

# **PaTTAN Autism Initiative Assessment Data Companion**

**Student Name**\_\_\_\_\_

## 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

Assessment of Potential Reinforcers

Reinforcing Item/Activity/Event	Reinforcing properties	List other Potential Items/Activities/Events with Similar properties

Assessment of Potential Reinforcers

Reinforcing Item/Activity/Event	Reinforcing properties	List other Potential Items/Activities/Events with Similar properties

# 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, Escape or No Response		
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
Data Summary:		Total Approach	Total NR	Total Approach
Totals:				
Staff (no explicit reinforcer use)				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				

## Observation/Attending Responses:

### Location: Held directly in front of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held in front/above eye level of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to left

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to right of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to right/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to left/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

## Observation/Attending Responses:

### Location: Held directly in front of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held in front/above eye level of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to left

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to right of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to right/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

### Location: Held to left/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

## Context Controlled Responses Across Items:

<b>Push: List Items (e.g., key on piano, button on toy, button on radio)</b>		
With any novel item? Y N		
<b>Put in (e.g., coin in bank, shape in sorter, block in bowl)</b>		
With any novel item? Y N		
<b>Put on: List Items (e.g., peg on board, lid on container)</b>		
With any novel item? Y N		
<b>Take it (when being handed an item): List Items</b>		
With any novel item? Y N		
<b>Give: List items (when item in hand and instructor hand held out): List items</b>		
With any novel item? Y N		



## Context Controlled Responses Across Items

Give (when item on table and instructor hand held out): List Items		
With any novel item? Y N		
Touch (when item held in front of student)		
With any novel item? Y N		
Touch (when item on table)		
With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		

Context Controlled Responses Across Items

With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		

Context Controlled Responses Across Items

With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		
With any novel item? Y N		

## Variation of Motor Behaviors Across Items

Item:	Movements/Responses:	
Item:	Movements/Responses:	
Item:	Movements/Responses:	
Items:	Movements/Responses:	
Items:	Movements/Responses:	
Items:	Movements/Responses:	

## Variation of Motor Behaviors Across Items

<b>Item:</b>	<b>Movements/Responses:</b>	
<b>Item:</b>	<b>Movements/Responses:</b>	
<b>Item:</b>	<b>Movements/Responses:</b>	
<b>Items:</b>	<b>Movements/Responses:</b>	
<b>Items:</b>	<b>Movements/Responses:</b>	
<b>Items:</b>	<b>Movements/Responses:</b>	

Mand Sampling Data Sheet								
	Mands for Items/Actions		Mands for Attention	Mands for Missing Items	Mands for the Removal of Aversives	Mands to Peers	Mands for Information	Mands for Others to Follow Specific Instructions/Steps
	Item Present	Spontaneous						
TALLY								
EXAMPLES								

