



Partington Behavior Analysts

Critical Components of Comprehensive Language-Based Instructional Programs for Children with Autism

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Autism

Qualitative Differences in 3 areas:

- ❖ Language
- ❖ Social interactions
- ❖ Restricted/"highly focused" range of interest/activities



Main Issue

- ❖ Happy children
- ❖ Acquisition of as many skills as possible



The Goal

Teaching should result in the acquisition of generalized skills that allow the learner to learn from his everyday experiences



Research

- ❖ Lovaas, O.I., (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. Journal of Consulting and Clinical Psychology
- ❖ Cost-Benefit Estimates for Early Intensive Behavioral Intervention ... (Jacobson, Mulick, & Green)
Published in Behavioral Interventions (1998)



Research Cont.

- ❖ A Comparison of Intensive ABA Treatment & Eclectic... (Howard, et al.) Research in Developmental Disabilities (2005)
- ❖ Intensive Behavioral Treatment for Children With Autism: Four-Year Outcome and Predictors (Sallows & Graupner) American Journal on Mental Retardation (2005)



Major Issues

- ❖ Identification & tracking of skills & skill deficits
- ❖ Active engagement by a motivated learner
- ❖ Many acquisition trials per day
- ❖ Varied learning environments
- ❖ Varied types of trials within a session (mixed VB)
- ❖ Parent participation

Tracking Skills

- ❖ Need to know exactly what the child can do
- ❖ Need to identify what the child needs to learn
 - ❖ There are many skills to learn....what to teach today!
- ❖ Need to track the child's progress



Student: _____		Assessor: _____		Date: _____		Color Code: _____			
A19 ○		B27 ○	C57 ○	D27 ○	E20 ○	F29 ○	G47 ○	H49 ○	I9 ○
A18 ○		B26 ○	C56 ○	D26 ○	E19 ○	F28 ○	G46 ○	H48 ○	I8 ○
A17 ○		B25 ○	C55 ○	D25 ○	E18 ○	F27 ○	G45 ○	H47 ○	I7 ○
A16 ○		B24 ○	C54 ○	D24 ○	E17 ○	F26 ○	G44 ○	H46 ○	I6 ○
A15 ○		B23 ○	C53 ○	D23 ○	E16 ○	F25 ○	G43 ○	H45 ○	I5 ○
A14 ○		B22 ○	C52 ○	D22 ○	E15 ○	F24 ○	G42 ○	H44 ○	I4 ○
A13 ○		B21 ○	C51 ○	D21 ○	E14 ○	F23 ○	G41 ○	H43 ○	I3 ○
A12 ○		B20 ○	C50 ○	D20 ○	E13 ○	F22 ○	G40 ○	H42 ○	I2 ○
A11 ○		B19 ○	C49 ○	D19 ○	E12 ○	F21 ○	G39 ○	H41 ○	I1 ○
A10 ○		B18 ○	C48 ○	D18 ○	E11 ○	F20 ○	G38 ○	H40 ○	
A9 ○		B17 ○	C47 ○	D17 ○	E10 ○	F19 ○	G37 ○	H39 ○	
A8 ○		B16 ○	C46 ○	D16 ○	E9 ○	F18 ○	G36 ○	H38 ○	
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A6 ○		B14 ○	C44 ○	D14 ○	E7 ○	F16 ○	G34 ○	H36 ○	
A5 ○		B13 ○	C43 ○	D13 ○	E6 ○	F15 ○	G33 ○	H35 ○	
A4 ○		B12 ○	C42 ○	D12 ○	E5 ○	F14 ○	G32 ○	H34 ○	
A3 ○		B11 ○	C41 ○	D11 ○	E4 ○	F13 ○	G31 ○	H33 ○	
A2 ○		B10 ○	C40 ○	D10 ○	E3 ○	F12 ○	G30 ○	H32 ○	
A1 ○		B9 ○	C39 ○	D9 ○	E2 ○	F11 ○	G29 ○	H31 ○	
		B8 ○	C38 ○	D8 ○	E1 ○	F10 ○	G28 ○	H30 ○	
		B7 ○	C37 ○	D7 ○		F9 ○	G27 ○	H29 ○	
		B6 ○	C36 ○	D6 ○		F8 ○	G26 ○	H28 ○	
		B5 ○	C35 ○	D5 ○		F7 ○	G25 ○	H27 ○	
		B4 ○	C34 ○	D4 ○		F6 ○	G24 ○	H26 ○	
		B3 ○	C33 ○	D3 ○		F5 ○	G23 ○	H25 ○	
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			C30 ○			F2 ○	G20 ○	H22 ○	
			C29 ○			F1 ○	G19 ○	H21 ○	
			C28 ○				G18 ○	H20 ○	
			C27 ○				G17 ○	H19 ○	
			C26 ○				G16 ○	H18 ○	
			C25 ○				G15 ○	H17 ○	
			C24 ○				G14 ○	H16 ○	
			C23 ○				G13 ○	H15 ○	
			C22 ○				G12 ○	H14 ○	
			C21 ○				G11 ○	H13 ○	
			C20 ○				G10 ○	H12 ○	
			C19 ○				G9 ○	H11 ○	
			C18 ○				G8 ○	H10 ○	
			C17 ○				G7 ○	H9 ○	
			C16 ○				G6 ○	H8 ○	
			C15 ○				G5 ○	H7 ○	
			C14 ○				G4 ○	H6 ○	
			C13 ○				G3 ○	H5 ○	
			C12 ○				G2 ○	H4 ○	
			C11 ○				G1 ○	H3 ○	
			C10 ○					H2 ○	
			C9 ○					H1 ○	
			C8 ○						
			C7 ○						
			C6 ○						
			C5 ○						
			C4 ○						
			C3 ○						
			C2 ○						
			C1 ○						

Cooperation & Reinforcer Effectiveness Visual Performance Receptive Language Motor Imitation Vocal Imitation Requests Labeling Intraverbals Spontaneous Vocalizations

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TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels reinforcers	The student will label reinforcing items.	If you ask "What is that?" with one of his reinforcing items present, will the student identify the item?		4= 10 or more labels, 3= 6 labels, 2= 4 labels, 1= 2 labels	
G 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common objects	The student will label at least 100 objects which are commonly found in his environment.	If you ask "What is that?" with a common item present, will the student identify the item?		4= 100 or more labels of items and can identify several different examples (including novel examples) of most of those items, 3= 50 labels of at least one example of the item, 2= 10 labels, 1= 5 labels	See Appendix 3: Receptive and Label List Note that objects selected should be ones that the student hears the names of and interacts with on a frequent basis.
G 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common people (actual individuals, not professionals)	The student will label people in his environment.	If you ask "Who is this?" with the person present, will the student identify the person?	Mom, Dad, siblings (Rachel), friends (Jason, Emily)	4= 10 or more people, 3= 6 people, 2= 4 people, 1= 2 people	
G 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels pictures of common items	The student will label at least 100 pictures of items which are commonly found in his environment.	If you ask "What is that?" when shown a picture of a common item, will the student identify the item?		4= 100 or more labels of pictures of items and can identify several different examples (including novel examples) of most of those items, 3= 50 labels of at least one example of the item, 2= 10 labels, 1= 5 labels	See Appendix 3: Receptive and Label List
G5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels body parts	The student will label common body parts on himself or others.	Can the student label body parts on himself or others?	Labels nose, eyes, hair on himself, a doll, another person, or a picture of a person	4= can label 20 or more body parts on himself or others, 3= 10 body parts, 2= 5 body parts, 1= at least 2 body parts on himself or others	See Appendix 4: Body Parts List
G 6	0 1 2 0 1 2 0 1 2 0 1 2	Labels pieces of clothing	The student will be able to label clothing items.	Can the student label pieces of clothing?		2= labels 4 or more clothing items, 1= labels 2 clothing items	New




Sample Item

Task	Score	Task Name	Question	Criteria
G 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common objects	If you ask "What is that?" with a common item present, will the student identify the item?	4= 100 or more labels of items and can identify several different examples (including novel examples) of most of those items, 3= 50 labels of at least one example of the item, 2= 10 labels, 1= 5 labels

Assessor	Date	Color Code
JP	2-2	













































Assessment of Basic Language and Learning Skills Skill Tracking System

















































































Category	Item	Value	
cooperation & reinforcement effectiveness	A11	0	
	A10	0	
	A9	0	
	A8	0	
	A7	0	
	A6	1	
	A5	0	
	A4	0	
	A3	1	
	A2	1	
	A1	1	
visual performance	B21	0	
	B20	0	
	B19	0	
	B18	0	
	B17	0	
	B16	0	
	B15	0	
	B14	0	
	B13	0	
	B12	0	
	B11	0	
receptive language	C52	0	
	C51	0	
	C50	0	
	C49	0	
	C48	0	
	C47	0	
	C46	0	
	C45	0	
	C44	0	
	C43	0	
	C42	0	
imitation	D13	0	
	D12	0	
	D11	0	
	D10	0	
	D9	0	
	D8	0	
	D7	0	
	D6	0	
	D5	0	
	D4	0	
	D3	0	
vocal imitation	E9	0	
	E8	0	
	E7	0	
	E6	0	
	E5	0	
	E4	0	
	E3	0	
	E2	0	
	E1	0	
	requests	F27	0
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F23		0	
F22		0	
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F20		0	
F19		0	
F18		0	
F17		0	
labeling	G42	0	
	G41	0	
	G40	0	
	G39	0	
	G38	0	
	G37	0	
	G36	0	
	G35	0	
	G34	0	
	G33	0	
	G32	0	
intraverbals	H42	0	
	H41	0	
	H40	0	
	H39	0	
	H38	0	
	H37	0	
	H36	0	
	H35	0	
	H34	0	
	H33	0	
	H32	0	
spontaneous vocalizations	I9	0	
	I8	0	
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	I6	0	
	I5	0	
	I4	0	
	I3	0	
	I2	0	
	I1	1	











































































































































