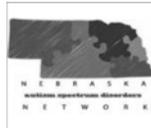


TRI-STATE WEBINAR SERIES

Connecting Verbal Behavior Programs with Functional Living Skills from the AFLS

(Assessment of Functional Living Skills)

Presented by:
Deb Rauner



Tri-State Webinar Series

Tri-State Autism Spectrum Disorder Webinar Series



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Polling Questions

- Questions will be asked throughout the webinar
- When the poll opens on your screen respond by clicking on or filling in your answer

What is your role?

What is your role?

Administrator

Parent/Family Member

Related Service Professional

Teacher

Other

What state are you from?

What state are you from?

Colorado

Kansas

Nebraska

Other

No Vote

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Presenter Information

- Deb Rauner, M.Ed., Currently an Autism Consultant and Verbal Behavior Trainer. Formerly a Special Education Teacher & Behavior Specialist



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Learner Objectives

- Participants will understand the importance of including functional living skills in an individual intervention plan.
- Participants will become familiar with the Assessment of Functional Living Skills Guides that include protocols in Basic Living Skills, School Skills, Home Skills, Community Skills, Vocational Skills and Independent Living Skills.
- Participants will learn how to use planning tools to easily develop a program that incorporates functional living skills chosen from the AFLS.



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Presentation Summary

- This webinar will introduce participants to The AFLS Assessment and Curriculum Guides as an extension to a verbal behavior program.
- Participants will gain the knowledge and tools to track a learner's functional living skills and plan an individual intervention program to increase independence.



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Ready, Set, Go!

- Let's get started on learning how to use The AFLS Assessment and Curriculum Guides as an extension to a verbal behavior program.
- All forms discussed will be available to you electronically.



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AFLS

Assessment of Functional Living Skills

Publication by Drs. James Partington & Michael Mueller at
Behavior Analysts Inc.



Looking into the Future: Common Questions:



- What will my son/daughter be like as an adult?
- Will he/she be able to help care for themselves whether at home or an alternative environment?

AFLS

Answer:

- How independent the child will be depends on how much the person is able to do for him/herself (functional skills).



AFLS

Functional Skills are:

- Skills that are necessary to survive
- Skills that If you don't do them yourself, someone else will have to do them for you
- Skills that lead to some level of independence



Benefits of Teaching Functional Skills

- **Take care of themselves/Help themselves**
- **Increase in self-confidence**
- **Improve living options**
- **Decrease need for support personnel**
- **Improve school/vocational placement**
- **Personal freedom and social opportunity**

Partington: Behavior Analysts Inc.



Reason for Functional Skills Emphasis

A Case for Teaching Functional Skills (from TASH Newsletter)

- **“he can put 100 pegs into a peg board, but can’t put quarters into a vending machine”**
- **“he can fold paper into halves and quarters with an 80% success rate, but he can’t fold his clothes”**
- **“he can put a rain symbol on the calendar when it is raining, but he still goes out in the rain without a coat”**
- **“he can put a cube in the box, under the box and beside the box, but needs help to put his garbage in the trash at McDonald’s”**



But I Don't Want to Focus on Functional Skills Because....

- It's easier for me to do it for you.
- I can do it faster. I don't have the time to let you try to do it yourself.
- He/She can't do the entire task by him/herself.
- It's not safe (See cautionary statement in AFLS)

Partington, Behavior Analysts Inc.



Remember:

... that a combination of language skills with functional skills increases likelihood of successful participation in a variety of environments.

Therefore, teaching functional skills becomes part of our "best practices" instruction.



What Skills to Choose

Critical to select goals that are meaningful:

- * **Meaningful to the child/youth**
- * **Meaningful for the family**
- * **Prepare child/youth for future environments
(transition planning starts with the initial IPP)**

One of the greatest “gifts” we can give to the children and youth we work with is PERSONAL INDEPENDENCE

**There are limited teaching hours per day –
important to make them count**

Society of Treatment of Autism



When to Teach Functional Skills

1. When learners are young to throughout adulthood.
2. When learners are still participating in the ABLLS-R or Language Based Curriculum. (Vocabulary for ABLLS-R/language tasks can be from functional activities).
3. As soon as possible!



Where to Teach Functional Skills

Everywhere!

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



Polling Question #1

- Functional skills should only be taught to students in high school.

True or False?



Answer:

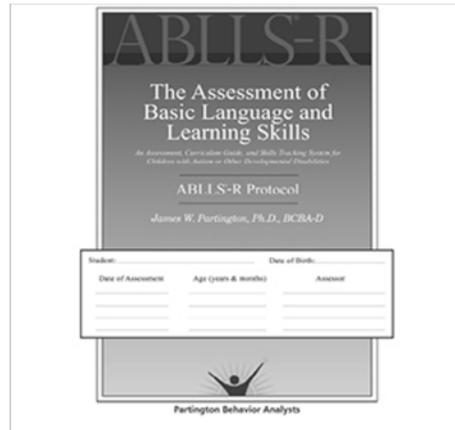
- False: Functional skills can be taught at any age level but should be a priority for any student by age 12.