## Tact Pictures of Common Items (Language Builder Box 1 Card Set)

		T	LR			T	LR			T	LR
1.	Apple			36.	Car			71.	Bicycle		
2.	Apple			37.	Car			72.	Bicycle		
3.	Apple			38.	Car			73.	Bicycle		
4.	Apple			39.	Car			74.	Bicycle		
5.	Apple			40.	Car			75.	Bicycle		
6.	Apple			41.	Car			76.	Bicycle		
7.	Apple			42.	Car			77.	Bicycle		
8.	Cookies			43.	Shoes			78.	Ball		
9.	Cookies			44.	Shoes			79.	Ball		
10.	Cookies			45.	Shoes			80.	Ball		
11.	Cookies			46.	Shoes			81.	Ball		
12.	Cookies			47.	Shoes			82.	Ball		
13.	Cookies			48.	Shoes			83.	Ball		
14.	Cookies			49.	Shoes			84.	Ball		
15.	Cat			50.	Shirt			85.	Spoon		
16.	Cat			51.	Shirt			86.	Spoon		
17.	Cat			52.	Shirt			87.	Spoon		
18.	Cat			53.	Shirt			88.	Spoon		
19.	Cat			54.	Shirt			89.	Spoon		
20.	Cat			55.	Shirt			90.	Spoon		
21.	Cat			56.	Shirt			91.	Spoon		
22.	Bird			57.	Chair			92.	Cup		
23.	Bird			58.	Chair			93.	Cup		
24.	Bird			59.	Chair			94.	Cup		
25.	Bird			60.	Chair			95.	Cup		
26.	Bird			61.	Chair			96.	Cup		
27.	Bird			62.	Chair			97.	Cup		
28.	Bird			63.	Chair			98.	Cup		
29.	Airplane			64.	Bed			99.	Flower		
30.	Airplane			65.	Bed			100.	Flower		
31.	Airplane			66.	Bed			101.	Flower		
32.	Airplane			67.	Bed			102.	Flower		
33.	Airplane			68.	Bed			103.	Flower		
34.	Airplane			69.	Bed			104.	Flower		
35.	Airplane			70.	Bed			105.	Flower		
Foods		T	LR			T	LR			T	LR
106.	Banana			124.	Tacos			142.	Butter		
107.	Grapes			125.	Pizza			143.	Ketchup		
108.	Orange			126.	Burger			144.	Peanut Butter		
109.	Watermelon			127.	Hot Dog			145.	Crackers		
110.	Strawberries			128.	Corn Dog			146.	Tortilla Chips		
111.	Peach			129.	Chicken			147.	Cheese Puffs		
112.	Grapefruit			130.	Chicken Nuggets			148.	Pretzels		
113.	Corn			131.	French Fries			149.	Popcorn		
114.	Tomatoes			132.	Cake			150.	Jello		
115.	Broccoli			133.	Cupcake			151.	Ice Cream		
116.	Carrots			134.	Donuts			152.	Popsicle		
117.	Peas			135.	Cereal			153.	Raisins		
118.	Salad			136.	Cereal			154.	Goldfish Crackers		
119.	Spaghetti			137.	Bagel			155.	Candy		
120.	Noodles			138.	Bread			156.	Gummy Bears		
121.	Rice			139.	Toast			157.	Gum		
122.	Soup			140.	Eggs			158.	Milk		
123.	Sandwich			141.	Cheese			159.	Soda		
								160.	Juice		

Tact Pictures of Common Items (Language Builder Box 1 Card Set)											
Animals		T	LR			T	LR			T	LR
161.	Lion			170.	Alligator			179.	Chicken		
162.	Tiger			171.	Snake			180.	Pig		
163.	Elephant			172.	Lizard			181.	Sheep		
164.	Rhinoceros			173.	Turtle			182.	Goat		
165.	Hippopotamus			174.	Spider			183.	Cow		
166.	Zebra			175.	Frog			184.	Horse		
167.	Giraffe			176.	Fish			185.	Dog		
168.	Kangaroo			177.	Duck			186.	Rabbit		
169.	Bear			178.	Turkey			187.	Mouse		
Vehicles		T	LR			T	LR			T	LR
188.	Truck			194.	Fire Truck			200.	Backhoe		
189.	Van			195.	Ambulance			201.	Tractor		
190.	Jeep			196.	Police Car			202.	Train		
191.	Motorcycle			197.	Tow Truck			203.	Boat		
192.	Bus			198.	Shipping Truck			204.	Ship		
193.	Mail Truck			199.	Dump Truck			205.	Helicopter		
Clothing		T	LR			T	LR			T	LR
206.	Pants			212.	Jacket			217.	Underwear (girl's)		
207.	Jeans			213.	Sweatshirt			218.	Socks		
208.	Shorts			214.	Swimsuit (girl's)			219.	Belt		
209.	Dress			215.	Swimsuit (boy's)			220.	Hat		
210.	Skirt			216.	Underwear (boy's)			221.	Gloves		
211.	Sweater										
Furniture		T	LR			T	LR			T	LR
222.	Couch			224.	Table (dining)			226.	Dresser		
223.	Table (coffee)			225.	Crib			227.	Desk		
Toys											
228.	Baseball Bat			237.	Shovel			246.	Dinosaurs		
229.	Baseball Mitt			238.	Bubbles			247.	Teddy Bear		
230.	Wagon			239.	Balloons			248.	Doll		
231.	Tricycle			240.	Legos			249.	Doll		
232.	Helmet			241.	Blocks			250.	Puzzle		
233.	Roller Blades			242.	Tinker Toys			251.	Puzzle Cube		
234.	Slide			243.	Play Dough			252.	Playing Cards		
235.	Swing			244.	Crayons			253.	Ride on Play Car		
236.	Bucket			245.	Paints			254.	Car (toy)		
Everyday Objects		T	LR			T	LR			T	LR
255.	Plate			271.	Towel			287.	Glasses		
256.	Bowl			272.	Soap (liquid)			288.	Clock		
257.	Knife			273.	Soap (bar)			289.	Pencil		
258.	Fork			274.	Toothbrush			290.	Scissors		
259.	Frying Pan			275.	Hairbrush			291.	Books		
260.	Hammer			276.	Comb			292.	Backpack		
261.	Pillows			277.	Phone			293.	Lunchbox		
262.	Trash Can			278.	Camera			294.	Guitar		
263.	Vacuum			279.	Computer			295.	Stroller		
264.	Broom			280.	Television			296.	Swimming Pool		
265.	Stove			281.	iPod			297.	Clouds		
266.	Stairs			282.	Headphones			298.	Grass		
267.	Lamp			283.	Microwave			299.	Leaf		
268.	Toilet			284.	iPad			300.	Rocks		
269.	Bathtub			285.	Umbrella			301.	Dirt		
270.	Sink			286.	Keys						



