mand's Per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9</td>
<td>MH</td>
<td>net/tt</td>
<td>30min</td>
<td>21</td>
<td>18 3</td>
<td>.70 .60 .10</td>
</tr>
<tr>
<td>2/10</td>
<td>MH</td>
<td>net/tt</td>
<td>60min</td>
<td>45</td>
<td>41 4</td>
<td>.75 .68 .07</td>
</tr>
<tr>
<td>2/11</td>
<td>EK</td>
<td>net/tt</td>
<td>40min</td>
<td>32</td>
<td>30 2</td>
<td>.80 .75 .05</td>
</tr>
<tr>
<td>2/12</td>
<td>MH</td>
<td>net/tt</td>
<td>60min</td>
<td>47</td>
<td>41 3</td>
<td>.78 .73 .05</td>
</tr>
<tr>
<td>2/13</td>
<td>EK</td>
<td>net/tt</td>
<td>100min</td>
<td>81</td>
<td>77 4</td>
<td>.81 .77 .04</td>
</tr>
</tbody>
</table>

### GRAPHING

- Graph as a rate per day for both prompted and spontaneous
Graphing: Variety of Mands

<table>
<thead>
<tr>
<th>Date</th>
<th>Varied Mands</th>
<th>Total Variety of Mands per hr. Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/11/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/12/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/13/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/14/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requests the Removal of Unpleasant Situations (R14)

- Individual learns an alternative mand to remove unpleasant situations

PETER-FCT MAND
DEVELOPMENTAL - FUNCTIONAL APPROACH

- In a developmental approach the previous method of teaching persons with developmental disabilities (DTI) has been demonstrated to be quite effective.
- For persons with moderate to severe disabilities this approach may lead to the acquisition of some skills but they will not be relevant to their daily life or support greater independence.
- Consequently, teaching the relevant skills in the CONTEXT in which the verbal and non-verbal skills occur is the preferred method.
DISCRETE TRIAL INSTRUCTION

- Discrete trial instruction (DTI) has been demonstrated to be an effective method of treatment and education for persons with autism (Smith, 2001).
- The instructional method includes a teacher presenting instructional material in a precise and sequenced manner so that it evokes frequent responses to the material by the learner.
- Following each learner response the teacher presents a consequence that usually takes the form of some type of feedback that either indicates the responses are correct or incorrect.
- Correct responses usually result in a suspected form of reinforcement to strengthen the responses.

- Following incorrect responses the teacher provides feedback indicating an error and usually conducts an error correction procedure.
- The instructional demands could be in the form of presentation of verbal responses of the teacher (What is it? Touch your nose, etc.), nonverbal stimuli (pictures, objects to match), or some combination of both (Tell me which one you drink from).

WHAT SKILLS ARE TAUGHT USING DTI?

- DTI instruction can be used to teach almost any skill in any environment.
- In this context we are talking about teaching skills that are representative of the core deficits of persons with autism.
The skills taught during DTI at an instructional table usually include the following:

1. listener behavior (commands and selection)
2. tacting (labeling)
3. motor imitation
4. visual performance (matching, sorting, etc.)
5. intraverbal behavior (responding to what is said)
6. echoic responses

- For our purposes today we are specifically discussing DTI in the context of the presentation of instructional demands by an instructor at a table during one on one instruction.

Sylvia
Teaching Listener Responses and Tacting

Teaching Listener Responses

• Listener Responses:
  – Allows learners to do what others ask them to do

• Includes:
  – Following directions related to safety
    • “Walk with me”, “wait here”, “stop running”, “put your seatbelt on”
  – Following directions related to routine activities
    • “Put on your shoes”, “throw away the garbage”, “wash your hands”
  – Recognizing
    • “where is the flour”, “find the bowl”, “which one is the green book?”
  – Retrieving and Relocating
    • “Hand me the bowl”, “get two green glasses”, “Take Mrs. Smith to the kitchen area”
• Names and Descriptions
  — Allows learners to talk about items, familiar persons, places and activities they encounter or that are occurring in the environment.