Some Functional Programming Options



Functional Programming Option: ABLLS-R



Functional Programming Option: ABLLS-R

- The ABLLS-R is a criterion-referenced assessment and curriculum guide for basic language and learning skills
- The ABLLS-R works on a variety of skills such as:
 - Early Language Skills
 - Early Developmental Sequences
 - Early Learning Sequences
 - Self-Help Skills
 - Learning to Learn Skills



Functional Programming Option: AFLS



WHAT IS THE AFLS?

- The Assessment of Functional Living Skills (AFLS) is a criterion-referenced skills assessment tool, tracking system, and curriculum guide.
- AFLS is used for teaching children, adolescents, and adults with developmental disabilities the essential skills they need in order to achieve the most independent outcomes.
- AFLS is the most versatile assessment system available and offers learners a pathway to independence.

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AFLS Components

- The formatting is similar to the ABLLS-R. It can be used to demonstrate a learner's current functional skill repertoire and provide tracking information for the progressive development of these functional skills throughout the lifespan.
- The AFLS contains task analyses of many of the skills essential for participation in a wide range of family, school, community and work environments and can be used simultaneously with the ABLLS-R.



Why Add AFLS to ABLLS or Other Language Based Programming?

- This developmental disabilities and autism assessment can be used with early elementary to adult learners.
- Identify a shift in focus from acquiring early language skills to acquiring functional living skills.
- Realization that a combination of language skills with functional skills increases likelihood of successful participation in a variety of environments.



Why the AFLS Works:

- **Utilize Anytime, Anywhere** - The AFLS spans all areas critical to the development of functional living skills (Basic, Home, School, Community, Vocational, and Independent)
- **Need Curriculum? Use the AFLS to Develop It!** The AFLS supports and enhances any curriculum - no matter the mandated curriculum - the AFLS works with them all



Why the AFLS Works

- **Easy to Understand** - Written in practical non-technical language; no certification required
- **Simple to Use** - Complete with a Guide that provides step-by-step instructions with examples and methods making the system easy for all stakeholders



Features of AFLS

There are currently 6 modules

- Basic Living Skills
- Home Skills
- Community Participation Skills
- School Skills
- Vocational Skills
- Independent Living Skills



AFLS Skills

◇ Basic Living Skills: 225 Skills

- Self-Management
- Basic Communication
- Dressing
- Toileting
- Grooming
- Bathing
- Health, Safety and First Aid
- Nighttime Routines



AFLS Skills:

❖ Home Skills: 251 Skills

- Meals at Home
- Dishes
- Clothing and Laundry
- Housekeeping and Chores
- Household Mechanics
- Leisure
- Kitchen
- Cooking



AFLS Skills:

❖ Community Participation Skills: 259 Skills

- Basic Mobility
- Community Knowledge
- Shopping
- Eat in Public
- Money
- Phone
- Time
- Social Awareness and Manners



AFLS Skills:

✧ School Skills: 337 Skills

- Classroom Mechanics
- Meals at School
- Routines and Expectations
- Social Skills
- Technology
- Common Knowledge
- Core Academics
- Applied Academics



AFLS Skills

✧ Vocational Skills: 464 Skills

- | | |
|--------------------------|-------------------------|
| * Job Search | * Support Personnel |
| * Interview | * Office Skills |
| * Basic Skills | * Computer Skills |
| * Co-Worker Relations | * Restaurant Skills |
| * Workplace Safety | * Restaurant Kitchen |
| * Fixed Activity Skills | * Warehouse |
| * Custodial and Cleaning | * Tools |
| * Laundry | * Trades & Construction |
| * Retail | * Landscaping |



AFLS Skills



❖ Independent Living Skills: 436 Skills

- | | |
|------------------------------|-------------------------------|
| * Organizational Skills | * Money Management |
| * Self Care | * Independent Shopping |
| * Maintenance & Cleaning | * Personal Management |
| * Mechanics & Repair | * Safety |
| * Community Travel | * Problem Solving |
| * Transportation | * Social Interactions |
| * Kitchen Tools & Appliances | * Living With Others |
| * Food & Meal Planning | * Interpersonal Relationships |

Additional Features of AFLS

- Divided into smaller sections within a larger topic section
- Can use sections as “units” for groups
- Some replication of specific skills that are in the ABLLS
- Choose skills that are pertinent to student
- Safety Warnings within each module



Polling Question #2

Which of the following is NOT an AFLS Protocol Guide?

- A. Basic Living Skills
- B. Independent Living Skills
- C. Home Skills
- D. Sheltered Workshop Skills
- E. Community Participation Skills
- F. School Skills



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Answer:

D: Structured Workshop Skills.

Fixed Activity Skills are covered in the Vocational Skills Guide Protocol.