## Tact Pictures of Common Items (Language Builder Box 1 Card Set)

Colors		T	LR			T	LR			T	LR
302.	Red			310.	Blue			317.	Brown		
303.	Red			311.	Blue			318.	Pink		
304.	Orange			312.	Purple			319.	Pink		
305.	Orange			313.	Purple			320.	White		
306.	Yellow			314.	Black			321.	White		
307.	Yellow			315.	Black			322.	Grey		
308.	Green			316.	Brown			323.	Grey		
309.	Green										
Shapes		T	LR			T	LR			T	LR
324.	Square			332.	Diamond			340.	Moon		
325.	Square			333.	Diamond			341.	Moon		
326.	Circle			334.	Oval			342.	Octagon		
327.	Circle			335.	Oval			343.	Octagon		
328.	Triangle			336.	Heart			344.	Hexagon		
329.	Triangle			337.	Heart			345.	Hexagon		
330.	Rectangle			338.	Star			346.	Arrow		
331.	Rectangle			339.	Star			347.	Arrow		

Body Parts	Tact "What is this?"	LR "Touch your _____"
1. Ankle		
2. Arms		
3. Cheeks		
4. Chest		
5. Chin		
6. Ears		
7. Elbows		
8. Eyebrow		
9. Eyelashes		
10. Eyes		
11. Feet		
12. Fingers		
13. Hair		
14. Hands		
15. Head		
16. Knee		
17. Legs		
18. Mouth		
19. Nail		
20. Neck		
21. Nose		
22. Shoulders		
23. Teeth		
24. Toes		
25. Belly/Stomach		
26. Armpit		
27. Wrist		

## Common Items/People/Places (Pictures A-Z)

Item - A	T	LR		T	LR		T	LR
Acorn			Bounce House			Coffee Maker/Machine		
Almonds			Bow			Coins		
Aluminum Foil			Bowling Ball			Colored Pencils		
Angel			Bowling Pin			Compass		
Ant			Box			Connect Four		
Applesauce			Boy			Construction Paper		
Apron			Bread			Construction Worker		
Artichoke			Bridge			Container		
Artist			Broccoli			Cookie Cutter		
Art Room			Bucket			Corn Maze		
Asparagus			Buffalo			Cornucopia		
Astronaut			Building			Cotton Balls		
Avocado			Bumble bee			Crab		
Ax			Bus driver			Cranberry Sauce		
			Butterfly			Crock Pot		
						Crown		
						Crutches		
						Cucumber		
						Cutting Board		
						Cymbals		
Item - B	T	LR						
Baboon			Item - C	T	LR			
Bacon			Cabinet					
Bag			Cactus					
Band Aid			Calculator					
Barn			Camel					
Baseball			Candle			Item - D	T	LR
Basement			Candy Cane			Dancer		
Basketball			Candyland			Deer		
Basketball Hoop			Canoe			Delivery Person		
Bassoon			Canopy			Dentist		
Bat (animal)			Cards (playing)			Dime		
Batteries			Carmel Apple			Dining Room		
Beach			Cashier			Diving Board		
Beach Ball			Castanets			Doctor		
Beads			Castle			Dodgeball		
Beans			Caterpillar			Dolphin		
Beaver			Caution Sign			Dominoes		
Bee			Celery			Donkey		
Beetle			Chalkboard			Do Not Enter Sign		
Beets			Charger			Do Not Walk Sign		
Bell			Cheese Puff			Door		
Bin			Cherries			Dragon		
Binoculars			Chick-fil-A			Dragonfly		
Bird Bath			Christmas Lights			Dreidel		
Birdhouse			Christmas Tree			Drill		
Blanket			Chrysalis			Drone		
Blender			Chutes and Ladders			Drum		
Blimp			Clam			Dry Erase Board		
Blow Dryer			Classroom			Dry Erase Marker		
Blueberries			Cleaning Wipes			Dustpan		
Boogie Board			Closet					
Bookshelf			Clothes Pins					
Boots			Clown					
Bottle			Coffee					

