ABLLS-R, AFLS, VBMAPP, ESDM, PEAK!?!?

CHOOSING THE RIGHT ASSESSMENT FOR YOUR LEARNER WITH AUTISM

SESSION 1: THE ASSESSMENT PROCESS

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DO BETTER COLLECTIVE

OVERVIEW

- Summary of Assessments

- Learner Profiles

TYPES OF ASSESSMENT

- Skill Assessment
    - Identify strengths and deficits
    - Can use commercially available assessments
    - Should not solely rely on these

- Preference Assessment
    - Identify items that could function as reinforcers

- Functional Behavior Assessment
    - Determine the function of challenging behavior

BEHAVIOR ANALYTIC ASSESSMENT

- What did behavior analysts do before assessments were commercially available?

- Do not lose sight of:

    - Assessing learning to learn skills

    - Assessing barriers to learning

    - Assessing component/composite skills

    - Fluency

    - Assessing social valid skills not on your assessments

ASSESSMENT SOURCES

- Commercially available behavior analytic assessments
- Diagnostic assessments specific to the population served
- Developmental assessments specific to the age group served
- Diagnostic Domains
- CDC Skills lists
- Standardized adaptive/behavioral assessments
- Common Core or other academic skills lists
- Observing "typically" developing individuals
- Observing "high" performers
- Others?

EXAMPLE ASSESSMENT PROCESS

- Gather background information from team

- Complete a direct observation and attend to:
    - Connection
        - Do they notice others in their environment?
        - Do they initiate interaction with others?
        - How do they respond to attempts to engage?
        - How do they respond to requests from others to complete demands, follow routine, etc?
    - Communication
        - Are they using gaze shift to communicate?
        - Are they using gestures to communicate?
        - Are they using body positioning/movement to communicate?
        - Are they using people as tools to communicate?
        - Are they using sounds to communicate?
        - What is the communication output: sign, pictures, vocal words
        - Do they value communication partners?
    - Developmental Performance
        - If connection is strong enough, present a few simple questions based on the learner's age/developmental level and note how they respond

EXAMPLE ASSESSMENT PROCESS

- If you are working with a learner and do not have a strong trusting connection and teaching relationship, you may need to use demand fading and develop a stronger teaching relationship prior to writing skill acquisition programs based on commonly used behavior analytic assessments

- Take notes on the learner's performance, strength of teaching relationship, preference for items, and ABC data on any behaviors of concern

- Play with the learner A LOT and try to figure out what they prefer to do
  - Follow the learner's lead
  - Imitate the learner
  - Observe the learner and be available to them
  - Create fun activities → does the learner come to you to indicate what they like?

EXAMPLE ASSESSMENT PROCESS

- Determine if there are any challenging behaviors that will interfere with formal training: weak teaching relationship, tantrums, etc. If the learner does not readily follow directions, demonstrates difficulty navigating removal of preferred items/waiting/being told no, etc, you will need to focus programming heavily on reducing these issues first. This can be done with demand fading; teaching tolerance, coping, and self-advocacy skills for removal of items/waiting/being told no and for tantrums to gain access; and by increasing functional communication and emotional regulation skills.

- If the learner is engaging in challenging behavior, determine plans that include the 3 steps to compassion (Comprehensive, incorporate the big 4, and use shaping) in developing the intervention plan based on your assessment. You may start with a general plan and then individualize for your learner when you implement it.

# COMMERCIALLY AVAILABLE ASSESSMENTS

- ABLLS-R

- VBMAPP

- PEAK

- ESDM

- AFLS

- EFL

- IGLR

- Social Skills Assessments

- Direct Instruction programs

- Developmental, Behavioral, Diagnostic Assessments
  - Vineland
  - ADOS
  - MULLEN
  - LEAP

ABLLS-R

- Authors: Dr. Partington

- Focus: Skills taught across verbal operants for typically developing skills through age 6

- "The ABLLS-R provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten."