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AFLS Grid Examples

- How the grids look/work
- Comparison of typically developing student grid to grid of student with autism



The Assessment of Functional Living Skills - The AFLS™

Grooming (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
GR 11	0 1 2 3 4	Flosses teeth	Learner will floss between all teeth.	Does learner floss teeth?		4= flosses between all teeth, 3= flosses front teeth top and bottom, 2= flosses all teeth with only verbal prompts, 1= requires imitative model and minimal physical prompts to floss front teeth	
GR 12	0 1 2	Completes tooth brushing process at least twice a day	Learner will independently complete oral hygiene sequence twice a day.	Does learner complete oral hygiene sequence twice a day without being told?	Brush teeth, floss, mouth wash, etc. without being told	2= independently completes entire process twice a day, 1= independently completes entire process once a day	
GR 13	0 1 2 3 4	Regulates water temperature	Learner will adjust water temperature on at least 3 types of faucets.	Does learner regulate water temperature using sink faucets?	Double handle controls, single handle lever, single knob pull control, press-to-activate control, etc.	4= adjusts water temperature on at least 3 types of faucets, 3= adjusts water temperature on at least 2 types of faucet, 2= adjusts water temperature on a faucet with only verbal prompts, 1= adjusts water temperature on a faucet with minimal physical prompts	
GR 14	0 1 2 3 4	Washes and dries face	Learner will wet, wash with soap, rinse, and dry face.	Does learner wash face using soap?		4= independently washes face with soap, rinses, dries and self-checks in mirror, 3= wets face, washes, rinses and dries with only verbal prompts to check thoroughness of cleaning, 2= requires only verbal prompts to wet, wash (but not fully adequate), rinse and dry face, 1= requires minimal physical prompts to wash and dry face	
GR 15	0 1 2 3 4	Blows nose	Learner will blow nose.	Does learner blow nose?		4= independently gets tissue and blows nose as needed, 3= independently blows nose but must be told when to blow nose, 2= requires only verbal prompts to blow nose, 1= requires imitative or minimal physical prompts to blow nose	



Assessment of Functional Living Skills Skills Tracking System

Home Skills

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Assessment of Functional Living Skills Skills Tracking System

Home Skills

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Learner: Joey 10/19/01
 Assessor: Mom Date: 5/12
 Color Code:

Assessment of Functional Living Skills Skills Tracking System

Home Skills

MH29 ○
MH28 ○
MH27 ○
MH26 ○

MH25 ○
MH24 ○
MH23 ○
MH22 ○
MH21 ○
MH20 ○
MH19 ○
MH18 ○
MH17 ○
MH16 ○

MH15 ○
MH14 ○
MH13 ○
MH12 ○
MH11 ○
MH10 ○
MH9 ○
MH8 ○
MH7 ○

MH6 ○
MH5 ○
MH4 ○
MH3 ○
MH2 ○
MH1 ○

MH Meals at Home

DS18 ○
DS17 ○
DS16 ○
DS15 ○
DS14 ○
DS13 ○
DS12 ○
DS11 ○
DS10 ○
DS9 ○
DS8 ○
DS7 ○
DS6 ○
DS5 ○
DS4 ○
DS3 ○
DS2 ○
DS1 ○

DS Dishes

CL30 ○
CL29 ○
CL28 ○
CL27 ○
CL26 ○

CL35 ○
CL24 ○
CL23 ○
CL22 ○
CL21 ○
CL20 ○
CL19 ○
CL18 ○
CL17 ○
CL16 ○
CL15 ○
CL14 ○
CL13 ○

CL12 ○
CL11 ○
CL10 ○
CL9 ○
CL8 ○
CL7 ○
CL6 ○

CL5 ○
CL4 ○
CL3 ○
CL2 ○
CL1 ○

CL Clothing & Laundry

HC38 ○
HC37 ○
HC36 ○
HC35 ○
HC34 ○
HC33 ○
HC32 ○
HC31 ○
HC30 ○

HC28 ○
HC27 ○
HC26 ○
HC25 ○
HC24 ○
HC23 ○
HC22 ○
HC21 ○
HC20 ○
HC19 ○
HC18 ○
HC17 ○
HC16 ○

HC15 ○
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HC11 ○
HC10 ○
HC9 ○
HC8 ○
HC7 ○
HC6 ○

