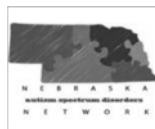


# TRI-STATE WEBINAR SERIES

## 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**

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## 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)

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## 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?



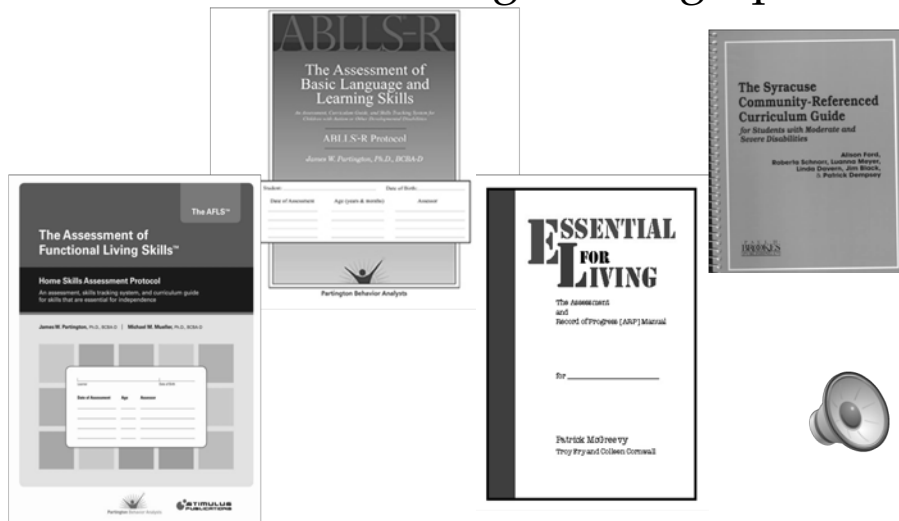
## Answer:

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

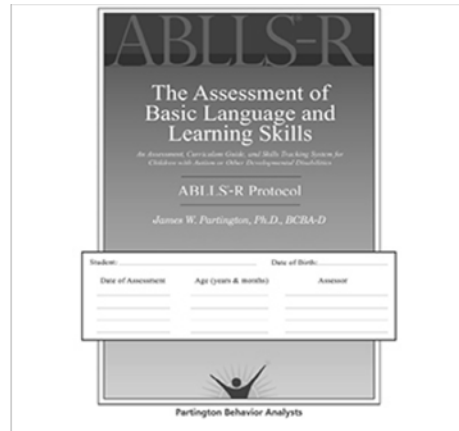


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## Some Functional Programming Options



## 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



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## 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 0 1 2 3 4 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 0 1 2 0 1 2 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 0 1 2 3 4 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 0 1 2 3 4 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 0 1 2 3 4 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	




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The AFLS™ - Basic Living Skills Protocol

Learner: \_\_\_\_\_  
 Assessor: \_\_\_\_\_ Date: \_\_\_\_\_ Color Code: \_\_\_\_\_