  — Examples:
    • Item: sees a spoon and says “spoon”
    • Hears a familiar voice and signs name of the person
    • Describing a feature of an item: sees a white ball and types “white ball”
    • Describing sensations: points to stomach and says “hurt”
    • Naming feelings: someone signs “mad” after spilling their beverage

  — How is this different than a request/mand?
    • Learner does NOT want the item and/or does not get the item after naming or describing it
    • Commenting
Table 3.
Names and Descriptions

<table>
<thead>
<tr>
<th>Description</th>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A learner sees, hears, touches, smells, or tastes an item, activity, place,</td>
<td>The learner says words, forms signs, selects</td>
<td>The instructor provides verbal praise or a form</td>
</tr>
<tr>
<td>location, or a feature of the same, or a person or picture of the same, or</td>
<td>pictures, or selects, types or writes words</td>
<td>of approval or confirmation [S7]</td>
</tr>
<tr>
<td>a physical sensation or feeling [S7]</td>
<td>[R]</td>
<td></td>
</tr>
<tr>
<td>A care provider points to a cup or a picture of a cup</td>
<td>A learner says the word ‘cup’</td>
<td>The care provider provides praise and confirms</td>
</tr>
<tr>
<td>An instructor holds a sweater in front of a learner</td>
<td>The learner selects, types, or prints the</td>
<td>that it is a ‘sweater’</td>
</tr>
<tr>
<td>A mother hands a learner with a visual impairment a ‘large ball’</td>
<td>word ‘sweater’</td>
<td>The mother provides her approval and confirms</td>
</tr>
<tr>
<td></td>
<td>The learner says or signs ‘large ball’</td>
<td>that it is a ‘large ball’</td>
</tr>
</tbody>
</table>

Videos of Tacting and Listener Responding

Kellen
Juma Rollerskates
Juma Toothbrushing
Juma Clothing
Helmet
PROBE DATA SHEET

Name: JUNA  
Skill area: LISTENER RESPONDING

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Rollerskate</td>
<td>Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>Touch Shoe</td>
<td>Y N Y N Y N Y N Y N Y N</td>
</tr>
<tr>
<td>Show me Tissue</td>
<td>Y N Y N Y N Y N Y N Y N</td>
</tr>
</tbody>
</table>

**Domain 2: Listener Responses, Names, and Descriptions (L2, L2ND)**

**Must-have Listener Responses**

**Following Directions Related to Health and Safety**

| L2.1 | Holds and maintains contact with the head of an instructor, care provider, or parent when directed to do so |

Where directed to do so, learner follows directions and completes a required activity on time and as instructed:

- NA: Not applicable or necessary

**L2.2**

Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so

Where directed to do so, learner follows directions and completes a required activity on time and as instructed:

- NA: Not applicable or necessary

**L2.3**

Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so

Where directed to do so, learner follows directions and completes a required activity on time and as instructed:

- NA: Not applicable or necessary
## PROBE DATA SHEET

Name: JUMA  
Skill area: Tacting

### Antecedent

<table>
<thead>
<tr>
<th>Date</th>
<th>Rollerskates</th>
<th>Shoes</th>
<th>tissue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
</tr>
<tr>
<td></td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
</tr>
<tr>
<td></td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
</tr>
<tr>
<td></td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
</tr>
</tbody>
</table>