## Common Items/People/Places (Pictures A-Z)

Item - E	T	LR	Item - G	T	LR	Item - I	T	LR
Eagle			Garbage Bag			Ice		
Earmuffs			Garbage Truck			Ice Cream Cone		
Earphones			Garden			Ice Cream Scoop		
Easel			Garland			Ice Maker		
Easter Bunny			Gas Station			Ice Scraper		
Easter Eggs			Gazebo			Icicle		
Egg			Gift Bag			Igloo		
Eggplant			Gingerbread House			Iguana		
Elevator			Gingerbread Man			Inner Tube		
Elf			Girl			Iron		
Envelope			Glass					
Eraser			Globe					
Escalator			Gloves					
Exit Sign			Glue					
			Goggles					
			Goldfish (animal)			Item - J	T	LR
			Golf Ball			Jack O' Lantern		
			Golf Cart			Jack in the Box		
			Golf Club			Jaguar		
Item - F	T	LR	Gourd			Janitor		
Fan			Graph			Jet Ski		
Feather			Gravy			Jump Rope		
Fence			Griddle					
Ferris Wheel			Grocery Basket					
Fire			Grocery Store					
Fire Extinguisher			Groundhog					
Fire Fighter			Gymnasium					
Fire Hydrant						Item - K	T	LR
Fire Pit						Kayak		
Fire Station						Kitchen		
Fireworks						Kite		
First Aid						Kiwi		
Fishing Pole			Item - H	T	LR	Koala		
Flag			Hand Dryer					
Flamingo			Hanger					
Flammable Sign			Harp					
Flashlight			Hay					
Flight Attendant			Headphones			Item - L	T	LR
Flip Flops			Highlighter			Ladder		
Flour			High Voltage Sign			Lady Bug		
Flute			Hill			Lantern		
Fly			Hockey Puck			Laptop		
Folder			Hockey Stick			Laundry Bag		
Football			Hole Punch			Laundry Basket		
Forklift			Holly			Lemon		
Fountain			Honey			Leprechaun		
Fox			Horn			Library		
Frisbee			Hospital			Lifeguard Station		
			Hot Air Balloon			Life Vest/Jacket		
			House			Light Bulb		
			Hula Hoop			Lime		
						Living Room		
						Lock		

## Common Items/People/Places (Pictures A-Z)

Item - M	T	LR	Item - O	T	LR		T	LR
Magazine			Oar			Poison Sign		
Mailbox			Octopus			Polar Bear		
Mailman/Mail Person			Onion			Pool Noodle		
Manger			Ornament			Popcorn Popper		
Map			Ostrich			Porcupine		
Maraca			Owl			Post It Notes		
Marbles						Pot		
Marker						Potato		
Marshmallows						Pot of Gold		
Mat						Present (gift)		
Mattress			Item - P	T	LR	Pudding		
McDonalds			Paint			Puddle		
Measuring Cup			Paintbrush			Pumpkin		
Measuring Spoons			Painter			Puppet		
Measuring Tape			Pajamas/PJs			Purse		
Mechanic			Panda					
Menorah			Paper					
Microphone			Paper Bag					
Microscope			Paperclip					
Milkshake			Paper Towel					
Mittens			Parachute			Item - Q	T	LR
Money			Park			Q-Tip		
Monkey			Parking Meter			Quarter		
Moose			Party Blower (noisemaker)					
Mop			Party Hat					
Mosquito			Pedestrian Crossing Sign					
Motor Home			Pelican					
Mountain			Pen					
Movie Theater			Pencil Sharpener			Item - R	T	LR
Mustard			Penguin			Raccoon		
			Pepper			Race Car		
			Perfection			Railroad		
			Piano			Rain Boots		
			Pickle			Raincoat		
			Picnic Table			Rainbow		
Item - N	T	LR	Pie			Rake		
Nail			Pilgrim			Raspberries		
Nail Clipper			Pilot			Recorder		
Nail Polish			Piñata			Recycle Bin		
Nail Polish Remover			Pineapple			Register		
Napkin			Pinecone			Reindeer		
Native American			Pine Tree			Remote		
Nest			Ping Pong Ball			Ribbon		
Nickel			Ping Pong Table			Road		
No Bike Sign			Piranha			Robot		
No Pedestrian Sign			Pirate			Rocking Chair		
Notebook			Pita Chips			Roller Coaster		
No Trespassing Sign			Pizza Cutter			Rope		
Nurse			Plant			Rubber Band		
			Platypus			Ruler		
			Playground					
			Pliers					
			Poinsettia					