Student:		
Assessor:	Date:	Color Code:
JP	2-2	
JP	3-6	
JP	4-6	





Assessment of Basic Language and Learning Skills Skill Tracking System

JP	4-6	

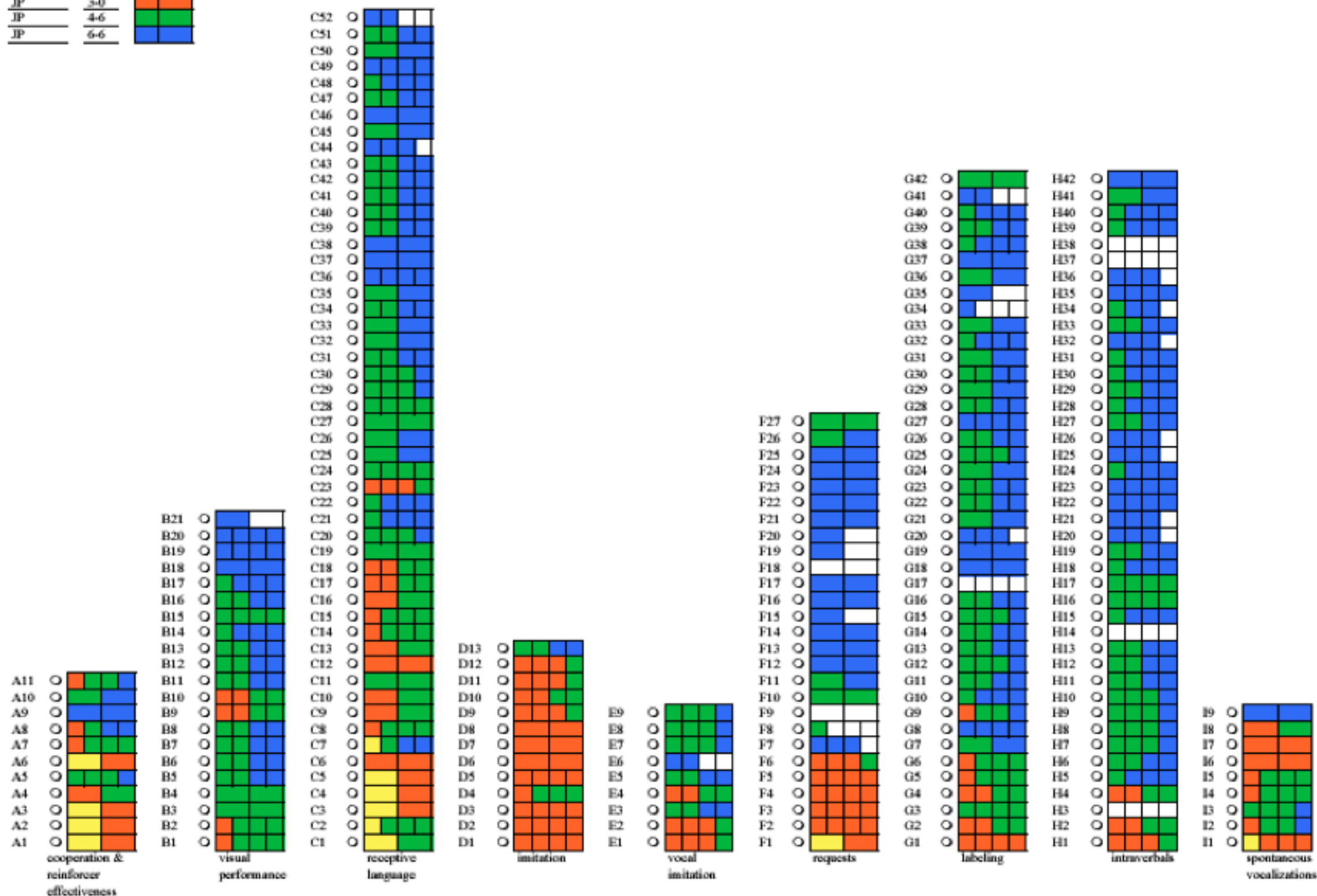
A11					
A10					
A9					
A8					
A7					
A6					
A5					
A4					
A3					
A2					
A1					
cooperation & reinforcer effectiveness					

B21					
B20					
B19					
B18					
B17					
B16					
B15					
B14					
B13					
B12					
B11					
B10					
B9					
B8					
B7					
B6					
B5					
B4					
B3					
B2					
B1					
visual performance					

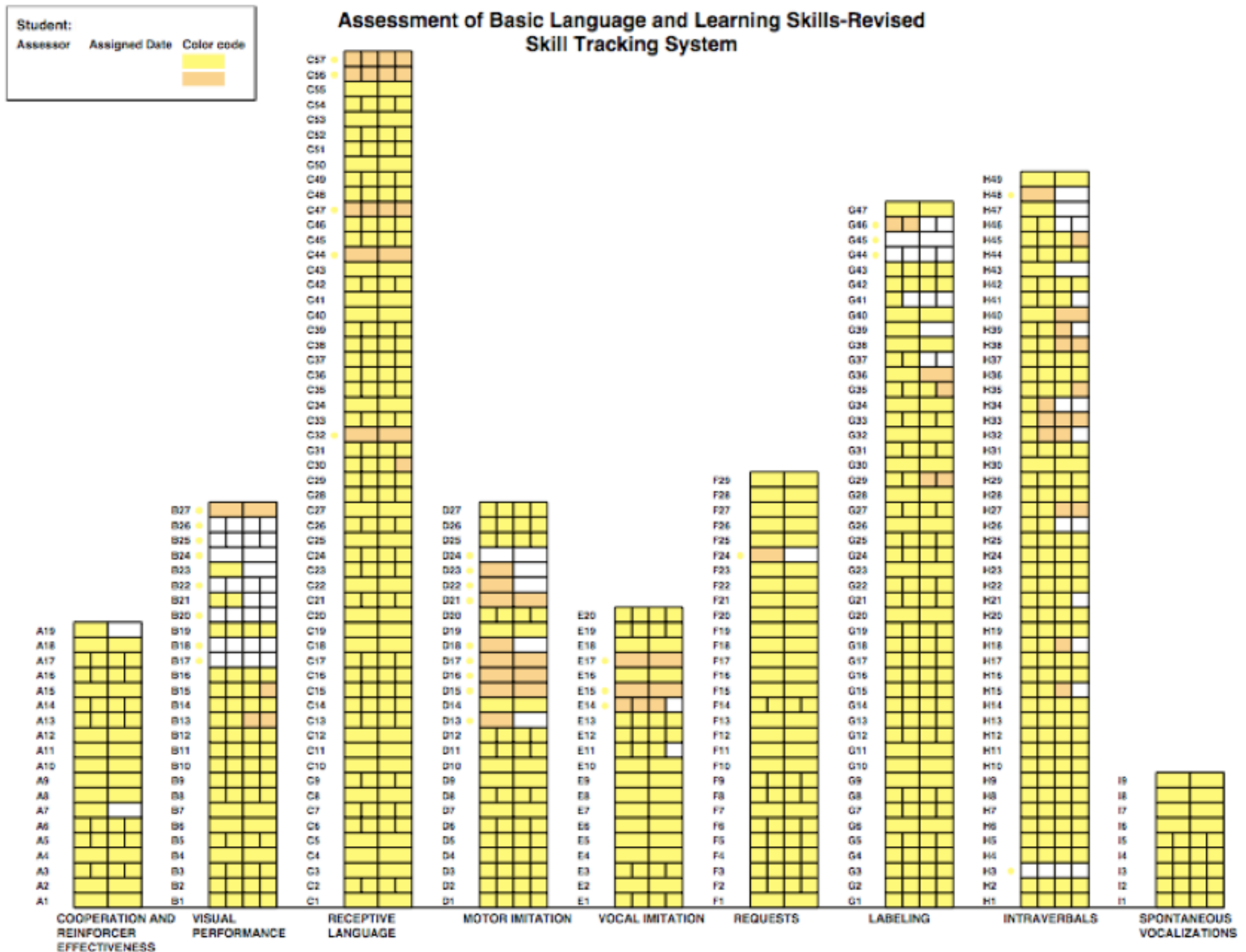
C52					
C51					
C50					
C49					
C48					
C47					
C46					
C45					
C44					
C43					
C42					
C41					
C40					
C39					
C38					
C37					
C36					
C35					
C34					
C33					
C32					
C31					
C30					
C29					
C28					
C27					
C26					
C25					
C24					
C23					
C22					
C21					
C20					
C19					
C18					

Student: _____		
Assessor	Date	Color Code
JP	2-2	
JP	3-0	
JP	4-6	
JP	6-6	

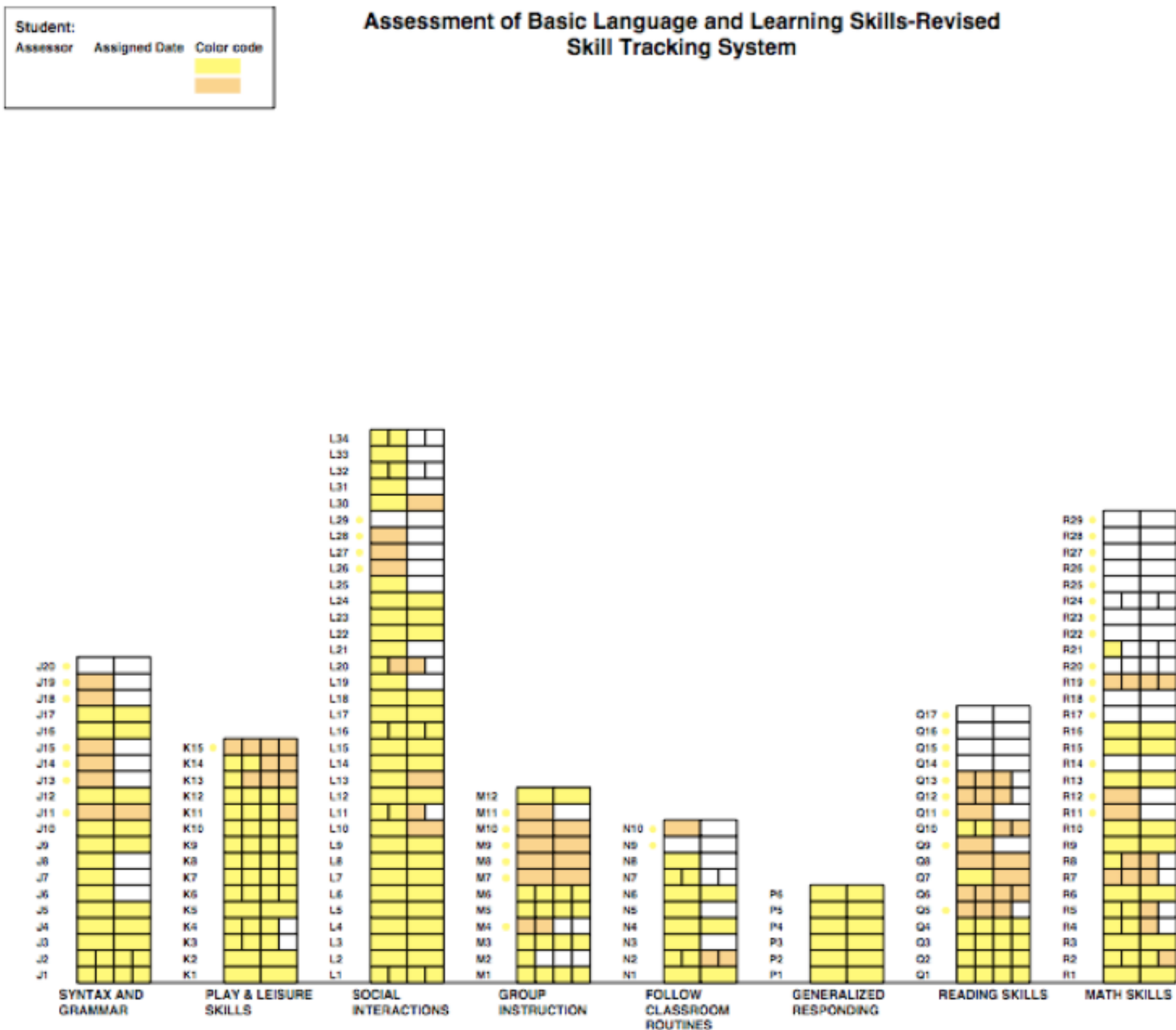
Assessment of Basic Language and Learning Skills Skill Tracking System