### Cumulative Number of G4 Targets Retained per Week

```

<table>
<thead>
<tr>
<th>Date</th>
<th>Cumulative Number of G4 Targets Retained per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
Listener Responses, Names and Descriptions (LR, LRND)

• Routine Events (Good-to-have)
  – Targeting specific requesting skills, listener responses, names and descriptions within the context of naturally occurring routines
  – Natural Environment Teaching
  – During a normally occurring routine, can the learner:
    • Mand for items they need or want?
    • Follow directions to complete part of the routine or the entire routine
    • Be able to recognize items, people, activities in the routine
    • Be able to retrieve and relocate items or people needed to complete or part of routine
    • Talk about parts of the routine (name and describe)

EVENTS- MIXING OF SKILLS
Listener Responses, Names and Descriptions (LR, LRND)

• Example – Snack Routine

<table>
<thead>
<tr>
<th>Target</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requesting – “spoon” (preferred item)</td>
<td>When the student wants to eat cereal, will they ask for a spoon?</td>
</tr>
<tr>
<td>Recognize – “juice”</td>
<td>When all breakfast items are on the table and ask the student “which one is the juice?”</td>
</tr>
<tr>
<td>Retrieve and Relocate (following directions)</td>
<td>Student follows directions to go to the cabinet and get a cup (retrieve) and bring it back to the table (relocate)</td>
</tr>
<tr>
<td>Naming</td>
<td>Point to the cup and ask the student “what’s this?”</td>
</tr>
<tr>
<td>Describing</td>
<td>When student is wiping their mouth after eating, ask the student “what are you doing”</td>
</tr>
</tbody>
</table>
Videos

Teaching Verbal Behavior During Daily Routine Events
Mands, Tacts & Listener Responses

Llama Making Coffee
Dan Packing Lunch
Juma Toothbrushing
Llama Making Sandwich
Llama Clothing
### EFL Data Sheets

#### Events

**Name:**

**Min:**

#### 1.3: The First Time Around (LRND: 1-3.1)

<table>
<thead>
<tr>
<th>Preferred Item</th>
<th>Prompt Level</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAD</td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd / nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred Item</th>
<th>Prompt Level</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEESE</td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd / nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Prompt Level</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd / nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd</td>
<td></td>
</tr>
</tbody>
</table>

#### 1.1: Making a Sandwich

<table>
<thead>
<tr>
<th>Item</th>
<th>Prompt Level</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plate</td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd / nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Prompt Level</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting Cheese</td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd / nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPP-PPP</td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td>IND-2P-NE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nd</td>
<td></td>
</tr>
</tbody>
</table>

**Keys:**

- nd: recognizes
- nd: name or describe
- nd: complete an activity
- PPP: Full Physical Prompt
- PPP: Partial Physical Prompt
- PPP: Acquire 2 persons
- PPP: Acquire 1 person
- PPP: name or describe

---

### EVENTS PROBE DATA SHEET

**Name:**

**Min:**

**Date:**

**Event:**

**Skill Area:**

**Target Com #:**

**Detail IV:**

**Memorization:**

<table>
<thead>
<tr>
<th>BREAD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CHEESE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLATE</th>
</tr>
</thead>
</table>
### Essential for Living
Skills Tracking Sheet
Events 1-3, The First Time Around

<table>
<thead>
<tr>
<th>Date Name</th>
<th>Date Attended</th>
<th>Date Mastered</th>
<th>Date Mastered w/ 2 or more People (DP)</th>
<th>Date Mastered w/ 2 or more People w/ consistent progress, degree, focus or formativity (DF)</th>
<th>Cumulative Number of Skills Generalized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach-over (MI)</td>
<td>2.1.1-18</td>
<td>2.3.18</td>
<td>9-9-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieving (MI)</td>
<td>2.1.1-18</td>
<td>3-3-18</td>
<td>9-9-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching (MI)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nesting (MI)</td>
<td>2.1.1-18</td>
<td>3-3-18</td>
<td>9-9-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieving (MI)</td>
<td>2.1.1-18</td>
<td>3-3-18</td>