VBMAPP
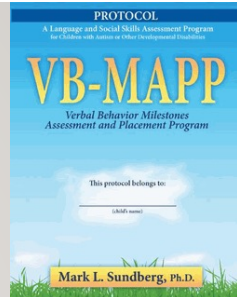
- Authors: Dr. Sundberg

- Focus: Skills taught across verbal operants for typically developing skills through age 4

- "The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays."

PEAK

- Authors: Dr. Mark Dixon

- Focus: Teaching basic and advanced language skills from age 0-16

- "Direct Training – basic foundational learning abilities (eye contact, requesting items, labeling items, answering WH questions, early concept formation, and elementary social skills).

- Generalization – heavily common-core standard driven and designed to take the basic concepts across contexts, stimuli, and people. This module is designed to build a generalized repertoire and reduce or eliminate memorized scripted learning often seen in other approaches.

- Equivalence – designed to teach concept formation and perceptual behavior. This module explores the multi-sensory experiences that often occur when we experience the world around us. Great for reducing challenges with reading comprehension.

- Transformation – created to produce awareness of the abstract concepts of same, different, opposite, comparison, hierarchy, and perspective taking. This module begins very basic with items like shape-shape matching, and rises to the higher limits of abstract logical reasoning."

ESDM
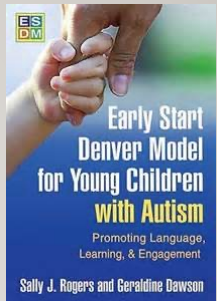
- Authors: Dr. Sally Rogers and Dr. Geraldine Dawson

- Focus: Skill development for ages 0-4 across typical developmental domains

- "The aim of ESDM is to increase the rates of the development in all domains for children with ASD as it simultaneously aims to decrease the symptoms of autism. In particular, this intervention focuses on boosting children's social-emotional, cognitive, and language, as development in these domains is particularly affected by autism."

AFLS
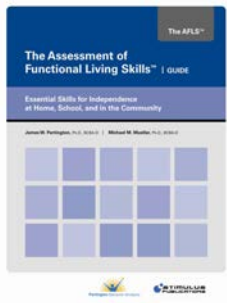
- Authors: Dr. Partington and Dr. Mueller

- Focus: Functional skill development for children, adolescents, and adults

- "The AFLS is comprised of The AFLS Guide and assessment protocols that assess functional, practical, and essential skills of everyday life. Although each assessment protocol can be used as a standalone assessment, we conceptualize all protocols as being different modules of an extended assessment that exists on a continuum spanning throughout a learner's life in home, school, and community settings."

EFL

- Authors: Dr. Pat McGreevy

- Focus: Functional Skill Development

- "Essential for Living includes seven skill domains and one domain on problem behavior. Skills are designated as: must-have, should-have, good-to-have, and nice-to-have within each skill domain. Must-have skills, also referred to as The Essential Eight Skills, are generally more functional and less difficult and should be assessed and taught first, followed by should-have, good-to-have, and nice-to-have skills, which are progressively less functional (with a few exceptions) and more difficult."

IGLR
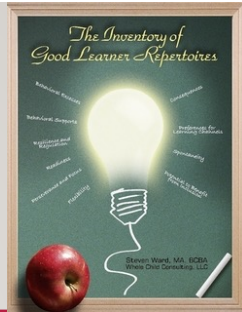
- Authors: Steve Ward

- Focus is on teaching good learner skills

- "A "good learner" is someone who readily responds to instruction in a wide variety of situations. These learners can not only spend time in a variety of non-restrictive settings, such as regular education classrooms and community locations, but can also learn new skills in those settings. "The Inventory of Good Learner Repertoires" covers 139 items that assess the ease with which a learner can be taught. These items are separated into 10 categories: Behavioral Excesses, Behavioral Supports, Resilience and Regulation, Readiness, Perseverance and Focus, Flexibility, Consequences, Preferences for Learning Channels, Spontaneity, and Potential to Benefit from Inclusion."