HC5 ○
HC4 ○
HC3 ○
HC2 ○
HC1 ○

HC Housekeeping and Chores

HM35 ○
HM34 ○
HM33 ○
HM32 ○
HM31 ○
HM30 ○

HM29 ○
HM28 ○
HM27 ○
HM26 ○
HM25 ○
HM24 ○
HM23 ○
HM22 ○
HM21 ○
HM20 ○
HM19 ○
HM18 ○
HM17 ○

HM16 ○
HM15 ○
HM14 ○
HM13 ○
HM12 ○
HM11 ○
HM10 ○
HM9 ○
HM8 ○
HM7 ○
HM6 ○
HM5 ○
HM4 ○
HM3 ○
HM2 ○
HM1 ○

HM Household Mechanics

LS25 ○
LS24 ○
LS23 ○
LS22 ○
LS21 ○
LS20 ○
LS19 ○
LS18 ○
LS17 ○
LS16 ○
LS15 ○
LS14 ○
LS13 ○
LS12 ○
LS11 ○

LS10 ○
LS9 ○
LS8 ○
LS7 ○
LS6 ○
LS5 ○
LS4 ○
LS3 ○
LS2 ○
LS1 ○

LS Leisure

KT37 ○
KT36 ○
KT35 ○
KT34 ○

KT33 ○
KT32 ○
KT31 ○
KT30 ○
KT29 ○
KT28 ○
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KT12 ○

KT11 ○
KT10 ○
KT9 ○
KT8 ○
KT7 ○
KT6 ○
KT5 ○
KT4 ○
KT3 ○
KT2 ○
KT1 ○

KT Kitchen

CG43 ○
CG42 ○
CG41 ○
CG40 ○

CG39 ○
CG38 ○
CG37 ○
CG36 ○
CG35 ○
CG34 ○
CG33 ○
CG32 ○
CG31 ○

CG30 ○
CG29 ○
CG28 ○
CG27 ○
CG26 ○
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CG16 ○
CG15 ○
CG14 ○
CG13 ○

CG12 ○
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CG10 ○
CG9 ○
CG8 ○
CG7 ○
CG6 ○
CG5 ○
CG4 ○
CG3 ○
CG2 ○
CG1 ○

CG Cooking

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AFLS Teaching Methods

- While teaching methods may be different based on the existing skills of the learner, parents or instructors can either teach these skills as they naturally occur (such as getting dressed in the morning after waking up or brushing teeth after eating breakfast) or they can carve out time during the day to work on a specific skill.
- Verbal behavior strategies that look at teaching verbal operants (building blocks of language and learning) using errorless teaching in discrete trials are also an effective way of presenting AFLS instruction.

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How to Teach Content

Taught using Behavioral Teaching Strategies:

- **Discrete trials**
- **Reinforcement**
- **Pairing**
- **Error correction**
- **Errorless learning**
- **Prompting**
- **Shaping**



How To Teach Content

- Putting task on card and doing it within intensive teaching sessions (using Errorless Teaching Procedure), workboxes/bags which mixes types and complexity of tasks
- Doing the task in the Natural Environment and tracking it on a NET Data Sheet
- Using a Task Analysis approach to teach larger skills
- Using prompts and shaping to teach multiple step tasks



Errorless Teaching Information

- Errorless teaching reduces student errors and allows teaching without mistakes occurring.
- Errorless teaching is associated with faster learning and less problem behavior during instruction.
- Errorless teaching involves the use of prompts that must be faded.



Two Types of Skill Items in Errorless Teaching

- “Known Items” means previously mastered items. Known items can be found on assessments.
- “Target Items” are those items that are targeted for mastery. Use Errorless Teaching with Target Skills.
- 80% of all trials in Intensive Teaching (IT) should usually be easy or known skills.
- 20% of all trials are usually target skills and/or correction of errors.



Errorless Teaching Sequence

PROMPT TRANSFER DISTRACT CHECK

1. Prompt Trial: We ask the question and then quickly prompt the correct response.
1. Transfer Trial: Ask the same question again, this time without a prompt. The purpose of the transfer trial is to fade the prompt.
1. Distract Trial: Ask one or two known items. These are used to place easy responses in the sequence.
1. Check Trial: Ask the original question. This serves to assess ("check") whether the student remains able to demonstrate the skill after some easy, known skills.



How to Teach Using a Task Analysis

Develop task analysis: Break task down into teachable "chunks"

- Ensure all parties agree on the sequence
- Often helpful to role play steps to ensure the sequence is accurate
- Takes advantage of child's inflexibility/desire to follow established routines



Example of Task Analysis

- Making Toast
- Blank Task Analysis Template



Each task is made up of several small steps and if we break down complex tasks into small steps, an individual may be more able to learn to perform the task. Listing the sequence of actions or steps involved in completing a task is called **task analysis**.

The following is an example of a task analysis for making toast:

Task Analysis for making Toast

1. *Get bread from cabinet*
2. *Open bread package*
3. *Remove two slices*
4. *Place bread in toaster*
5. *Push down toaster lever*
6. *Wait until toast pops up*
7. *Remove toast*
8. *Place toast on plate*
9. *Butter toast*
10. *Serve or eat*

You might decide that some steps are not really needed because the individual you support already knows how to get the bread or how to wait. Or you might need to include even more steps. For example, you may find you need to add a step between 5 and 6 and have the individual get the butter and jam out of the refrigerator. That's the nice thing about a task analysis. You can make the analysis as detailed and as long as necessary. A task analysis for the same task might look different for two individuals based on their abilities and learning needs. A task such as making a phone call might have eight steps or 25. It's important for staff to build a task analysis based on how the individual might complete the task, not necessarily



Polling Question #3:

Which statement is true?