4 years 0 mo. Male - page 1



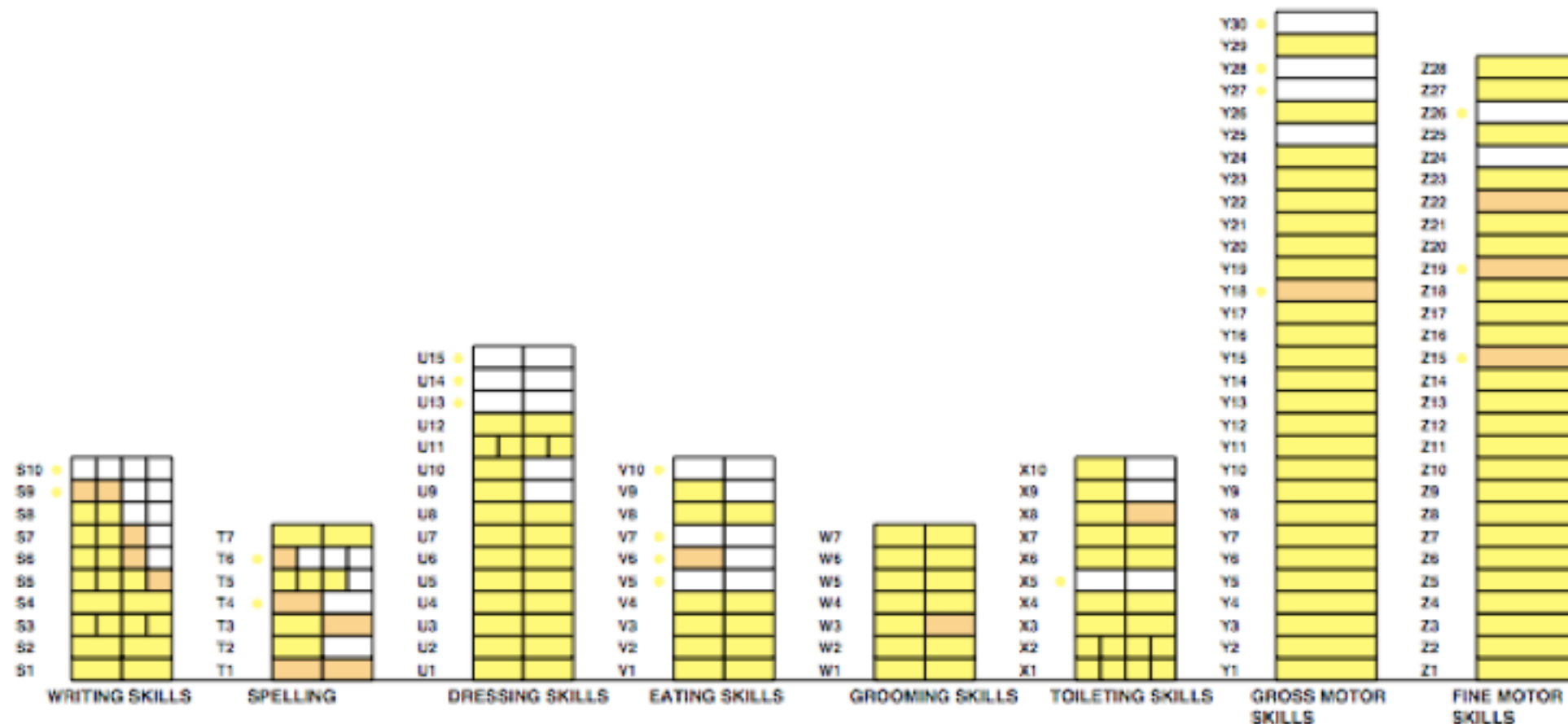
4 years 0 mo. Male - page 2



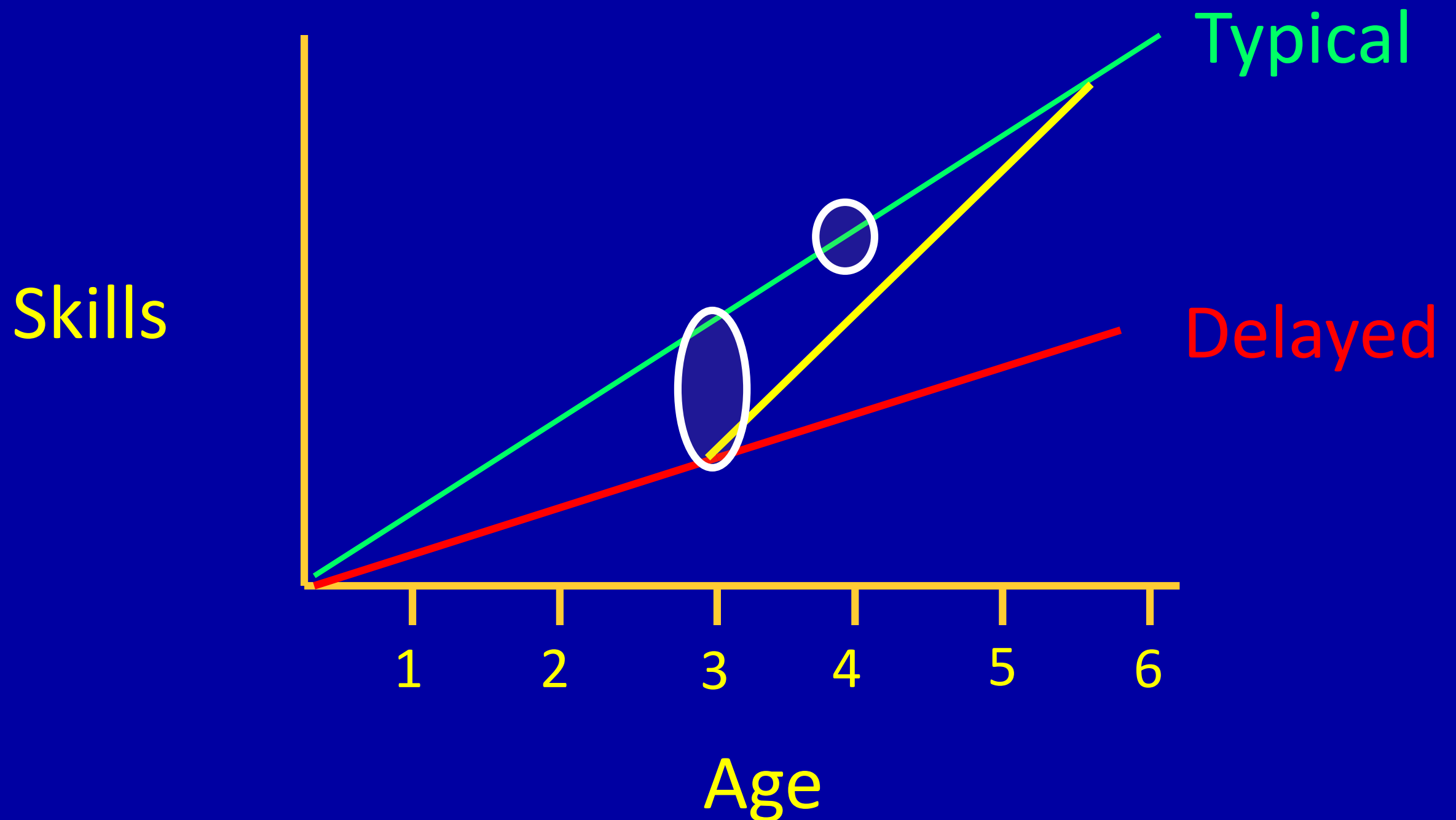
4 years 0 mo. Male - page 3

Student: I	Assessor	Assigned Date	Color code
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Assessment of Basic Language and Learning Skills-Revised Skill Tracking System



Skill Discrepancies

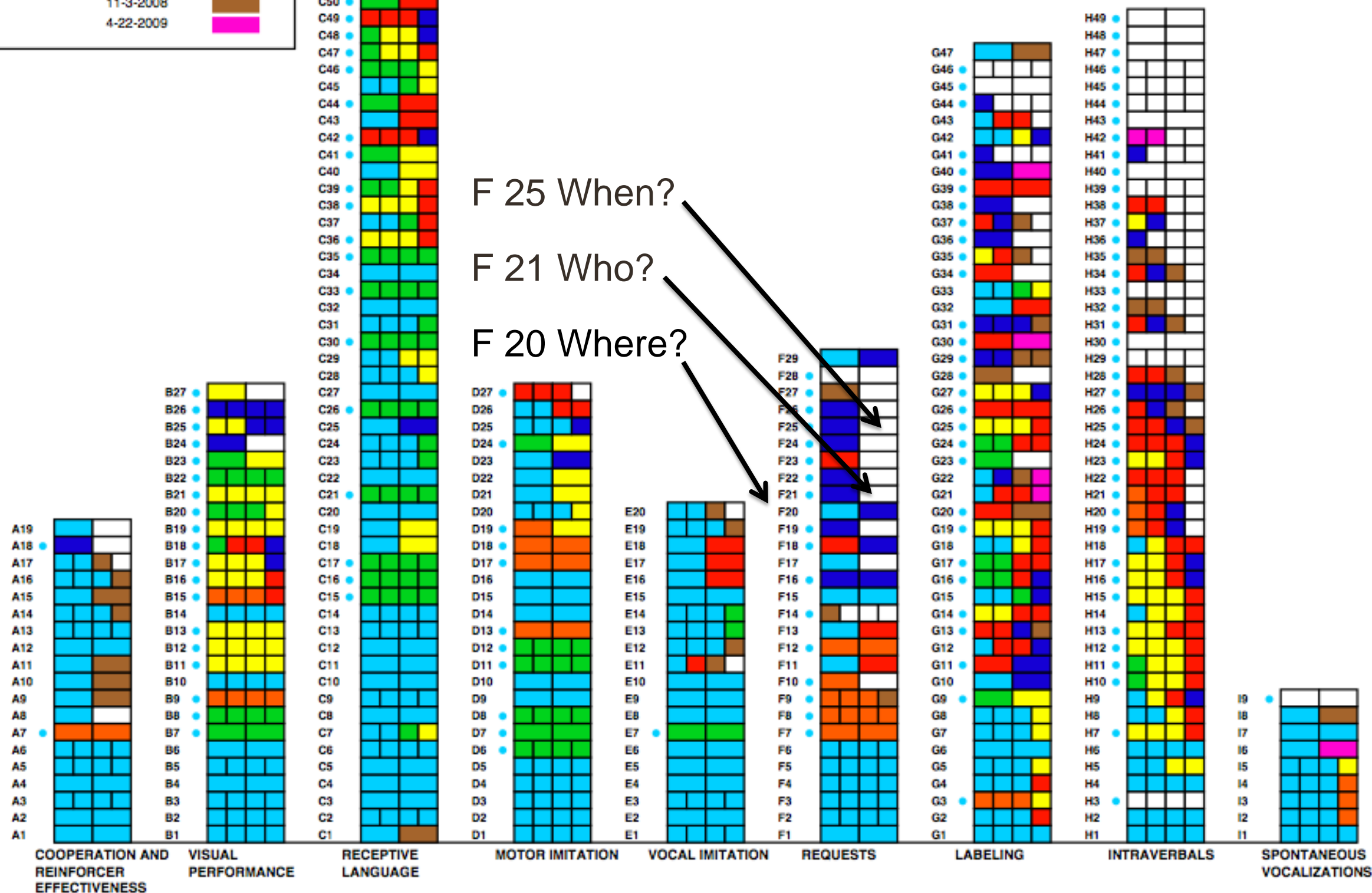


Critical Points

- ❖ Prioritized objectives
- ❖ Focus on language & basic learner skills
- ❖ Develop learner attending to instructor & tasks
- ❖ Develop social interaction
- ❖ Teach skills during daily living activities
- ❖ Selection of task stimuli that are useful today (word list)

