

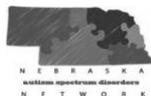
TRI-STATE WEBINAR SERIES

Getting to Know the ABLLS-R

Presented by:
Teresa Schultz



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

- Teresa Schultz, Private Speech/Language Pathologist and a Verbal Behavior Trainer. Formerly Speech Language Pathologist/Early Childhood Special Education Teacher.



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Learner Objectives

- The learner will be introduced to a thorough description of the contents within the Assessment of Basic Language and Learning Skills-Revised protocol.
- The learner will become familiar with Dr. Partington's normative data regarding the ABLLS-R..
- The learner will become familiar with scoring the ABLLS-R, given steps and ideas to alleviate time.



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Presentation Summary

- The ABLLS-R is an assessment and curricular tool for students.
- The ABLLS-R has been normed with children on the spectrum as well as typically developing children ages 2-5 years of age.
- Highlights of scoring the ABLLS-R.



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Let's Do This!

- Let's begin learning about the ABLLS-R.
- All forms discussed will be available to you electronically.



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Why Should I Use The ABLLS-R?

- To help identify language and other critical skills in need of intervention necessary for a child to become more capable of learning from his everyday experiences.
- To provide a method for identifying a child's specific skills in a variety of learning domains.
- To provide a curriculum guide.
- To provide a method for visually displaying the acquisition of new skills.
- It is important to know what a child can and cannot do in order to know which skills should be the focus of current instruction.



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



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

- Developed/Revised by Dr. James Partington in 1996
- The ABLLS-R system is an assessment tool, curriculum guide, and skills-tracking system.
- Helps guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.
- Practical and parent-friendly tool.
- Facilitates the identification of skills needed by your child to effectively communicate and learn from everyday experiences.



Polling Question #1

- **The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) is:**
 - A. A scope and sequence tool.
 - B. A standardized tool that one can use to verify a child with ASD.
 - C. An assessment tool, curriculum guide, and skills-tracking system.



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Answer

- **C:** An assessment tool, curriculum guide, and skills-tracking system.

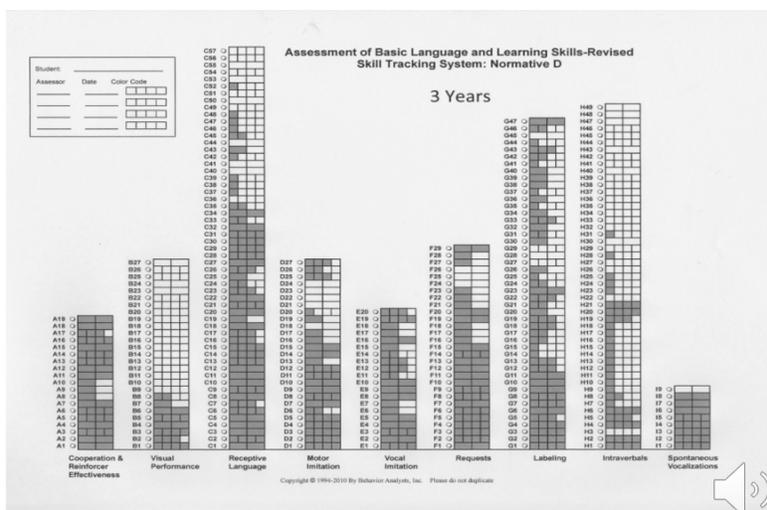
The ABLLS-R is a comprehensive tool that can be utilized to give an assessment, a guide to curriculum ideas, and a skills tracking system for 25 domains.