### Assessment of Functional Living Skills Skills Tracking System

#### Home Skills




MH	DS	CL	HC	HM	LS	KT	CG
MH20	DS19	CL30	HC34	HM20	LS25	KT37	CG40
MH21	DS20	CL31	HC35	HM21	LS26	KT38	CG41
MH22	DS21	CL32	HC36	HM22	LS27	KT39	CG42
MH23	DS22	CL33	HC37	HM23	LS28	KT40	CG43
MH24	DS23	CL34	HC38	HM24	LS29	KT41	CG44
MH25	DS24	CL35	HC39	HM25	LS30	KT42	CG45
MH26	DS25	CL36	HC40	HM26	LS31	KT43	CG46
MH27	DS26	CL37	HC41	HM27	LS32	KT44	CG47
MH28	DS27	CL38	HC42	HM28	LS33	KT45	CG48
MH29	DS28	CL39	HC43	HM29	LS34	KT46	CG49
MH30	DS29	CL40	HC44	HM30	LS35	KT47	CG50
MH31	DS30	CL41	HC45	HM31	LS36	KT48	CG51
MH32	DS31	CL42	HC46	HM32	LS37	KT49	CG52
MH33	DS32	CL43	HC47	HM33	LS38	KT50	CG53
MH34	DS33	CL44	HC48	HM34	LS39	KT51	CG54
MH35	DS34	CL45	HC49	HM35	LS40	KT52	CG55
MH36	DS35	CL46	HC50	HM36	LS41	KT53	CG56
MH37	DS36	CL47	HC51	HM37	LS42	KT54	CG57
MH38	DS37	CL48	HC52	HM38	LS43	KT55	CG58
MH39	DS38	CL49	HC53	HM39	LS44	KT56	CG59
MH40	DS39	CL50	HC54	HM40	LS45	KT57	CG60
MH41	DS40	CL51	HC55	HM41	LS46	KT58	CG61
MH42	DS41	CL52	HC56	HM42	LS47	KT59	CG62
MH43	DS42	CL53	HC57	HM43	LS48	KT60	CG63
MH44	DS43	CL54	HC58	HM44	LS49	KT61	CG64
MH45	DS44	CL55	HC59	HM45	LS50	KT62	CG65
MH46	DS45	CL56	HC60	HM46	LS51	KT63	CG66
MH47	DS46	CL57	HC61	HM47	LS52	KT64	CG67
MH48	DS47	CL58	HC62	HM48	LS53	KT65	CG68
MH49	DS48	CL59	HC63	HM49	LS54	KT66	CG69
MH50	DS49	CL60	HC64	HM50	LS55	KT67	CG70
MH51	DS50	CL61	HC65	HM51	LS56	KT68	CG71
MH52	DS51	CL62	HC66	HM52	LS57	KT69	CG72
MH53	DS52	CL63	HC67	HM53	LS58	KT70	CG73
MH54	DS53	CL64	HC68	HM54	LS59	KT71	CG74
MH55	DS54	CL65	HC69	HM55	LS60	KT72	CG75
MH56	DS55	CL66	HC70	HM56	LS61	KT73	CG76
MH57	DS56	CL67	HC71	HM57	LS62	KT74	CG77
MH58	DS57	CL68	HC72	HM58	LS63	KT75	CG78
MH59	DS58	CL69	HC73	HM59	LS64	KT76	CG79
MH60	DS59	CL70	HC74	HM60	LS65	KT77	CG80
MH61	DS60	CL71	HC75	HM61	LS66	KT78	CG81
MH62	DS61	CL72	HC76	HM62	LS67	KT79	CG82
MH63	DS62	CL73	HC77	HM63	LS68	KT80	CG83
MH64	DS63	CL74	HC78	HM64	LS69	KT81	CG84
MH65	DS64	CL75	HC79	HM65	LS70	KT82	CG85
MH66	DS65	CL76	HC80	HM66	LS71	KT83	CG86
MH67	DS66	CL77	HC81	HM67	LS72	KT84	CG87
MH68	DS67	CL78	HC82	HM68	LS73	KT85	CG88
MH69	DS68	CL79	HC83	HM69	LS74	KT86	CG89
MH70	DS69	CL80	HC84	HM70	LS75	KT87	CG90
MH71	DS70	CL81	HC85	HM71	LS76	KT88	CG91
MH72	DS71	CL82	HC86	HM72	LS77	KT89	CG92
MH73	DS72	CL83	HC87	HM73	LS78	KT90	CG93
MH74	DS73	CL84	HC88	HM74	LS79	KT91	CG94
MH75	DS74	CL85	HC89	HM75	LS80	KT92	CG95
MH76	DS75	CL86	HC90	HM76	LS81	KT93	CG96
MH77	DS76	CL87	HC91	HM77	LS82	KT94	CG97
MH78	DS77	CL88	HC92	HM78	LS83	KT95	CG98
MH79	DS78	CL89	HC93	HM79	LS84	KT96	CG99
