Essentials for Living: Functional Skill Assessments/Curricula

Overview

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OVERVIEW

• Essential for Living
  – Overview of the Curricula
  – Completing an Assessment
  – Goal Selection
  – IEP Develop/Revision
  – Data Collection
  – Program Implementation & Teaching
Why a Functional Skills Curriculum?

• We have seen an increase in demands for help in the older learner/adult population

• Today we would like to review some of these changes, discuss rationale and additional assessment tools that may assist you in making these changes

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…….. 

• However, many of the our students will fall short in one or more of these areas and it is crucial for us to begin to specifically target some of these areas to program for the best outcome.

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 a day hab?

• Will they be living at home after 21? In a group home or residential setting?
• Unfortunately changes in OPWDD regulations and funding has changed the face of what adult services will look like for many of our students
  – Sheltered workshops
  – Day Habilitation Programs
  – Job Coaching
  – Group Home Living

Some important points to consider.............

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.

Day Programs - points to consider…

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

• Can the student able to request assistance when needed?
  – Asking for help to find a location, zipper a jacket, warming up food
Day Program - points to consider…

• 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

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 student 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 thru 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

Essentials For Living (EFL)

- This is for both children and adults with moderate to severe disabilities. What age children?
- Based on the basic principles of Applied Behavior Analysis and 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)
- 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 as 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 or ISP’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 form 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

When Do I Choose This?

• Young children ages 2-6
  • Developmental delays
  • Have delays primarily in language and social skills

  ABLLS-R / VB-MAPP

• Young children ages 2 and older
  • Significant global delays
  • Specific syndromes
  • Have limited language
  • Hearing, vision or orthopedic impairments
  • Medical conditions

  Essentials for Living

• Children ages 7-8 who are making steady progress in VB-MAPP

  ABLLS-RVB-MAPP

• Children ages 7-8 who are making very little or no progress

  Find a skilled consultant in Skinner’s Analysis of Verbal Behavior and with considerable training in Applied behavior Analysis

• Children 9-10 and older
  • Have difficulty answering questions or participating in conversations
  • Have not acquired academic skills at a first or second grade level

  Essentials for Living
Developmental Skills from the VB-MAPP and Functional Skills from the Essential for Living (Table 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 we 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 & More Functional

Less Functional & More Difficult

Categorized as…..

“must have” “should have” “good to have” “nice to have”

EFL Domains Further Explained
EFL Domains:
1. Requests and Related Listener Responses (R)

• Requests/Mands – allows learner to access items, activities, people they want or need.
  – Saying words, signing, selecting pictures, typing, writing.

  Signs “cookie” → gets cookie

• Related listener responses - after a request is made, can the learner:
  – Wait: Can they wait for the desired item?
  – Accepting removals, transitions, taking turns
  – Completing previously acquired tasks: can the learner perform tasks when told to do so
  – Accepting “No”: what is the item they want isn't available?

EFL Domains:
1. 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”)
EFL Domains:
2. Listener Responses, Names and Descriptions (LR, LRND)

• 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 (Tacts)
  – 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
EFL Domains:
2. 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)

EFL Domains:
2. 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”</td>
<td>When the student wants to eat cereal, will they ask for a spoon?</td>
</tr>
<tr>
<td>(preferred item)</td>
<td></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</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>(following directions)</td>
<td></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>
EFL Domains:
2. Listener Responses, Names and Descriptions (LR, LRND)

• Routine Events Continued
  – First Time Around
  – Second Time Around
  – Third Time Around

  – Each “time around” = more difficult skills
    • Same routine, more skills
      (remember less functional, more difficult)

<table>
<thead>
<tr>
<th>First Time Around</th>
<th>Second Time Around</th>
<th>Third Time Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred item (2)</td>
<td>Item (1 more)</td>
<td>Location (2) – rec, name and describe</td>
</tr>
<tr>
<td>Other items (3)</td>
<td>Activity (1 more)</td>
<td>2 items at one time</td>
</tr>
<tr>
<td>Activity</td>
<td>Familiar Person (2)</td>
<td>2 or more of the same item</td>
</tr>
<tr>
<td>Place (2)</td>
<td>rec, name and describe</td>
<td>One item with a feature</td>
</tr>
</tbody>
</table>

EFL Domains:
2. Listener Responses, Names and Descriptions (LR, LRND)

• Routine Events – “Times Around”
  – What do I target in each time around?
  – We are focusing on requesting, recognizing, retrieving and relocating, name and describing the following (when applicable):
EFL Domains:
3. Answers to Questions (AQ) and Conversations (C)

• Allows learners to respond to requests of others for information
  – Answering questions related to requests or information

• These are good-to have and nice-to-have skills
  – Learners should have a large repertoire of requests and large repertoire of names and descriptions
  – Translation: Teach requests and listener responses first!