<td>9-9-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching (MI)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nesting (MI)</td>
<td>2.1.1-18</td>
<td>3-3-18</td>
<td>9-9-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Domain: 1
Cumulative Number of Independent Responses per Week

[Graph chart showing cumulative number of independent responses per week, labeled with dates and values, arranged in a grid format, with annotations and labels for data points and axes.]
Problem Behavior Management
From the Essential 8

Waiting
Removal
Complete Tasks
Accept No
Transitions
Teaching Related Listener Responses: Waiting

- EFL R9: Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time.
  - Step 1 → Teach the learner to request different items and activities.
  - Step 2 → Conduct an initial assessment to determine how long the learner will tolerate waiting following a request for a preferred item or activity.
  - Step 3 → Run wait trials at the designated phase determined during baseline.
  - Step 4 → Record data to monitor the learner’s progress and to determine when to increase the duration of the wait interval.

Teaching Related Listener Responses Waiting

- Run 20-30 wait trials per day (naturally occurring & contrived trials).
- When the learner emits an independent request for an item or activity tell him/her to wait.
- Require the learner to wait for the designated wait interval (1 second, 10 seconds, 2 minutes etc.)
  - For some learners you might have to count out loud and show the passage of time on your fingers.
- If the learner tolerates waiting for the entire duration of the wait interval, deliver the item.
- If the learner does not tolerate waiting, continue to re-start the wait interval until the learner waits for the entire duration of the wait interval.
## Data Collection

**Waiting**

- Record trial by trial wait data.
- Record the following information:
  - Date and time
  - What the learner requested and was waiting for
  - Duration of the wait interval
  - How many times the wait interval (count) was re-started
  - Topographies of problem behavior the learner emitted
  - Staff initials

### Sample Data Sheet

**Waiting**

**WAIT for a Reinforcer Data Sheet**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**BEHAVIOR KEY:** The following are keys to specific target behaviors.

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>What did he want?</th>
<th>Wait Interval</th>
<th>How Many Times Did You Have to Count?</th>
<th>Behavior</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Data Sheet
Waiting

Wait Trials Data Sheet

Name: ___________________________ Date: ___________ Time: ___________

<table>
<thead>
<tr>
<th>Total</th>
<th>Desired Item/Activity</th>
<th>Target Wait Interval</th>
<th>How many times did you have to override</th>
<th>Problem Behavior(s) list</th>
<th>Sniff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wiggles</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>wiggles</td>
<td>10-seconds</td>
<td>5</td>
<td>ON, G, BS</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Stack</td>
<td>10-seconds</td>
<td>2</td>
<td>R, A, G</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>clock</td>
<td>10-seconds</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>book</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>wiggles</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>apple</td>
<td>10-seconds</td>
<td>3</td>
<td>S, K</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>book</td>
<td>10-seconds</td>
<td>10</td>
<td>ON, G, BS</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>clock</td>
<td>10-seconds</td>
<td>2</td>
<td>R, A, K</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>clock</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>book</td>
<td>10-seconds</td>
<td>1</td>
<td>R, A</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>wiggles</td>
<td>10-seconds</td>
<td>1</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>book</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>clock</td>
<td>10-seconds</td>
<td>3</td>
<td>ON, G, BS</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>wiggles</td>
<td>10-seconds</td>
<td>NA</td>
<td>COMPLIANCE</td>
<td></td>
</tr>
</tbody>
</table>

Data Summary: (at the end of the day)

Total number of Wait trials without PA: ___________
Total number of Wait trials practiced for the day _______

Monitoring Progress - Essential for Living
Waiting

Essential for Living: ARF

9.

Walks away while engaged in each of the items and activities in 25 and 35 for gradually increasing periods of time

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

