

TRI-STATE WEBINAR SERIES

Developing a Verbal Behavior Program Using the ABLLS-R

Presented by:
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COLORADO
Department of Education



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

- The learner will become familiar with the different tools available to create a verbal behavior program with the ABLLS-R.
- The learner will become familiar with the Behavior Language Assessment and its use in programming.
- The learner will become familiar with the sequence of steps to make a verbal behavior program with the ABLLS-R.



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Presentation Summary

- The ABLLS-R is an assessment and curricular tool for students.
- The ABLLS-R has a variety of skill tracks available to choose from in planning a verbal behavior program.
- There is a sequence of steps to follow in using the ABLLS-R to plan a program for a student.
- Following the sequence of steps will make planning a verbal behavior program with the ABLLS-R simple and easy!



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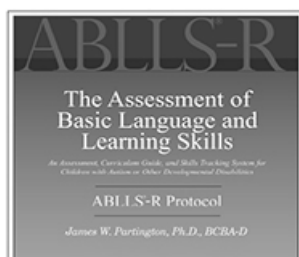
Ready, Set, Go!

- Let's get started on learning how to make a verbal behavior program using the Assessment of Basic Language and Learning Skills-Revised!
- All forms discussed will be available to you electronically.



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Assessment and Curriculum: The ABLLS-R The Assessment of Basic Language and Learning Skills-Revised



Student:		Date of Birth:
Date of Assessment	Age (years & months)	Assessor
_____	_____	_____
_____	_____	_____



Partington Behavior Analysts



ABLLS-R Protocol

- ✧ **Basic Learner Skills** (Sections A-P)
- ✧ **Academic Skills** (Sections Q-T)
- ✧ **Self-Help Skills** (Sections U-X)
- ✧ **Motor Skills** (Sections Y-Z)



Using the ABLLS-R as an Assessment Guide

- Comprehensive Nature
 - Number of Skill Areas
 - Number of Skills Within Each Area
- Decision Making:
 - Should I complete all sections of the ABLLS-R?
 - Should I prioritize areas of instructional concentration?
 - Who can help me complete the assessment?
(Paraeducators, OT/PT, Speech-Language Pathologist, Parents)



Prioritizing Areas of Instructional Concentration

- Many Choose Basic Learner Skills for Instructional Program

- Basic Learner Skills:
 - Sections A-J cover Language Skills and the Verbal Operants
 - Sections K-P cover Social, Play and Leisure Skills
 - Sections Q-T cover beginning Academic Skills



Hints for Completing the Assessment

1. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN do.
2. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN'T do.
3. Now you just assess what is left after you've completed the above two tasks.
4. Decide who will assess what skills and have the necessary materials ready to go.
5. Mark in the ABLLS-R Skills Tracking Guide, all skills assessed (through direct assessment or through your knowledge of what the student can/cannot do).



Getting Started in the Meantime

1. The Behavior Language Assessment Form. Fill out as a team.
2. Identify skill levels as Early, Intermediate or Advanced Learner.
3. Use the Correlating ABLLS-R Skills Chart ("Cheat Sheets") to get to the correct section of the ABLLS-R.
4. Choose skills from the ABLLS-R to work on and put them on Program Planning Sheet.
5. Fill out Skills Tracking Sheet for each area on your Program Planning Sheet.
6. Choose pictures and 3x5 cards for Target Skills & Known Skills
7. Fill out Cold Probe Sheet
8. Fill out NET sheet if necessary



1. The Behavior Language Assessment Form. Fill out as a team.

The Behavioral Language Assessment Form

Score □ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □
Cooperation - A	Request (Mand) - F	Motor Imitation - D	Vocal Play - E/I	Vocal Imitation (Echoic) - E	Matching to Sample (Visual Performance) - B
□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □	□ □ □ □ □ □
Receptive Language - C	Labeling (Tact) - G	Receptive by Function, Feature, Class - C	Conversational Skills (Intraverbals) - H	Letters and Numbers - Q/R	Social Interaction - K, L, M, N
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



The Behavior Language Assessment

- The Behavior Language Assessment corresponds to the Basic Learner Skills in the ABLLS-R.
- Try to fill it out as a team so that you are coming up with an agreed upon score for each item.
- If you are uncertain about specific items (how many tacts a student has for example) then score the item “down” (score it as a 2 instead of a 3).
- Color in the number of boxes for each item based on the score for that item. It is not unusual for a student’s scores to be varied amongst the Basic Learner Skills. A student may score a 1 on an item and a 5 on a different item.
- The BLA becomes a visual way to share where the student is currently performing on ABLLS-R skills and then is one way to show general progress after intervention.