Student:	Assessor	Assigned Date	Color code
		7-15-2006	
		10-31-2006	
		3-15-2007	
		10-12-2007	
		1-31-2008	
		6-5-2008	
		11-3-2008	
		4-22-2009	

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

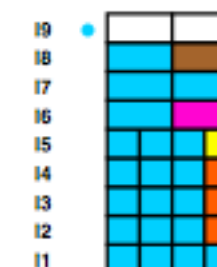
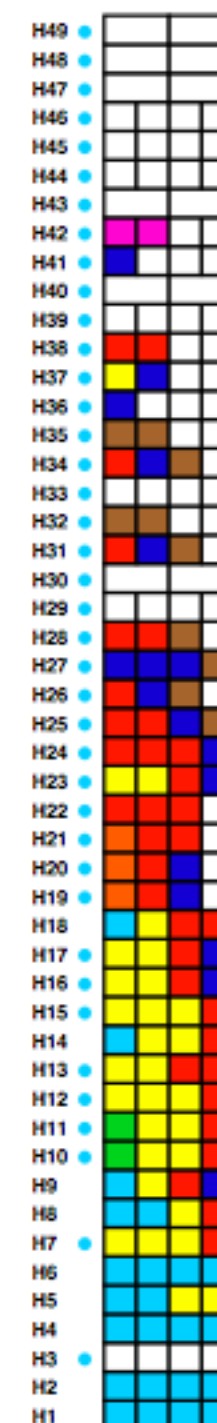
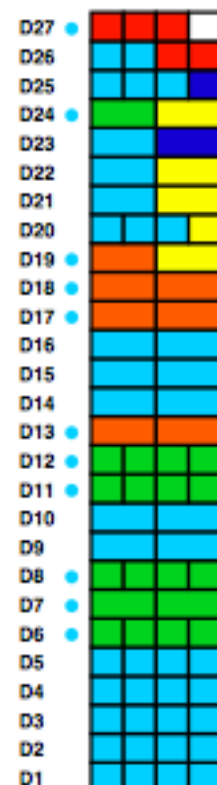
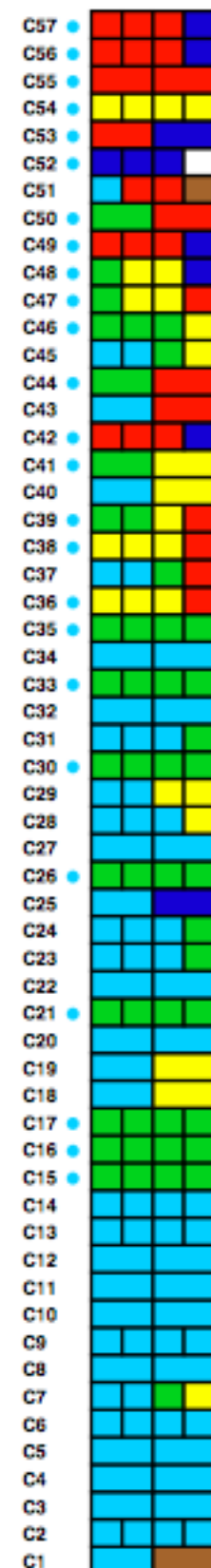
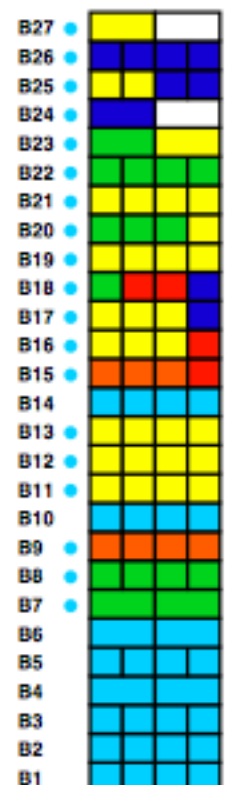
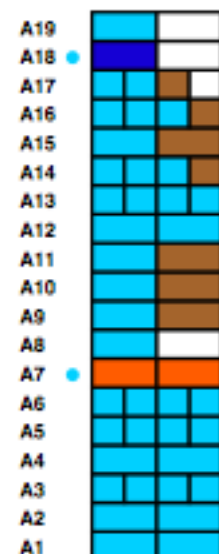


Student:	Assessor	Assigned Date	Color code
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		10-31-2006	■
		3-15-2007	■
		10-12-2007	■
		1-31-2008	■
		6-5-2008	■
		11-3-2008	■
		4-22-2009	■

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

G 44 Multiple component
labeling

G 39 Describes items &
events in a scene



COOPERATION AND
REINFORCER
EFFECTIVENESS

VISUAL
PERFORMANCE

RECEPTIVE
LANGUAGE

MOTOR IMITATION

VOCAL IMITATION

REQUESTS

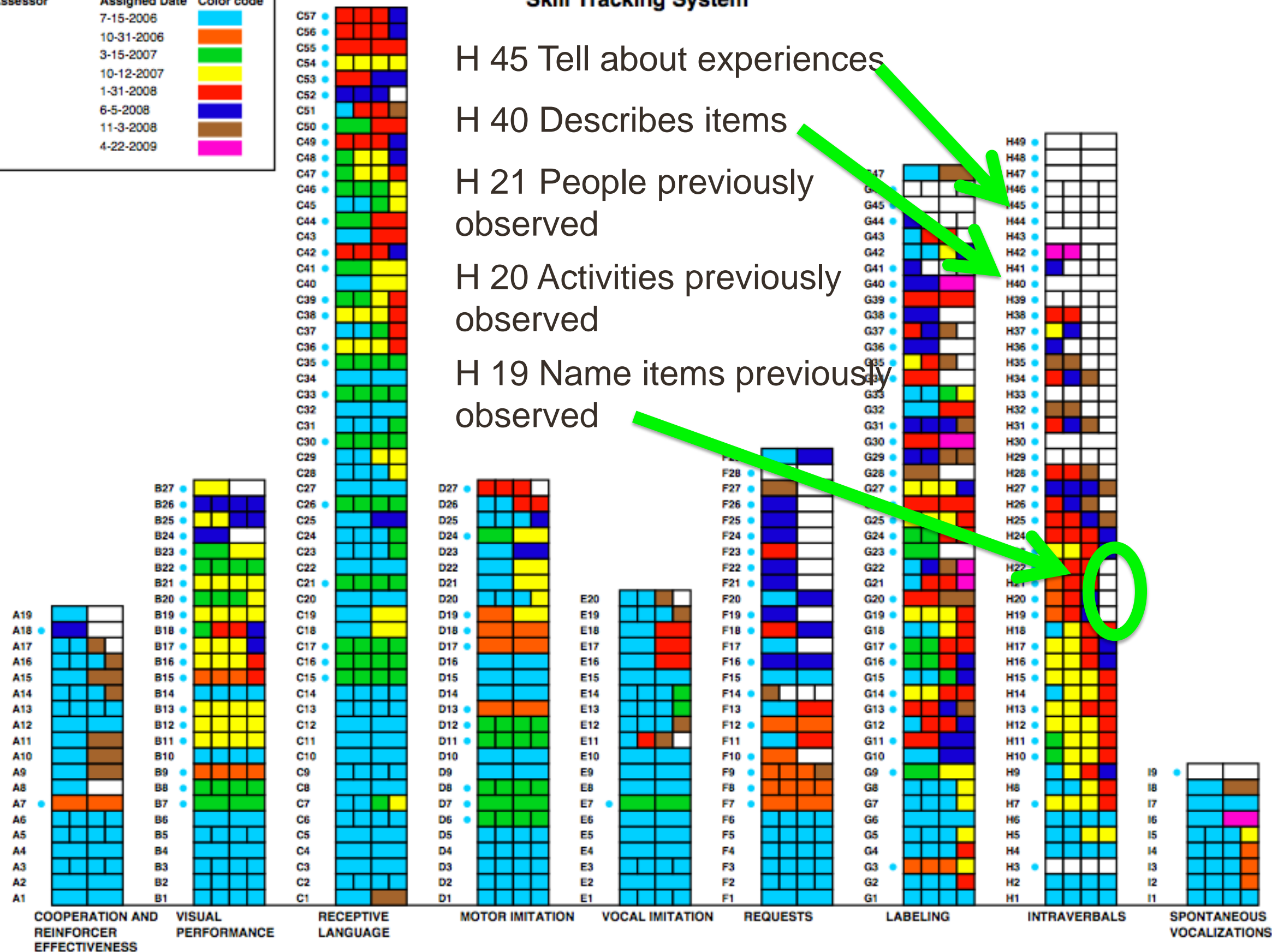
LABELING

INTRAVERBALS

SPONTANEOUS
VOCALIZATIONS

Student:	Assessor	Assigned Date	Color code
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		10-31-2006	■
		3-15-2007	■
		10-12-2007	■
		1-31-2008	■
		6-5-2008	■
		11-3-2008	■
		4-22-2009	■

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



Why Work for Us?

- ❖ Easy to be successful
- ❖ Get immediate access to reinforcers

Develop Cooperation

- ❖ Pairing with reinforcement
- ❖ Keep child successful
- ❖ Start with easy tasks

Does the child like
his/her instructor?

If not.....

MAJOR PROBLEM!!!