SOCIAL SKILLS

- PEERs

- Social Thinking

- Skill Streaming

- Washington Social Skills Profile

- Autism Social Skills Profile

- Behavioral Skills Training key component
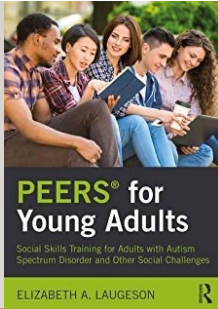
DIRECT INSTRUCTION
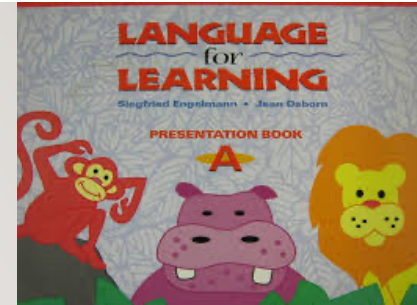
- Language for Learning

- Language for Thinking

- Reading Mastery

- I Do, We Do, You Do

- Examples and Non-Examples

"CORE" ASSESSMENTS

- ESDM
  - Birth to 3
  - "Classic Autism"
  - Motor Imitation
  - Joint Attention/Pre-communicative Behaviors
- PEAK
  - Birth to adult
  - For birth to 3, beyond ESDM
  - Basic language intervention
  - Advanced language intervention

"CORE" ASSESSMENTS

- AFLS
  - 5 to adult
  - Little to no progress with language programming
  - Need to choose age appropriate skills
- EFL
  - Any Age
 - Little to no progress with any type of programming

"CORE" ASSESSMENTS

- Social Skills
  - Any Age
  - Performing well in other types of assessments such as PEAK or AFLS
- DI
  - "Visual" learners
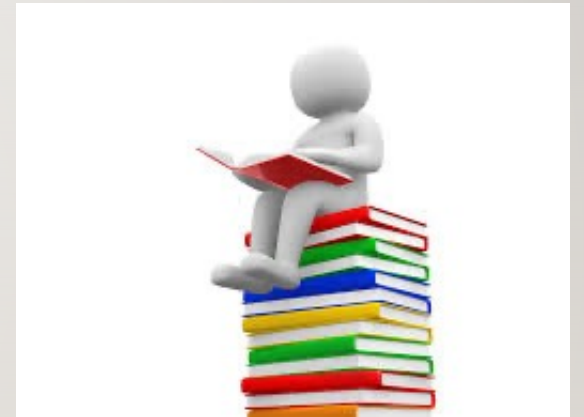 - Routine oriented learners
  - Prepping for school

"CORE" ASSESSMENTS

- IGLR
  - High level of challenging behavior
  - High level of "barriers"
- VBMAPP
  - Only have for basic language instruction
  - Transition assessment
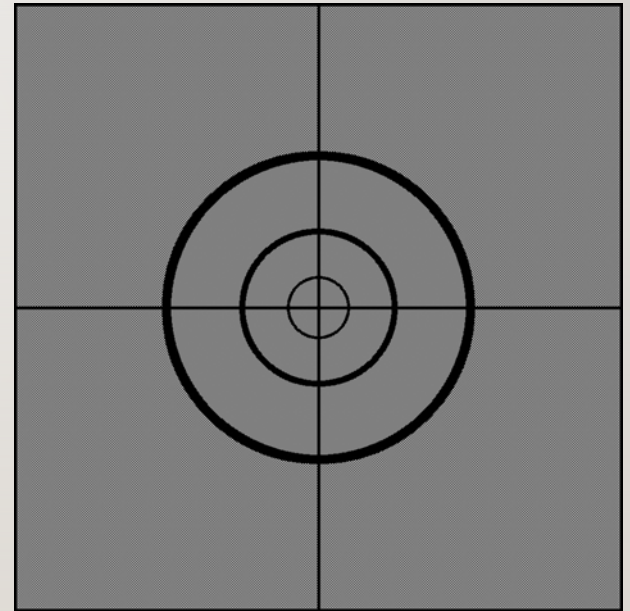
LEARNER PROFILES