When directed to do so, leaves after being asked, without exhibiting problem behaviors; without waiting or requiring prompts, without repeating the original request, requiring requests for "when" or "here", or making requests for other items or activities, when doing nothing, severe overactivity, in the presence of either of the two persons, andctrl we making the event increase on three consecutive occasions...

1r: [the task was not started at all or has been completed]
fr: [the task was started but not completed]

WAITING VIDEOS

Waiting - No Timer

Waiting with Mild Problem Behavior
Teaching Related Listener Responses
Accepts the removal & Completes Tasks

- R10: Accepts the removal of access to 10 items or activities from R7 or R8 by a person of authority.
- Teach the learner to tolerate giving up preferred items/activities/people when asked to do so.
- Run 20-30 contrived interruption/removal trials per school day.
- If necessary, offer the learner a “promise” when you remove the preferred item.
- Start with easy demands (e.g., remove the preferred item for 1 second, remove preferred item 10 seconds).
- When the learner meets the mastery criteria for a specific phase of the program systematically increase the duration away from the preferred item and/or increase the difficulty of demands (e.g., remove preferred item 10 seconds and complete 3 easy demands).

Sample Data Sheet
Accepts the removal

<table>
<thead>
<tr>
<th>Trial</th>
<th>Location</th>
<th>Demand</th>
<th>Problem Behavior</th>
<th>Time to Compliance</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Josh L
Naryan
Teaching Related Listener Responses
Completes 10 tasks independently

• R11: Completes 10 consecutive, brief previously acquired task.
• The goal is to teach learners to independently complete one task after another for at least 10 different tasks (e.g., independent work chain, leisure activity schedule).
  – Step 1 ➔ Determine tasks that the learner can complete independently.
  – Step 2 ➔ Write a task analysis
  – Step 3 ➔ Conduct a baseline
  – Step 4 ➔ Use prompt and prompt fading procedures to teach the learner to complete each step of the chain.
  – Step 5 ➔ Record data and monitor learner progress
    • Record data on each step of the chain.
    • Calculate the percentage of steps completed independently.
    • Graph the percentage of steps completed independently.

Sample Data Sheet Completes tasks Independently

![Sample Data Sheet](image-url)
Teaching Related Listener Responses
Accepting No

- R15: 'Accepts no' after making requests for items and activities that were taught and are often honored.
  - Step 1 ➔ Teach learner to request different items and activities.
  - Step 2 ➔ Once the learner masters a specific request, run contrived accepting no trials.
  - Step 3 ➔ Record data to monitor the learner’s progress.
    - Record trial by trial data
    - Graph percentage of appropriate accepting no trials
Teaching Related Listener Responses: Accepting No

• Run 20-30 contrived accepting no trials per day.
• When the learner emits an independent request for an item or activity tell him/her no.
• If the learner tolerates accepting no, reinforce (with a different preferred item that they initially asked for).
  – For some learners you may have to offer an alternative reinforcer initially.
• If the learner does not tolerate accepting no do NOT deliver the item. Ignore the problem behavior, or continue on with the activity/routine, until problem behavior stops.
• When the problem behavior stops start to reinforce, but do NOT deliver the original item the student asked for).

Data Collection Accepting No

• Record trial by trial accepting no data.
• Record the following information:
  – Reinforcer/reinforcing situation
  – Alternative reinforcer offered (if appropriate)
  – Topographies of problem behavior the learner emitted & duration of problem behavior
  – Staff initials
Sample Data Sheet
Accepting No

“Accepting NO” Data Sheet

Name: ____________________ Date: ______ Time: ______ ___ ___

**BEHAVIOR KEY:** Designate an abbreviation for the problem behavior in this box (e.g. Kicking = K, Hitting = H)

<table>
<thead>
<tr>
<th>Trial</th>
<th>Reinforcing Situation</th>
<th>Alternative Reinforcer Offered</th>
<th>Problem Behavior</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>block</td>
<td>pretzel</td>
<td>cry/wine</td>
<td>Dad</td>
</tr>
<tr>
<td>2</td>
<td>block</td>
<td>edible</td>
<td>cry</td>
<td>Dad</td>
</tr>
<tr>
<td>3</td>
<td>can</td>
<td>sheep</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>4</td>
<td>music</td>
