



PaTTAN Autism Initiative
PAI



PATTAN AUTISM INITIATIVE

EVIDENCE BASED PRACTICES LEARNING MODULES



PATTAN AUTISM INITIATIVE



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The PaTTAN Autism Initiative guiding principle is to provide systemic support utilizing evidence-based practices to empower special education teams across Pennsylvania.



PATTAN AUTISM INITIATIVE CORE VALUES

We support all Local Education Agencies (LEAs) to cultivate internal capacity to effectively implement teaching strategies and classroom systems.

We provide on-site coaching, modeling and classroom training and technical support to ensure that all classroom teams and teachers receive the necessary tools to meet the diverse needs of students, including those with autism and related disabilities, as well as other complex needs.

We collaborate closely with districts to foster inclusive learning environments, thus elevating student outcomes and championing equity in education, ensuring that every student can meet their fullest potential.

Consultation provided by the PaTTAN Autism Initiative is ongoing and adaptable to the evolving needs of classrooms and students.





PaTTAN Autism Initiative

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ASSESSMENT

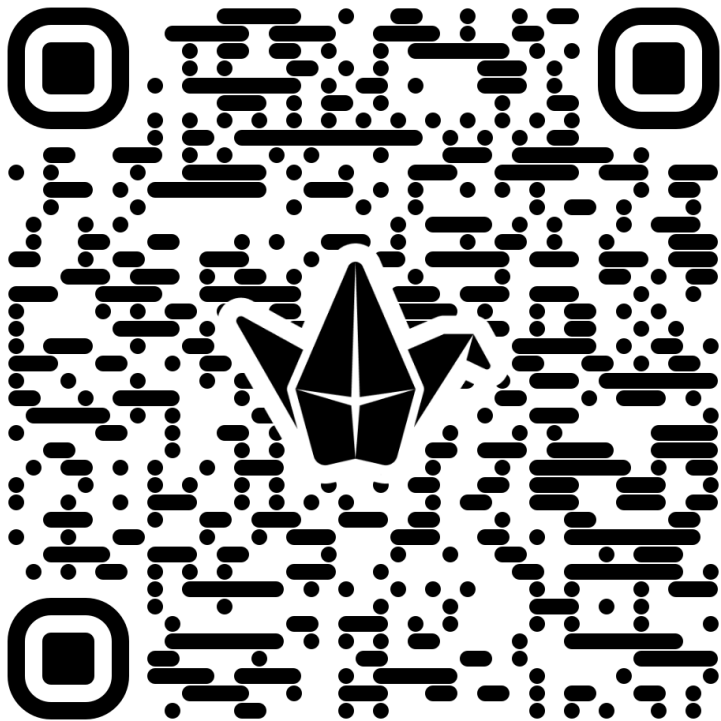
PART 2: TARGETED ASSESSMENTS AND PAI DATA TOOL

EVIDENCE BASED PRACTICES LEARNING MODULES

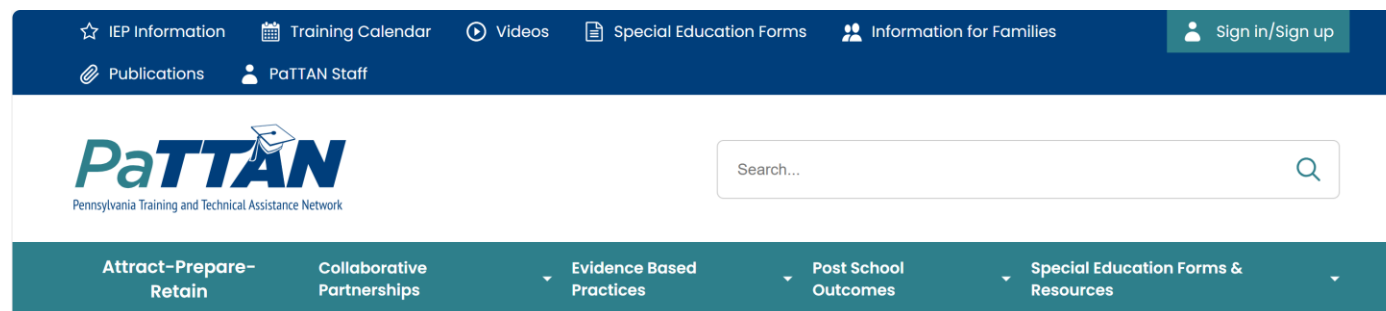


EVIDENCE BASED PRACTICES LEARNING MODULES-RESOURCES

Padlet Resources



PaTTAN Website



www.pattan.net



TRAINING MODULE OVERVIEW

This training will provide an overview of the PAI data tool aligned to data collection for targeted assessment areas for students with the educational disability category of autism.



LEARNING OBJECTIVES


- Learners will be able to identify the role of assessment in identifying student strengths and needs and its role in instructional programming
- Learners will review a suggested assessment checklist
- Learners will review assessment considerations based on the educational disability category of autism
- Learner will receive an overview of the PAI Data Companion tool



AUTISM DEFINITION

Autism spectrum disorder (ASD) is a complex developmental condition that is characterized by:

- Social communicative deficits
- Restricted and repetitive patterns of behavior, interests, or activities
- Examples of challenges and impact on educational performance:
 - Generalization
 - Discrimination
 - Social interactions
 - Require systematic instruction
 - Problem behavior
- Other such disorders or disabilities may also present with similar deficits

Centers for Disease Control and Prevention. (n.d.). *National Center on Birth Defects and Developmental Disabilities (NCBDDD)*. Centers for Disease Control and Prevention. 

<https://www.cdc.gov/ncbddd/>



AUTISM SYMPTOM ONSET AND DIAGNOSIS

“The behavioral symptoms of autism spectrum disorder (ASD) often appear early in development.^{[1](#)} Many children show symptoms of autism by 12 months to 18 months of age or earlier.^{[2,3](#)}”

“Most children with autism are not diagnosed until after age 3, even though health care providers can often see developmental problems before that age.^{[7,8,9,21](#)}”

<https://www.nichd.nih.gov/health/topics/autism/conditioninfo/symptoms-appear>



PATTAN AUTISM INITIATIVE SUPPORTS

An Integrated System of Effective Instruction:

1. Assessments

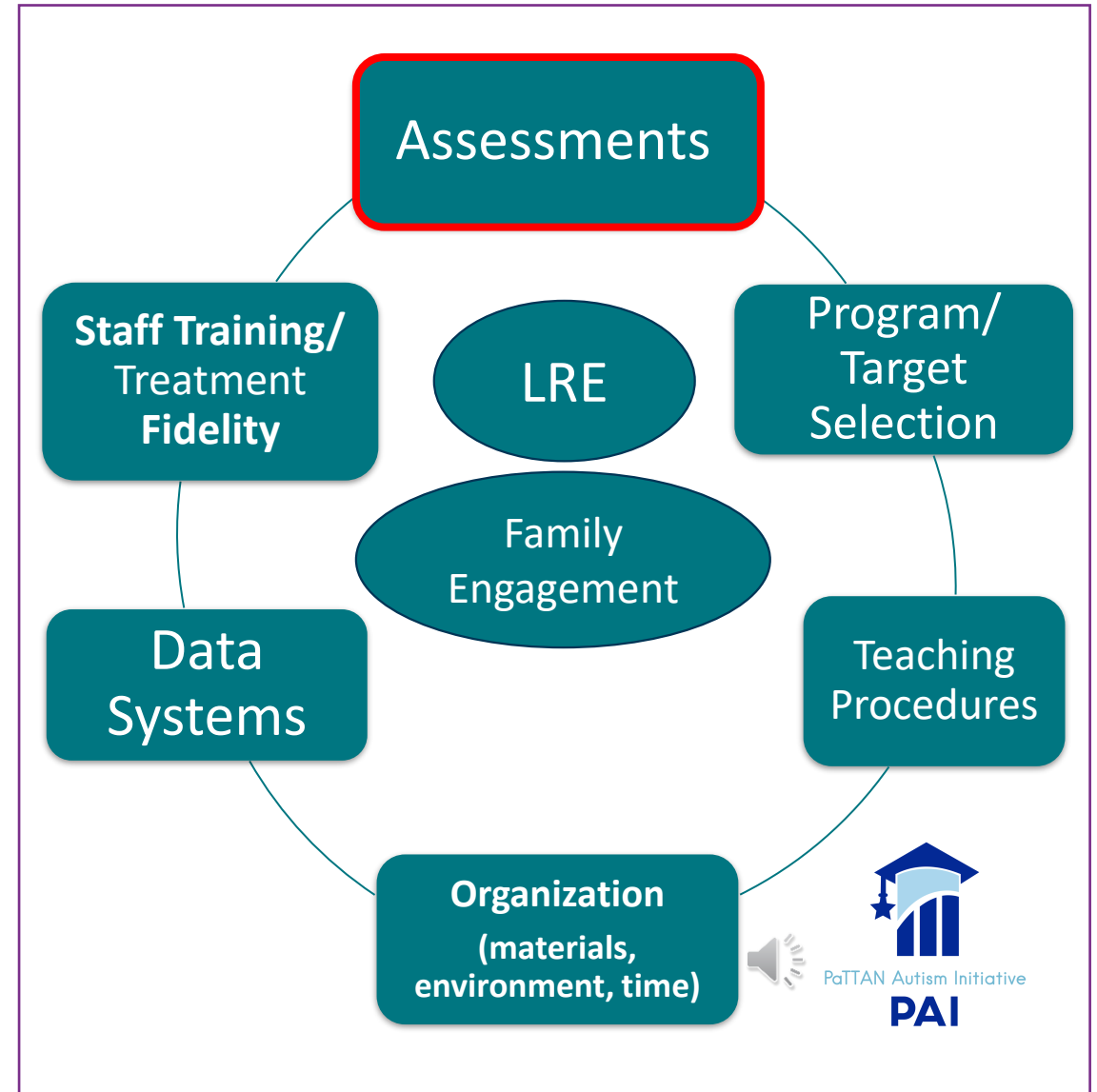
- Skill strengths
- Skill needs

2. Programming and Instruction

- Evidence based curricula and programs
- Core instruction and intervention
- Targeted skills for acquisition

3. Teaching Procedures

- Evidence based
- Explicit instruction and correction procedures



PATTAN AUTISM INITIATIVE SUPPORTS

An Integrated System of Effective Instruction:

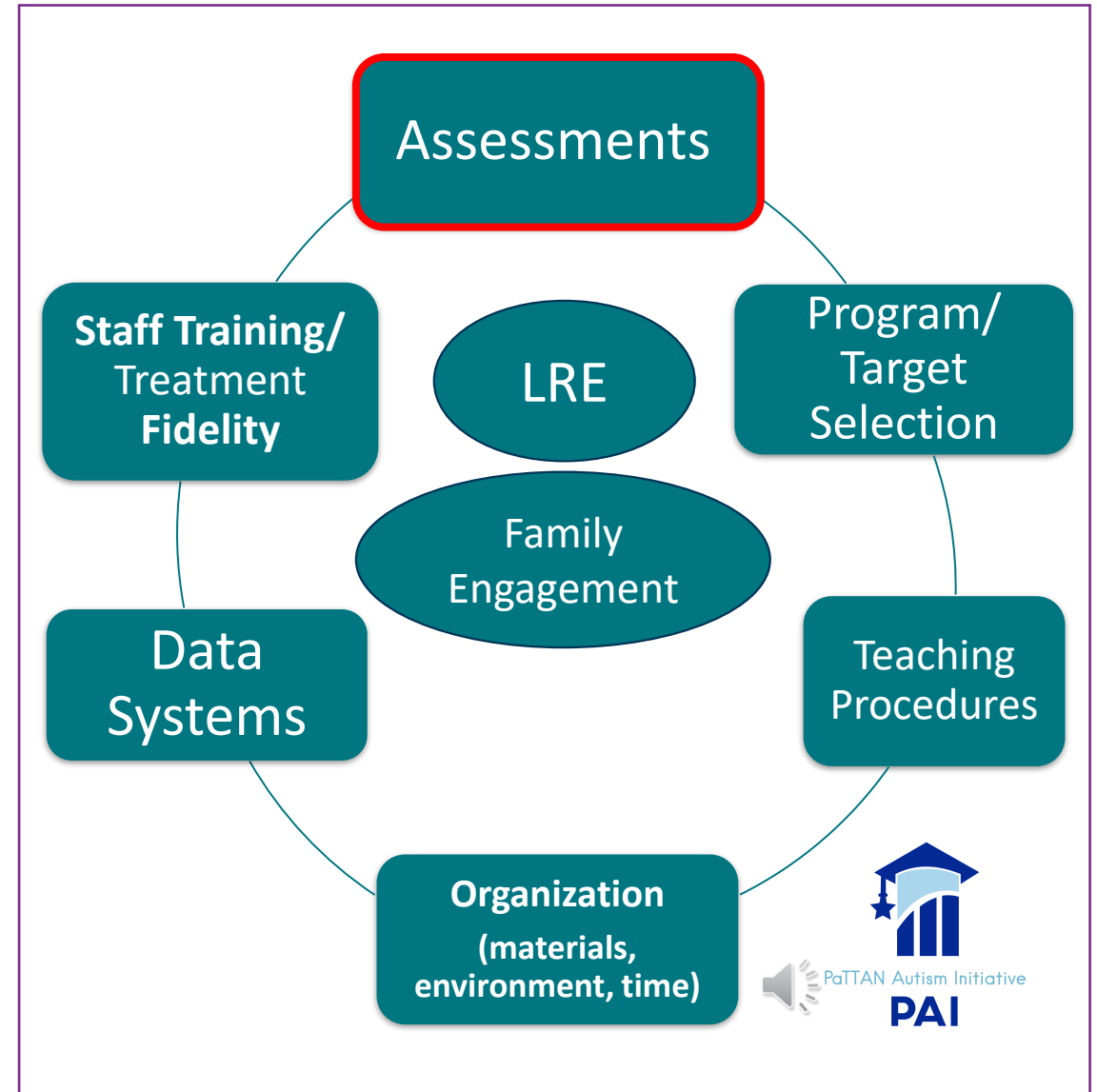
4. Organization

- Learning environments
- Instructional materials
- Allocation of instructional time

5. Data Systems

- Benchmarks, progress monitoring
- Daily and weekly monitoring systems

6. Staff Training and Treatment Fidelity



ASSESSMENT CHECKLIST FOR CONSIDERATION

- ✓ PA Core Curriculum Standards
- ✓ State and Local Assessments
- ✓ Targeted Assessments based on Educational Disability Category
 - ✓ Social Communication-Self Advocacy, Social Skills, Social Emotional Learning
 - ✓ Language Development
 - ✓ Behavior
- ✓ Current Individualized Programming and Instruction Assessments
- ✓ Functional Living Skills
- ✓ Related Service Provider Assessments
- ✓ Students Strengths Based Assessment and Skill Strength Identification