Receptive & Expressive

- ❖ Insufficient analysis of variables
- ❖ Blends useful distinctions
- ❖ “Expressive” describes several different types of language behavior



Verbal Behavior

- ❖ Skinner used the tools of Behavior Analysis to analyze language
- ❖ Language is behavior
- ❖ Can observe & empirically study the function of a response by looking at the environmental factors



Behavior Analysis - ABC



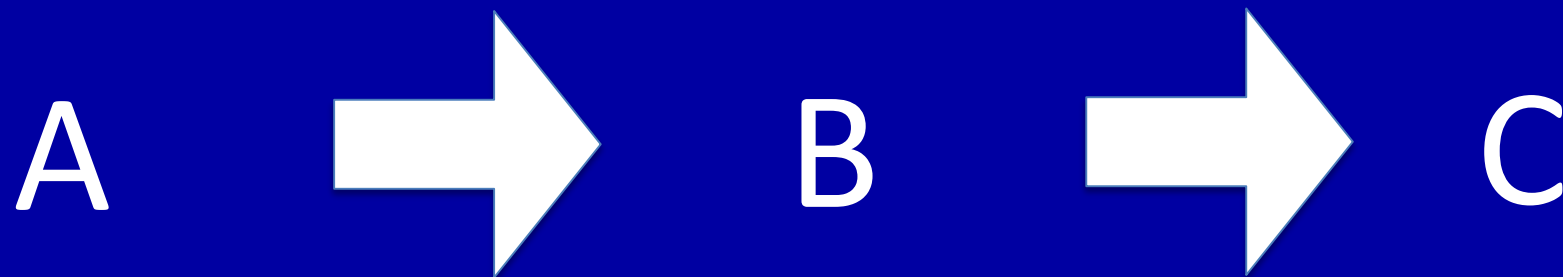
Antecedent

Behavior

Consequence



“Expressive” Responses



Want Book

“book”

Receive Book

See Book

“book”

Praise (tact)

Hear “Book”

“book”

Praise (echoic)

“Can Read”

“book”

Praise (intraverbal)

Verbal Behavior

- ❖ Echoics (Vocal Imitation)
- ❖ Mands (Requests)
- ❖ Tacts (Labeling)
- ❖ Intraverbals (conversation -/+)

- ❖ Also:
 - ❖ Spontaneous Verbal Behavior
 - ❖ Syntax & Grammar

“Expressive” Responses



Want Book

“book”

Receive Book

See Book

“book”

Praise (tact)

Hear “Book”

“book”

Praise (echoic)

“Can Read”

“book”

Praise (intraverbal)

Multiple Pay-offs

Teach a child to mand for reinforcers
& you get:

- ❖ Attending
- ❖ Cooperation
- ❖ Imitation
- ❖ Social interaction
- ❖ Language

Critical Points

- ❖ Attention to the task stimuli
 - ❖ clear availability of reinforcer prior to instruction
 - ❖ present instructions only when have child's attention
 - ❖ the child needs to watch what you are showing them
- ❖ Effortful response required before reinforcement

240 Word List



Student: _____

First 240 Words List

Date: _____

Group 1

WORD	CATEGORY	Receptive	Generalized Receptive	Tact	Generalized Tact
Cat	Animal				
Dog	Animal				
Cake	Food				
Candy	Food				
Chips	Food				
Cookies	Food				
Crackers	Food				
Ice Cream	Food				
Juice	Food				
Milk	Food				
Popcorn	Food				
Soda	Food				
Water	Food				
Movie	Miscellaneous				
Music	Miscellaneous				
Books	School Item				
Computer	School Item				
Up	Special Word Group				
Balls	Toy				
Bubbles	Toy				
Dolls	Toy				
Play dough	Toy				



Group 2

WORD	CATEGORY	Receptive	Generalized Receptive	Tact	Generalized Tact
Bird	Animal				
Fish	Animal				
Coat	Clothing				
Hat	Clothing				
Jacket	Clothing				
Shirt	Clothing				
Shoes	Clothing				
Socks	Clothing				
Apples	Food				
Bananas	Food				
Fries	Food				
Hamburger	Food				
Hot Dog	Food				
Oranges	Food				
Sandwich	Food				
Bed	Household				
Chair	Household				
Cup	Household				
Door	Household				
Fork	Household				
Garbage Can	Household				
Pillow	Household				
Plate-Dish	Household				
Refrigerator	Household				



Group 3

WORD	CATEGORY	Receptive	Generalized Receptive	Tact	Generalized Tact
Bear	Animal				
Cow	Animal				
Duck	Animal				
Tiger	Animal				
Turtle	Animal				
Eyes	Body Part				
Feet	Body Part				
Mouth	Body Part				
Nose	Body Part				
Button	Clothing				
Pants	Clothing				
Bagels	Food				
Bread	Food				
Cereal	Food				
Grapes	Food				
Pizza	Food				
Pudding	Food				
Raisins	Food				
Soup	Food				
Spaghetti	Food				
Yogurt	Food				
Bathtub-Tub	Household				
Blanket	Household				
Lamp-Light	Household				



Group 4

WORD	CATEGORY	Receptive	Generalized Receptive	Tact	Generalized Tact
Chicken	Animal				
Elephant	Animal				
Frog	Animal				
Horse	Animal				
Lion	Animal				
Monkey	Animal				
Pig	Animal				
Rabbit	Animal				
Sheep	Animal				
Squirrel	Animal				
Ankle	Body Part				
Arm	Body Part				
Ear	Body Part				
Elbow	Body Part				
Fingers	Body Part				
Hair	Body Part				
Hands	Body Part				
Head	Body Part				
Hips	Body Part				
Knee	Body Part				
Leg	Body Part				
Shoulders	Body Part				
Teeth	Body Part				
Toes	Body Part				
Tummy	Body Part				
Baby Bop	Character				

Natural Environment Training



Parents as Teachers

- ❖ Strong motivation to see child learn
- ❖ Often highly reinforcing to child
- ❖ Frequent opportunities to observe their child's behavior
- ❖ Trained staff not always present

Technical Competencies

- ❖ Identify motivation
- ❖ Behavior shaping
- ❖ Know what to teach

Early Skills to Teach (potential)

- ❖ Mands
- ❖ Imitation
- ❖ Echoics
- ❖ Receptive in context

Child: _____

Activity: EATING

Natural Environment Training Worksheet

Item	Imitation	Receptive	RFEC	Echoic	Mand	Tact	Intraverbal
Plate							
Spoon							
Stove							
Cup							
Food							

Note: After selecting critical skill areas to be developed, enter specific responses that may be taught using specific items



EATING

Child: _____

Activity: _____

Natural Environment Training Worksheet

Item	Imitation	Receptive	RFFC	Echoic	Mand	Tact	Intraverbal
Plate	<ul style="list-style-type: none"> - place on table - tap plate - put on hand - run finger around 					<ul style="list-style-type: none"> - "plate" - "flower" - "red plate" - "plastic" - "mickey mouse" 	
Spoon		<ul style="list-style-type: none"> - touch - put in mouth - stir 					
Stove			<ul style="list-style-type: none"> - touch the one you use to cook with - makes food hot 				<ul style="list-style-type: none"> - what do you use to cook with - what makes food hot
Cup				<ul style="list-style-type: none"> - "cup" - "drink" - "juice" - "milk" - "pour" - "spill" 			
Food					<ul style="list-style-type: none"> - "eat" - "peas" - "warm peas" - "lots of peas" - "smash peas" - "peas on my plate" 		

Note: After selecting critical skill areas to be developed, enter specific responses that may be taught using specific items



Child: _____

Activity: _____

Natural Environment Training Worksheet

Item	Imitation	Receptive	RFFC	Echoic	Mand	Tact	Intraverbal
bathtub	hand into water washcloth or toy into water	"put hand in water" "put toy in water"	show me where you... take a bath wash body splash	"bathtub" "tub" "water" "cloth" "splash"	"want to ..." get in boat splash	bathtub water shower curtain faucet drain	Get clean Sit in water Splash in a In the bathroom
sink							
stepstool							
toilet							
soap							
towel							
hair							
arm							
mirro							

Note: After selecting critical skill areas to be developed, enter specific responses that may be taught using specific items

Inclusion with Typically Developing Peers

Student:		
Assessor	Assigned Date	Color code
	5-1-2007	Grey
	2-12-2008	Green
	8-13-2008	Pink
	12-3-2008	Blue

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

4 Years- 9 Months

Inclusion

3.5 months

← SPED

6 months



Student: [REDACTED]		
Assessor	Assigned Date	Color code
	05-01-2007	Grey
	02-12-2008	Green
	08-13-2008	Pink
	12-03-2008	Blue
	03-18-2009	Yellow

