Using the ABLLS/ABLLS-R to Address Individual Student Program of Study for Students with Autism

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Today we will…

- Discuss what it means to have/follow the GPS and supplemental curriculum and what that looks like for students diagnosed with autism or PDD

- Discuss the key steps in curriculum development to include GPS and supplemental

- Review the ABLLS/ABLLS-R and how we can use it when developing comprehensive program of study

- Determine what we need to teach through skills assessment

- Review how to develop measurable goals/objectives based on skills assessment

- Look at how to schedule opportunities to address program of study

Deciding What To Teach

- Curriculum

    -Is defined as *what* content you teach (i.e., skills, activities, strategies, concepts)

    -Not only requires choosing what a student needs to learn, but it also includes a process for organizing the skills, activities, and/or content in ways to facilitate mastery

    -Should result in a quality individualized education plan (IEP)

    -Should be a team approach

    -Should incorporate multiple teaching modalities

Deciding What To Teach

- Curricular Areas

  -Has the student already mastered basic social, behavioral, and oral language skills?

  -Does individual curriculum have to contrast significantly from general education curriculum?

  - Supplemental curriculum may not necessarily be organized by grade level initially.

Deciding What To Teach

- Curriculum is based on individual needs and goals
- Is broken down into small chunks of learning and presented in ways that result in mastery
- Curriculum should be functional and cover the following areas: communication, social skills, domestic skills, community living skills, recreation/leisure skills, motor skills, and vocational skills (in addition to already established academic or pre-academic needs)

Deciding What To Teach

- Curricular Considerations
  -Should be functional
    *Results in the student being able to
      perform essential tasks independently
  -Should be chronologically age appropriate
  -Should be longitudinal
  -Should be horizontally integrated
  -Should be community referenced
  -Should emphasize communication and
      socialization

Key Steps In Curriculum Development

- Delineating long term and short term goals
- Creating an inventory of what needs to be learned to reach goals
- Assessing what the student has already mastered
- Prioritizing what to teach
- Organizing to achieve mastery
- Developing an IEP

Skill Assessment Within A Curriculum

We use the ***Assessment of Basic Language and Learning Skills*** to help identify areas to teach.

- ABLLS/ABLLS-R

- Identification of critical language skills needed to advance skill development in many areas

- Identifies skills in need of intervention

ABLLS-R

- A developmental skills inventory for children with language impairments
- Based on B.F. Skinner's work in *Verbal Behavior*

  -A behavior analytic account of language development

  -Takes into account environmental conditions that promote learning

Why the ABLLS-R?

- Very comprehensive
- Developmental sequence of items
- Leads to goals and objectives
- Can be used repeatedly
- Used to monitor progress
- Used to develop new skill areas as others are mastered

Why the ABLLS-R?

Although the ABLLS-R appears lengthy, it is designed to be completed combining three methods for assessing student functioning:

-Teacher interview

-Direct Observation

-Direct Skill Assessment

ABLLS Domains

- Cooperation and Reinforcer Effectiveness (11)
- Visual Performance (21)
- Receptive Language (52)
- Imitation (13)
- Vocal Imitation (9)
- Requests (27)
- Labeling (42)
- Intraverbals (42)
- Spontaneous Verbalizations (9)

ABLLS Domains

- Syntax and Grammar (20)
- Play and Leisure (10)
- Social Interaction (22)
- Group Instruction (12)
- Classroom Routines (10)
- Generalized Responding (8)
- Reading (15)
- Math (42)

ABLLS Domains

- Writing (9)
- Spelling (6)
- Dressing (15)
- Eating (10)
- Grooming (7)
- Toileting (10)
- Gross Motor (28)
- Fine Motor (28)

ABLLS-R

After administering all items in all domains:

-mastered and deficient areas can be identified

-can build on strengths

-remediate weaknesses

ABLLS-R Domains

- ABLLS-R leads directly to goals and objectives

- Wording from evaluation can be used on IEP

- Subsequent administrations can be used as data collection systems to monitor IEP goals/objectives (Pre/Post)

ABLLS-R Results

- The ABLLS-R scoring guide describes two different learner profiles

  -Early Learner

  -Advanced Learner

- Differences are based on a child's mastery of basic concepts

  -Early Learner has not mastered basic concepts

  -Advanced Learner has mastered many basic concepts

Early Learner vs. Advanced Learner

- Early Learner ABLLS-R data example programs (1-11):
  -Cooperation/Reinforcer Effectiveness A-1
  -Visual Performance B-1
  -Receptive Language C-1
  -Imitation D-1
  -Vocal Imitation E-1
  -Requesting F-1
  -Play/Leisure Domain K-2

Early Learner vs. Advanced Learner

- Advanced Learner ABLLS-R data example programs (11 and up):
  -Letter recognition
  -Expressive vocabulary
  -Sight word ID
  -Math skills
  -Sequencing
  -Fill in the blanks (Intraverbals)

Let's take a look at the ABLLS-R protocol…

- Skills Tracking System
- Look at A1
- Look at B1
- Task Objective
- Criteria

Table Discussion…

- If you are currently using the ABLLS-R share some "positives/negatives" based on your experience.