- Early Learner

- Middle Learner

- Advanced Learner

- Functional Learner

EARLY LEARNER PROFILE

- Typical age: 1-5 years old

- No experience with ABA

- Demonstrates few skills

- Little to no communication

EARLY LEARNER ASSESSMENT CONSIDERATIONS

- ABLLS-R → A and C
  - Cooperation and Reinforcer Effectiveness
  - Early Receptive Language Skills

- ESDM
  - Core Assessment
  - Motor Imitation
  - Sensory Social Routines

- VBMAPP
  - Mostly out of comfort

- PEAK
  - All 4 Modules
  - Sufficient performance with ESDM skills

SAMPLE PROGRAM LIST EL

- Demand Fading
- Ready to learn skills
- Pairing
- Pre-communicative skills
- Mand Training
- Attending

- Matching
- Motor imitation
- Object imitation
- Shape sorter
- Basic Puzzles

MIDDLE LEARNERS

- Age: Varies

- Usually has some experience with ABA or some type of instruction

- Has mastered the Early Learner skills

- Engages in some functional communication

MIDDLE LEARNER ASSESSMENT CONSIDERATIONS

- PEAK
  - Core assessment
  - All 4 Modules
- AFLS
  - Age appropriate skills
  - Supplement as needed
- DI
  - Supplement as needed

SAMPLE PROGRAM LIST ML

- Advanced puzzles
- Block designs
- Patterns
- Sorting
- Receptive identification of objects/pictures
- Receptive commands
- Receptive identification of feature, function class, associated pictures

- A few advanced imitation tasks
- Vocal imitation
- Labeling items/pictures as they are mastered receptively
- Fill in songs
- Fill in fun activities

ADVANCED LEARNERS

- Age: Varies

- Has been in ABA or other interventions for a few years and/or is less affected

- Has mastered early and middle learner skills

- Spontaneously engages in functional communication

ADVANCED LEARNER ASSESSMENT CONSIDERATIONS

- PEAK
  - Core assessment
  - All 4 Modules

- AFLS
  - Age appropriate skills
  - Supplement as needed

- DI
  - Supplement as needed

- Social Skills
  - Could be core assessment
  - Supplement as needed

SAMPLE PROGRAM LIST FOR AL

- Sequencing

- Seriation

- Mazes

- Receptive pronouns, community helpers, actions, prepositions

- Receptive identification based on 2 characteristics

- Labeling feature, function, class, pronouns, community helpers, actions, prepositions as he masters them receptively

- Receptive and expressive identification of body parts

- Receptive and expressive identification of emotions

- Receptive and expressive identification of adjectives

- Personal questions

- Fill in feature, function, class, associations

- Answering basic WH questions

FUNCTIONAL LEARNERS

- Age: Varies

- Has dual diagnosis or not responding as expected to typical skill acquisition programs

- Requires more intensive training and takes longer to acquire skills

- Limited functional communication

FUNCTIONAL LEARNER ASSESSMENT CONSIDERATIONS

- AFLS
  - Age appropriate skills
  - Core Assessment
- EFL
  - Core Assessment
  - Significantly affected

- PEAK
  - Supplemental assessment
  - All 4 Modules
  - May change with PEAK Life
- IGLR
  - Supplemental Assessment
  - Focus on addressing barriers

SAMPLE PROGRAM LIST FOR FL

- Functional Communication

- Daily Living Skills

- Vocational Skills

- Community Skills

- Essential Skills (EFL)

- Component/Composite analysis

- Big 6 + 6

QUESTIONS?

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