Polling Question #1

- What is the first thing your team should do when planning a verbal behavior program using the ABLLS-R?
 - A. Write IEP objectives
 - B. Fill out the Behavior Language Assessment
 - C. Go through the ABLLS-R page by page until you find a skill you want to work on
 - D. Pick only one operant to work on



Answer

B: Fill out the Behavior Language Assessment

The Behavior Language Assessment lets you know where the student is currently functioning and allows you to choose appropriate verbal behavior skills for instruction.



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2. Early, Intermediate and Advanced Learners

We can classify learners in Early, Intermediate and Advanced categories. Here are general definitions of these categories and examples of what a Skills Tracking Grid would look like for each category.

- **Early Learners:** Typically lower cognition, limited language & functional skills, lack of focus, slower to process information & respond. Needs frequent prompts & reinforcement.



Early Learner Grid Example

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

Student: Caleb

Assessor: [Signature] Date: 3/11 Color Code: [] [] [] []

C57	C56	C55	C54	C53	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	C17	C16	C15	C14	C13	C12	C11	C10	C9	C8	C7	C6	C5	C4	C3	C2	C1	D27	D26	D25	D24	D23	D22	D21	D20	D19	D18	D17	D16	D15	D14	D13	D12	D11	D10	D9	D8	D7	D6	D5	D4	D3	D2	D1	E20	E19	E18	E17	E16	E15	E14	E13	E12	E11	E10	E9	E8	E7	E6	E5	E4	E3	E2	E1	F29	F28	F27	F26	F25	F24	F23	F22	F21	F20	F19	F18	F17	F16	F15	F14	F13	F12	F11	F10	F9	F8	F7	F6	F5	F4	F3	F2	F1	G47	G46	G45	G44	G43	G42	G41	G40	G39	G38	G37	G36	G35	G34	G33	G32	G31	G30	G29	G28	G27	G26	G25	G24	G23	G22	G21	G20	G19	G18	G17	G16	G15	G14	G13	G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	H49	H48	H47	H46	H45	H44	H43	H42	H41	H40	H39	H38	H37	H36	H35	H34	H33	H32	H31	H30	H29	H28	H27	H26	H25	H24	H23	H22	H21	H20	H19	H18	H17	H16	H15	H14	H13	H12	H11	H10	H9	H8	H7	H6	H5	H4	H3	H2	H1	I19	I18	I17	I16	I15	I14	I13	I12	I11	I10	I9	I8	I7	I6	I5	I4	I3	I2	I1
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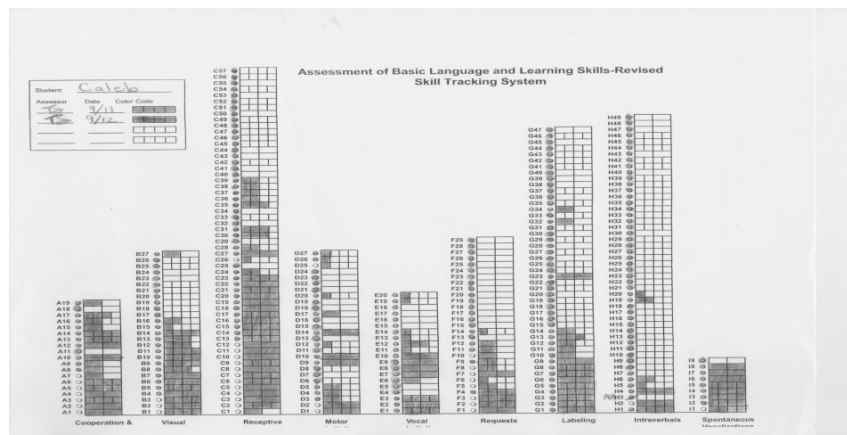
Cooperation & Visual Receptive Motor Vocal Requests Labeling Intraverbals Spontaneous

Intermediate Learners

- **Intermediate Learners:** Typically beginning to expand their language & functional skills & increase their acquisition of new skills. Needs intermittent prompting & responds well to intermittent reinforcement.