## Common Items/People/Places (Pictures A-Z)

Item – S	T	LR		T	LR	Item – U	T	LR
Salt			Stocking			Ukulele		
Sand			Stool			Umbrella		
Sandals			Stop Sign			Unicorn		
Sandcastle			Straw			Unicycle		
Sandpaper			Suitcase					
Santa			Sun					
Santa's Sack			Sunscreen					
Saw			Surfboard					
Saxophone			Swan					
Scale			Syrup					
Scarecrow						<b>Item – V</b>	<b>T</b>	<b>LR</b>
School Crossing Sign						Van		
Scooter						Vase		
Screwdriver						Vet		
Scuba Diver			<b>Item – T</b>	<b>T</b>	<b>LR</b>	Violin		
Seagull			Tambourine					
Seahorse			Tape					
Sea			Target					
Seashell			Taxi					
Sea Turtle			Teacher			<b>Item – W</b>	<b>T</b>	<b>LR</b>
Seeds			Telescope			Walk Sign		
Sewing Machine			Tent			Walmart		
Shamrock			Thermometer			Want		
Shark			Three Wisemen			Water		
Shopping Cart			Thumbtacks			Water Bottle		
Shovel			Tickets			Watering Can		
Sidewalk			Tissue			Water Slide		
Singer			Toaster			Web (spider)		
Skateboard			Toilet Paper			Wet Floor Sign		
Skis			Toolbox			Wheel		
Sled			Toothbrush			Wheelbarrow		
Sleeping Bag			Toothpaste			Wheelchair		
Sleigh			Top			Whistle		
Slushy			Towel			Whiteboard		
Smoothie			Traffic Cones			Whiteout		
S'mores			Traffic Light			Wiffle Ball		
Snail			Trailer			Wii		
Snow			Train Conductor			Window		
Snow Blower			Trampoline			Winter Hat		
Snow Boots			Tray			Winter Coat		
Snowflake			Treadmill			Wipes		
Snowman			Treasure Chest			Worm		
Snowplow			Tree			Wrapping Paper		
Snowsuit			Trombone			Wreath		
Soccer Ball			Trouble			Wrench		
Sorry!			Truck Driver					
Sprinkler			Trumpet					
Squirrel			Twister					
Stadium								
Stamp								
Stapler								
Starfish								
Star of David								
Steak								

[illegible]

## Instructions for assessing ONGOING ACTIONS (pgs. 24-27):

- **Do not use pictures to start teaching/assessing actions (skip those columns to start)**
- **Tact**
  - **Model an ONGOING action or show a video of an action.**
  - **Ask the learner, “What am I /he / she/they doing?”.**
  - **Record + in the “tact ongoing” column if the student is able to correctly tact the action that is occurring.**
  - **Record a – or circle in the box of the “tact ongoing” column if the student is unable to correctly tact the action that is occurring**
  - **Note in the box if the learner errors by tacting the item(s) being used during the trial instead of the action demonstrated or if they error by tacting the action incorrectly.**
- **LR**
  - **Do not assess LR actions that cannot be readily performed without pretending (ex: swimming, fishing, mowing, sledding, driving, etc.)**
  - **Ask the learner “show me \_\_\_\_\_” (ex: “show me spinning,” etc.)**

Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture	Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture
Adding					Crying				
Answering					Cutting				
Arguing									
Barking									
Bending					Dancing				
Blending					Deleting				
Blinking					Dialing				
Blowing					Digging				
Boiling					Dipping				
Bouncing					Dividing				
Bowling					Diving				
Boxing					Dragging				
Breaking					Draining				
Brushing					Drawing				
Buckling					Dribbling				
Building					Drilling				
Bumping					Drinking				
Burning					Dripping				
Buttoning					Driving				
Buying					Dropping				
					Drying				
					Dumping				
					Dusting				
Calling									
Carrying									
Catching									
Charging					Eating				
Chasing					Erasing				
Checking					Exercising				
Chewing									
Clapping									
Cleaning									
Climbing									
Closing					Falling				
Coloring					Fanning				
Combing					Fast Forwarding				
Cooking					Feeding				
Copying					Fighting				
Coughing					Filling				
Counting					Fishing				
Covering					Fixing				
Cracking					Flapping				
Crashing					Flipping				
Crawling					Floating				
Crowing					Flossing				
Crumpling					Flushing				



Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture	Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture
Flying					Kicking				
Folding					Kissing				
Frowning					Kneeling				
Frying					Knitting				
					Knocking				
Gasping									
Giving					Lacing				
Going					Landing				
Golfing					Laughing				
Gluing					Laying				
Grabbing					Leaping				
Growling					Leveling				
					Licking				
					Lifting				
					Lighting				
					Listening				
					Loading				
Hammering					Locking				
Hanging					Looking				
Helping									
Hiding									
Hitting									
Holding									
Hole Punching									
Hooking					Making				
Hopping					Matching				
Hugging					Measuring				
Humming					Melting				
					Mixing				
					Mopping				
					Mowing				
Ironing									
					Nodding				
Joking									
Juggling									
Jumping					Opening				
					Ordering				

Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture	Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture
Packing					Sailing				
Paddling					Sawing				
Painting					Scanning				
Panting					Scooping				
Patting					Scratching				
Paying					Screwing				
Pecking					Scrolling				
Peeling					Scrubbing				
Petting					Sealing				
Picking					Sewing				
Piercing					Shaking				
Pinching					Shampooing				
Pitching					Sharing				
Planting					Sharpening				
Playing					Shaving				
Plugging					Showing				
Pointing					Shredding				
Poking					Singing				
Popping					Sitting				
Pouncing					Skating				
Pounding					Skiing				
Pouring					Skiing				
Pressing					Sleeping				
Printing					Sliding				
Pulling					Slipping				
Pumping					Smelling				
Pushing					Smiling				
Raking					Snapping				
Reaching					Sneezing				
Reading					Sniffing				
Removing					Snoring				
Requesting					Snorkeling				
Rewinding					Snorting				
Riding					Snowing				
Ringling					Snowboarding				
Rinsing					Spilling				
Ripping					Spinning				
Roaring					Spitting				
Rocking					Splashing				
Rolling					Spraying				
Rubbing					Spreading				
Running					Sprinkling				
					Squatting				
					Squeezing				
					Squirting				
					Stacking				
					Standing				
					Stapling				

Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture	Action	Tact Ongoing	LR Ongoing	Tact Picture	LR Picture
Stomping					Unzipping				
Stopping									
Stretching									
Subtracting									
Sucking									
Surfing									
Sweeping					Waddling				
Swimming					Wagging				
Swinging					Waiting				
					Walking				
					Washing				
					Watching				
					Watering				
Taking					Waving				
Talking					Weighing				
Taping					Whining				
Tapping					Whispering				
Tasting					Whistling				
Tattooing					Wiggling				
Texting					Winding				
Throwing					Winking				
Tickling					Wiping				
Tiptoeing					Wrapping				
Toasting					Wrestling				
Tossing					Wringing				
Touching					Writing				
Tracing									
Trimming									
Tubing									
Tucking									
Tugging									
Turning									
Twisting					Yawning				
Tying					Yelling				
Typing					Yodeling				
Unbuckling					Zippering				
Unbuttoning									
Unhooking									
Unloading									
Unlocking									
Unpacking									
Unplugging									
Unscrewing									
Unsnapping									

### **Instructions for assessing TACT PARTS OF A WHOLE ITEM (pg. 29-30):**

- **Using a known tact of an item (use actual item or picture in which the part you are pointing to is very clear)**
  - **If pointing to a picture, consider using a pencil or something similar to point out the individual parts**
- **Point to a part and ask, “What part is this?”.**
- **Only assess the most relevant parts (what is “elephant-like” about an elephant-tusks, trunk, tail, eyelashes)**
- **Record the item used and the parts questioned with a + or – indicating if the learner’s response was correct.**

Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Parts		Item	Parts		Item	Parts	

Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Part		Item	Part		Item	Part	
Tact Parts of a Whole Item			Tact Parts of a Whole Item			Tact Parts of a Whole Item		
Item	Parts		Item	Parts		Item	Parts	

### **Instructions for assessing TACT MULTIPLE ITEMS IN A FIELD (pg. 32):**

- Ask the learner to tell you everything that is present in front of them (i.e. “Tell me everything you see”) for the corresponding number of items/pictures listed below.
- Recall: Ask the learner to recall items observed at a previous point in time and record the # they were able to recall (instructor should note the items observed to determine accuracy).