- A. The use of discrete trials and errorless teaching procedures are **not** appropriate in teaching AFLS skills.
- B. Task Analyses are **not** an effective tool in teaching AFLS skills.
- C. Verbal Behavior strategies can be used to teach AFLS skills both in Intensive Teaching situations at the table and in the Natural Environment.
- D. Functional Living Skills are **not** a priority for most students.



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Answer:

C: Skills from the AFLS can be taught using verbal behavior strategies both at the table as well as in the natural environment.



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AFLS Organizational Tools

- Overview Descriptions of Each Section in Each Module.
- Index for Each AFLS Module
- Parent/Staff Input Sheets for Each Module
- AFLS Planning Forms
- Blank AFLS Grids
- AFLS IEP Goals/Objectives Examples



Overview Page Example

AFLS HOME SKILLS ASSESSMENT SKILLS OVERVIEW

<p>MEALS AT HOME</p> <p>The skills assessed in this section are comprised of a wide range of appropriate mealtime eating skills and behaviors necessary to function independently and to have meals at home and to be at socially enjoyable events. Learning to eat with utensils, setting the table, serving food to self and others, knowing and following socially acceptable table manners are covered in this section.</p>	<p>HOUSEHOLD MECHANICS</p> <p>Basic household living requires a tremendous amount of knowledge about how things work, just about everything involved in the home has to be turned on/off, twisted, pulled/pushed or manipulated in some way in order to operate items in the home. There are a variety of skills assessed in this section which include opening various doors and locks, windows, using keys, tools ladders, making repairs, adjusting thermostats, replacing batteries, etc.</p>
<p>DISHES</p> <p>When meals are finished, learners should be expected to regularly and independently contribute to the post-meal clean up. This section assesses skills such as setting the table, loading, operating and unloading the dishwasher, washing dishes by hand, and putting away clean dishes.</p>	<p>LEISURE</p> <p>During "down times" or breaks or when the learner simply has "free time", the learner should be able to choose appropriate leisure tasks to provide an important balance in life. Listening to music, watching TV or DVDs, playing video games, using a computer, playing card and board games are all included in the assessment of indoor leisure activities. Outdoor activities and games involving social and peer components are also assessed.</p>
<p>CLOTHING AND LAUNDRY</p> <p>It is important to know how to care for one's clothes. The Clothing and Laundry section reviews the learner's ability to identify clean from dirty clothes, separate whites from darks and colors sort clothes to be washing in the machine or by hand and determine dryer or non-dryer items. The skills involved in operating a washer and dryer, folding and putting away laundry, stacking clothes into drawers and hanging clothing are also included.</p>	<p>KITCHEN</p> <p>Having a wide range of kitchen-related skills allows the learner to independently obtain food and drinks as desired and makes it possible for the learner to participate with others in the preparation of meals. The learner must know which things go into the pantry, refrigerator, freezer or in the cupboards. Learners must have an awareness of safe kitchen practices such as using caution around dangerous kitchen items and safety handling and storing foods.</p>
<p>HOUSEKEEPING AND CHORES</p> <p>A range of housekeeping skills and chores are assessed in this section. Routines when entering and leaving the home, making beds, cleaning floors and countertops are assessed in this section. Additional tasks such as sweeping, vacuuming, feeding pets, watering plants, storing items and other indoor chores are included. Raking leaves and shoveling are two of the outdoor chores assessed.</p>	<p>COOKING</p> <p>The Cooking area assesses liquid and solid measurement, pouring, mixing, cutting, baking, and following simple and more complex recipes. Advanced safety skills and working with more dangerous kitchen items and appliances are also covered in the Cooking area. Because cooking involves the use of sharp objects and heat producing appliances, maximum supervision and caution should be exercised when assessing on attempting to teach cooking skills.</p>

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Index Page Example

Home Skills

- Meals at Home:** (Pages 1-5)
 - MH1-6 = Utensils
 - MH7-15 = Drink and Serve
 - MH16-25 = Manners
 - MH26-27 = Cleaning up
- Dishes:** (Pages 6-9)
 - DS1-18 = Dish Washing Skills
- Clothing and Laundry:** (Pages 10-14)
 - CL1-5 = Washing Clothes
 - CL6-12 = Dryer Use
 - CL13-25 = Put Away Items
 - CL26-30 = Hanging Up Items
- Housekeeping and Chores:** (Pages 15-20)
 - HC6-9 = Trash
 - HC10-15 = Clean Surfaces
 - HC16-19 = Bedding
 - HC20-30 = Dust and Clean
 - HC29-34 = Pets, Plants, Outdoors
- Household Mechanics:** (Pages 21-26)
 - HM1-12 = Windows and Doors
 - HM13-18 = Tools
 - HM19-23 = Knowledge of Rooms
 - HM24-35 = Repairs and Letters
- Leisure:** (Pages 27-32)
 - LS1-10 = Operate Items and Independence
 - LS11-25 = Group Skills
- Kitchen:** (Pages 33-40)
 - KT1-11 = Open Containers and Put Away Items
 - KT12-16 = Identify and Locate Items
 - KT17-23 = Transfer, Clean Up and Discard Items
 - KT24-26 = Can Openers
 - KT27-33 = Knives
 - KT34-37 = Measuring
- Cooking:** (Pages 41-51)
 - CG1-12 = Pour, Stir and Cold Foods
 - CG13-21 = Heat Foods, Microwave, Toaster
 - CG22-30 = Flames and Boiling Water
 - CG31-39 = Cooking
 - CG40-43 = Timers and Meal Planning