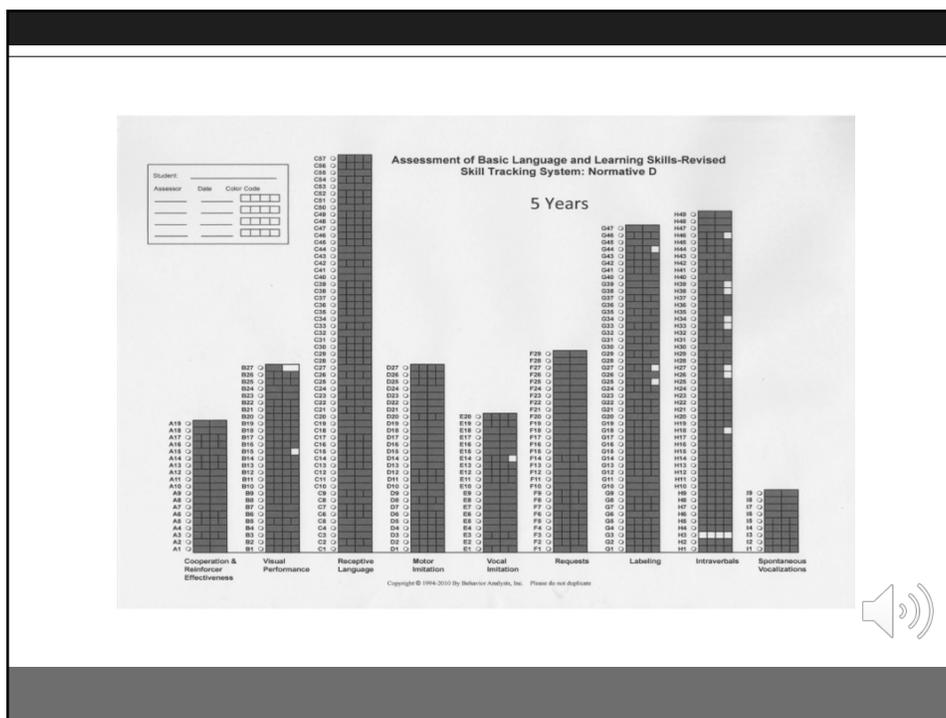


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Normative Data from Typically Developing Children on ABLLS-R

- Dr. Partington conducted research to quantify the nature of specific skill acquisition by typically developing children across 25 repertoires.
- Data showed typically developing children acquire most of the basic language and learning skills measured by the ABLLS-R, by the time they are 3 to 4 years of age.
- These data make it possible to use the criterion-based measures of this tool to identify specific differences in the acquisition of basic skills between children with ASD and typically developing children at specific ages.





Polling Question #2

- What does the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) facilitate?
 - A. How the child is doing in the classroom.
 - B. The identification of skills needed by the child to effectively communicate and learn from everyday experiences.
 - C. A comprehensive protocol that gives age ranges.
 - D. Benchmarks of behaviors that gives you state guidelines.



Answer

B: The identification of skills needed by the child to effectively communicate and learn from everyday experiences.

The ABLLS-R is a comprehensive protocol that identifies skills with a strong emphasis on communication and learning to learn skills from the child's everyday experiences.



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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)



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

Student _____			
Assessor _____	Date _____	Color Code	
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

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Verbal Operants

Verbal Operant	Definition	Antecedent (Sd)	Behavior (Response)	Consequence (Consequence)
Mand	A request for an item, for an action or for information	Motivative Operation (Wants cookie)	Verbal Behavior (Says cookie)	Direct Reinforcement (Gets cookie)
Tact	A label	Sensory Stimuli (Sees or smells cookie)	Verbal Behavior (Says cookie)	Non-Specific Reinforcement (Gets praise i.e.)
Intraverbal	Answering Questions, Fill-In, Conversation (No visuals)	Verbal Stimulus (Someone says, What's something you eat?)	Verbal Behavior (Says cookie)	Non-Specific Reinforcement (Gets praise, i.e.)
Echoic	Vocal Imitation	Verbal Stimulus (Someone says cookie)	Verbal Behavior (Repeats all or part of the antecedent (Says cookie))	Non-Specific Reinforcement (Gets praise, i.e.)