<td>pig</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>5</td>
<td>horse</td>
<td>cow</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>6</td>
<td>chicken</td>
<td>snack</td>
<td>a</td>
<td>Dad</td>
</tr>
</tbody>
</table>

Sample Data Sheet
Accepting No

"Accepting NO" Data Sheet

Name: Max
Date: 10/21
Time: 9:00----11:00

**BEHAVIOR KEY:** Designate an abbreviation for the problem behavior in this box (e.g. Kicking = K, Hitting = H)

a = accept

<table>
<thead>
<tr>
<th>Trial</th>
<th>Reinforcing Situation</th>
<th>Alternative Reinforcer Offered</th>
<th>Problem Behavior</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>block</td>
<td>pretzel</td>
<td>cry/wine</td>
<td>Dad</td>
</tr>
<tr>
<td>2</td>
<td>block</td>
<td>edible</td>
<td>cry</td>
<td>Dad</td>
</tr>
<tr>
<td>3</td>
<td>can</td>
<td>sheep</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>4</td>
<td>music</td>
<td>pig</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>5</td>
<td>horse</td>
<td>cow</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>6</td>
<td>chicken</td>
<td>snack</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>7</td>
<td>hammer</td>
<td>chicken</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>8</td>
<td>hay</td>
<td>pig</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>9</td>
<td>can</td>
<td>sheep</td>
<td>a</td>
<td>Dad</td>
</tr>
<tr>
<td>10</td>
<td>hay</td>
<td>chicken</td>
<td>whine</td>
<td>Dad</td>
</tr>
</tbody>
</table>
Sample Graph
Accepting No

VIDEOS
ACCEPTING NO

Accepting No with Problem Behavior
Teaching Related Listener Responses: Transitions

• Arrange opportunities for the individual to transition to unpreferred activities.

Transition Videos

Daily Living Skills and Related Skills / Doing Skills (DLS)

• The most functional skills – being able to do something with as little assistance as possible.
• Range from must have skills to good to have skills

• Must Have
  – Eating, drinking, feeding, mobility, sleeping, avoiding harmful substances

• Should Have
  – Toileting, eating, drinking, feeding, medical procedures, mobility, personal hygiene, dressing, leisure activities, school and instruction activities, vocational skills

• Good to Have
  – Leisure activities in the community, laundry, cleaning, using a phone, preparing food
Teaching Daily Living and Related Skills
Washes hands

• The goal is for the learner to emit all responses in the hand washing chain without staff assistance.
  – Step 1 → Develop a task analysis
  – Step 2 → Conduct baseline
  – Step 3 → Use prompt and prompt fading teaching procedures.
    • Physical prompts only!
    • Provide prompts when needed (errorlessly)
    • Fade prompts as quickly as possible
  – Step 4 → Record data on the hand washing chain to record the learner’s progress over time.
    • Record data on each step of the chain.
    • Calculate the percentage of steps completed independently.
    • Graph the percentage of steps completed independently.

Important Considerations

• The goal should be to teach to 100% independence. This means the teacher can be out of sight and the student will accurately and fluently complete all steps within the chain.
• When you are finished teaching the student should no longer need “reminders” from the teacher to complete the skill.
• It is important to teach the student to respond to the materials that will actually be in the environment when they are going to perform the skill themselves (instead of relying on additional materials or prompts from the teacher).
### Teaching Daily Living and Related Skills

#### Example of an S-R Chain

<table>
<thead>
<tr>
<th>Step #</th>
<th>SD / Consequence</th>
<th>Response</th>
<th>Baseline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S: &quot;Brush your teeth&quot;</td>
<td>C: Box is open</td>
<td>Open box</td>
<td>IND</td>
</tr>
<tr>
<td>2</td>
<td>S: Sight of toothpaste</td>
<td>C: Toothpaste in hand</td>
<td>Pick up toothpaste</td>
<td>IND</td>
</tr>
<tr>
<td>3</td>
<td>S: Holding toothpaste</td>
<td>C: Toothpaste open and cap in hand</td>
<td>Open toothpaste</td>
<td>IND</td>
</tr>
</tbody>
</table>

Key:
- **IND**: Independent Response
- **NR**: No Response
- **IR**: Incorrect Response
- **PP**: Partial prompt
- **FP**: Full prompt

---

### Teaching Daily Living and Related Skills

#### How to Teach to Independence

- **Always keep in mind the end goal**, for the student to be independent. Therefore, the type of prompts the teacher uses to teach these skills need to be considered.
- **Use physical prompts** (instead of a vocal or a gestural prompt).
- **Whenever possible**, physically prompt from behind so that the teacher’s presence can be removed as easily and quickly as possible.