Intermediate Learner Grid Example

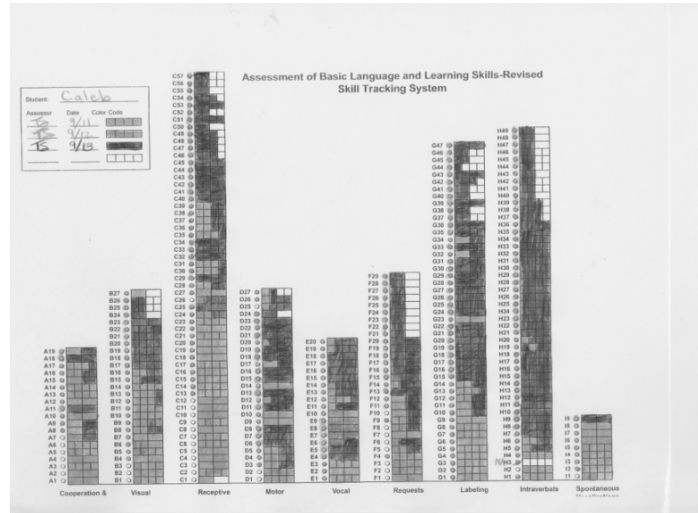


Advanced Learners

- **Advanced Learners:** Typically learning language & functional skills at a faster pace. Needs few prompts & responds to a variety of intermittent reinforcement. They are capable of attending during extended work sessions.



Advanced Learner Grid Example



Early, Intermediate and Advanced Learners

- At the base of the Behavior Language Assessment grid, there is a code:
 - *Early Learner: Score of 1 or 2
 - *Intermediate Learner: Score of 3 and sometimes 4 on large skill areas like "Receptive"
 - *Advanced Learner: Score of 4 or 5
- You will refer to this code when using the Correlating ABLLS-R Skills Chart ("Cheat Sheets").
- The Correlating ABLLS-R Skills Chart will be used to choose appropriate skills for the student's verbal behavior program.

3. Correlating ABLLS-R Skills Chart "Cheat Sheets"

(Developed by Dr. Vincent Carbone)

- Look at the score on each of the Skill Grid items.
- Assign a learner score to each item (Early, Intermediate or Advanced)
- The ABLLS-R Skills Chart will direct you to the appropriate section of the ABLLS-R protocol for the Verbal Operant areas of Visual Performance, Receptive, Tacts, Imitation, Manding and Intraverbals.
- It is not used for Echoics (which are so individualized in nature), Social/Leisure or Academic Skills.



Correlating ABLLS-R Goals

EARLY LEARNER PROFILE					
B Visual Performance B1-B8	C Receptive C1-C22	D Imitation D1-D12	F Mands F1-F7	G Tacts G1-G8	H Intraverbals H1-H7
<p>B1: When given single uniquely shaped pieces from an inset puzzle, the student will put the puzzle pieces into the puzzle frame.</p> <p><i>Through.....</i></p> <p>B8: 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>C1: Student will look at or come to a person when called by his name.</p> <p><i>Through.....</i></p> <p>C22: The student will be able to follow directions to touch clothing items on his own body.</p>	<p>D1: Student will look at or come to a person when called by his name.</p> <p><i>Through.....</i></p> <p>D12: Upon request, student will imitate a fine motor activity.</p>	<p>F1: Requests by indicating.</p> <p><i>Through.....</i></p> <p>F7: The student will make eye contact when asking a person for items, actions or information.</p>	<p>G1: The student will label reinforcing items.</p> <p><i>Through.....</i></p> <p>G8: Labels pictures of common actions.</p>	<p>H1: While others are singing a song, the student will be able to fill in some words and phrases and songs.</p> <p><i>Through.....</i></p> <p>H7: When asked "What goes with ___?" the student will be able to say some items which are associated (related) with the stated item.</p>
INTERMEDIATE LEARNER PROFILE					
B Visual Performance B9-B13	C Receptive C23-C42	D Imitation D13-D20	F Mands F8-F15	G Tacts G9-G23	H Intraverbals H8-H22
<p>B9: When given a block design card, student will place the blocks in the appropriate location on the design card disregarding extra blocks.</p> <p><i>Through.....</i></p> <p>B13: When given a visual sequence pattern consisting of items (e.g., colored blocks), the student will arrange items to match the pattern.</p>	<p>C23: 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><i>Through.....</i></p> <p>C42: The student will be able to select pictures of common community helpers in his environment.</p>	<p>D13: Upon request, the student will imitate touching objects in a sequence at the same time as a person modeling the sequence.</p> <p><i>Through.....</i></p> <p>D20: Upon request, student will imitate a sequence of motor activities.</p>	<p>F8: The student will be able to ask others to perform specified actions.</p> <p><i>Through.....</i></p> <p>F15: The student will be able to ask others to remove an item or stop an activity.</p>	<p>G9: The student will be able to label known items in quick succession.</p> <p><i>Through.....</i></p> <p>G23: 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>H8: 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><i>Through.....</i></p> <p>H22: The student will be able to make a variety of related comments (not including naming of items) regarding pictures of items or activities.</p>