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Teacher/Parent Input Form Example

SELF-MANAGEMENT	MEALS AT HOME
Major Behavior Issues	Utensils
Generalize and Cooperation	Drink and Serve
Flexibility	Manners
Rules of Conduct	Cleaning Up
BASIC COMMUNICATION	DISHES
Receptive and Mandis (ABLLS)	Dish Washing Skills
FACTS (ABLLS)	CLOTHING AND LAUNDRY
Intraverbals (ABLLS)	Washing Clothes
Read and Write	Dryer Use
DRESSING	Put Away Items
Taking Items On/Off	Hanging Up Items
Fasteners	HOUSEKEEPING AND CHORES
Adjustments to Clothing	Care of Personal Items
Selection of Clothing	Trash
Female Dressing Items	Clean Surfaces
Male Dressing Items	Bedding
TOILETING	Dust and Clean
	Pets, Plants, Outdoors
GROOMING	HOUSEHOLD MECHANICS
Washing and Brushing Teeth	Windows and Doors
Nails, Deodorant, Comb, Nose Care	Tools
Female Grooming Items	Knowledge of Rooms
Male Grooming Items	Repairs and Letters
BATHING	LEISURE
	Operate Items and Independence
HEALTH SAFETY AND FIRST AID	Group Skills
Water Safety	KITCHEN
Identify Dangerous Situations	Open Containers & Put Away Items
Basic First Aid	Identify and Locate Items
Emergencies	Transfer, Clean Up & Discard Items
Sun Screen and Hydration	Can Openers
Medical Procedures	Knives
Allergen Avoidance	Measuring
	COOKING: Cooking Foods
NIGHT TIME ROUTINES	Pour, Stir & Cold Foods
	Heat Foods, Microwave, Toaster
	Flames & Boiling Water
	Timers & Meal Planning

Developed by Deb Rausser



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Program Planning Form Example

AFLS PLANNING FORM	
BASIC LIVING SKILLS	HOME SKILLS
SELF-MANAGEMENT	MEALS AT HOME
BASIC COMMUNICATION	DISHES
DRESSING	CLOTHING AND LAUNDRY
TOILETING	HOUSEKEEPING AND CHORES
GROOMING	HOUSEHOLD MECHANICS
BATHING	LEISURE
HEALTH, SAFETY AND FIRST AID	KITCHEN
NIGHT TIME ROUTINE	COOKING

Developed by Deb Sawyer



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AFLS Examples

- Example of data sheets (First Steps AFLS Plan Sheet, Skills Tracking Sheets, Weekly Probe, Summary of Mastered Items)
- Schedule and Template



Example of Weekly Probe Sheet

Name: Sam Week of

Weekly Probe Sheet

Item #	Target Skill	Mon	Tue	Wed	Thur	Fri
1	Copy Machine: Label picture	Y	N	Y	N	Y
2	Stapler: Label picture	Y	N	Y	N	Y
3	"I'm finished": V oc Imitation	Y	N	Y	N	Y
4	Get bread from cabinet	Y	N	Y	N	Y
5	Open bread package	Y	N	Y	N	Y
6	Takes out 2 slices	Y	N	Y	N	Y
7	"What's your name?"	Y	N	Y	N	Y
8	"What's your phone number?"	Y	N	Y	N	Y
9	Follow Direction to get stapler from counter	Y	N	Y	N	Y
10	Sort paper clips/pencils	Y	N	Y	N	Y
11	Sort spoons/forks	Y	N	Y	N	Y
12		Y	N	Y	N	Y
13		Y	N	Y	N	Y
14		Y	N	Y	N	Y
15		Y	N	Y	N	Y
16		Y	N	Y	N	Y
17		Y	N	Y	N	Y
18		Y	N	Y	N	Y
19		Y	N	Y	N	Y
20		Y	N	Y	N	Y
21		Y	N	Y	N	Y
22		Y	N	Y	N	Y
23		Y	N	Y	N	Y
24		Y	N	Y	N	Y
25		Y	N	Y	N	Y
26		Y	N	Y	N	Y
27		Y	N	Y	N	Y
28		Y	N	Y	N	Y
29		Y	N	Y	N	Y
30		Y	N	Y	N	Y
31		Y	N	Y	N	Y
32		Y	N	Y	N	Y
33		Y	N	Y	N	Y
34		Y	N	Y	N	Y
35		Y	N	Y	N	Y