Teaching Daily Living and Related Skills
Procedures to Eliminate Prompts and Increase Independence

- **Most-to-Least Prompts**
  - The most intrusive prompt is provided immediately; the teacher fades to less intrusive prompts as appropriate.
  - Used when the teacher analyzes that the learner will need a full physical prompt to engage in the correct behavior.
  - Used when the learner’s inclination is to respond incorrectly.

- **Least-to-Most Prompts**
  - Used when the teacher analyzes that the learner will need only a partial prompt to engage in the correct behavior.
  - The least intrusive prompt is provided first and the teacher uses more intrusive prompts only as necessary.
  - Used when the teacher wants to provide an opportunity for the learner to engage in correct behavior with the least amount of assistance necessary and believes that learner may not need a full physical prompt to perform the behavior independently.

---

Teaching Daily Living and Related Skills
Procedures to Eliminate Prompts and Increase Independence

- **Graduated Guidance**
  - The teacher shadows the student’s movements and provides physical prompts only when necessary. Over time, and based on the student’s responding, the teacher increases the distance of his/her hands from the student until eventually the shadowing is eliminated and the student engages in the behavior independently.
  - This type of prompt is typically used with total task presentation.
  - When using graduated guidance, the instructor will also need to determine if most-to-least or least-to-most prompting methods will be used when prompts have to be provided.

- **Prompt (Time) Delay**
  - The teacher presents the instruction, waits a certain number of seconds (typically 3 seconds), and then, if the correct response has not yet been emitted, provides a prompt.
  - Used with students who are unlikely to emit an incorrect response.
**Andrew Hand Washing  Andy Independent**

**Bobby Hand Washing**

**DANA**

---

<table>
<thead>
<tr>
<th>Step #</th>
<th>D / Consequence</th>
<th>Response</th>
<th>Reinforcer</th>
<th>Schedule</th>
<th>Criteria</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>2&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>3</td>
<td>3&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>4&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>5</td>
<td>5&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>6</td>
<td>6&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>7</td>
<td>7&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>8</td>
<td>8&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>9</td>
<td>9&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
<tr>
<td>10</td>
<td>10&quot;towel wet&quot;</td>
<td>Turn on water</td>
<td>5&quot; soap added</td>
<td>P</td>
<td>No Response (NR)</td>
<td>102</td>
</tr>
</tbody>
</table>

---

**Backward Chain**

- **Learner:** Andy V
- **Chain Type:** Backward Chain
- **Instructions:** Create a stimulus response chain with the SD and consequences listed for each response. Teach three times per session.
- **Criteria:** Mastery for individual step: 3 successful trials
- **On the first teaching trial of the day record the prompt level for this skill:** Hand washing

---

**Key:**
- NR: No Response
- IR: Incorrect Response
- FP: Full Prompt
- PP: Partial Prompt
- EBD: Independent

---

**Notes:**
- Andrew Hand Washing
- Andy Independent
- Bobby Hand Washing
- DANA
### FORWARD CHAIN

**Learning Andre**

**Toothbrushing**

**Chaining Procedure**: Forward Chain

**Stimulus Response Data Sheet**

**Skill**: Toothbrushing

**Criteria**: 5 consecutive days

**Instructions**: Create a stimulus response chain with the SO and consequence listed for each response targeted step (backward chain or forward chain).

<table>
<thead>
<tr>
<th>Step</th>
<th>SO Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>2nd toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>3rd toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>4th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>5th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>6th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>7th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>8th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>9th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>10th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>11th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
<tr>
<td></td>
<td>12th toothbrush on counter</td>
<td>资源配置并清洁牙刷</td>
</tr>
</tbody>
</table>