MH80	DS79	CL90	HC94	HM80	LS85	KT97	CG100
MH81	DS80	CL91	HC95	HM81	LS86	KT98	CG101
MH82	DS81	CL92	HC96	HM82	LS87	KT99	CG102
MH83	DS82	CL93	HC97	HM83	LS88	KT100	CG103
MH84	DS83	CL94	HC98	HM84	LS89	KT101	CG104
MH85	DS84	CL95	HC99	HM85	LS90	KT102	CG105
MH86	DS85	CL96	HC100	HM86	LS91	KT103	CG106
MH87	DS86	CL97	HC101	HM87	LS92	KT104	CG107
MH88	DS87	CL98	HC102	HM88	LS93	KT105	CG108
MH89	DS88	CL99	HC103	HM89	LS94	KT106	CG109
MH90	DS89	CL100	HC104	HM90	LS95	KT107	CG110
MH91	DS90	CL101	HC105	HM91	LS96	KT108	CG111
MH92	DS91	CL102	HC106	HM92	LS97	KT109	CG112
MH93	DS92	CL103	HC107	HM93	LS98	KT110	CG113
MH94	DS93	CL104	HC108	HM94	LS99	KT111	CG114
MH95	DS94	CL105	HC109	HM95	LS100	KT112	CG115
MH96	DS95	CL106	HC110	HM96	LS101	KT113	CG116
MH97	DS96	CL107	HC111	HM97	LS102	KT114	CG117
MH98	DS97	CL108	HC112	HM98	LS103	KT115	CG118
MH99	DS98	CL109	HC113	HM99	LS104	KT116	CG119
MH100	DS99	CL110	HC114	HM100	LS105	KT117	CG120
MH101	DS100	CL111	HC115	HM101	LS106	KT118	CG121
MH102	DS101	CL112	HC116	HM102	LS107	KT119	CG122
MH103	DS102	CL113	HC117	HM103	LS108	KT120	CG123
MH104	DS103	CL114	HC118	HM104	LS109	KT121	CG124
MH105	DS104	CL115	HC119	HM105	LS110	KT122	CG125
MH106	DS105	CL116	HC120	HM106	LS111	KT123	CG126
MH107	DS106	CL117	HC121	HM107	LS112	KT124	CG127
MH108	DS107	CL118	HC122	HM108	LS113	KT125	CG128
MH109	DS108	CL119	HC123	HM109	LS114	KT126	CG129
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MH134	DS133	CL144	HC148	HM134	LS139	KT151	CG154
MH135	DS134	CL145	HC149	HM135	LS140	KT152	CG155
MH136	DS135	CL146	HC150	HM136	LS141	KT153	CG156
MH137	DS136	CL147	HC151	HM137	LS142	KT154	CG157
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MH141	DS140	CL151	HC155	HM141	LS146	KT158	CG161
MH142	DS141	CL152	HC156	HM142	LS147	KT159	CG162
MH143	DS142	CL153	HC157	HM143	LS148	KT160	CG163
MH144	DS143	CL154	HC158	HM144	LS149	KT161	CG164
MH145	DS144	CL155	HC159	HM145	LS150	KT162	CG165
MH146	DS145	CL156	HC160	HM146	LS151	KT163	CG166
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MH149	DS148	CL159	HC163	HM149	LS154	KT166	CG169
MH150	DS149	CL160	HC164	HM150	LS155	KT167	CG170
MH151	DS150	CL161	HC165	HM151	LS156	KT168	CG171
MH152	DS151	CL162	HC166	HM152	LS157	KT169	CG172
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MH156	DS155	CL166	HC170	HM156	LS161	KT173	CG176
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MH182	DS181	CL192	HC196	HM182	LS187	KT199	CG202
MH183	DS182	CL193	HC197	HM183	LS188	KT200	CG203
MH184	DS183	CL194	HC198	HM184	LS189	KT201	CG204
MH185							