  – Examples:
    • What do you want to drink?
    • Where are your socks and shoes?
    • When did you watch the movie?
    • Where do you live?

EFL Domains:
3. Answers to Questions (AQ) and Conversations (C)

• Answers to Questions should be taught in the context of routine events (intraverbals)
  – Think back to the “Events” section

• Let’s look at the snack routine again
  – What do you want to eat? - Cheerios
  – What do you need? - spoon
  – What do you need to do? - wipe my mouth

• Remember – this comes AFTER a learner can make requests and follow directions within the context of routine events
EFL Domains:
4. Daily Living Skills and Related 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

**Learner encounters a situation that requires a response**

↓

**Learner exhibits part of all of that response**

↓

**Learner receives a form of social approval or experiences completion of a task**

EFL Domains:

- Must Haves
  - 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
EFL Domains:
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”

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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 and “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 as 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
EFL Domains: 6. Tolerating Skills and Eggshells (T)

- Can the learner tolerate situations related to health and safety?
  - Prompts, medications, sitting in a wheelchair, protective equipment, someone washing your hands

- Can the learner tolerate other situations?
  - Certain types of clothing, deodorant, criticism/feedback, doctor’s appointments, haircuts

- Difference between a “tolerating issue” and a “skill deficit”
  - Tolerating – learner may be able to do it but does not do the skill
  - Skill deficit – learner does not know how to do it.

EFL Domains: Problem Behavior

- If a student engages in problem behavior that interferes with his/her ability to learn skills and increase independence, further analysis of the problem behavior should be done.

- Functional Behavioral Assessment

- Behavior Intervention Plans
EFL Domains:
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)
- 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)
# The Essential Eight

The Essential Eight is a set of skills that are crucial for an individual's ability to communicate and participate effectively in daily life. Each skill is associated with a specific domain and a skill number. These skills are listed in Table 3.

<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 “No”</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>Seven. Completing Daily Living Skills Related to Health and Safety</td>
<td>Daily Living and Related Skills</td>
<td>DLS-EDF1-9, DLS-SIP1-2, DLS-MAT1-5, DLS-AMS1-15, DLS-HS1-8</td>
</tr>
<tr>
<td>Eight. Tolerating Situations Related to Health and Safety</td>
<td>Tolerating Skills and Eggshells</td>
<td>T-BHH-5, T-EDF1-11, T-DMM-9, T-SIP1-5, T-Toll1-5, T-PRM1-6, T-PTA1-11, T-PEN1-10, T-BPH1-8, T-DD</td>
</tr>
</tbody>
</table>

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### Chapter 8: The Essential Eight Quick Assessment

The Essential Eight Quick Assessment is a tool used to evaluate an individual's performance in daily living skills. The assessment includes 15 items that are scored based on the individual's ability to perform tasks related to daily living. An individual's score is calculated by summing the number of items they complete correctly. The assessment is designed to be completed in 10-15 minutes and is used to identify areas of strength and weakness.

#### Table 1: The Essential Eight Quick Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making Requests</td>
<td>This item assesses the individual's ability to make requests for assistive devices or activities.</td>
</tr>
<tr>
<td>2. Waiting</td>
<td>This item evaluates the individual's ability to wait for assistive devices or activities.</td>
</tr>
<tr>
<td>3. Accepting Removals, Making Transitions, Sharing, and Taking Turns</td>
<td>This item assesses the individual's ability to accept requests, make transitions, share, and take turns.</td>
</tr>
<tr>
<td>4. Completing 10 Consecutive, Brief, Previously Acquired Tasks</td>
<td>This item evaluates the individual's ability to complete 10 tasks in a row.</td>
</tr>
<tr>
<td>5. Accepting “No”</td>
<td>This item assesses the individual's ability to accept refusal.</td>
</tr>
<tr>
<td>6. Following Directions Related to Health and Safety</td>
<td>This item evaluates the individual's ability to follow directions related to health and safety.</td>
</tr>
<tr>
<td>7. Completing Daily Living Skills Related to Health and Safety</td>
<td>This item assesses the individual's ability to complete daily living skills related to health and safety.</td>
</tr>
<tr>
<td>8. Tolerating Situations Related to Health and Safety</td>
<td>This item evaluates the individual's ability to tolerate situations related to health and safety.</td>
</tr>
</tbody>
</table>