Other Operants

Other Operant	Definition	Antecedent (Sd)	Behavior (Response)	Consequence (Consequence)
Receptive (Discrimination)	Chooses a picture or item from an array	Verbal Stimulus (Someone says Touch cookie)	Non-Verbal Behavior (Child touches cookie)	Non-Specific Reinforcement (Gets praise, i.e.)
Receptive (Listener Responding to Directions)	Follows a direction	Verbal Stimulus (Someone says Get the cookie from the plate)	Non-Verbal Behavior (Gets the cookie)	Non-Specific Reinforcement (Gets praise i.e.)
Imitation	Copies a motor action	Non-Verbal Stimulus (Person performs an action)	Non-Verbal Behavior (Person imitates same action)	Non-Specific Reinforcement (Gets praise, i.e.)
Match to Sample	Matches a picture or object to the sample	Non-Verbal Stimulus (Presentation of stimuli)	Non-Verbal Behavior (In presence of 1 stimuli, a second stimuli is selected with shared properties)	Non-Specific Reinforcement (Gets praise, i.e.)



BRIEF DESCRIPTION OF ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
<i>Early Learner</i> *Asks for what he wants with a prompt and a reinforcer present Thru... *The student will ask for at least 10 items that he wants using a specific response	<i>Early Learner</i> *Match objects to an identical objects presented in an array of 3 items. * Match identical picture to picture. * Matches pictures to objects and objects to pictures * Sort nonidentical items that are members of different categories of items into piles when samples of those categories are displayed in an array	<i>Early Learner</i> *Follow simple receptive actions. * Receptive ID body parts. * Follow directions to touch clothing items on his own body * Receptive ID objects or pictures in an array of 3.	<i>Early Learner</i> * Imitates a motor action using an item/object when asked "do this" Thru... * Imitates a motor activity involving mouth and tongue movements.	<i>Early Learner</i> * Imitates sounds and sound combinations	<i>Early Learner</i> After the student has about 10 mands acquired, start teaching tacts. *Label reinforcing items. * Label common objects * Label common people * Label common pictures *Label common ongoing actions.	<i>Early Learner</i> After tacts and receptive ID is getting acquired, only work on fun intraverbals if the student is motivated and enjoys the songs. * While others are singing a song, the student will be able to fill in some words and phrases of songs. * Fills in blanks regarding fun activities * Sign words * Animal sounds



BRIEF DESCRIPTION OF ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<ul style="list-style-type: none"> * Ask others to perform specified actions * Requests attention (child will ask others to attend to their actions) * Requests missing items needed for a task * Request using yes/no * Requests using sentences * Requests help * The student will be able to ask others to remove an item or stop an activity. 	<ul style="list-style-type: none"> * Block design on picture cards * Block design from picture cards * Sequence pattern to match visual model * Form box. * Complete puzzles. 	<ul style="list-style-type: none"> * Selects by function * Selects by feature * Selects by class * Selects 2 pictures/objects from a larger set (joint control) * Follows an instruction to go to a person * Demonstrates a specific pretend action * Selects one of 3 pictures representing actions * Select pictures of common community helpers in his environment. 	<ul style="list-style-type: none"> * Imitate a gross motor action matching the speed of the model. Thru... * Imitates a sequence of motor activities. 	<ul style="list-style-type: none"> * Imitates words and short phrases * Imitates short/fast words vs elongated-slow words * Imitates loud/soft sounds and words * Imitation of low vs high sounds and words 	<ul style="list-style-type: none"> * Label pictures of common actions. * Acquires novel labels w/o intensive training * Labels item using phrases * Labels body parts * Labels parts of objects * Labels Adjectives * Labels item given function, feature, class * Labels function/class of item * Labels the class of a set of items. * Labels using yes or no. 	<ul style="list-style-type: none"> * Fill in the remaining word naming the item in a phrase related to the function of an item. * Intraverbal feature and class * Intraverbal feature, function and class reversals * Intraverbal Categories * Intraverbal category reversals * Provide the "opposite" given a comparative stimulus.