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

### Assessment of Functional Living Skills Skills Tracking System

#### Home Skills



Category	Item	Assessment Grid
MH Meals at Home	MH29	
	MH28	
	MH27	
	MH26	
	MH25	
	MH24	
	MH23	
	MH22	
	MH21	
	MH20	
DS Dishes	DS18	
	DS17	
	DS16	
	DS15	
	DS14	
	DS13	
	DS12	
	DS11	
	DS10	
	DS9	
CL Clothing & Laundry	CL30	
	CL29	
	CL28	
	CL27	
	CL26	
	CL25	
	CL24	
	CL23	
	CL22	
	CL21	
HC Housekeeping and Chores	HC28	
	HC27	
	HC26	
	HC25	
	HC24	
	HC23	
	HC22	
	HC21	
	HC20	
	HC19	
HM Household Mechanics	HM35	
	HM34	
	HM33	
	HM32	
	HM31	
	HM30	
	HM29	
	HM28	
	HM27	
	HM26	
LS Leisure	LS25	
	LS24	
	LS23	
	LS22	
	LS21	
	LS20	
	LS19	
	LS18	
	LS17	
	LS16	
KT Kitchen	KT37	
	KT36	
	KT35	
	KT34	
	KT33	
	KT32	
	KT31	
	KT30	
	KT29	
	KT28	
CG Cooking	CG43	
	CG42	
	CG41	
	CG40	
	CG39	
	CG38	
	CG37	
	CG36	
	CG35	
	CG34	

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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.



## 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><b>MEALS AT HOME</b></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><b>HOUSEHOLD MECHANICS</b></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><b>DISHES</b></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><b>LEISURE</b></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><b>CLOTHING AND LAUNDRY</b></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><b>KITCHEN</b></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><b>HOUSEKEEPING AND CHORES</b></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><b>COOKING</b></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>

Developed by Neil Kanner



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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  
HC20-28 = 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)

LS1-18 = Operate Items and Independence  
LS19-25 = 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

<b>SELF-MANAGEMENT</b>	<b>MEALS AT HOME</b>
Major Behavior Issues	Utensils
Generalize and Cooperation	Drink and Serve
Flexibility	Manners
Rules of Conduct	Cleaning Up
<b>BASIC COMMUNICATION</b>	<b>DISHES</b>
Receptive and Mandis (ABLLS)	Dish Washing Skills
Tacts (ABLLS)	<b>CLOTHING AND LAUNDRY</b>
Intraverbals (ABLLS)	Washing Clothes
Read and Write	Dryer Use
<b>DRESSING</b>	Put Away Items
Taking Items On/Off	Hanging Up Items
Fasteners	<b>HOUSEKEEPING AND CHORES</b>
Adjustments to Clothing	Care of Personal Items
Selection of Clothing	Trash
Female Dressing Items	Clean Surfaces
Male Dressing Items	Bedding
<b>TOILETING</b>	Dust and Clean
	Pets, Plants, Outdoors
<b>GROOMING</b>	<b>HOUSEHOLD MECHANICS</b>
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
<b>BATHING</b>	<b>LEISURE</b>
	Operate Items and Independence
<b>HEALTH SAFETY AND FIRST AID</b>	Group Skills
Water Safety	<b>KITCHEN</b>
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
<b>NIGHT TIME ROUTINES</b>	<b>COOKING: Cooking Foods</b>
	Pour, Stir & Cold Foods
	Heat Foods, Microwave, Toaster
	Flames & Boiling Water
	Timers & Meal Planning

Developed by Seth Roemer



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



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## Summary of Mastered Items Sheet