Using the Correlating ABLLS-R Skill Charts (Cheat Sheets)

- Refer to the Cheat Sheets for each verbal operant skill listed previously and by the student's learner score.
- An example is, if the student scored a "2" in the Receptive skill area, then you would use the "Cheat Sheet" to look under "Receptive" in the Early Learner Section, since a score of "2" indicates an Early Learner.
- Another example is, if the student scored a "5" in the Visual Performance skill area, then you would use the "Cheat Sheet" to look under Visual Performance in the Advanced Learner Section, since a score of "5" indicates an Advanced Learner.
- The Cheat Sheets will guide you to the appropriate section of each operant area in the ABLLS-R to begin choosing skills for instruction.



Using the "Cheat Sheets" to Choose Skills for Instruction

- Always look at skills near the prescribed area outlined on the Cheat Sheets to make sure the student possesses the skills before moving on. For example, if the Cheat Sheets direct you to the skill area of G27, then take a look at G24, 25 and 26 to make sure the student has mastered those skills before choosing G27.
- You may choose skills that are appropriate for your student that are not in chronological order. For example, if you are working with a middle school age student, then it is okay to skip B2 which is the skill of using a shape sorter, which is not age appropriate.



Using the “Cheat Sheets” to Choose Skills for Instruction

- Make sure to stay in the general skill area when choosing skills for instruction. In other words, if your student is an Early Learner in Tacts, don't choose G30 to work on because it is an Advanced Learner skill.
- Since there are not categories on the Cheat Sheets for Echoics, Social/Leisure and Academics, you will just look through those Skill Sections to choose objectives that are appropriate for your student.



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Polling Question #2

- “Cheat Sheets” help you:
 - A. Get the right answer
 - B. Fill out the ABLLS-R faster
 - C. Look at the appropriate section of the ABLLS-R protocol to choose instructional skills
 - D. Choose Echoic skills for the student



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Answer

C: Look at the appropriate section of the ABLLS-R protocol to choose instructional skills

The “Cheat Sheets” will help you quickly get to the appropriate section of each operant from the ABLLS-R, in order to choose instructional skills.




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4. Verbal Behavior Program Planning Sheet

- The Program Planning Sheet is a good tool to use to organize your student’s verbal behavior program.
- As you find the appropriate skills area within each Basic Learner Skill within the ABLLS-R, choose a couple of specific skill objectives for instruction.
- Jot down those skill objectives within the appropriate area on the Program Planning Sheet (Tacts, Receptive, etc.).
- Your vocabulary should be pertinent to your student. Try and use the same vocabulary for different skills if possible. (Tact for “dog” and Receptive for “dog”).



Name: _____ Date: _____	
Verbal Operant	Program Skills
TACT	
ECHOIC	
RECEPTIVE	
INTRAVERBAL	
IMITATION	
MATCH TO SAMPLE	
MAND	



5. Skills Tracking Sheets

- For each skill that you have chosen to use in your instruction, you will fill out a Skills Tracking Sheet.
- List the specific skill on the top of each Skills Tracking Sheet. For example, Visual Performance: B3: Matches objects to objects. You might also want to list the criteria there also (100 words, 20 imitation tasks, etc.).
- On the individual lines, choose vocabulary or tasks that will be targeted for the student.