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Summary of Mastered Items Sheet

Student: _____

Summary of Mastered Items

Skill:

Item #	Target	Score	Target
1		26	
2		27	
3		28	
4		29	
5		30	
6		31	
7		32	
8		33	
9		34	
10		35	
11		36	
12		37	
13		38	
14		39	
15		40	
16		41	
17		42	
18		43	
19		44	
20		45	
21		46	
22		47	
23		48	
24		49	
25		50	



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Example of Individual Student Plan with the AFLS: Page One (Highlights are Priorities)

Student:	
AFLS Skills taught in NET	AFLS Skills taught in VB Format at Table
Basic Living • TL15-Ask to go to the bathroom Home Skills • DS1- Retrieves dishes from the cupboard • DS5- Put dishes in the dishwasher • DS6- Unloads the dishwasher • DS11- Rinse dishes • DS18- Put away glasses and dishes Clothing and Laundry • HC1- Packs and unpacks backpack Housekeeping and Chores • LS12- Plays board games Leisure Games • RE20- Lines up on request • RE45- Transitions between classes • RE47- Places all personal belongings in an appropriate place	Priority: Identify body parts Basic Living • BC1- Following instructions • BC3- Request missing items needed • BC5- Using communication device • GR15- Blow nose • HS13- Shave head • HS14- Put on bandage (use stuffed animal) • HS21- Verbally reports pain (use stuffed animal) Home Skills • DS3- Select appropriate dishes for food items (optional) • DS16- Dishes (could be NET also) • DS17- Sorts silverware Clothing and Laundry • CL3- Identifies clean and dirty (pictures) • CL3- Sorts laundry by color (pictures) • CL18- Matchee and fold socks • CL17- Fold towel then put away Housekeeping and Chores Leisure Games • LS12- Plays board games • LS1- Choose a book he wants to look at then look at it Kitchen • KT13- Sorts and puts away food purchases School Skills Meals at School • ME11- Uses a fork (stix marshmallow, play-doh) • ME13- Uses a spoon • ME13- Eats from his own plate Routines and Expectations • RE47- Places all personal belongings in an appropriate place



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Example of Individual Student Plan with AFLS: Page Two

Student:		
Job Boxes	NET for All Skills	
• Putties • Match socks • Sort silverware	• Using books and magazines • Working walka (boppers)	
Language Program • Weather (after identifying associations) • Calendar • Label objects	Reading/Writing Program • Visual recipes • Survival words • Match words to pictures • Match words to words	Math Program • Money • Time (digital) • Basic number identification (known-recognitively identify numbers) • Basic counting
Schedule Type • Identical picture match to location		
Resources to Aid in Programming • DuLearn.com- Activities for sequencing/pictures • Life Skills Centers Year Long Life Skills Bundle (Teachers Pay Teachers)		
Student Schedule: Half hour chunks Work 10 minutes, 3 minute break, work 10 minutes, 5 minute break 10:00-10:15- unpack backpack- cold probe- breakfast 10:15-10:45- VB language program • Bathroom 10:45-11:15- VB Reading/Math (cards and skills) • Bathroom 11:15-11:45- AFLS (Daily Living Skills) • Bathroom 11:45-12:15- AFLS (Leisure Skills) • Bathroom 12:20-12:30- Lunch (sit at a time, mand for what he wants, use silverware appropriately) 12:30-1:00- Grooming and robe (open lock, brush teeth, wipe table, rinse dishes) 1:00-1:30- NET (structured teach, working walk, stories, play time) • Bathroom 1:30-1:40- Packing backpack		



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Individual Student Plan with AFLS Template: Page One

Student:

AFLS Skills taught in NET	AFLS Skills taught in VB Format at Table
Social Skills Instruction	



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Individual Student Plan with AFLS Template: Page Two

Student:

Job Boxes		NET for All Skills
Language Program	Reading/Writing Program	Math Program
Schedule Type		
Resources to Aid in Programming		
Student Schedule:		