Student: \_\_\_\_\_

Summary of Mastered Items

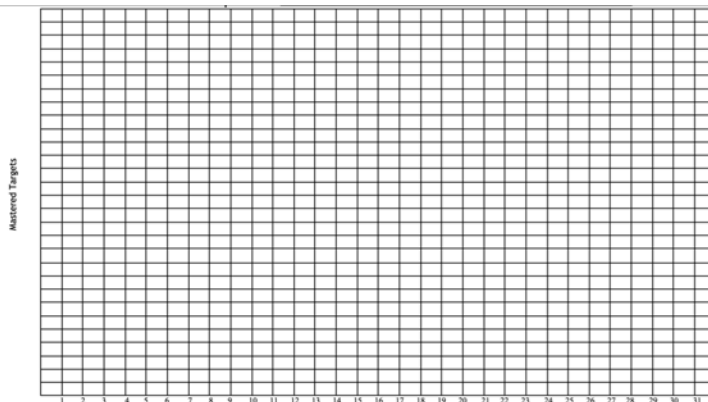
Skills:

Target	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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Student: \_\_\_\_\_

Month: \_\_\_\_\_



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# Natural Environment Data Sheet Template

[illegible]

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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
<b>Basic Living:</b> <ul style="list-style-type: none"> <li>• TL15-Ask to go to the bathroom</li> </ul>	<b>Basic Living:</b> Identify body parts <ul style="list-style-type: none"> <li>• BC3- Following instructions</li> <li>• BC5- Request missing items needed</li> <li>• BC5- Using communication device</li> <li>• GR15- Bites nose</li> <li>• HS13- Shave head</li> <li>• HS14- Put on bandage (use stuffed animal)</li> <li>• HS21- Verbally reports pain (use stuffed animal)</li> </ul>
<b>Home Skills:</b> <ul style="list-style-type: none"> <li>• DS1- Retrieves dishes from the cupboard</li> <li>• DS5- Put dishes in the dishwasher</li> <li>• DS5- Unloads the dishwasher</li> <li>• DS11- Rinse dishes</li> <li>• DS18- Put away glasses and dishes</li> </ul>	<b>Home Skills:</b> <ul style="list-style-type: none"> <li>• DS3- Select appropriate dishes for food items</li> <li>• DS16- Dishes (could be NET also)</li> <li>• DS17- Sorts silverware</li> </ul>
<b>Clothing and Laundry:</b> <ul style="list-style-type: none"> <li>• HC1- Packs and unpacks backpack</li> </ul>	<b>Clothing and Laundry:</b> <ul style="list-style-type: none"> <li>• CL3- Identifies clean and dirty (pictures)</li> <li>• CL3- Sorts laundry by color (pictures)</li> <li>• CL15- Matchee and fold socks</li> <li>• CL17- Fold towel then put away</li> </ul>
<b>Leisure Games:</b> <ul style="list-style-type: none"> <li>• LS12- Plays board games</li> </ul>	<b>Leisure Games:</b> <ul style="list-style-type: none"> <li>• LS12- Plays board games</li> <li>• LS1- Chooses a book he wants to look at then look at it</li> </ul>
<b>School Skills:</b> <ul style="list-style-type: none"> <li>• RE20- Lines up in request</li> <li>• RE45- Transitions between classes</li> <li>• RE47- Places all personal belongings in an appropriate place</li> </ul>	<b>School Skills:</b> <ul style="list-style-type: none"> <li>• ME11- Uses a fork (stir marshmallow, play-doh)</li> <li>• ME12- Uses a spoon</li> <li>• ME13- Eats from his own plate</li> </ul>
	<b>Kitchen:</b> <ul style="list-style-type: none"> <li>• KT13- Sorts and puts away food purchases</li> </ul>
	<b>Routines and Expectations:</b> <ul style="list-style-type: none"> <li>• RE47- Places all personal belongings in an appropriate place</li> </ul>



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## Example of Individual Student Plan with AFLS: Page Two