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Score: ____________

Percentile: ____________

Over 90: Excellent

80-89: Good

70-79: Satisfactory

60-69: Needs Improvement

50-59: Unacceptable

40-49: Low

30-39: Very Low

10-29: Inadequate
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

Let’s further explore the sections of the Quick Assessment
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)

Spoken Words: the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken-word repetitions occur

4 Exhbits many spontaneous, spoken-words, nearly typical spoken-word Interactions, and spoken-word repetitions when asked to do so, all of which are understandable 6. MS-Profile 1
3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable 6. MS-Profile 2/3
2 Exhibits occasional words or spoken-word repetitions, but neither are understandable
6. MS-Profiles 4/5
1 Exhibits only noises and a few sounds 6. MS-Profile 6

Quick Assessment Overview: Alternative Method of Speaking

• An assessment within the EFL

• Focusses 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
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
    - Signs “Where is the bathroom?” when needs the bathroom
    - Types “Can I have a ham and cheese sandwich?”

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

4 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
3 Makes requests for 1-3 preferred items or activities with or without prompts. 7a, R7-8
2 Makes requests by leading others to items. 7a, R1-5, R6, R7-8
1 Makes requests by exhibiting problem behavior. 7a, R1-5, R6, R7-8
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?

Two. Waiting -- the tendency to wait when access to items or activities is delayed after a request
4. Waits for 20 minutes without complaints
3. Waits for 5 minutes without complaints 7a, R9
2. Waits for 1 minute with complaints or other minor disruptions 7a, R9
1. Exhibits problem behavior when access is delayed for a few seconds 7a, R9

Quick Assessment Overview:
3. Accepting Removals, Making Transitions, Sharing, and Taking Turns

- Is the learner able to do the following without engaging in problem behavior:
  - Accept removals of a preferred activity or item
  - Learner is directed to a new activity or item (transition)
  - Learner is directed to share a preferred item or take turns with a preferred activity

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 Task

• Can the learner complete previously acquired tasks:
  – Consecutively without engaging in problem behavior?
  – Consecutively without assistance or prompts
  – Requires the learner to follow directions and honor the request of others

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 1-6 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 a 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 fire drill

Six.

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
  - Weather clothing appropriate to weather conditions

Seven.

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, H51-8
2. Completes 1-3 daily living skills related to health and safety with complaints, some resistance to prompts, or some problem behavior 8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, H51-8
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, H51-8
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

Eight. Tolerating Situations Related to Health and Safety – the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner
4 Tolerates most routine activities related to health and safety without problem behavior
3 Tolerates 4-6 routine activities related to health and safety 9 T-BHI-5, T-EDF1-11, T-DM1-9, T-SP1-5, T-Toll1-5, T-PRM1-4, T-PTA1-11, T-PERM1-10, T-BPH1-8, T-DD1
2 Tolerates 1-3 routine activities related to health and safety with some complaints or problem behavior 9 T-BHI-5, T-EDF1-11, T-DM1-9, T-SP1-5, T-Toll1-5, T-PRM1-4, T-PTA1-11, T-PERM1-10, T-BPH1-8, T-DD1
1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities related to health and safety 9 T-BHI-5, T-EDF1-11, T-DM1-9, T-SP1-5, T-Toll1-5, T-PRM1-4, T-PTA1-11, T-PERM1-10, T-BPH1-8, T-DD1

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
4 Matches photographs or miniature items, but not text, with items or activities and vice versa 11. M12-13
3 Matches a few photographs or miniature items with items or activities and vice versa 11. M6-11
2 Matches only identical items 11. M12-11
1 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

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. lm3
3 Imitates many finger, hand, arm movements and a few motor movements with items 11. lm2
2 Imitates some finger, hand, arm movements, but not motor movements with items 11. lm1-2
1 Does not imitate any movements 11. lm1

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

4 Completes most daily living skills not related to health and safety 8a. DLS-
3 Completes 4-6 daily living skills not related to health and safety 8a. DLS-
2 Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behavior 8a. DLS-
1 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

4 Tolerates most routine activities not related to health and safety without problem behavior 9, T—
3 Tolerates 4-6 routine activities not related to health and safety 9, T—
2 Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behavior 9, T—
1 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
  – Recognizing, retrieving, relocating

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. LRND1-13 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 routine?