BRIEF DESCRIPTION OF ABLLS-R VERBAL OPERANTS

Mand (SECTION F)	Visual Performance (SECTION B)	Receptive (SECTION C)	Imitation (SECTION D)	Echoics (SECTION E)	Tacts (SECTION G)	Intraverbals (SECTION H)
<i>Advanced Learner</i>	<i>Advanced Learner</i>	<i>Advanced Learner</i>	<i>Advanced Learner</i>	<i>Advanced Learner</i>	<i>Advanced Learner</i>	<i>Advanced Learner</i>
<ul style="list-style-type: none"> * Mand for Information: What, Where, Who/whose, Which, When and How * Mand for information using can, do does, and will. * Mand for Information using why * Mand using adjectives, prepositions, adverbs and pronouns * Acquires novel requests w/o intensive training * Spontaneous requests 	<ul style="list-style-type: none"> * When given irregularly shaped, non-interlocking pieces, student will correctly juxtapose the pieces to form a picture. Thru... * Complete simple mazes. 	<ul style="list-style-type: none"> * Locate pictures of objects within a larger, complex picture. * Locate objects from parts in complex picture * Select common environments sounds * Selects adjectives * Selects items with 2 Characteristics * Selects set of items with 2 characteristics * Selects associated pictures * Selects same and different * Selects prepositions/pronouns * selects non-examples * Selects pictures representing emotions/ social interactions. 	<ul style="list-style-type: none"> * Imitate a gross motor action modeled by a person, for social recognition of being able to match the actions. Thru... * Demonstrate actions which he observed several hours earlier in the day. 	<ul style="list-style-type: none"> * Repeat short message to another * Spontaneous imitation of words and phrases of 6 or more words 	<ul style="list-style-type: none"> * Labels features of items which are missing or incorrect. * Labels exclusion from a category * Identifies obvious problems * Labels 2 component with objects/pictures * Labels community helpers * Labels common environmental sounds * Labels prepositions/pronouns * Labels 3 component G36 Labels and describes events G38 Labels Adverbs * Labels internal events (emotions) * Labels social interactions * Spontaneous labeling 	<ul style="list-style-type: none"> * Answer WH questions * Makes related statements w/a visual display * Describes steps in a sequence * States an activity when told a sequence * Intraverbal Yes/no * Answers questions containing 3 critical stimuli * Answers questions concerning past and upcoming events * Answers questions in their immediate community * Answers questions concerning current events. * Answers questions regarding academic material * Maintains conversation with an adult or peer * Spontaneous conversation * Tells stories



Ablls-R Excel Grid

Assessment of Basic Language and Learning Skills Revised
Skills Tracking System

Each Vertical Column represents 1 Skill Domain

A. Communication & Interaction
B. Visual Performance
C. Phonology & Language
D. Behavior
E. Visual Attention
F. Phonics
G. Listening
H. Nonverbal
I. Spoken Vocabulary

Ablls-R Excel Grid

Assessment of Basic Language and Learning Skills Revised
Skills Tracking System

The rows within a column represent individual skills in that skill domain

A. Communication & Interaction
B. Visual Performance
C. Phonology & Language
D. Behavior
E. Visual Attention
F. Phonics
G. Listening
H. Nonverbal
I. Spoken Vocabulary

Skill Domain G: Labeling

- Skill Domain G is broken down into 47 individual skills
- These skills are identified by both the domain letter and the skill number, for example:
 - G1, G2, G3, G4...G45, G46, G47
- Each skill is unique, for example:
 - G1: Labels Reinforcers
 - G2: Labels Common Objects
 - G3: Labels Common People
 - G4: Labels Pictures of Common Objects
 - etc.