EDUCATIONAL DISABILITY CATEGORY: AUTISM

TARGETED ASSESSMENTS

TARGETED ASSESSMENTS BASED ON EDUCATIONAL DIAGNOSIS : SOCIAL COMMUNICATION

Social Communication Assessment Considerations:

- Assess and Determine of the individual's communication response form(s)
- Use a team-based approach for assessing the student's baseline communication strengths and needs
 - Individual, caregivers and other team member input
 - Determine how the student currently communicates with others
 - Student's 'choice'
 - History of communication skills
 - Assess the student's baseline skills-Spontaneous vocalizations, echoic skills, motor movements, etc.
 - Consider the use of behavioral language assessments such as the VB Mapp or the Essential for Living Alternative Method of Speaking Selection Tool (<https://datamakesthedifference.com/ams-selection-tool/>)



TARGETED ASSESSMENTS BASED ON EDUCATIONAL DISABILITY: SOCIAL COMMUNICATION

Social Communication Assessment Considerations:

- Core Social Skills and/or Social Emotional Learning Curriculum (Tier 1)
- Intervention Curriculum designed for groups (Tier 2) or individuals (Tier 3)

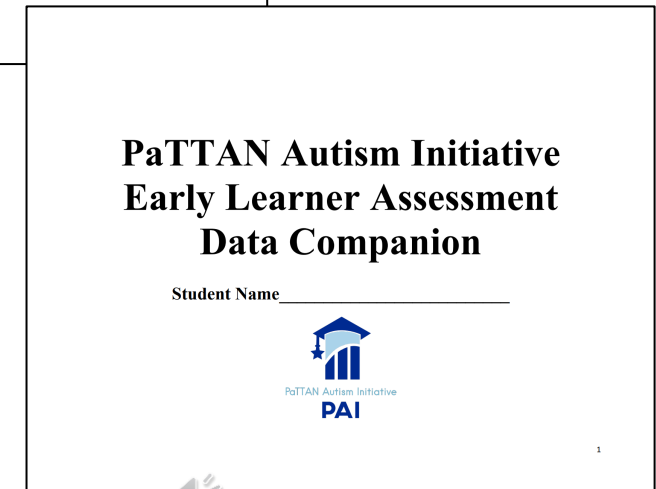
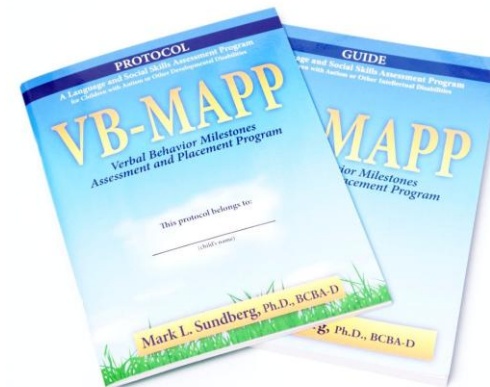
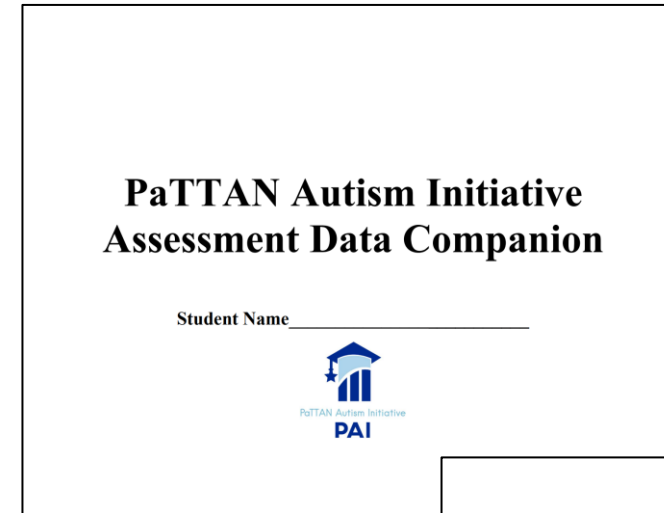
Program Name	Grade Range
Positive Action	K-12
Responsive Classroom	K-8
Project Success	6-12
Second Step	Pre K-Adults
Skillstreaming	Early Childhood-Adolescence



This table does not serve to endorse any assessment or curriculum instead it represents some SEL curriculums selected by LEAs across the Commonwealth

BASELINE ASSESSMENT: BEHAVIORAL LANGUAGE ASSESSMENTS

- PaTTAN Autism Initiative Assessment Data Companion- Operant Skills, School Readiness Skills, ADL, Social
- VB-MAPP
- PEAK
- Essential For Living
- Etc.



PaTTAN Autism Initiative Assessment Data Companion

Student Name _____



INITIATING ASSESSMENT



PAI ASSESSMENT DATA COMPANION

Summary of Contents:

- Preferences, Potential Reinforcers
- Observational and Attending Responding
- Social Interactions-approach, engagement, social interactions and social reciprocity
- Context Responding and Variations in Motor Movement

PaTTAN Autism Initiative Early Learner Assessment Data Companion

Student Name _____



1



PAI ASSESSMENT DATA COMPANION

Summary of Contents Continued:

- Expressive (Tact) and Receptive (Listener Responding) Skills
- Verbal and Non-Verbal Operants
- Component Language Skills to Expanding Parts of Speech-nouns, verbs, adjectives, pronouns, prepositions

PaTTAN Autism Initiative Assessment Data Companion

Student Name _____



PAI ASSESSMENT DATA COMPANION

Summary of Contents Continued:

- Pre-Academic Reading, Writing, Math skills
- Group Skills
- Independent Readiness Skills
 - Activities of Daily Living
 - Leisure
 - School Readiness and Classroom/School Routines

PaTTAN Autism Initiative Assessment Data Companion

Student Name _____



DEVELOPING A LEARNER PROFILE AND ASSESSMENT PLAN

- Determine student's response form-mode of communicating with others
- Determine approximate student instructional level-at, above, or below grade level and chronological age
- Assess skills generally impacted as a result of autism disability category
 - Early developing skills 0-5 years of age
 - Assessment of early skills regardless of chronological age
 - Unless current profile and data meet skills at a level above 5 years of age
 - Profile of skills is more commensurate with chronological age
 - Early skills are no longer relevant to be targeted for instruction OR necessary for the development of other desired skills to be taught
- Assess skills relevant to chronological age and/or functioning level
- Assess skill areas of need as presented by or determined by caregivers, support team, etc.