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>4</td>
<td>Does not exhibit problem behavior</td>
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</tr>
<tr>
<td>3</td>
<td>Exhibits disruptive behavior or frequent complaining that presents a problem</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Exhibits infrequent and less intense self-injurious, aggressive, or destructive behavior</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Exhibits frequent and intense self-injurious, aggressive, or destructive behavior</td>
<td>10</td>
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</table>

Assessment

- Assessment
- Goal Selection
- Teach and Take Data
- Daily Data Development/Revision
- IEP Development/Revision
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 R 1-5, R 6, R 7-8, R 9</td>
<td></td>
</tr>
<tr>
<td>2. Waiting</td>
<td>2 R 9</td>
<td></td>
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<tr>
<td>3. Accepting Removals, Making Transitions, Sharing and Taking Turns</td>
<td>3 R 10, R 12-13</td>
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<tr>
<td>4. Completing 10 Consecutive, Brief, Previously Acquired Tasks</td>
<td>2 R 11</td>
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<td>5. Accepting “No”</td>
<td>2 R 18-16</td>
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<td>6. Following Directions related to Health and safety</td>
<td>2 LR 1-11</td>
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<tr>
<td>7. Completing Daily Living Skills Related to Health and Safety</td>
<td>2 DLS - EDF 1-5, SLT 1-2, MT 1-6, AHS, 1-15, HS 1-8</td>
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<tr>
<td>8. Tolerating Situations Related to Health and Safety</td>
<td>2 T-BMI 1-5, EDF 1-11, DMI 1-5, SL 1-5, Tall 1-5, CRM 1-6, PTA 1-11, PEMR 1-10</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Score</th>
<th>Potential Goals</th>
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<tr>
<td>Matching</td>
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<td>Imitation</td>
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<td>Problem Behavior</td>
<td>1 10</td>
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<td>Responding to Text as a listener</td>
<td>RTL 2</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Schedules, Lists and Time</td>
<td>SLT 6</td>
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<tr>
<td>Math</td>
<td>MB 4</td>
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<tr>
<td>Writing/Typing</td>
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</table>
So we’ve finished the assessment…

Next?

Goal Selection
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?
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

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

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<tbody>
<tr>
<td>1. Cookies</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>
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<td>2. Soda</td>
<td>IA</td>
<td>IM</td>
<td>1s</td>
<td>2s</td>
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<td>10s</td>
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<td>2m</td>
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<td>3. Ice cream</td>
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<td>2s</td>
<td>5s</td>
<td>10s</td>
<td>1m</td>
<td>2m</td>
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</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

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<th>Symbol Code</th>
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<td>Year 2</td>
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<td>Year 3</td>
<td>Jan 1, 2015 – Dec 31, 2015</td>
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</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.

Example - Page 17 of the EFL handbook
Blank – Page 3 of EFL record of progress
So we’ve finished the assessment and have selected goals…

Next?

IEP Development and Revision
IEP Development:

How to write EFL goals into IEP’s

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>
</table>
| R1 – R7  | Student will use modified sign language as determined by her Alternate Method of Speaking Assessment to request at least 15 preferred items | Nov: sign for 5 items  
March: sign for 10 items  
June: sign for 15 items | Study skills, daily living, ELA |
| LR 5     | Student will follow 3 verbal direction to stand up, sit down, come here when directed to do so without prompting. | Nov: master 1 verbal direction  
March: master 2 verbal directions  
June: master 3 verbal directions | Transition, study skills |
| LR 6     | Student will move from 1 location to another when directed to do so without prompting. | Nov: prompting 50% of the time  
March: prompting 20% of the time  
June: no prompts | Transition, Study Skills |
| DLS-EDF 23 | Student will independently self feed using a fork | Nov: 50% of the time  
March: 75% of the time  
June: 100% of the time | Daily Living |
| DLS-EDF 18 | Student will independently wipe her mouth and hands with a napkin after eating | Nov: 50% of the time  
March: 75% of the time  
June: 100% of the time | Daily Living |
| T-BPH 1  | Student will tolerate someone washing her hands by not engaging in problem behavior during hand washing procedure | Nov: 50% of the time w/o PB  
March: 75% of the time w/o PB  
June: 100% of the time w/o PB | Daily Living, behavior |
| T-DD1    | Student will tolerate someone brushing her teeth by not engaging in problem behavior during the teeth-brushing procedure | Nov: 50% of the time w/o PB  
March: 75% of the time w/o PB  
June: 100% of the time w/o PB | Daily Living, behavior |
| M1       | Student will match identical items to complete an activity | Nov: match 5 identical items  
March: match 10 identical items  
June: match 15 identical items | ELA, Math, Study skills |
| LRND 1   | 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 | Nov: retrieve/locate 5 items  
March: retrieve/locate 10 items  
June: retrieve/locate 15 items | ELA, Math, Transition, Study skills |
| SLT 1    | Student will follow events of the day using a personal daily picture schedule | Nov: with prompts 50% of time  
March: with prompts 20% of time  
June: no prompts | ELA |
| Mth 1    | Student will count a specific number of items from 1-10 using a counting jig | Nov: with prompts 50% of time  
March: with prompts 20% of time  
June: no prompts | Math |

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?