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

SPED

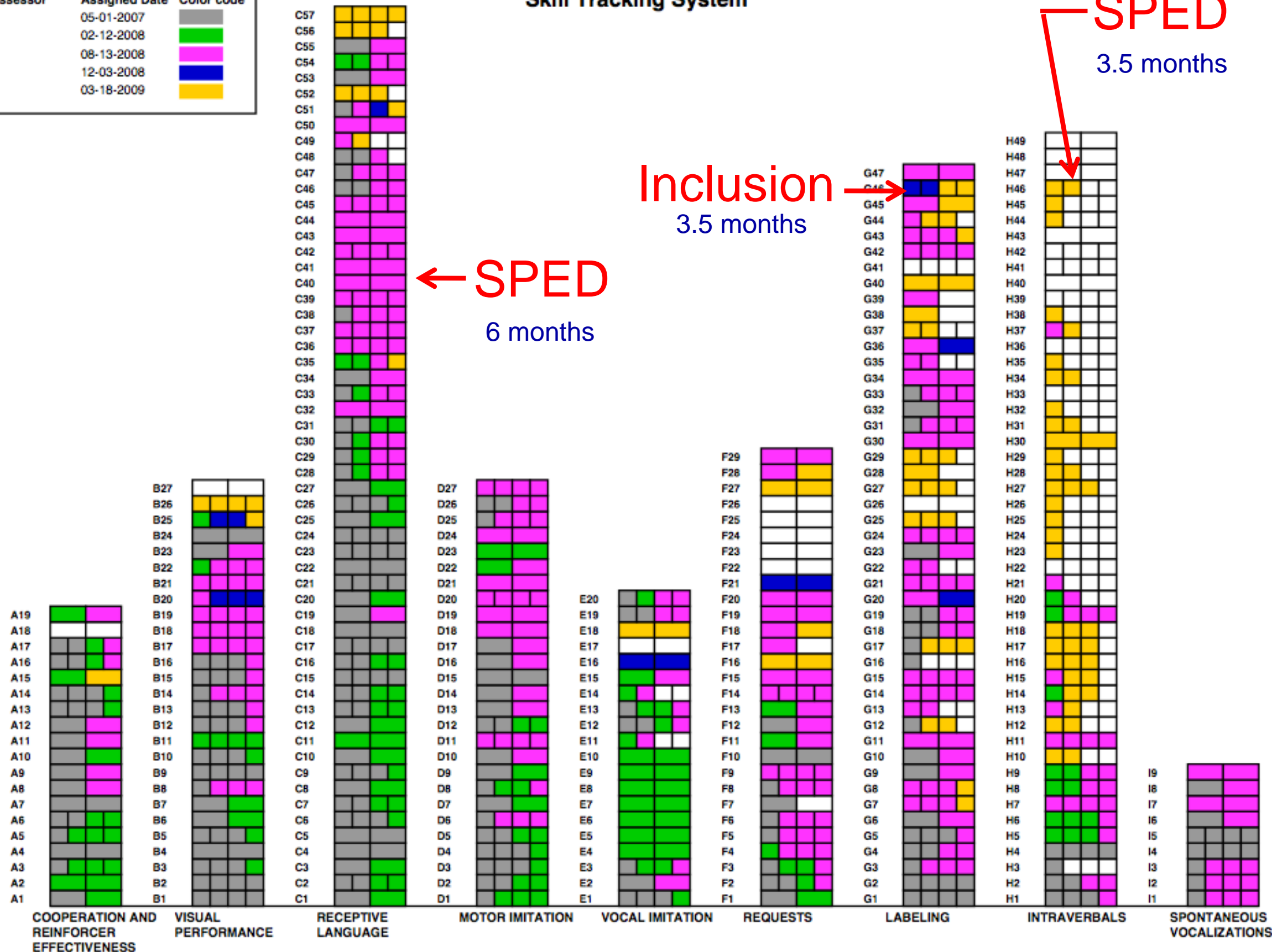
3.5 months

Inclusion

3.5 months

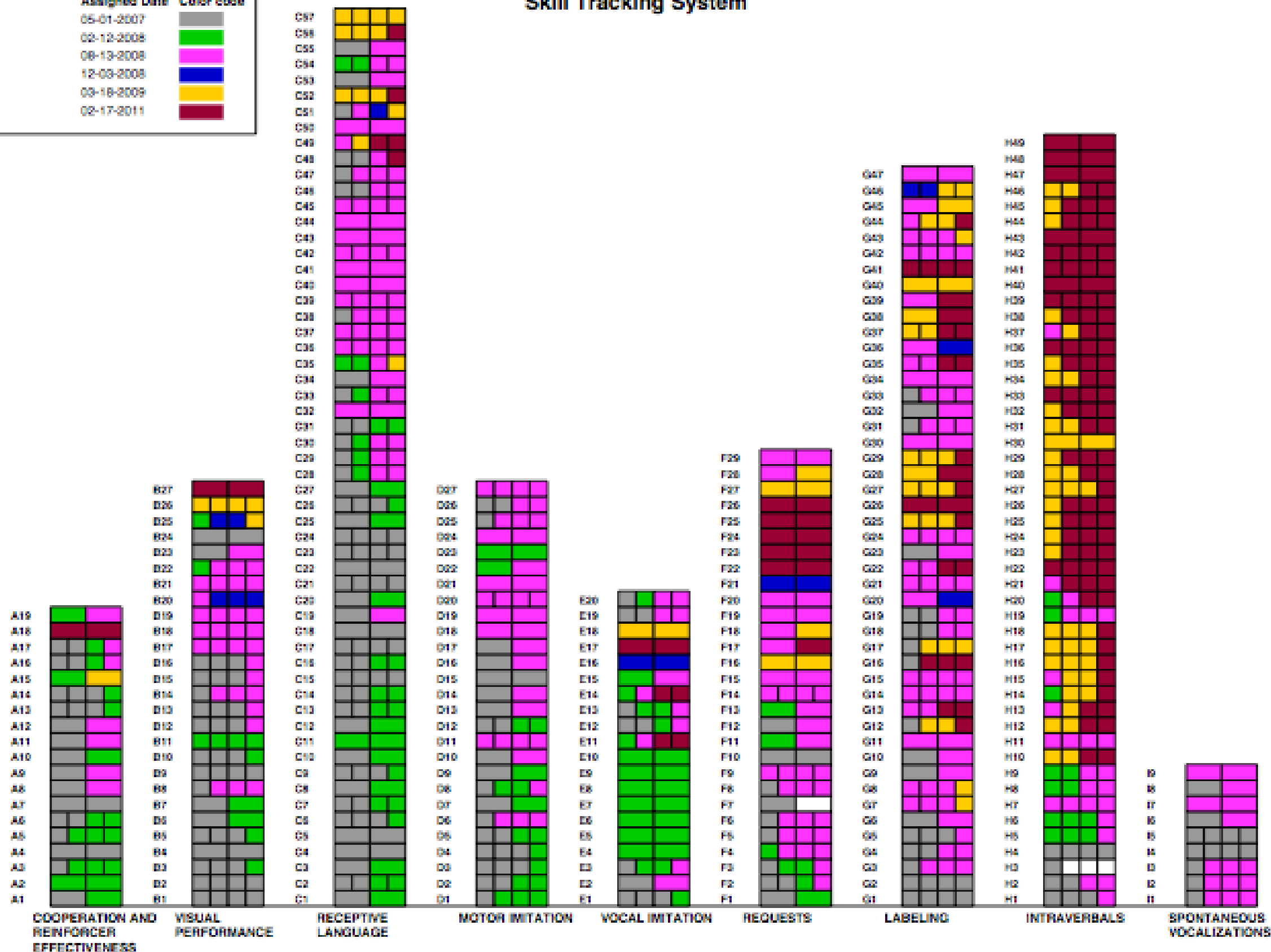
← SPED

6 months



Student: (Assigned Date	Color code
	05-01-2007	
	02-12-2008	
	08-13-2008	
	12-03-2008	
	03-18-2009	
	02-17-2011	

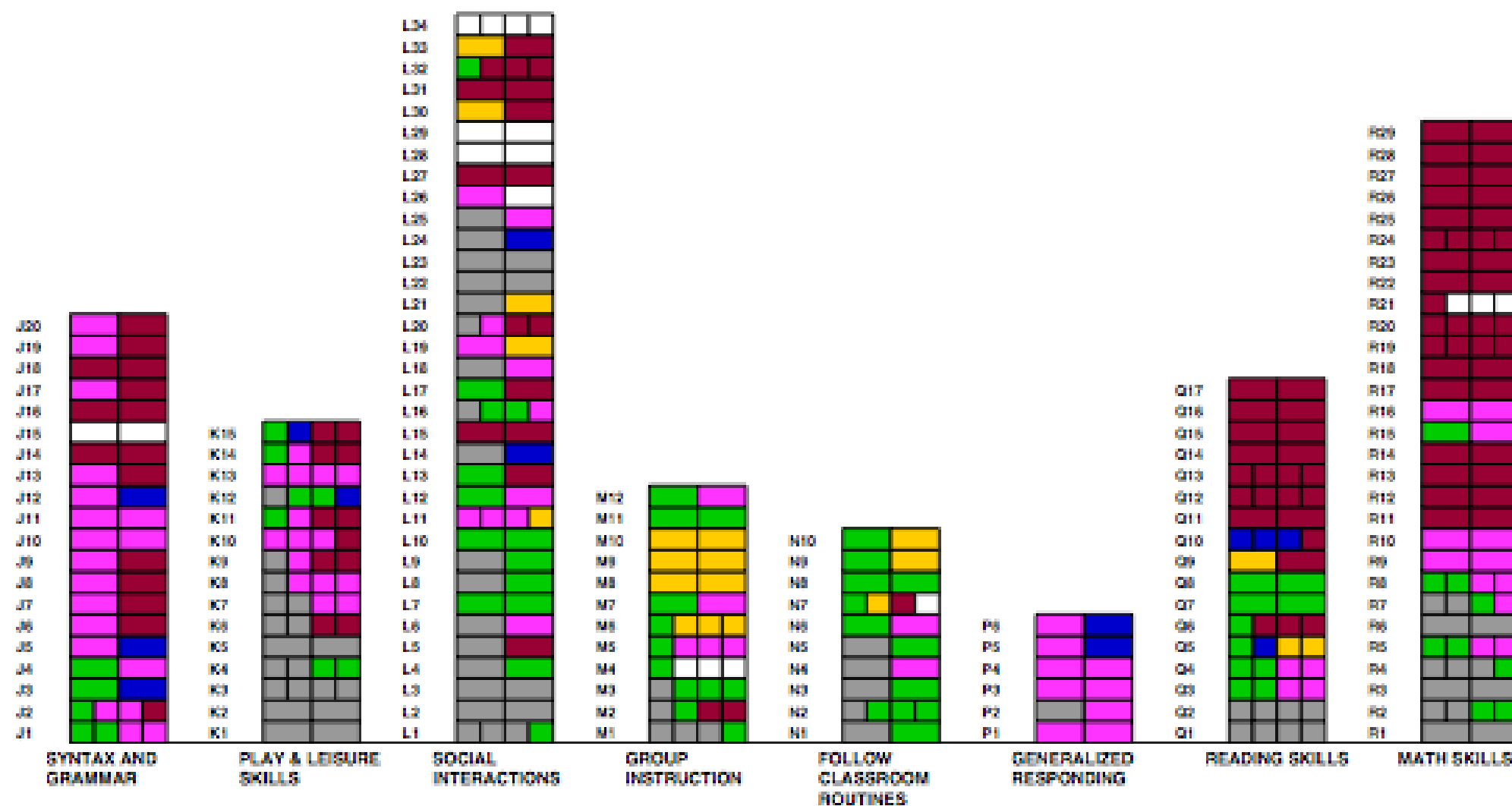
Assessment of Basic Language and Learning Skills-Revised Skill Tracking System



Student:

Assigned Date	Color code
05-01-2007	
02-12-2008	
08-13-2008	
12-03-2008	
03-18-2009	
02-17-2011	

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



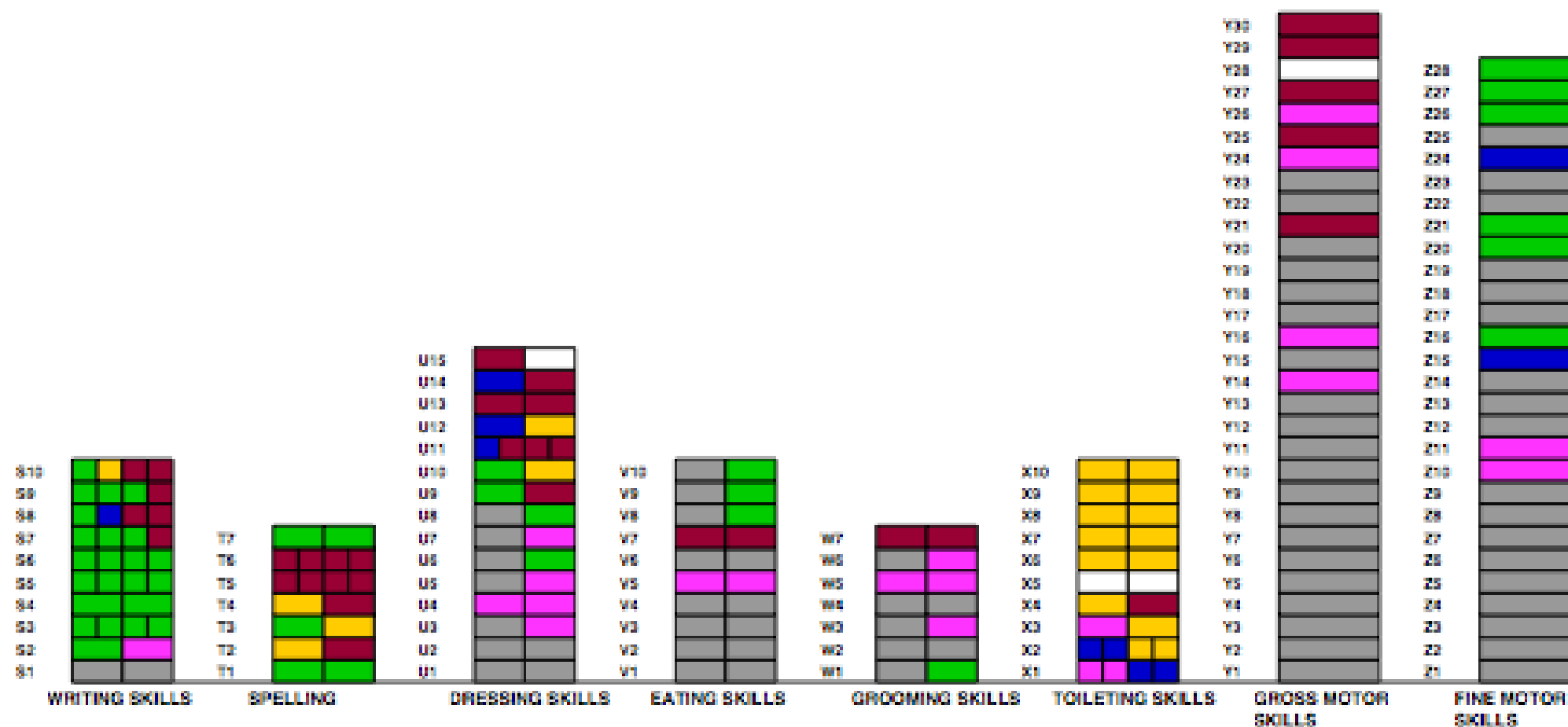
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(page 2 of 3)