5. Skills Tracking Sheets

- An option is to color code the sheets to match the operant. For example, since the color green is associated with Tacts, the Skills Tracking Sheet for Tact Skills can be green.
- As you begin working on a specific vocabulary item or skill for the student, note the date that you began instruction. When the student has mastered the item (3 consecutive days of a correct first trial response) mark that date on the sheet as well.



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Skill Tracking Sheet

Student Name: _____ Skill: _____

	Target	Date introduced	Date Mastered
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			



6. Choose Pictures and 3x5 Cards for Target Skills & Known Skills

- After Target Skills have been chosen, you will either find the appropriate picture (for a tact or receptive task) or you will make a 3x5 card with a task on it and the direction staff gives to the student.
- For pictures that are to be used as Target Tacts, you will place a green dot on the picture. For pictures that are to be used in Target Receptive Discrimination tasks, you will place a red dot on the picture. The dots indicate to staff what type of question to ask the student.



6. Choose Pictures and 3x5 Cards for Target Skills & Known Skills

- Through assessment, you will also identify pictures that the student knows as Tacts and through Receptive Discrimination. These will be put in the Mastered Tasks box and used during instruction.
- Through assessment, you will also identify Imitation, Echoics, Visual Performance, Intraverbal and Receptive Following Directions tasks that the student knows. You will make 3x5 cards for these and put them in the Mastered Tasks box which will be used during instruction.



VERBAL OPERANT SKILL CARDS

- **Tacts (Labels):** Green 3x5 cards for actions and green dot on pictures
 - Label pictures/objects (verbal or sign language)
 - Label actions
- **Imitation: Copying another's movements:** Purple 3x5 cards
- **Receptive Discrimination: Choosing a picture/object from an array or field:** Red dot on pictures
- **Receptive Listener Responding: Following directions for actions or touching body parts/clothing etc.:** Pink 3x5 cards
- **Intraverbals: Fill in the blank, answering questions or conversation without visual cues:** Blue 3x5 cards
- **Echoics: Vocal Imitation:** Yellow 3x5 cards
- **Match to Sample/Visual Performance: Matching pictures, objects, sorting, sequencing, puzzles, etc.:** White 3x5 cards



Polling Question #3

- The red and green dots on pictures indicate:
 - A. Target skill pictures for Receptive and Tact areas
 - B. Known skill pictures for Receptive and Tact areas
 - C. Red dots mean they don't know the answer
 - D. They are matching pictures



Answer

- A. Target skill pictures for Receptive and Tact areas

The dots are a visual cue to the instructor as to which pictures are target skills. Red dots are on Receptive pictures used in Discrimination tasks and Green dots indicate Tact (Labeling) skills.



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7. Fill Out Cold Probe Sheet

- The Cold Probe is the way you keep data in a Verbal Behavior Program. Target skills are listed on the Cold Probe Sheet.
- Data is kept once a day, in what is referred to as a Cold Probe (First Trial Data). You assess the student right away in the day and it is a fair representation of whether the student really knows the tasks, without the practice effect (because of multiple practice times throughout the day, the student gets the answer correct).



7. Fill Out Cold Probe Sheet

- On the Cold Probe Sheet, the target skills are listed as well as their operant, number of days in a row correct as well as whether the student answered the question correctly or not.
- A typical verbal behavior program will have between 8-15 target skills. You will choose 1-2 items from each of your Skills Tracking Sheets as Target Skills and place them on the Cold Probe Sheet.
- When a student meets criteria (3 days in a row correct), a new skill, of the same operant, chosen from the Skills Tracking Sheet, will be added as a target skill.



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Cold Probe Procedures

- Organize target material piles
- Present target item Sds without any prompt
- Score each response immediately after presentation (can sort responses and score later)
 - May or may not continue with error correction procedures.
 - May or may not mix probes with easy items.
- If item is correct on 3 days in a row on first trial, item is considered to be mastered.