### **Instructions for assessing TACT VERB/NOUN & NOUN/VERB (pg. 32):**

- Record a sample of tact verb noun and when asked in vivo (as something is occurring; Ex: What is Mrs. G doing? Wiping the board) or as direct assessment (ex: Tell me everything about what am I doing)
- Record a sample of noun verb combinations and when asked in vivo (as something is occurring; Ex: What is the ball doing? (as it’s rolling by itself) Ball rolling) or as direct assessment (ex: Tell me everything about what it is doing)
- You can also consider providing a sample to show the student the expectation – “I’ll tell you the whole thing – sliding pencil” or something similar.

### **Instructions for assessing SELECTING MULTIPLE ITEMS IN ORDER (pg. 32):**

- You may choose to start assessing in the NET rather than selecting several items in order at the table.
- Work backward if the learner struggles with the more complex skills further down this list.
- Ask the learner, “Give me \_\_\_ and \_\_\_” (or the designated number of items/actions).
- \*For delay: Cover the items/stimuli and give your direction for the student to select items, ensure that the student cannot see the items. Then, put your hand out and let the student select the items/pictures
- Learner must select the requested items/engage in the actions in the exact order you request them.

### **Instructions for assessing ADJECTIVES (pg. 32):**

- Present items in relation to another (e.g., short pencil and long straw), both at the same time.
- Ask a question to evoke the specific response (e.g., “What size?” or “How does this feel?”).
- It might be necessary to frame the trial by stating clearly what you are looking for (e.g., “We are going to talk about heavy and light, how does this one feel?”).
- Vary your presentation and do not run contrasting trials back-to-back (ex: big/small, heavy/light).
- Record +/- under “Tact”
- LR – have the items in comparison to each other and ask them “which one is big?”
  - Vary your presentation and do not run contrasting trials back-to-back (ex: big/small, heavy/light).
  - Record +/- under “LR”

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

Tact V/N & N/V

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+														
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														

Adjectives								
	LR	Tact		LR	Tact		LR	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								



## **Instructions for assessing VERBAL CONDITIONAL DISCRIMINATION (pg. 34):**

- **Within item**
  - Using an item that the student can tact, present this one item to the learner.
  - Vary the order of the following questions back to back: “What color is it?”, “What is it?”, “What shape is it?”, “What do you do with it?”.
  - Circle Y for Yes, N for No according to whether the learner could correctly answer the question about color, item, shape, and function.
  - If the learner was able to respond correctly to the within item discrimination questions, move on to assessing across several items.
- **Across items**
  - Using 6 items the learner can tact, present all 6 items in front of the learner.
  - Randomly point to an item and ask a question pertaining to color, shape, item, or function.
  - Ask the questions back-to-back while pointing to different items. Avoid asking 4 questions in a row about 1 particular item

## **Instructions for assessing ADVERBS (pg. 34):**

- Perform an action in a specific manner (e.g., fast, slowly, loudly, quietly).
- Ask the student “How am/are I/he/she/they \_\_\_\_\_ing?”.
- Record +/- under “Tact”.
- Do not run contrasting adverbs back-to-back (slowly vs. fast).
- Make sure you run each adverb across a variety of actions but do not run these back-to-back either. (Ex: car driving slowly, horse walking slowly, person walking slowly)

Tact – Verbal Conditional Discrimination Key: I- item, C- color, S- shape, F- function																					
Within Item	Item	C		I		S		S		F		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		F		S		C		S		F		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		F		I		S		C		I		F		S		C		I	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	Item	F		C		I		I		S		C		F		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		F		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		F		S		C		S		F		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		F		I		S		C		I		F		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		F		S		C		S		F		I		S		C	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

LR – Verbal Conditional Discrimination – Run in an array with a field size of 10+ items and similar stimuli									
Little red bear									
Small yellow triangle									
Big blue block									
Long red pencil									
Red rectangle block									
Orange square block									

Adverbs									
Slowly		Gently		Loudly		Softly		Quickly	
High		Tightly		Loosely		Lightly			

### **Instructions for assessing TACT ITEM GIVEN CLASS/TACT CLASS (pg. 36):**

- **Tact Item Given Class**
  - Present an array of pictures/items to the learner from various categories.
  - SD: “Tell me the one that is a \_\_\_\_ (insert class)”.
  - The learner should select the item and tact the item.
  - It can be helpful to fill this out ahead of time and record + or – depending upon learner’s response to each.
- **Tact Class when Given the Item**
  - With picture present, present the Sd “A \_(insert known tact)\_\_\_ is a type of \_\_\_\_ (student should fill in blank with the class”.
  - Record + or – depending upon learner’s response to each.