Student: _____

Assigned Date	Color code
05-01-2007	Gray
02-12-2008	Green
08-13-2008	Pink
12-03-2008	Blue
03-18-2009	Yellow
02-17-2011	Red

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



Critical Points

- ❖ Prioritized objectives
- ❖ Focus on language & basic learner skills
- ❖ Develop learner attending to instructor & tasks
- ❖ Develop social interaction
- ❖ Teach skills during daily living activities
- ❖ Selection of task stimuli that are useful today (word list)

WebABLLS®

Login Screen

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Login to your account

Enter your email and password below to access your account

Email*

Password

* MUST Provide Information

☐ Don't ask for my password for 2 weeks

Login

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If you've forgotten the password to your account, please enter your e-mail address, associated with your account to ABLLS Web Application, and click on the link above. We will provide you with a new password by e-mail.

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You control who can have access to your information

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Add New Student

* MUST Provide Information

Student PIN:

First Name:* Last Name or Student ID:* Date of Birth:*
Format: MM/DD/YYYY

To create a Student Profile either a last name OR a unique, user-assigned student identification number (or code) must be entered. If you are a parent/guardian, entering the student's last name is an option. If you are a service provider, please follow your organization's professional guidelines regarding student confidentiality when entering identifiable information.

City:*

Gender: ☐ Male ☐ Female

Enter student's information

Age will be calculated automatically

Gender determines pronouns in text of assessments and reports

Student Profile

Enter Student Information

Student PIN:

First Name:* Last Name or Student ID:* Date of Birth:*
Format: MM/DD/YYYY

To create a Student Profile either a last name OR a unique, user-assigned student identification number (or code) must be entered. If you are a parent/guardian, entering the student's last name is an option. If you are a service provider, please follow your organization's professional guidelines regarding student confidentiality when entering identifiable information.

City:* Gender:* ☒ Male ☐ Female

Zip or Country Code Ethnicity:

Country: Is sign language a potential response form for the student? * ☒ Yes ☐ No

Diagnostic Information:

Profile Coordinator: *

ASL selected activates an item to measure this skill

Can be customized with your staff or team members

New Assessment Criteria

Grade Level, Assessment Color, Zero Scoring

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Begin New Assessment Jim P

Students | [Create new assessment and continue with Text ABLLS](#) | [Create new assessment and continue with Grid ABLLS](#) | |

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Assigned Date of Assessment

11/07/2007
Format: MM/DD/YYYY

Grade Level During the Time of Assessment:

Grade Level:
Pre-School

☒ Complete-Zero Scoring

Age: 3 Select color for new assessment
[More colors](#)

Selected color: rgb(0, 204, 51)

Work in “Text” or “Grid” edit mode

Use a new color for each update

“Zero Scoring” scores tasks quickly for very early learners

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Student Menu Jim Partington |

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[533 - Total Grid View](#) **Jim P** [\(modify\)](#)

[New Assessment](#)

Click to start an assessment

Text Edit Mode

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LEGEND

Teacher: Jim Partington

 Jim Partington 11-7-2007

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[Previous Page](#) | [Save](#) | [Save & Quit](#) | [Grid Edit](#) | **A) COOPERATION AND REINFORCER EFFECTIVENESS** | [Print all categories to PDF](#) | [Print current category to PDF](#) | [Student Menu](#)

A) COOPERATION AND REINFORCER EFFECTIVENESS



A1. When you hold out and offer a known reinforcer, will Jim take the reinforcer?

2= takes within 3 seconds all the time
1= either not all the time or takes more than 3 seconds to respond

When offered a known reinforcing item or activity, Jim v

[Example](#) | [Notes](#)



A2. When you hold out and offer a reinforcer and a non-reinforcing item, will Jim take the reinforcer?

2= takes within 3 seconds all the time
1= either not all the time or takes more than 3 seconds to respond

When offered one reinforcing item or activity and another non-reinforcing item or activity, Jim will select the reinforcing item or activity.

[Example](#) | [Notes](#)



A3. If you hold up a non-reinforcing item, will Jim look at it and watch it as you move it to different locations in front of him?

4= will track th
3= will track th
2= finds it in a
1= will look at item but requires an additional prompt to look or takes more than 3 seconds to respond
Jim will look at and track changes in location of a non-reinforcing item presented by an instructor.

[Example](#) | [Notes](#)



A4. When you hold out and offer an item, will Jim take the object?

2= takes within 3 seconds all the time

Easily go to any repertoire

Switch to "Grid" edit mode at any time

Grid Edit Mode

“Mouse over” to identify the task name or “click” the item to get more information

Grid edit mode is quicker for experienced users — just click in a box to score a task

A) COOPERATION AND REINFORCER EFFECTIVENESS				B) VISUAL PERFORMANCE				C) RECEPTIVE LANGUAGE				D) MOTOR IMITATION				E) VOCAL IMITATION				F) REQUESTS				G) LABELING				H) INTRAVERBALS			
A19	●			B27	●			C35	●			D27	●			E20	●			F29	●			G35	●			H35	●		
A18	●			B26	●			C34	●			D26	●			E19	●			F28	●			G34	●			H34	●		
A17	●							C33	●			D25	●			E18	●			F27	●			G33	●			H33	●		
A16	●							C32	●							E17	●			F26	●			G32	●			H32	●		
A15	●							C31	●							E16	●			F25	●			G31	●			H31	●		
A14	●							C30	●							E15	●			F24	●			G30	●			H30	●		
A13	●							C29	●							E14	●			F23	●			G29	●			H29	●		
A12	●							C28	●							E13	●			F22	●			G28	●			H28	●		
A11	●							C27	●							E12	●			F21	●			G27	●			H27	●		
A10	●															E11	●			F20	●										
A9	●															E10	●			F19	●										
A8	●															E9	●			F18	●										
A7	●															E8	●			F17	●										
A6	●															E7	●			F16	●										
A5	●															E6	●			F15	●										
A4	●															E5	●			F14	●										
A3	○	■	■					C7	○	■	■		D7	●						F13	●										
A2	○	■	■					C6	○	■	■		D6	●						F12	●										
A1	○	■	■					C5	○	■	■		D5	○	■	■				F11	●										
								C4	○	■	■		D4	○	■	■				F10	●										
								C3	○	■	■		D3	●						F9	●										
								C2	○	■	■		D2	○	■	■				F8	●										
								C1	○	■	■		D1	○	■	■				F7	●										
																E2	○	■	■	F6	●										
																E1	○	■	■	F5	●										
																				F4	●										
																				F3	●										
																				F2	●										
																				F1	○	■	■								

Task Info

D6

Imitation discriminating static and kinetic motor movements

4= at least 10 pairs of actions & readily imitates novel actions

3= imitates any 10 pairs of actions

2= imitates any 5 pairs of actions

1= imitates any 2 pairs of similar actions where one response in the pair involves movement and the other is a static response.

Upon request, Jim will imitate similar actions that require him to discriminate whether the action requires either a static (held position) or a kinetic (movement) motor movement.

Will Jim imitate both actions that require him to demonstrate holding a static position and those that require him to imitate a similar action that requires repeated movement when asked to "Do this"?

Task Note

Enter your notes here

Task Example

Tap table with a hand
palms together, tap f

[Video Link](#)

Click to view a video demonstration of many skills

Task Files

[Appendix Eleven \(Appendix11.pdf\)](#)

Click for a list of some specific skills

Personalized with student's name

Gender-correct pronouns

Student Menu

with a Saved Assessment

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Student Menu Jim Partington |

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533 - Total Grid View [Jim P \(modify\)](#)

[11/5/2007 1:58 PM Saved Assessment](#)

[View info](#) [New Assessment](#) [delete](#)

Total Grid View

Displays tracking grid of student's assessments in WebABLLS and the central hub for generating reports and documents

Click to perform an update of the student's performance

Select Targets for Program

A19				B27				C38				D27				E20				F29				G38				H38			
A18				B26				C37				D26				E19				F28				G37				H37			
A17				B25				C36				D25				E18				F27				G36				H36			
A16				B24				C35				D24				E17				F26				G35				H35			
A15				B23				C34				D23				E16				F25				G34				H34			
A14				B22				C33				D22				E15				F24				G33				H33			
A13				B21				C32				D21				E14				F23				G32				H32			
A12				B20				C31				D20				E13				F22				G31				H31			
A11				B19				C30				D19				E12				F21				G30				H30			
A10				B18				C29				D18				E11				F20				G29				H29			
A9				B17				C28				D17				E10				F19				G28				H28			
A8				B16				C27				D16				E9				F18				G27				H27			
A7				B15				C26				D15				E8				F17				G26				H26			
A6				B14				C25				D14				E7				F16				G25				H25			
A5				B13				C24				D13				E6				F15				G24				H24			
A4				B12				C23				D12				E5				F14				G23				H23			
A3				B11				C22				D11				E4				F13				G22				H22			
A2				B10				C21				D10				E3				F12				G21				H21			
A1				B9				C20				D9				E2				F11				G20				H20			
A19				B8				C19				D8				E1				F10				G19				H19			
A18				B7				C18				D7				E19				F9				G18				H18			
A17				B6				C17				D6				E18				F8				G17				H17			
A16				B5				C16				D5				E17				F7				G16				H16			
A15				B4				C15				D4				E16				F6				G15				H15			
A14				B3				C14				D3				E15				F5				G14				H14			
A13				B2				C13				D2				E14				F4				G13				H13			
A12				B1				C12				D1				E13				F3				G12				H12			
A11								C11								E12								G11				H11			
A10								C10								E11								G10				H10			
A9								C9								E10								G9				H9			
A8								C8								E9								G8				H8			
A7								C7								E8								G7				H7			
A6								C6								E7								G6				H6			
A5								C5								E6								G5				H5			
A4								C4								E5								G4				H4			
A3								C3								E4								G3				H3			
A2								C2								E3								G2				H2			
A1								C1								E2								G1				H1			

Click on flags to select potential IEP objectives

A) COOPERATION AND REINFORCER EFFECTIVENESS

B) VISUAL PERFORMANCE

C) RECEPTIVE LANGUAGE

D) MOTOR IMITATION

E) VOCAL IMITATION

F) REQUESTS

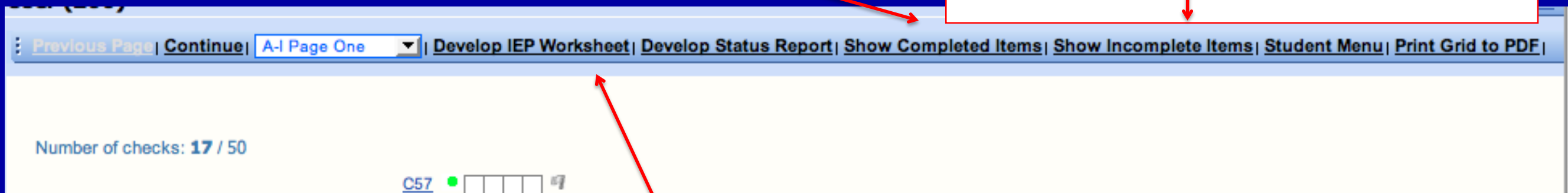
G) LABELING

H) INTRAVERBALS

Report Options

Quickly make a report of all completed skill items

Or make a list of items that still need to be completed



Automatically have WebABLLS put your selected skill items into an IEP Worksheet – your student's name is inserted and sentences use the correct pronouns!