Cold Probe Data Sheet

Name: Week of:

Weekly Probe Sheet							
# days	Operant	Target Skill	Mon	Tue	Wed	Thur	Fri
1			Y/N	Y/N	Y/N	Y/N	Y/N
2			Y/N	Y/N	Y/N	Y/N	Y/N
3			Y/N	Y/N	Y/N	Y/N	Y/N
4			Y/N	Y/N	Y/N	Y/N	Y/N
5			Y/N	Y/N	Y/N	Y/N	Y/N
6			Y/N	Y/N	Y/N	Y/N	Y/N
7			Y/N	Y/N	Y/N	Y/N	Y/N
8			Y/N	Y/N	Y/N	Y/N	Y/N
9			Y/N	Y/N	Y/N	Y/N	Y/N
10			Y/N	Y/N	Y/N	Y/N	Y/N
11			Y/N	Y/N	Y/N	Y/N	Y/N
12			Y/N	Y/N	Y/N	Y/N	Y/N
13			Y/N	Y/N	Y/N	Y/N	Y/N
14			Y/N	Y/N	Y/N	Y/N	Y/N
15			Y/N	Y/N	Y/N	Y/N	Y/N
16			Y/N	Y/N	Y/N	Y/N	Y/N
17			Y/N	Y/N	Y/N	Y/N	Y/N
18			Y/N	Y/N	Y/N	Y/N	Y/N
19			Y/N	Y/N	Y/N	Y/N	Y/N
20			Y/N	Y/N	Y/N	Y/N	Y/N
21			Y/N	Y/N	Y/N	Y/N	Y/N
22			Y/N	Y/N	Y/N	Y/N	Y/N
23			Y/N	Y/N	Y/N	Y/N	Y/N
24			Y/N	Y/N	Y/N	Y/N	Y/N
25			Y/N	Y/N	Y/N	Y/N	Y/N
26			Y/N	Y/N	Y/N	Y/N	Y/N
27			Y/N	Y/N	Y/N	Y/N	Y/N
28			Y/N	Y/N	Y/N	Y/N	Y/N
29			Y/N	Y/N	Y/N	Y/N	Y/N
30			Y/N	Y/N	Y/N	Y/N	Y/N
31			Y/N	Y/N	Y/N	Y/N	Y/N
32			Y/N	Y/N	Y/N	Y/N	Y/N
33			Y/N	Y/N	Y/N	Y/N	Y/N
34			Y/N	Y/N	Y/N	Y/N	Y/N
35			Y/N	Y/N	Y/N	Y/N	Y/N
36			Y/N	Y/N	Y/N	Y/N	Y/N
37			Y/N	Y/N	Y/N	Y/N	Y/N
38			Y/N	Y/N	Y/N	Y/N	Y/N
39			Y/N	Y/N	Y/N	Y/N	Y/N
40			Y/N	Y/N	Y/N	Y/N	Y/N
41			Y/N	Y/N	Y/N	Y/N	Y/N
42			Y/N	Y/N	Y/N	Y/N	Y/N
43			Y/N	Y/N	Y/N	Y/N	Y/N
44			Y/N	Y/N	Y/N	Y/N	Y/N
45			Y/N	Y/N	Y/N	Y/N	Y/N
46			Y/N	Y/N	Y/N	Y/N	Y/N
47			Y/N	Y/N	Y/N	Y/N	Y/N
48			Y/N	Y/N	Y/N	Y/N	Y/N
49			Y/N	Y/N	Y/N	Y/N	Y/N
50			Y/N	Y/N	Y/N	Y/N	Y/N

Green Yellow Red
 (1) = 1 mastered (3) = 3 consecutive yes
 gray change made, indicate by drawing a phase change line on the corresponding date of the table target.
 (R) = Reminders