GENERAL DEFINITION OF LEARNER PROFILES

Early Learner/ Basic	Language, social, developmental milestone skills generally between 0-18 months
Intermediate	Language, social, developmental milestones skills generally between 18-30 months
Advanced	Language, social, academic, developmental milestones generally between 30 months to 5 years or above
Generalizing to Novel Setting	Language typical of same age peers. Language, social, academic, developmental milestones at and above 5 years of age, instructional needs met within grade levels with or without supplementary aids and services



EARLY LEARNER STUDENT PROFILE

- Social Communication
 - Transfer of care from familiar to unfamiliar adults requires conditioning and establishing of new relationships, building trust, establishing cooperation and engagement
 - Manding-requesting, interacting socially with others occurs with familiar adults and may range from subtle (ex. Eye contact, moving towards, smiling) to overt (ex. reaching, pointing, gesturing, asking)
- Expressive Language-general single sounds/syllables up to 1-2 words per utterance
 - Tact (label)-simple nouns or actions, often related to preferred items/actions/activities/tangibles
 - Tact (label)-familiar nouns in their context (ex. Knows toothbrush in the bathroom, but not in a picture)
- Receptive Language
 - Listener Responding-following verbal directions in specific context and routings
- Variation of Motor Movements and Attending Responses
 - Varies movements and interactions based on context (ex. Given lego blocks → puts them together, given a bucket of balls → dumps them out then picks up and puts balls in bucket, given an inset puzzle and piece → puts/attempts to put piece in puzzle)
 - Varies movements and attending based on motivation (ex. Moves to window to see desired things outside)



INTERMEDIATE LEARNER STUDENT PROFILE

- Social Communication
 - Manding-requesting, interacting socially with others
 - Using others as a source of information when items are missing or not in visual presence
 - Expanding communication beyond familiar adults
 - Expanding communication to peers
- Expressive Language
 - Tact (label)-nouns, actions, whole items and parts of whole
- Receptive Language
 - Listener Responding-following verbal directions
 - Listener Discrimination-following verbal directions and responding within complex contexts based on verbal direction



ADVANCED LEARNER STUDENT PROFILE

- Social Communication
 - Expressive and reciprocal communication in social circumstances
 - Effectively communicates to meet the needs of self and others
 - Acquires new information and adapts to social contingencies
 - May require explicit teaching and practice to expand social knowledge
- Expressive Language
 - Tact (label)-adjectives, prepositions, pronouns
 - Expands labeling and describing with multiple words and phrasing
- Receptive Language
 - Acquires skills through listening and can transfer skills to expressive language and vice versa
 - Follows multiple step directions and engages in strategies to remember and recall information



GENERALIZING LEARNER STUDENT PROFILE

- Social Communication
 - Effectively communicates to meet the needs of self and others
 - Acquires new information and adapts to social contingencies
 - May require explicit teaching and practice to expand social knowledge
 - Social skills and Social Emotional wellness are compared to school age development sequences and chronological age
- Expressive Language
 - Language and vocabulary are robust and expand from natural learning opportunities
 - May require explicit instruction to expand concepts
- Receptive Language
 - Acquires skills through listening and can transfer skills to expressive language and vice versa
 - Responds appropriately as a listener compared to school age development sequences and chronological age
- Academic Instruction
 - Accessing core instruction and curriculum with or without accommodations, support, and intervention





ASSESSMENT VIDEO MODEL



PREFERENCES AND POTENTIAL REINFORCERS



INITIAL ENGAGEMENT AND ASSESSMENT OF PREFERENCES

- Clear and controlled environment
- Enriched with systematically arranged items opportunities
- Teacher offered or provided the opportunity for access controlled/limited access
- Teacher may or may not engage directly in the activity
- Teacher adjusts level of social interaction to meet students preference



INITIAL ENGAGEMENT AND ASSESSMENT OF PREFERENCES

- Clear and controlled environment
 - Areas arranged with assessment items only and clear of unnecessary items
- Enriched with systematically arranged items opportunities
 - U-table-Kerplunk game, bin of building materials, pop tubes, edible tidbits
 - Carpet Area-tablet, cars, wobbly chair
 - Desk Area-Pokemon card box and binder
- Teacher offered or controlled/limited access
 - Cars, Pokemon cards from box, closed bin
 - Available items for the assessment period are prepared and available
 - Instructor avoids leaving student or altering the preference assessment environment during the assessment
- Teacher may or may not be involved
 - Remains in proximity
 - Adjusts proximity and engagement based on student response
 - Narrates in a positive tone what the student is doing
 - Fades in engagement as desired, tolerated, and initiated by the student



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: EARLY LEARNER STUDENT PROFILE

BASIC SKILLS SUPPLEMENT

Preference Assessment Observation

Student: _____ Observer: _____ Date: _____

Item/Activity	Speed of approach (slow, medium, fast)	Strength of Response (weak, strong, very strong)	Total engagement time	Frequency of approaches	Notes
Tablet	Fast	very strong	5 minutes	when available	Golf game
Cars Bin	Fast	very strong	2 minutes	6 times	pushes, race
Pop Tube	Slow	weak	1 minute	1 time	listened , said no
Wobble Seat Chair	Slow	weak	seconds	2 times	when offered
Water Bottle	Fast	very strong	1 minute	when available	water



APPROACH ASSESSMENT AND DATA

Approach Data Sheet

Student: _____ Observer: _____ Date: _____
 Staff Running Trials: _____ Start Time: _____ End Time: _____

Reinforcing Item/Activity/Event (If no explicit reinforcer, leave blank)		Circle Approach or Escape		
1.	NR	Approach	Escape	
2.	NR	Approach	Escape	
3.	NR	Approach	Escape	
4.	NR	Approach	Escape	
5.	NR	Approach	Escape	
6.	NR	Approach	Escape	
7.	NR	Approach	Escape	
8.	NR	Approach	Escape	
9.	NR	Approach	Escape	
10.	NR	Approach	Escape	
11.	NR	Approach	Escape	
12.	NR	Approach	Escape	
13.	NR	Approach	Escape	
14.	NR	Approach	Escape	
15.	NR	Approach	Escape	
16.	NR	Approach	Escape	
17.	NR	Approach	Escape	
18.	NR	Approach	Escape	
19.	NR	Approach	Escape	
20.	NR	Approach	Escape	
21.	NR	Approach	Escape	
22.	NR	Approach	Escape	
23.	NR	Approach	Escape	
24.	NR	Approach	Escape	
25.	NR	Approach	Escape	
Data Summary:	Total Approach	Total Escape	Total NR	Percent Approach
Totals:				
Staff (no explicit reinforcer used)				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				





SOCIAL COMMUNICATION



SOCIAL COMMUNICATION ASSESSMENT BY LEARNER PROFILE

- Assess students' social interaction for wants and needs based on Learner Profile
 - Early Learner: Uses general modes of communication or precise spoken or alternative method of communication
 - items present, immediately available and in view; with adult verbal prompt/model/question (ex. "What do you want?" "Tell me" "Use your words" and without adult verbal prompt, model, or question).
 - Intermediate: uses precise spoken or alternative method of communication
 - Items present and out of sight, spontaneous requests
 - Communicates request for attention, information, and engagement from adults and peers
 - Communicates request to remove undesirables
 - Advanced: uses precise spoken or alternative method of communication
 - Communication for information is expanded
 - Reciprocal communication with adults and peers occurs
 - Social interactions involve initiating and reciprocating responses
 - Generalizing/Novel: uses precise spoken or alternative method of communication
 - Skills align to a defined chronological or functional level determined by assessment team



SOCIAL COMMUNICATION ASSESSMENT: EARLY LEARNER STUDENT PROFILE

Mand Sampling Data Sheet		
Student Name: _____		Setting/Activity: <u>Sand box Activity</u>
Response Form: _____		
	Mands for items/actions	
	Item Present w/Prompt	Item Present Independent
TALLY		
EXAMPLES: if student does not use word, specify topography	Shovel Bucket	



SOCIAL COMMUNICATION ASSESSMENT: INTERMEDIATE LEARNER STUDENT PROFILE

Mand Sampling Data Sheet								
	Mands for items/actions		Mands for attention	Mands for Missing Items	Mand for Removal of Aversive	Mand to Peer	Mand for information	Mand for others to follow specific instructions/steps
	Item Present	Spontaneous						
TALLY								
EXAMPLES								