IEP Development and Revision
Program Set-up and Data Collection Procedures

Types of Data Forms

- Daily (or weekly) data
- Manding/Requesting Data sheet
- Skills Tracking
- Probe Data Sheet
- Task Analyses
### Data Collection Forms: Daily/Weekly Data

#### Student: [Name]

#### Date: [Date]

<table>
<thead>
<tr>
<th>Time</th>
<th>Program/Subject</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily/Weekly Data</td>
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</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Date</th>
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<tbody>
<tr>
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<td>Fri</td>
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</tbody>
</table>

#### Homework/ Breakfast
- **Goal:** Ricky will be able to eat snacks in the kitchen.
- **How to Teach:** During the breakfast routine, Ricky will use his iPad to request a preferred breakfast item.

#### A.D.L./Science
- **Goal:** Ricky will be able to wash his hands in the bathroom.
- **How to Teach:** Ricky will use his schedule to identify where he should transition to.

#### Office Skills / History
- **Goal:** Ricky will be able to read and comprehend sight words in the community.
- **How to Teach:** Ricky will use his iPad to request a preferred activity.

#### L.A.
- **Goal:** Ricky will be able to add numbers and use his iPad to give the correct total.
- **How to Teach:** Ricky will be able to add numbers and use his iPad to give the correct total.
### Data Collection Forms: Manding/Requesting

#### Mand Tracking Sheet

**Mand Tracking Sheet**

**Mand level:** A ability is independent or with some independent prompt

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

<table>
<thead>
<tr>
<th>Preferred Item Name</th>
<th>Date Introduced</th>
<th>Date Independently Matched to Same Item</th>
<th>Date Handout 2 to 3 more Setting (20)</th>
<th>Date Handout 2 to 3 more People (29)</th>
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</thead>
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### Data Collection Forms: Skills Tracking

#### Skills Tracking Sheet

**Skills Tracking Sheet**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Skill Area</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Date Introduced</th>
<th>Date Mastered</th>
<th>Date Mastered with 1 or more settings (35)</th>
<th>Date Mastered with 2 or more People (37)</th>
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<tbody>
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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.

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

Legend:
- V = skill performed with verbal prompts
- FPP = skill performed with full physical prompts
- PPP = skill performed with partial physical prompts
- * = skill was performed with verbal prompts only
- ** = skill was performed with full physical prompts only
- *** = skill was performed with partial physical prompts only

= school breaks, weekends = student absences
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.
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)

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
    AND
    Probe data sheet AND/OR Task Analyses
Program Set-Up: Clipboards

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

  – Example:
    • Daily Data Sheet
    • Manding/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?
Implementing, Teaching and Collecting Data
Teaching the skills

CONTEXT IS EVERYTHING!!!!!
Teaching the Skills: Events
A Look back at the weekly data form….

<table>
<thead>
<tr>
<th>Homeroom/ Breakfast</th>
<th>LI/ND: request, rec, retrieve and relocate “spoon”</th>
<th>During the breakfast routine, Ricky will use his iPad to request a “spoon”, recognize, retrieve and relocate “spoon”</th>
<th>25/2P</th>
<th>25/2P</th>
<th>25/2P</th>
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<tbody>
<tr>
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<td></td>
<td>VP</td>
<td>PPP</td>
<td>FPP</td>
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<td>PBP</td>
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</tbody>
</table>

When will you teach this skill?
- Homeroom/Breakfast

What is the target for the skill? (Hint: there is 3!)
1. Requesting: “Spoon”
2. Recognizing: “Spoon”
3. Retrieve/Relocating: “Spoon”

How do you teach it?
- Request: Give Ricky cereal with no spoon; he requests spoon on iPad
- Rec, ret/rel: Tell Ricky “Please get a spoon (rec, ret) and bring it to Bobby” (rel)

What’s Next?
We’ve completed each step in the process…
Restart the process!

Assessment → Goal Selection → IEP Development/Revision → Daily Data Development/Revision → Teach and Take Data → Assessment

Questions?

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aculianoscarboneclinic@gmail.com
References