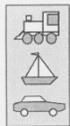
Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE							
TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset	When given single, uniquely-shaped pieces form an inset puzzle, the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?		4= pieces placed presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning, 2= 5 pieces handled separately using trial and error, 1= places up to 3 pieces handled separately using trial and error	
B2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Form box	When provided a form box or shape sorter and its pieces, the student will be able to put the pieces into the corresponding holes in the form box.	Can the student put pieces in a form box or shape sorter?		4= 6 pieces by looking at piece then visually locating the corresponding hole, 3= 4 pieces by look and locate, 2= 4 pieces using trial and error approach, 1= 2 pieces by trial and error	
B3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match identical objects to sample	When given an object the student will match to an identical object in an array of three items.	Can the student match objects to an identical object presented in an array of three items?		4= at least 10 objects to objects in a display of 8 items, 3= at least 5 objects to objects in a display of 4 items, 2= at least two objects to objects in a display of 3 items, 1= can match one object to an identical object in a display of 2 items	Modified
B4	0 1 2 0 1 2 0 1 2 0 1 2	Match objects to pictures	When given an item, the student will match the object to one of three pictures in an array.	Can the student match objects to corresponding pictures?		3= can match three items in succession, 1= can match a single item per task presentation	
B5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match identical pictures to sample	When given a picture, the student will match to an identical picture in an array of three pictures.	Can the student match pictures to an identical picture presented in an array of three pictures?		4= at least 10 pictures to pictures in a display of 8 pictures, 3= at least 5 pictures to pictures in a display of 4, 2= at least two pictures to pictures in a display of 3, 1= can match one picture to an identical picture in a display of 2 pictures	Modified



LOOKING AT THE SCORING PROTOCOL

VISUAL PERFORMANCE

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset	When given single, uniquely-shaped pieces from an inset puzzle; the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?		4= places 5 pieces presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning 2= 5 pieces handed separately using trial and error 1= places up to 3 pieces handed separately using trial and error	



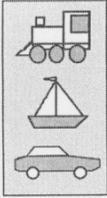
ABLLS-R SCORING PROTOCOL DESCRIPTION

VISUAL PERFORMANCE

TASK	SCORE	TASK NAME
B 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset



ABLLS-R SCORING PROTOCOL DESCRIPTION

TASK OBJECTIVE	QUESTION	EXAMPLES
When given single, uniquely-shaped pieces from an inset puzzle; the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?	



ABLLS-R SCORING PROTOCOL DESCRIPTION

CRITERIA	NOTES
4= places 5 pieces presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning 2= 5 pieces handed separately using trial and error 1= places up to 3 pieces handed separately using trial and error	



Scoring

- Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.
- For skills with a maximum score of 2, the child may score a 0, 1, or 2.
- For skills with a maximum score of 4, the child may score a 0, 1, 2, 3, or 4.
- The score DOES NOT tell you how important the skill is. For example, a skill with a maximum score of 4 is not “better” than a skill with a maximum score of 2.



Polling Question #3

- When scoring the ABLLS-R:
 - A. The child can score a half point on a skill.
 - B. Can score 6 for a maximum on each skill.
 - C. Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.
 - D. Each skill is a 0 or a 1.



Answer

- C: Each skill has a maximum score that varies from one skill to the next. The maximum score is always either a 2 or 4.

Having a score of 2 or 4 does not make a skill more or less important.



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Using the ABLLS-R as an Assessment Guide

- Comprehensive Nature
 - Number of Skill Areas
 - Number of Skills Within Each Area
- Decision Making:
 - Should I assess all sections of the ABLLS-R?
 - What materials do I need to complete the assessment on individual skills (pictures, objects, etc.)?
 - Who can help me complete the assessment? (Paraeducators, OT/PT, Speech-Language Pathologist, Parents)



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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).



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Final Polling Question

- **Which one is NOT a hint when scoring the protocol?**
- A. Start at the beginning and go all through the protocol.
 - B. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN do.
 - C. Go through each section that you have prioritized for assessment and mark all the items that you know the student CAN'T do.
 - D. Decide who will assess what skills and have the necessary materials ready to go.



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Answer

- A. Start at the beginning and go all through the protocol.

It is very helpful to first go through the document with all staff and caregivers involved and mark which skills they do know and which ones they don't know.



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Conclusion

- The ABLLS-R system is an assessment tool, curriculum guide, and skills-tracking system.
- It is practical and parent-friendly.
- It is easy to score, with specific criteria given for each skill.
- The skills-tracking system is a useful tool that visually demonstrates growth from one assessment period to the next.



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Electronic Forms Available

- ABLLS-R Blank Grids
- Verbal Operant Definitions
- Brief Description on the Verbal Operants Within the ABLLS-R



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References

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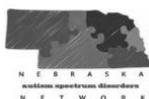
THANK YOU!

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