IEP Worksheet

without Criteria Added

IEP Worksheet / Monday, Nov 05, 2007 Individual education plan for Jim P (533)

Session ends in: 01:57:59

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LEGEND

Teacher: Jim Partington
 [Jim Partington 11-7-2007](#)

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Assigned Date: Format: MM/DD/YYYY
Task-objective counter: 14/50
1 2

Skills	Objective	Criteria	Current Level	IEP Notes
A7. Responds for multiple instructors <input type="checkbox"/> <input type="checkbox"/>	Jim will be able to demonstrate and use skills learned with one instructor when working with other instructors. <div>Paste</div>	2= works readily with 3 or more instructors and with novel instructors at about the same rate and quality of responding demonstrated with familiar instructors 1= works readily with 3 or more instructors at about the same rate and quality of responding		
B5. Match identical pictures to sample <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	When given a picture, Jim will match to an identical picture in an array of three pictures. <div>See current skill level</div>	4= at least 10 pictures to pictures in a display of 8 pictures 3= at least 5 pictures to pictures in display of 4 2= at least two pictures to pictures in a display of 2 1= can match one picture an identical picture in a display of 2 pictures		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	items, and given an array of sample items for each of the three items, Jim will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people).	4= given 20 items (5 each of 4 items) can sort 10 or more type items into an array of 4 samples 3= given 12 items (3 each of 4 items) can sort at least 6 types of items into array of 4 samples		

Cut & paste your desired criteria

Describe the learner's performance

IEP Worksheet

with Criteria

IEP Worksheet / Monday, Nov 05, 2007 Individual education plan for Jim P (533)

Session ends in: 01:54:56

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LEGEND

Teacher: Jim Partington
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Assigned Date: Format: MM/DD/YYYY
Task-objective counter: 14/50
1 2

Skills	Objective	Criteria	Current Level	IEP Notes
A7. Responds for multiple instructors <input type="checkbox"/> <input type="checkbox"/>	Jim will be able to demonstrate and use skills learned with one instructor when working with other instructors. He will work readily with 3 or more instructors and with novel instructors at about the same rate and quality of responding demonstrated with familiar instructors.	2= works readily with 3 or more instructors and with novel instructors at about the same rate and quality of responding demonstrated with familiar instructors 1= works readily with 3 or more instructors at about the same rate and quality of responding		
B5. Match identical pictures to sample <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	When given a picture, Jim will match to an identical picture in an array of three pictures. He will be able to match at least 10 pictures to pictures in a display of 8 pictures.	4= at least 10 pictures to pictures in a display of 8 pictures 3= at least 5 pictures to pictures in display of 4 2= at least two pictures to pictures in a display of 2 1= can match one picture to an identical picture in a display of 2 pictures		
B8. Sort non-identical items <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	When given a variety of non-identical objects or pictures representing three items, and given an array of sample items for each of the three items, Jim will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people). He will be able to sort 10 or more types of items into an array of 4 samples.	4= given 20 items (5 each of 4 items) can sort 10 or more types of items into an array of 4 samples 3= given 12 items (3 each of 4 items) can sort at least 6 types of items into array of 4 samples 2= given 6 items (2 each of		

Student Menu

with IEP Worksheet

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Student Menu Jim Partington

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Students

533 - Total Grid View **Jim P** [\(modify\)](#) [New Assessment](#)

	11/5/2007 1:58 PM Saved Assessment	View info	delete
	11/5/2007 7:13 PM IEP by Jim Partington	modify	delete

View or Modify the
student's IEP

Account Sharing Options

Share information with others

Profile Coordinator: *

Partington, Dr. James (Behavior Analysts, Inc) ▼

License Key:*

1 - 9999818 seats open of 9999999 - 12/1/2050 ▼

Shared with Accounts

<input type="checkbox"/> Full name	Customer	Email	Access Mode	Country
			1	

Search Accounts to Share with

Account Name

Account Email

Share WebABLLS with others – You authorize the sharing rights and have complete control with each student profile – view only or view/modify

Excel Output

IEP Worksheet can be exported as an Excel file

- Create custom layouts
- Insert into custom formats
- Insert into district-specified templates

Jim P IEP.xls				
	A	B	C	D
1	Student Name (Jim, P), Student ID (533)			
2	Skills	Objective	Current Level	Notes
3	A7. Responds for multiple instructors	Jim will be able to demonstrate and use skills learned with one instructor when working with other instructors. He will work readily with 3 or more instructors and with novel instructors at about the same rate and quality of responding demonstrated with familiar instructors.		
4	B5. Match identical pictures to sample	When given a picture, Jim will match to an identical picture in an array of three pictures. He will be able to match at least 10 pictures to pictures in a display of 8 pictures.		
5	B8. Sort non-identical items	When given a variety of non-identical objects or pictures representing three items, and given an array of sample items for each of the three items, Jim will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people). He will be able to sort 10 or more types of items into an array of 4 samples.		

Joey's Student Menu

Saved Assessments, IEP Worksheets, Status and Progress Reports

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Dr. James Partington |

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Students

96 - Total Grid View **Joseph** [\(modify\)](#)

[New Assessment](#)

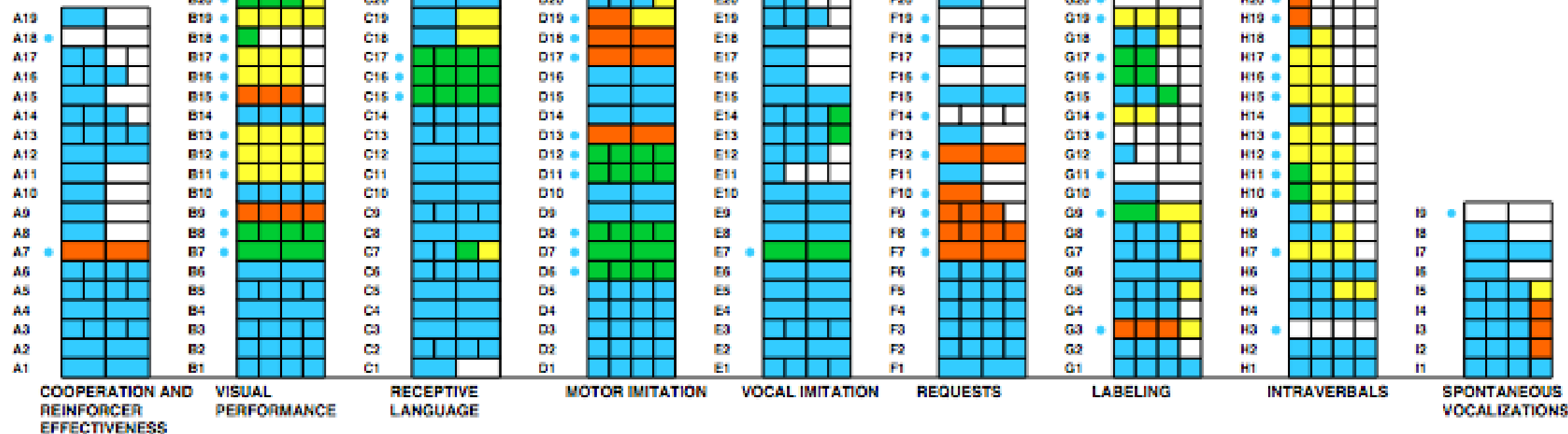
	7/19/2007 5:15 AM Saved Assessment	View info	delete
	7/19/2007 5:31 AM Saved Assessment	View info	delete
	7/19/2007 5:34 AM Saved Assessment	View info	delete
	8/21/2007 6:56 AM Status Report by Lisa	modify	delete
	8/21/2007 7:04 AM Status Report by Lisa	modify	delete
	8/21/2007 7:08 AM Status Report by Lisa	modify	delete
	10/12/2007 8:37 AM Saved Assessment	View info	delete
	10/12/2007 8:47 AM IEP by Lisa	modify	delete
	10/12/2007 9:01 AM IEP by Lisa	modify	delete
	10/22/2007 10:30 AM IEP by Lisa	modify	delete
	10/22/2007 10:31 AM Progress Report by Lisa	modify	delete
	10/22/2007 10:52 AM IEP by Lisa	modify	delete
	10/22/2007 10:57 AM IEP by Lisa	modify	delete

Student: Joseph

Assessor	Assigned Date	Color code
	7-15-2006	Blue
	10-31-2006	Orange
	3-15-2007	Green
	10-12-2007	Yellow

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

The student's
Tracking Grids
showing all his
assessment
results



Where Should Teaching Occur?

EVERYWHERE!

Need a blend of formal (structured)
teaching sessions and training in the
natural environment

Home, park, stores, car, the yard, the zoo,
Discovery Zone, the beach

EVERYWHERE !!!



ABLLS-R,

developed by Dr. Partington, is the premier skills-tracking assessment tool and curriculum guide for children with autism or language delays that is based on the science of Behavior Analysis and Skinner's analysis of Verbal Behavior.

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FABA 2011

September 21-24, 2011

NAA 2011 Conference

November 10-12, 2011

ABAI 6th International Conference

November 24-26, 2011

2012 DADD 13th

International Conference
January 18-20, 2012

for PARENTS & CAREGIVERS



child achieve their best possible outcome. Find out more here.

for EDUCATORS



Teach your children well with Partington Behavior Analysts. Let us help you manage your classroom. For more information, click here.

for PROFESSIONALS & MEDICAL PROVIDERS



We provide educational treatment solutions with comprehensive assessment tools. Assess and track your patients easily. Learn more...

What's New

ABLLS®-R Now Available in Italian!

The Assessment of Basic Language and Learning Skills-Revised has just been translated and published in Italy.

The Assessment of Basic Language and Learning Skills-Revised (The ABLLS®-R), è uno strumento di valutazione, una guida/curriculum comprensivo dotato di un sistema di monitoraggio degli apprendimenti ideato per guidare all'insegnamento del linguaggio e altre aree di apprendimento in bambini con diagnosi dello spettro autistico e altre disabilità.

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with Verbal Behavior



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