SOCIAL COMMUNICATION: INTERMEDIATE LEARNER STUDENT PROFILE

MAND SAMPLE DATA SHEET

Student: _____ Date: _____

<u>Mands for Items</u>	<u>Mands for Actions</u>	<u>Mands for Activities</u>	<u>Mands for Missing Items</u>
Write examples: <u>Items Present:</u>		Activities:	
Actions:		Mand Errors:	
<u>Missing Items:</u>			



SOCIAL COMMUNICATION ASSESSMENT: ADVANCED LEARNER STUDENT PROFILE

Mand Sampling Data Sheet								
	Mands for items/actions		Mands for attention	Mands for Missing Items	Mand for Removal of Aversive	Mand to Peer	Mand for information	Mand for others to follow specific instructions/steps
	Item Present	Spontaneous						
TALLY								
EXAMPLES								

MAND SAMPLE DATA SHEET

Student: _____ Date: _____

Mands for Items, Actions, Activities	Mands for Missing Items	Mands for Removal of Aversives	Mands for Attention	What	Where	When	Who	Why	How	Can	Does	Will

Write examples:

Items Present:

Missing items:

Actions/Activities:

Mand for the removal of aversives:

Mand for attention


Where:

What/Who:


All other mands for information:

Defective Mands/Mand Errors:

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SOCIAL COMMUNICATION ASSESSMENT: GENERALIZING LEARNER PROFILE

Social Communication Assessment Considerations:

- Core Social Skills and/or Social Emotional Learning Curriculum (Tier 1)
- Intervention Curriculum designed for groups (Tier 2) or individuals (Tier 3)

Program Name	Grade Range
Positive Action	K-12
Responsive Classroom	K-8
Project Success	6-12
Second Step	Pre K-Adults
Skillstreaming	Early Childhood-Adolescence



This table does not serve to endorse any assessment or curriculum instead it represents some SEL curriculums selected by LEAs across the Commonwealth

SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: GRADE LEVEL ASSESSMENTS

Generalizing to Novel Setting

Language typical of same age peers. Language, social, academic, developmental milestones at and above 5 years of age, instructional needs met within grade levels with or without supplementary aids and services



Early Childhood

#	Student Names→ Skill↓ Student Skill Rating→
1	Listening: Does the student appear to listen when someone is speaking and make an effort to understand what is said?
2	Asking for help: Does the student decide when he/she needs assistance and ask for this help in a pleasant manner?
3	Saying thank you: Does the student tell others he/she appreciates help given favors, and so forth?
4	Bringing materials to class: Does the student remember the books and materials he/she needs for class?
5	Following Instructions: Does the student understand instructions and follow them?
6	Completing assignments: Does the student complete assignments at his/her independent academic level?
7	Contributing to discussions: Does the student participate in class discussions in accordance with classroom rules?
8	Offering help to an adult: Does the student offer to help you at appropriate times and in an appropriate manner?
9	Asking a question: Does the student know how and when to ask a question of another person?
10	Ignoring distractions: Does the student ignore classroom distractions?

Elementary

Skills Streaming ELEMENTARY Assessment & Group Chart Combined										
Key : 1 – Almost Never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost Always										
1. Listening: Does the student appear to listen when someone is speaking and make an effort to understand what is said?										
2. Asking for help: Does the student decide when he/she needs assistance and ask for this help in a pleasant manner?										
3. Saying thank you: Does the student tell others he/she appreciates help given favors, and so forth?										
4. Following directions: Does the student understand directions and follow them?										
5. Completing assignments: Does the student complete assignments at his/her independent academic level?										
6. Contributing to discussions: Does the student participate in class discussions in accordance with classroom rules?										
7. Offering help to an adult: Does the student offer to help you at appropriate times and in an appropriate manner?										
8. & 9. Asking a question: Does the student know how and when to ask a question of another person?										

Adolescent

1. Listening: Does the student pay attention to someone who is talking and make an effort to understand what is being said?
2. Starting a Conversation: Does the student talk to others about light topics and then lead into more serious topics?
3. Having a Conversation: Does the student talk to others about things of interest of both of them?
4. Asking a Question: Does the student decide what information is needed and ask the right person for that information?
5. Saying Thank You: Does the student let others know what they are grateful for favors?
6. Introducing Yourself: Does the student become acquainted with new people on their own initiative?
7. Introducing Other People: Does the student help others become acquainted with one another?
8. Giving a Compliment: Does the student tell other that they like something about them or their activities?



BEHAVIORAL LANGUAGE ASSESSMENTS

AN OPERANT ANALYSIS AND ASSESSMENT OF
LANGUAGE DEVELOPMENT



METHODS OF RESPONDING AND OPERANT ASSESSMENTS

	Methods of Responding (Response Form)		
Operant ↓	Vocal Speech	Topography Based Alternative Communication Systems (ex. Sign, typing, writing, texting, finger spelling, etc.)	Selection Based Alternative Communication Systems (ex. Picture exchange, SGD-selection, yes/no, etc.)
Mand	★	★	★
Echoic	★		
Tact	★	★	
Motor Imitation	★	★	★
Listener Response	★	★	★
Intraverbal	★	★	★





VERBAL OPERANTS

EXPRESSIVE LANGUAGE



VERBAL OPERANT ASSESSMENT CONSIDERATIONS: BASIC LEARNER STUDENT PROFILE

Echoic/Vocal Imitation

- Must be spoken vocal language
- Developmental sequence of language development
- Precise and Approximations

Echoic Assessment for Tacts and Mands				
Item/Word	Mand: M Tact: T	Correct Vocal (no echoic prompt)	Correct Vocal (with echoic prompt)	Echoic Only (no item present)
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N
Approximation				
	M T	Y N	Y N	Y N

Echoic			
CVCV Repetitive Syllables (e.g., mama)	VC Initial Consonant Deletion (e.g., eye)	CV Consonant – Vowel (e.g., two)	
VCV Vowel-Consonant- Vowel (e.g., apple)	CV1CV2 Repetitive syllables with vowel change (e.g., mommy)	C1V1CV2 Simple Bisyllabics (e.g., pony)	
CVC Assimilation (e.g., mom)	CVC Bilabial Assimilation (e.g., mop)	CVC Tip-alveolar Assimilation (e.g., nut)	
CVCVCV Simple Polysyllabic (e.g., potato)	C1V1C2V2 plus CVC (e.g., teddy bear)	/m/ synthesis (e.g., man)	
/t/ synthesis (e.g., top)	/b/ synthesis (e.g., bat)	2 monosyllabic, 3 bisyllabic	
/d/ synthesis (e.g., dot)	/h/ synthesis (e.g., hat)	/n/ synthesis (e.g., knot)	
/w/ synthesis (e.g., one)	/k/ initial (e.g., cup)	/k/ final (e.g., back)	
/k/ final (e.g., off)	/f/ initial (e.g., fun)	/s/ final (e.g., bus)	
/s/ initial (e.g., sun)			

VERBAL OPERANT ASSESSMENT CONSIDERATIONS: INTERMEDIATE/ADVANCED LEARNER STUDENT PROFILE

Echoic/Vocal Imitation

- Multiple syllables, words, phrases, sentences
- Maintain vocal responses heard and self repeated
- Acquire new words from natural environment