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AFLS IEP Objective Examples

SAMPLE AFLS IEP OBJECTIVES	
(LKA modified) Given an opportunity, student will be able to identify community helpers and the jobs they perform increasing her score from a 1 to 2. (Identifying at least 5)	(SK 22) Given an opportunity, student will initiate conversation with others increasing her score from 3 to 4. (at least 3 conversations per day with 3 or more peers)
(LKA modified) Given an opportunity, student will be able to identify safety and community signs and definitions, increasing her score from a 1 to 4. (Identifying at least 10)	(SK 17) Given an opportunity, student will answer self when interrupting a conversation increasing her score from 0 to 1 (approaches and responds to others to indicate she needs a break)
(LKA 10 modified) Given an opportunity, student will decide when it is and is not appropriate to provide her ID card with personal information to others increasing her score from 0 to 2.	(SK 20) Given an opportunity, student will ask others permission to join an activity increasing her score from 0 to 1 (asks others for permission to join in play, with only verbal prompting)
(LKA 17 modified) Given an situation, student will carry or leave others members of family, caregiver or community helpers and provide them when requested increasing her score from 0 to 2.	(SK 21) Given an opportunity, student will invite others to join an activity increasing her score from 0 to 1. (invites others to join activity with only verbal prompting)
(SK 1) Given an opportunity, student will not demonstrate aggression towards others increasing her score from 0 to 2 (no physical aggression towards others)	(SK 11) Given an opportunity, student will look both ways to cross street and wait for traffic while crossing increasing her score from 0 to 1 (looks both ways with only verbal prompting)
(SK 15) Given an opportunity, student will remain calm when loud or unexpected noises are present increasing her score from 0 to 2 consistently across approximately, electric, or as is typical given the situation.	(LKA modified) Given an opportunity, student will be able to identify safety and community signs (maintaining a score of 4 (identifying at least 10 of the 40 safety signs and 40 weather signs)
(SKM 20) Given an opportunity, student ask for reasonable modifications or environmental changes for score from 0 to 2 (requests reasonable accommodations from any person to change when something is bothering her/him)	(L1.50) While using the restroom, student will use toilet paper increasing her score from 2 to 4. (consistently and independently wipes self)
(AFLS C-4 modified) Given functional life skill vocabulary, student will be able to identify and read 100 phrases/words increasing her score from 2 to 4.	(SK2) Given only verbal prompts, student will be able to hang up his backpack, increasing his score from 0 to 1.
(SK 1) Given an opportunity, student will watch where she is walking increasing her score from a 1 to 2 (consistently avoiding major obstacles)	(SK4) Given only verbal prompts, student will be able to pack items into his backpack and zip it closed, increasing his score from 0 to 1.
(SK23) Student will correctly identify the inside and outside of clothing and name the correct side out increasing score from 0 to 1.	(SK42) Using a communication device, the student will say "thank you" after being given an item or receiving assistance, increasing her score from 0 to 1.



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Functional Living Skills Resources

- AFLS Curriculum Modules
- ABLLS-R Curriculum
- Essential for Living Skills Curriculum
- Syracuse Community Referenced Curriculum
- From the Classroom to the Workplace: Volumes 1 & 2
- Preparing for Life: The Complete Guide for Transitioning to Adulthood for those with Autism and Asperger's Syndrome
- Curriculum Resources: Menu/Market Math, Word List Stories, Reading Sequence Cards, Cook Books



Functional Living Skills Resources

- Life Skills Activities for Secondary Students with Special Needs (Grades 6-12)
- Self-Help Skills for People with Autism: A Systematic Teaching Approach
- A Functional Assessment and Curriculum: Volumes 1-4
- FACTER: Functional Assessment & Curriculum for Teaching Everyday Routines (Elementary & Secondary)



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Vocabulary Resources

- <http://www.manythings.org/vocabulary/lists/c/>
- <http://www.manythings.org/vocabulary/lists/l/words.php?f=ogden-picturable>
- http://www.k12reader.com/Fry-Words/fry_complete_1000.pdf
- http://www.k12reader.com/dolch/dolch_alphabetized_by_grade_with_nouns.pdf
- <http://www.eyonthesky.org/pdfs/HighFrequencyWords.pdf>
- www.enchantedlearning.com/wordlist/



Electronic Forms Available

- Task Analysis Template
- Blank AFLS Protocol Grids
- AFLS Overview Pages
- AFLS Index Pages
- Teacher/Parent Input Forms for AFLS
- AFLS Program Planning Sheets
- AFLS First Steps Planning Sheet
- Summary of Mastered Items Template
- Skills Tracking Sheet Template
- Weekly Probe Sheet Template
- Graph Template
- NET Data Sheet Template
- Individual Student Plan Template
- AFLS IEP Objective Examples



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Go For It!

Sometimes people think that planning a good program takes too much time. Planning a program that includes AFLS functional skills does take time but the outcomes are so worth it!



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Conclusion

- ◆ The AFLS is designed to ensure that parents, caregivers and professionals provide learners with the very best opportunities to learn how to do tasks for themselves in a broad array of real world settings, thus achieving a **greater level of independence and an improved quality of life.**
Good Luck Implementing this Valuable Curriculum!



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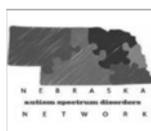
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- **Life Skills Program Planner (PDF)** Grand Erie School District 2003

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- **Pennsylvania Training and Technical Assistance Network: Autism Initiative Project:**
Mike Miklos & Amiris Dipuglia

THANK YOU!

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