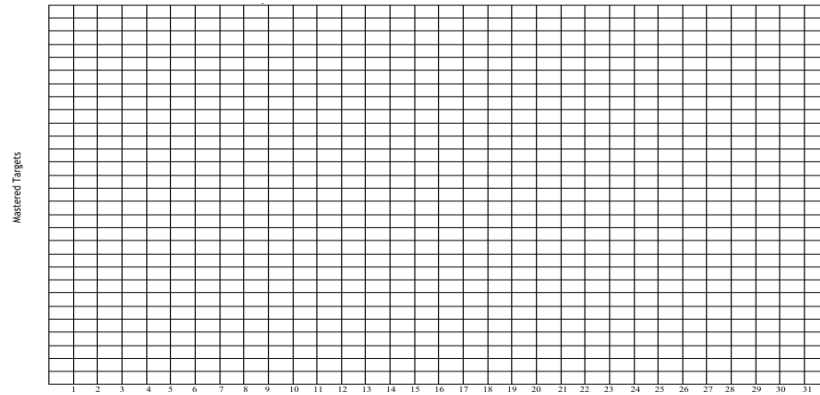


Graphing Results

- After conducting a Cold Probe Procedure, you will mark the graph that corresponds with each Skills Tracking Sheet.
- You will mark the graph, even if the student hasn't met criteria or scored a "No" on it. If the graph indicates 1 skill mastered, you will continue to mark 1 on the graph daily until a new skill is mastered.
- Mastery criteria is 3 consecutive days of "Yes" on the Cold Probe Sheet. When that criteria is met, you will mark up one more number on the graph.
- As with the Skills Tracking Sheets, you may want to color code the graphs to match up with the Skills Tracking Sheets.
- Remember, *Update Every Graph Every Day!*



Monthly Cumulative Graph



Student: _____

Month: _____



8. Fill Out NET Sheet if Necessary

- Some tasks that you may have chosen to work on from the ABLLS-R, are not the type that are conducive to a 1:1 Intensive Teaching Session. Examples include items from the Social, Play/Leisure and Generalized Responding categories.
- These tasks are worked on throughout the day in the Natural Environment. We keep data on these tasks on a Natural Environment Training (NET) sheet.
- As opportunities occur throughout the day, staff will mark if the student performed the skill with a simple Yes/No.
- There are multiple spots to mark performance of the skill for multiple opportunities throughout the day.



Natural Environment Training Data Sheet Example

Name:	Date:							
Skill:								
D27: Delayed Imitation: Labels & imitates after 1 hour	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
E20: Spontaneous imitation of 4-6 word phrases	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
F29: Spontaneously requests objects, actions or information	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
G45: Labels things stating 3 components when asked "What do you see?"	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
G47: Spontaneously labels items or actions	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
L29: Attends to the reactions of interest by others	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N3: Sits and waits appropriately during transitions	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N4: Physically transitions to next area or activity	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
N9: Completes a task and brings work to teacher or puts away materials	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N



9. Program Book

- The purpose of the program book is to effectively and efficiently organize each learner's educational documents.
- Some documents are used on a daily basis to guide instructional decisions, such as skills tracking sheets, graphs, data collection forms, cold probes, etc. and some documents are used for reference toward meeting goals, such as IEP, FBA, preference assessments, ABLIS-R grids, etc.
- All of these documents provide valuable information in meeting the educational goals and promoting successful outcomes for each student.
- Keeping these documents organized and assembled in one location, in the program book, increases productivity for the teacher and staff.



Putting a Program Book Together

You will Need:

1. One 2-3 inch binder: One binder per student with each student's name on it.
2. Tabbed separators: Tabbed separators will be labeled with each operant and skill area following the ABLLS-R domains as well as other relevant sections. (Visual Performance, Receptive, Imitation, Echoic, Manding, Tacting, Intraverbals)
3. Other sections can be labeled FFC (Function, Feature, Class), IEP (goals), Behavior (FBA, behavior plan), ABLLS-R (assessment grid), Cold Probe, Reading, Math, as per what is being kept in the binder.

* Each school district has its own policy as to what documents may be available for staff review. Check with your district's policy if you are not sure.



Final Polling Question

- Which one of the following is NOT part of planning a verbal behavior program using the ABLLS-R?
 - A. Fill out the Behavior Language Assessment
 - B. Choose skills using "Cheat Sheets"
 - C. Use orange 4x6 cards for all tasks
 - D. Use NET data sheets for social skills



Answer

C. Use orange 4x6 cards for all tasks

Orange cards are not used in verbal behavior planning using the ABLLS-



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You Are All Set To Go!

- The first time through may seem like a lot of work but it gets easier and quicker each time! It's all worth it because using verbal behavior strategies to teach skills from the ABLLS-R will:
 - Make learning more fun for the child as well as enable the child to learn more efficiently
 - Reduce or naturally eliminate most problem behaviors in most students in both general education and special education environments
 - Teach the skills necessary to be successful in the general education classroom/real life settings

GOOD LUCK!



Electronic Forms Available

- Behavior Language Assessment
- Correlating ABLIS Goals from BLA: “Cheat Sheets”
- Verbal Behavior Program Planning Sheet
- Skills Tracking Sheet
- Cold Probe Data Sheet
- Monthly Graph
- Natural Environment Data Sheet



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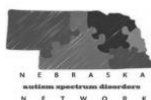
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THANK YOU!

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