Echoic – Multiple Words			
3 monosyllabic	2 monosyllabic, 1 bisyllabic	2 bisyllabic, 1 monosyllabic	
2 monosyllabic, 2 bisyllabic	4 bisyllabic	2 monosyllabic, 1 bisyllabic, 1 trisyllabic	
1 monosyllabic, 2 bisyllabic, 1 trisyllabic	3 bisyllabic, 1 trisyllabic	2 bisyllabic, 2 trisyllabic	
1 bisyllabic, 3 trisyllabic	4 trisyllabic	5 monosyllabic	
4 monosyllabic, 1 bisyllabic	3 monosyllabic, 2 bisyllabic	2 monosyllabic, 3 bisyllabic	
1 monosyllabic, 4 bisyllabic	5 bisyllabic	3 monosyllabic, 1 bisyllabic, 1 trisyllabic	
2 monosyllabic, 2 bisyllabic, 1 trisyllabic	1 monosyllabic, 3 bisyllabic, 1 trisyllabic	4 bisyllabic, 1 trisyllabic	
3 bisyllabic, 2 trisyllabic	2 bisyllabic, 3 trisyllabic	1 bisyllabic, 4 trisyllabic	
5 trisyllabic			

Echoic Phrases			
3 words		7 words	
4 words		8 words	
5 words		9 words	
6 words		10 words	



VERBAL OPERANT ASSESSMENT CONSIDERATIONS: BASIC LEARNER STUDENT PROFILE

Tact and Listener Responding:

- Common nouns
- Parts of the body
- Ability to respond expressively (Tact) and Receptively (LR/LD)
- Prioritize assessment of Tact skills before Listener Responding skills

Common Items/People/Places								
ITEM	TACT	LD	ITEM	TACT	LD	ITEM	TACT	LD
Acorn			Bottle			Cornucopia		
Almond			Bow			Cotton ball		
Aluminum Foil			Bowling Ball			Crab		
Ant			Bowling Pin			Crown		
Apron			Box			Cucumber		
Aardvark			Boy			Cutting Board		
Artichoke			Bread			Cymbals		
Artist			Bridge					
Asparagus			Broccoli			Dancer		
Astronaut			Building			Deer		
Avocado			Buffalo			Delivery man/woman		
Ax			Bumble Bee			Dentist		
			Bus Driver			Dining Room		
						Doctor		
						Dolphin		
						Donkey		

Body Parts	LD "Touch your _"	Tact "What's this?"	LD "Touch my _"
Ankle			
Arms			
Cheeks			
Chest			
Chin			
Ears			
Elbow			
Eyebrow			
Eyelashes			
Eyes			
Feet			
Fingers			



VERBAL OPERANT ASSESSMENT CONSIDERATIONS: INTERMEDIATE LEARNER STUDENT PROFILE

Expanding Tact Concepts:

- Labeling ongoing actions
- Combinatory use of nouns and verbs
- Labeling multiple items in a field, picture scenes, natural environments and demonstrating recall

[illegible]

Tact Parts		
Item	Part	

Tact Multiple Items in a field					
2 items		6 items		Areas of room	
3 items		7 items		NET	
4 items		8 items		Recall (enter total number of items)	
5 items		9 items			

SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: INTERMEDIATE LEARNER STUDENT PROFILE

Select Multiple Items in order from a field														
	Neat Array No Delay		Messy Array No Delay		Neat Array 5 sec Delay		Messy Array 5 sec Delay		Neat Array 10 sec Delay		Messy Array 10 sec Delay		With Distraction and Delay	
T=Table N=NET	T	N	T	N	T	N	T	N	T	N	T	N	T	N
2 from 10+														
3 from 10+														
4 from 10+														
5 from 10+														
2 actions														
3 actions														
4 actions														
1 action 3 items														
2 actions 2 items														
3 actions 1 item														
MTS 5 sec delay														
MTS 10 sec delay														

IV Personal Information	Whole name?	Live?
Name?	Address?	Year born?
First Name?	Birthday?	Phone Number?
Last Name?	Mom's name?	State?
School?	Age?	



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: ADVANCED LEARNER STUDENT PROFILE

Tact-Verbal Conditional Discrimination Key: I-item C-color S-shape F-function											
Within Item	Item	C	I	S	S	Func	C	I	C	S	I
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Item	I	C	Func	S	C	S	Func	I	S	C
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Item	S	Func	I	S	C	I	Func	S	C	I
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Item	Func	C	I	I	S	C	Func	I	C	S
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Tact-Verbal Conditional Discrimination Key: I-item C-color S-shape F-function											
Across Items	6 Items	C	I	S	S	Func	C	I	C	S	I
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	6 Items	I	C	Func	S	C	S	Func	I	S	C
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	6 Items	S	Func	I	S	C	I	Func	S	C	I
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	6 Items	I	C	Func	S	C	S	Func	I	S	C
		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: ADVANCED LEARNER STUDENT PROFILE

Adjectives	LD	Tact		LD	Tact		LD	Tact
Red			Big			Day		
Blue			Little			Night		
Green			Hot			Hard		
Yellow			Cold			Soft		
Orange			Long			Rough		
Purple			Short			Smooth		
Brown			Wet			Heavy		
Black			Dry			Light		
White			Fast			Round		
Pink			Slow			Square		
Clean			Bent			Fat		
Dirty			Straight			Skinny		
New								
Old								

Prepositions	"Where is the ____?"	"Touch the one that is ____"	"Put the ____?"		"Where is the ____?"	"Touch the one that is ____"	"Put the ____?"
Above				Into			
Around				Near			
At				Next to			
Behind				Of			
Below				Off			
Beside				On			
Between				Out			
By				Over			
For				Through			
From				To			
In				Under			
In front of				With			
Pronouns	Tact ("who has the?" "who does the ____ belong to?)	LR (e.g., "give the ____ to ____)		Tact		LR	
I			Herself				
Me			It				
Mine			Its				
Myself			Itself				
You			We				
Your			Us				
Yours			Our				
Yourself			Ours				
He			Ourselves				
Him			They				
His			Them				
Himself			Their				
She			Theirs				
Her			Themselves				
Hers							



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: ADVANCED LEARNER STUDENT PROFILE

[illegible][illegible]



OPERANT LANGUAGE

RECEPTIVE LANGUAGE





RESPONDING IN CONTEXT



MOTOR IMITATION WITH OBJECT: RESPONDING IN CONTEXT

Context Controlled Responses: Motor Imitation

Assessment Directions

IMITATION WITH OBJECTS
Instructions for assessing imitation with objects:

- Use identical items (no discrimination)- instructor models with one item/set and student has the identical item/set in front of them
- The only verbal instruction when modeling the movement with the object is "Do this". DO NOT name the movement or object
- Make sure to assess each movement across several objects, but do not present the same movement back-to-back. For example, if you run a trial where you modeled pushing a button, run several trials of other movements before running another object for pushing a button.
- Note the object the imitation movement was assessed with in the space provided.
- If student is able to imitate with movement with any object you model with, then note the date that was assessed on the row labeled "with any novel item" for the corresponding movement.

Movement/Objects	Mark "+" for correct and "-" for incorrect
Push: button on spinner toy	
Push: key on piano	
Push: button on toy phone	
Push:	
Push:	
Push:	
Push:	
Push: (ANY NOVEL ITEM)	
Put in: bean in cup	
Put in: bean bag in bowl	
Put in: block in bowl	
Put in: block in basket	
Put in: crayon in basket	
Put in: spoon in cup	
Put in: peg in bowl	
Put in: craft stick in basket	
Put in: _____ in _____	
Put in: (ANY NOVEL ITEM IN ANY CONTAINER)	
Put on: Peg on board	
Put on: ring on stacker	
Put on: lid on playdough container	
Put on: lid on container	
Put on: bowl on plate	
Put on: bear on block	
Put on: block on eraser	
Put on:	
Put on:	
Put on: (ANY NOVEL ITEM)	
Stack: Legos	
Stack: cups	
Stack: plates	
Stack: bowls	
Stack: blocks	
Stack: lids	
Stack: (ANY NOVEL ITEM)	

10

Use identical items (no discrimination)- instructor models with one item/set and student has the identical item/set in front of them

The only verbal instruction when modeling the movement with the object is "Do this". DO NOT name the movement or object

Make sure to assess each movement across several objects, but do not present the same movement back-to-back. For example, if you run a trial where you modeled pushing a button, run several trials of other movements before running another object for pushing a button.