**Learning Andre toothbrushing**

**Andre Toothbrushing**

**FAD Chart**

**Key**: NR - No Response, FP - Full Physical Prompt, PP - Partial Physical Prompt, INDO - Independent

---

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**TOTAL TASK PRESENTATION**

**Instructions:** Create a stimulus response chain with the SD and consequence listed for each response. Record the prompt level for each response (total task), or current target step (backward chain or forward chain).

<table>
<thead>
<tr>
<th>Step</th>
<th>SD / Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Battle to the bathroom</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Opens door</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Materials inside</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Materials on counter</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Close drawer</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Open shaving box</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>Pick up razor and grasp with right hand</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>Take cap off razor</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>Place cap on counter</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>Turn razor on with left hand</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>Place razor on face (either chin or upper lip area)</td>
</tr>
</tbody>
</table>

**Key:** NR - No Response, PP - Full Physical Prompt, PP - Partial Physical Prompt, IN - Independent

---

**Additional Notes:**

- Step 12: Razor on face, hair not shaved, with lid.
  - Response: Move razor around in any way necessary in order to remove hair.
- Step 13: Shaving complete, lips back.
  - Response: Turn razor off.
- Step 14: Lips unshaved, razor on.
  - Response: Cover in hand.
- Step 15: Razor covered, turned off, and in hand.
  - Response: Put razor in box.
- Step 16: Take after shave bottle out of box using left hand.
  - Response: Open after shave bottle with right hand.
- Step 17: After shave cream on right hand.
  - Response: Rub in after shave cream around chin, upper lip, and neck area.
- Step 18: After shave bottle on counter.
  - Response: Close after shave bottle.
Naryan Shaving

Stimulus Response Data Sheet

<table>
<thead>
<tr>
<th>SD / Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shoe unfastened</td>
<td>Look at shoe unfastened</td>
</tr>
<tr>
<td></td>
<td>Move to appropriate area to fix shoe</td>
</tr>
<tr>
<td>2. Standing in front of chair or other surface that will be used in sitting</td>
<td>Locate another chair or surface and bring to first surface, both facing each other</td>
</tr>
<tr>
<td></td>
<td>SO closet on larger chair or surface</td>
</tr>
<tr>
<td>3. Sitting in front of chair or other surface, other chair is empty</td>
<td>Pull foot on chair or other surface to sit on chair</td>
</tr>
<tr>
<td>4. Feet with unfastened shoe on chair</td>
<td>GRAB ONE LOOSE IN EACH HAND, LEFT HAND WITH L. HAND</td>
</tr>
<tr>
<td>5. Adding lace loops</td>
<td>Full lace tight</td>
</tr>
<tr>
<td>6. Laces are pulled tight</td>
<td>Make half clove on top of shoe with left hand (with top of one of half clove) and close it using only one of right hand</td>
</tr>
<tr>
<td>7. Left lace released</td>
<td>Release left lace</td>
</tr>
</tbody>
</table>

Key: FP= Full Prompt, PP= Partial Prompt, IND= Independent, NA= Not Applicable
### SD / Consequence

<table>
<thead>
<tr>
<th>SD / Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10° Right lace is in hand and left lace is forming a half circle.</td>
<td>Push up tip of right lace through half circle.</td>
</tr>
<tr>
<td>20° Right lace is pulled through half circle and in both hands.</td>
<td>Grab lace tip with left hand and release right hand.</td>
</tr>
<tr>
<td>25° Tip of right lace is in left hand, right lace is not in hand.</td>
<td>Push up lace in right hand.</td>
</tr>
<tr>
<td>26° Left lace is in both hands and lace is relaxed.</td>
<td>Pull lace tight.</td>
</tr>
<tr>
<td>27° Shape is formed.</td>
<td>Release left lace.</td>
</tr>
<tr>
<td>28° Shape is formed.</td>
<td>Release right hand.</td>
</tr>
<tr>
<td>29° lace is relaxed.</td>
<td>Release right hand.</td>
</tr>
<tr>
<td>30° lace is relaxed.</td>
<td>Release left lace.</td>
</tr>
<tr>
<td>31° lace is relaxed.</td>
<td>Release both laces.</td>
</tr>
<tr>
<td>32° lace is relaxed.</td>
<td>Release both laces.</td>
</tr>
<tr>
<td>33° lace is relaxed.</td>
<td>Release both laces.</td>
</tr>
<tr>
<td>34° lace is relaxed.</td>
<td>Release both laces.</td>
</tr>
</tbody>
</table>

Key: FP-Full Prompt, PP-Partial Prompt, IND-Independent, NA-Not Applicable
References