Student:	
Job Boxes	NET for All Skills
<ul style="list-style-type: none"> <li>• Putties</li> <li>• Match socks</li> <li>• Sort silverware</li> </ul>	<ul style="list-style-type: none"> <li>• Using books and magazines</li> <li>• Working walks (brooms)</li> </ul>
Language Program	Reading/Writing Program
<ul style="list-style-type: none"> <li>• Visualizer (after identifying, associations)</li> <li>• Calendar</li> <li>• Label objects</li> </ul>	<ul style="list-style-type: none"> <li>• Visual recipes</li> <li>• Survival words</li> <li>• Match words to pictures</li> <li>• Match words to words</li> </ul>
Math Program	
<ul style="list-style-type: none"> <li>• Money</li> <li>• Time (digital)</li> <li>• Basic number identification (known-reciprocally identify numbers)</li> <li>• Basic counting</li> </ul>	
Schedule Type	
<ul style="list-style-type: none"> <li>• Identical picture match to location</li> </ul>	
Resources to Aid in Programming	
<ul style="list-style-type: none"> <li>• DoDeen.com- Activities for sequencing/pictures</li> <li>• Life Skills Centers Year Long Life Skills Bundle (Teachers Pay Teachers)</li> </ul>	
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 12:25-12:30- Lunch (sit at a table, hand for what he wants, use silverware appropriately) 12:30-1:00- Evening and daily (seal fork, 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**

<p>(C)4: Functional: 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 3)</p> <p>(C)5: Functional: Given an opportunity, student will be able to identify safety and community signs and definitions increasing her score from a 1 to 2. (Identifying at least 10)</p> <p>(C)6: Functional: Given an opportunity, student will decide when it is and is not appropriate to provide for ID and with personal information to others increasing her score from 0 to 2.</p> <p>(C)7: Functional: 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.</p> <p>(D)1: Given an opportunity, student will not demonstrate aggression towards others increasing her score from 0 to 1 (no physical aggression towards others)</p> <p>(D)2: Given an opportunity, student will remain calm when loud or unexpected noises are present increasing her score from 0 to 2 consistently across approximately, verbally, or as is typical given the situation.</p> <p>(D)3: Given an opportunity, student ask for reasonable modification to environmental increasing her score from 0 to 2 requests reasonable accommodations from any person in charge when something is bothering her/him.</p> <p>(AFLS) C-4: Functional: Given functional life skill vocabulary, student will be able to identify and read 100 pictures/words increasing her score from 2 to 4.</p> <p>(B)1: Given an opportunity, student will watch where she is walking increasing her score from a 1 to 2 (consistently avoiding major obstacles)</p> <p>(B)2: Student will correctly identify the inside and outside of clothing and name the correct side out increasing score from 0 to 1.</p>	<p>(C)1: Given an opportunity, student will initiate conversation with others increasing her score from 1 to 4. (at least 1 conversation per day with 3 or more peers)</p> <p>(C)2: 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 to interrupt)</p> <p>(C)3: 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)</p> <p>(C)4: 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)</p> <p>(A)1: Given an opportunity, student will look back eyes to cross street and wait for traffic while crossing increasing her score from 0 to 1 (looks back eyes with only verbal prompting)</p> <p>(C)5: Functional: 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 student signs)</p> <p>(C)1: While using the restroom, student will use toilet paper throughout her score from 2 to 4 (consistently and independently wipes self)</p> <p>(B)2: Given only verbal prompts, student will be able to hang up his backpack, increasing his score from 0 to 1.</p> <p>(B)3: 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.</p> <p>(A)2: 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.</p>
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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/Fry-Words/fry_complete_1000.pdf)
- [http://www.k12reader.com/dolch/dolch\\_alphabetized\\_by\\_grade\\_with\\_nouns.pdf](http://www.k12reader.com/dolch/dolch_alphabetized_by_grade_with_nouns.pdf)
- <http://www.eyeonthesky.org/pdfs/HighFrequencyWords.pdf>
- [www.enchantedlearning.com/wordlist/](http://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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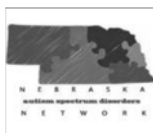
- **Essential for Living Skills Curriculum** by Patrick McGreevy, Ph.D and Associates, Orlando, FL
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*Mike Miklos & Amiris Dipuglia*

# THANK YOU!

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