Note the object the imitation movement was assessed with in the space provided.

If student is able to imitate with movement with any object you model with, then note the date that was assessed on the row labeled "with any novel item" for the corresponding movement



LISTENER RESPONDING IN CONTEXT

Assessment Directions

- DO NOT assess with other items in a field. Use the single verbal instruction (not the name of the item)
- DO NOT present the same movement back-to-back. For example, if you ran a trial where you stated “give” for an item, run several trials of other movements before running another object for “give”.
- If student can follow the instruction with any object, then note the date that was assessed on the row labeled “with any novel item” for the corresponding movement.
- Make sure you note the criteria specified

Context Controlled Responses: Listener Responding

LR ACTIONS IN CONTEXT (CONTEXT CONTROLLED)
Instructions for assessing LR in Context:

- DO NOT assess with other items in a field.
- Use the single verbal instruction (not the name of the item)
- DO NOT present the same movement back-to-back. For example, if you run a trial where you stated “give” for an item, run several trials of other movements before running another object for “give”.
- If student can follow the instruction with any object, then note the date that was assessed on the row labeled “with any novel item” for the corresponding movement.
- Make sure you note the criteria specified

Action/Object	Mark + for correct and – for incorrect
Give (block)...item in student's hand/staff's hand out	
Give (bear)	
Give (ball)	
Give (cup)	
Give (marker)	
Give (eraser)	
Give (book)	
Give (peg)	
Give (spoon)	
Give (ANY NOVEL ITEM)	
Put in (spoon in cup)...container held in front of student	
Put in (peg in container)	
Put in (bear in bowl)	
Put in (eraser in container)	
Put in (marker in bowl)	
Put in (ball in container)	
Put in (puzzle piece in puzzle)	
Put in (puzzle piece in container)	
Put in (block in bowl)	
Put in (ANY NOVEL ITEM IN ANY NOVEL CONTAINER)	
Push (button on spin toy)...held in front of student	
Push (piano key)	
Push (button on _____ toy)	
Push:	
Push:	
Push:	
Push:	
Push:	
Push:	
Push: (ANY NOVEL ITEM)	
Give (block)...item on table, directly in front of student/staff's hand out	
Give (bear)	
Give (ball)	
Give (cup)	
Give (marker)	
Give (eraser)	
Give (book)	
Give (peg)	
Give (spoon)	
Give (ANY NOVEL ITEM)	

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ASSESSMENT CONSIDERATIONS: EARLY LEARNER/INTERMEDIATE STUDENT PROFILE LISTENER RESPONDING SKILLS

Independent and Functional Skills:

- ✓ Activities of Daily Living
- ✓ Classroom Routines
- ✓ School Routines
- ✓ Learner Readiness Skills and Directions

Skill Tracking Sheet

Student Name: _____ Skill: LR Directions/Actions
(Begin after completing LR in Context Program)

	Target	LR Date Introduced	LR Date Mastered
1.	Clap		
2.	Ready Hands		
3.	Tap table		
4.	Stomp feet		
5.	Stand up		
6.	Sit down		
7.	Wave		
8.	Jump		
9.	Pat legs		
10.	Glue this		
11.	Cut it		
12.	Paint		
13.	Blow		
14.	Wipe your nose		
15.	Dry your hands		
16.	Wipe the table		



MOTOR IMITATION ASSESSMENT CONSIDERATIONS: EARLY LEARNER/INTERMEDIATE STUDENT PROFILE GROSS AND FINE MOTOR

Gross Motor Imitation			
Clap		Touch nose	
Tap table with one hand		Arms to side/move up and down	
Slide hand up & down opposite arm		Hands on shoulders	
Tap arm		Hands on ears	
Stomp one foot		One foot in front of other	
Stomp both feet (alternating)		Cross legs sitting	
Stomp feet together		Place foot forward	
Spread feet apart		Place foot backward	
Pat legs both hands		Turn palms up and down	
Pat belly		Hands on waist	
Rub belly		Knock on table	
Rub hands (palms together)		Fist taps palm of opposite hand	
Touch elbow		Hands together over head	
Wave		Make circle to side with 1 arm	
Hands to cheeks		Make circles to side with 2 arms	
Arms up		Grab wrist with opposite hand	
Arms out to side		Both arms cross over own chest (hug)	
Hands cover mouth		Tap table both hands	
Hands on head		Tap side of leg	
Arms out in front		Touch toes	
Hands on head		Pump one fist in air	
Hands on knees		Tap two fists together	

Gross Motor Imitation with Objects					
	Alone	Discrim		Alone	Discrim
Drink from cup			Roll ball		
Turn cup over on table			Bounce ball		
Spoon in cup			Shake ball		
Stir spoon in cup			Tap bear on table		
Tap spoon on side of cup			Put bear in cup		
Tap block on table			Put bear on bed		
Slide block on table			Put bear on car		
Stack blocks			Roll car on table		
Tap blocks together			Tap car on table		
Block in cup			Scribble with pencil/crayon		
Ring on stacker			Dot with pencil/crayon		
Tap ring on side of stacker			Tap table with pencil/crayon		
Tap ring on table			Slide plane across table		
Tap book with hand			Pretend to fly airplane		
Open book			Shake maraca		
Close book			Tap maraca on belly		
Tap with hammer on table			Tap maraca on table		
Wave hammer in air			Slide maraca back & forth on table		
Tap hammer on hand			Put lid on container		
Peg on board			Tap lid on side of container		
Tap peg on table			Hold object one hand and rub with other		
Tap pegs together			Thumb touches object		
Stack pegs			Index finger touches objects		
Slide peg up and down arm					

Fine Motor Imitation			
Thumbs together / hold		Index finger draws line on table (left to right)	
Thumbs together/ bounce		Index finger draws line on table (away)	
Index fingers together/ hold		Index finger draws line on table (toward)	
Palm to back of hand/ tap		Index finger bounce on thumb (pincer grasp)	
Touch finger to back of hand/ hold		Index finger closed on thumb (pincer grasp)	
Finger to back of hand/ tap		Clasp hands	
Finger to palm of hand/ tap		Peace sign	
Finger to palm of hand/ hold		Index and middle finger crossed (r sign)	
Pointer finger to table/hold		Index fingers clasped (friend sign)	
Pointer finger to table/bounce			
Pointer finger to cheek			





PRE-ACADEMIC



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: ADVANCED LEARNER STUDENT PROFILE

Intraverbal WH-Who & Where Questions (Sampling)		
Who helps you when you are sick?	Who says Ho, ho, ho?	Who collects the garbage?
Where do you go when you are sick?	Where do you go when you have to use the toilet?	Where does the garbage go?
Where do you go to mail a letter?	Where do you swim?	Who do you see at school?
Where do you go to school?	Who delivers the mail?	Who cooks you dinner?
Who's your teacher?	Who helps you at school?	Where do you eat dinner?
Who are your friends?	Who drives the bus?	Who do you play with?
Where do you go to sleep?	Who drives the train?	Who is Elmo's friend?
Where do you eat?	Who flies in space?	Where do you go down a slide?
Where are the clouds?	Who flies an airplane?	Where do you find trains?
Where is your toothbrush?	Who is Dora's friend?	Who drives the train?
Where do you buy food?	Who puts out fires?	Where do you find books?
Where do you see animals?	Who cuts your hair?	Who helps you find books?
Where do fish live?		Where do you keep food cold?
Where does Elmo live?		

