

Student: \_\_\_\_\_

School Year: \_\_\_\_\_

### The Behavioral Language Assessment Form

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

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

**1-2 = Early Learner**

**3-4 = Intermediate Learner**

**4-5 = Advanced Learner**

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

**1. Cooperation with Adults** \_\_\_\_\_ (enter score)

How easy is it to work with the child?

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

## 2. Requests (Mands) \_\_\_\_\_

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

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

## 3. Motor Imitation \_\_\_\_\_

Does the learner copy actions?

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

## 4. Vocal Play \_\_\_\_\_

Does the learner spontaneously say sounds and words?

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

## 5. Vocal Imitation (Echoic) \_\_\_\_\_

Will the learner repeat sounds or words?

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

## 6. Matching-to-Sample \_\_\_\_\_

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

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

## 7. Receptive \_\_\_\_\_

Does the learner understand any words or follow directions?

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

## **8. Labeling (Tact)** \_\_\_\_\_

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

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

## **9. Receptive by Function, Feature, and Class** \_\_\_\_\_

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

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

## **10. Conversational Skills (Intraverbals)** \_\_\_\_\_

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

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

## **11. Letters and Numbers** \_\_\_\_\_

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

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

## **12. Social Interaction** \_\_\_\_\_

Does the learner initiate and sustain interactions with others?

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

## Correlating ABLIS-R Goals

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

## ADVANCED LEARNER PROFILE

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

### Remember:

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