- If you are not currently using the ABLLS-R, what are you using for curriculum for students diagnosed with autism (low functioning)?

I've completed the ABLLS-R. Now what?

**Using the results of the ABLLS-R, you can begin to write measurable goals/objectives.

Goals and Objectives

- What should the learner be able to do? (What is the target behavior or performance?)
- Under what conditions do you want the learner to be able to do it?
- How well must it be done? (Identify criteria for acceptable performance.)
- How will the behavior be measured?
- Once criterion is met, the target is considered mastered and put on a maintenance schedule for retention.

Goals and Objectives

- Determine strengths and weaknesses via assessment….How about the ABLLS?-R?
- Allows for individualized instruction
- After goals and objectives are set, instruction can begin

Goals and Objectives

- Effective behavioral goals include:
  -Identification of the learner
  (Directs the focus on the learner; sounds
  basic but is often overlooked)
  -Identification of the target behavior
  -Identification of the conditions under which
  the behavior should occur
  -Identification of performance criteria

Goals and Objectives

- Identification of the target behavior:

    -Clearly identifies the target behavior

    -Definitions should be observable and unambiguous

    (Stranger Test/Dead Man's Test)

    -Includes verbs to describe specific behaviors

    -Identification of performance criteria

Goals and Objectives

- Good definitions:

   -Common agreement among everyone involved

   -Count the number of times a behavior occurs

- Advantages:

   -Consistent and reliable observation of behavior

Goals and Objectives

- Conditions or context

-Description of the antecedent stimuli in the presence of which the behavior will occur

-Verbal instructions ("Point to the cup.")

-Written instructions ("Diagram the sentence.")

-Demonstration ("Do this." and model)

Goals and Objectives

- Needs to address:
  - -Materials used (paper to trace shapes)
  - -Setting (in the hall) or Time of day (Upon arrival…)
  - -Frequency (How often?)
  - -Level of prompting required (using a sequential least to most three step prompting hierarchy)

Goals and Objectives

- Performance criteria
  - -Level of correct performance of the skill (How much do they have to do it?) (In what time do they have to do it?)
  - -Accuracy of a response (What does correct response look like?)
- Scoring instructions must be present
- Data collection system must be specified

Performance Criteria

Example:

   Given an array of three items and the verbal cue, "Do this", Joey will imitate the action with the correct item with 80% accuracy across 10 trials for 3 consecutive sessions.

Performance Criteria

Example:

Given 2-D pictures of 10 body parts and the instruction, "What is it?", Sara will verbally identify the name of the body part with 80% accuracy over 10 trials for 5 consecutive sessions.

Performance Criteria

Example:

Given five 3-D objects and the instruction, "Match", Christopher will correctly match the objects with 80% accuracy across 10 trials for 3 consecutive sessions.

Use the ABLLS-R

- Use the working and the measurement systems described in the ABLLS-R
- It provides the curriculum
- It uses each of the components described previously (behavior, condition, criteria)
- Measurable

Summary…

- What should the learner be able to do (target behavior)?
- Under what conditions do you want the learner to be able to do it?
- How well must it be done? (Identify criteria for acceptable performance)
- How will be behavior be measured?
- Once criterion is met, the skill is considered mastered and put on a maintenance schedule for retention.

Table Discussion…

- Using the ABLLS-R/present levels of performance, write an objective.

- How might you incorporate the ABLLS-R curriculum into existing classrooms?

How might you incorporate the ABLLS-R as a curriculum into existing classrooms?

Format of the individualized student curriculum:

- Intended to supply day-to-day guidance to implementers
- Teaching formats (DTT = discrete trial training/teaching and incidental teaching)
- Activities (break, lunch, morning meeting, circle/group Instruction, "Jobs")
- Locations (cubby, cafeteria, classroom, playground, community)
- Verbal Behavior (Speech/Language/Communication Training)

Example of Schedules

SNP Schedule

Autism 3rd-5th

Detailed SNP Schedule

ABLLS-R Curriculum Throughout the Day

- DTT (1:1 instruction)

   (data sheet)

- Circle

- Verbal Behavior (Manding, Tacting, Intraverbals)

   (data sheet)

- More DTT

- Jobs

Other Assessments and Supplemental Curriculums…

- Checklist of Adaptive Living Skills (CALS)
- Adaptive Living Skills Curriculum
- "Rethink Autism" – web-based, subscription
- VB-Mapp – communication/verbal behavior
- A Functional Assessment and Curriculum for Teaching Students with Disabilities – CEC endorsed
- Autism-Pro – technology based
- Autism Skill Acquisition Program (ASAP) – "Big Book" of skills, CD's for data
- Others shared

**GA DOE does not endorse any specific product specified in this current presentation.

Resource List

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