Intraverbal WH – What Questions (Sampling)		
What do you like to eat?	What can you find in your bedroom?	
What do you like to drink?	What do you wear when it is cold?	
What animal do you like?	What do you play with?	
What do you sit on?	What do you color with?	
What do you read?	What do you cut with?	
What do you swing on?	What do you eat on?	
What do you blow?	What do you ride in?	
What do you wear on your feet?	What do you wash your hands with?	
What do you dry your hands with?	What do mommy and daddy drive?	
What do you slide down?	What do you sleep in?	
What do you see in the sky?	What do you paint with?	
What do you brush your teeth with?	What do you draw on?	
What can you find in the bathroom?	What do you do with soap?	
What do you ride to school on?		
What do you like to eat?		
What do you like to drink?		
What animal do you like?		

Reading Passages:

The boy likes to paint. He can paint the sun. The girl likes to paint too. She can paint a flower. The teacher tells them to clean up.

What does the boy like to do?	What can the girl paint?	Who likes to paint?	Where are the boy and girl at?	How do you think the boy and girl feel?

The girl was playing with a ball. It rolled under the bed. The girl was sad.

What was the girl playing with?	What happened to the ball?	Why was the girl sad?	Where did the ball go?	Who can help get the ball?



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: ADVANCED LEARNER STUDENT PROFILE

Early Numeracy Assessment:

Echo #		Dice Pattern				Build Dice Pattern	Tact atypical dice pattern	
		Tact		LR			Card	Objects
		Card	Object	Card	Object			
0	6					1		
1	7					2		
2	8					3		
3	9					4		
4	10					5		
5								
Tact Dice Pattern in Discrimination		Copy Written #				Write Upon Dictation		
Card		Object						
0	0					0		
1	1					1		
2	2					2		
3	3					3		
4	4					4		
Numerals		Tact 10 frame with objects				10 frame on card		
Tact		LR		1 item/1 color		In discrim.		
0	6	0	6	0	0	0		
1	7	1	7	1	1	1		
2	8	2	8	2	2	2		
3	9	3	9	3	3	3		
4	10	4	10	4	4	4		
5		5		5	5	5		
Tact 10 Frame on card in discrimination		Build on 10 frame with objects				Tact each type and all together		
						Dice		
						10 frame		
0		1				2		
1		2				3		
2		3				4		
3		4				5		
4								
5								

Tact 10 frame one item/one color				LR 10 frame	Tact 10 frame in discrim. w/ objects	Tact 10 frame in discrim on card	Build on 10 frame with objects
Objects		Card					
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	
Draw on 10 frame				Count to # (and stop!)		Signs	
						Tact	LR
0		6		1	6	+	+
1		7		2	7	-	-
2		8		3	8	=	=
3		9		4	9		
4		10		5	10		
5							
# word				Copy written #		Write # upon dictation	
Tact		LR					
Zero	Six	Zero	Six	Zero	Six	Zero	Six
One	Seven	One	Seven	One	Seven	One	Seven
Two	Eight	Two	Eight	Two	Eight	Two	Eight
Three	Nine	Three	Nine	Three	Nine	Three	Nine
Four	Ten	Four	Ten	Four	Ten	Four	Ten
Five		Five		Five		Five	
1:1 correspondence Count objects				Give specified # of objects from a larger set		DIRECTIONS	
1		6		1	6	Circle correct response and strike through incorrect responses.	
2		7		2	7		
3		8		3	8		
4		9		4	9	Correct <u>6</u> Incorrect <u>6</u>	
5		10		5	10	*When selecting or tacting on dice pattern or 10 frame, the student should NOT be counting. If they are, it is counted as an error	



SOCIAL COMMUNICATION ASSESSMENT CONSIDERATIONS: GRADE LEVEL ASSESSMENTS

Generalizing to Novel Setting

Language typical of same age peers. Language, social, academic, developmental milestones at and above 5 years of age, instructional needs met within grade levels with or without supplementary aids and services



Select a subject below to get started

**Mc
Graw
Hill**



ELA



Math



Science



Social Studies



World Languages



Visual & Performing Arts



AP/Honors & Electives



Health, Fitness, & Wellness





BEHAVIORAL SKILLS

ROUTINES, ACTIVITIES OF DAILY LIVING, AND GROUP
SKILLS



ASSESSMENT CONSIDERATIONS: BEHAVIORAL SKILLS

- Independent and
Functional Skills:
- ✓ Activities of Daily
Living
 - ✓ Classroom
Routines
 - ✓ School Routines
 - ✓ Learner Readiness
Skills and
Directions

Independent Readiness Skills:			
	Skill	Can student perform all steps independently?	If student cannot perform all steps independently, list here the steps student is unable to perform
ADL's/Self-Help	Wash hands		
	Dry Hands		
	Brush teeth		
	Brush hair		
	Dress: put on/take off underwear		
	Dress: put on/take off shirt		
	Dress: put on/take off pants		
	Dress: put on/take off shoes		
	Dress: put on/take off jacket/coat		
	Dress: pull up/pull down underwear/pants		
	Toileting in single use bathroom		
	Toileting in stall		
	Shower/bathe		
	Eat solid finger foods (e.g., pizza, sandwich)		
	Eat solid table food (e.g., pasta, rice, meat)		
Classroom Routines	Eat liquid/soft food (e.g., soup, oatmeal)		
	Open packaged food		
	Open drink (e.g., juice box, milk)		
	Unpack backpack		
	Hang up backpack		
	Unhook backpack		
	Pack backpack		
	Take off jacket/coat		
	Put on jacket/coat		
	Hang up coat		
	Unhook coat		
	Retrieve lunchbox		
	Open lunchbox		
	Close lunchbox		
	Put away lunchbox		
School Routines	Retrieve class materials (e.g., pencil box)		
	Transitions within the classroom		
	Walks independently in hallways		
	Remains in designated area (e.g., playground, library, gym)		
	Gets off van/bus		
	Gets on van/bus		



ASSESSMENT CHECKLIST FOR CONSIDERATION

- ✓ PA Core Curriculum Standards
- ✓ State and Local Assessments
- ✓ Targeted Assessments based on Educational Disability Category
 - ✓ Social Communication-Self Advocacy, Social Skills, Social Emotional Learning
 - ✓ Language Development
 - ✓ Behavior
- ✓ Current Individualized Programming and Instruction Assessments
- ✓ Functional Living Skills
- ✓ Related Service Provider Assessments
- ✓ Students Strengths Based Assessment and Skill Strength Identification



SUMMARY

1. Determine and Define your Learner's Response Form
2. Determine your Learner's Skill Profile
3. Assess Core Components from the Disability Category
 - a) Language Development
 - b) Social Communication
 - c) Behavior
4. Analyze Data and Determine
 - a) Skill Strengths
 - b) Skill Needs for Instruction





[HTTPS://WWW.PATTAN.NET/EVIDENCE-BASED-PRACTICES/AUTISM](https://www.pattan.net/evidence-based-practices/autism)



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