### **Instructions for assessing SORTING BY CLASS (pg. 36):**

- Prepare materials by pulling picture cards or real items—5 different items from each of the different categories (e.g., 5 animals, 5 clothing, etc).
- Hand the student the whole stack of mixed cards or the pile of items and say, “Sort these.”
- If the learner is unable to sort without a model, assess whether they can do it with a model next.
- Place 1 item/picture from each category down on the table while you say “This is a \_\_\_\_\_. It goes here.”
- If the learner correctly sorts, score as + for that category and note that it was “with model”.

Tact Item Given Class			Tact Class when Given Item	
Class	Item		Item	Class

Sorting by Category (No Sample (NS), With Sample (WS))							
Vehicle		Furniture		Clothing		Food	
Toy		Electronic		Appliance		Animal	
Dish		Bathroom		Fruit		Vegetable	
School Supply		Drink					

**Instructions for assessing TACT YES/NO (pg. 38):**

- **Present a picture/object to the learner and ask the following questions listed below under item, feature, function, and class (e.g. “is this a fruit?”, “is this a ball?”, etc.)**
- **Record + in the Yes column if the learner correctly responds to your question that would indicate that the said item is indeed that item/has that feature/function/is a member of that category.**
- **Record – in the Yes column if the learner incorrectly responds to the above.**
- **Record + in the No column if the learner correctly responds to your question that would indicate that the said item is NOT that item/does not have that feature/function/is not a member of that category.**
- **Record – in the No column if the learner incorrectly responds to the above.**
- **INTRAVERBAL: same scoring criteria, but item is not present. Instructor will ask the questions below without any visual stimuli to evoke the learner’s response.**

Tact Yes/No		
Item	Yes	No
Feature	Yes	No
Function	Yes	No
Class	Yes	No

Intraverbal Yes/No		
Feature	Yes	No
Function	Yes	No
Class	Yes	No

**Instructions for assessing PREPOSITIONS (pg. 40):**

- Hold 1 item in relation to another and/or others. Ask, “Where is the \_\_\_\_\_?”
- The correct response must have the whole prepositional phrase (“the \_\_\_\_\_ is behind the \_\_\_\_\_.”
- Record +/- under the columns for tact
- LR – have items set up and ask the student “Put the pencil behind the box”

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			
Behind				Next to			
Below				Off			
Beside				On			
Between				Out			
In				Over			
In front of				Through			
				Under			

Pronouns					
	Tact ("Who has the ____")	LR ("Give the ____ to ____")		Tact ("Who has the ____")	LR ("Give the ____ to ____")
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					

Tact/Describe Scenes	
Scene 1	
Scene 2	
Scene 3	
Scene 4	



**Instructions for assessing GROSS MOTOR IMITATION with OBJECTS (pg. 42):**

- Using the following items (or others that you have available), present the SD “Do this” (or something similar) immediately followed by the action with that object.
- The instructor should have the item(s) and the learner should have their own set of the identical item(s) whenever possible.
- This list is an assessment of skills and does not imply instructional sequencing or target selection
- Alone: no other items are available with the target item.
- Discrimination (discrim): the target item is amongst other items in an array.

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			Thumb touches object		
Tap pegs together			Index finger touches object		
Stack pegs			Slide peg up and down arm		

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		Cross legs standing	
Stomp both feet (alternating)		Turn palms up and down	
Stomp feet together		Hands on waist	
Spread feet apart		Knock on table	
Pat legs both hands		Fist taps palm of opposite hand	
Pat belly		Hands together over head	
Rub belly		Make circle to side with one arm	
Rub hands (palms together)		Grab wrist with opposite hand	
Touch elbow		Both arms cross over own chest (hug)	
Wave		Tap table both hands	
Hands to cheeks		Tap side of leg	
Arms up		Touch toes	
Arms out to side		Pump one fist in air	
Hands cover mouth		Tap two fists together	
Hands on head		Slide hand back and forth on table	
Arms out in front		Stand on one leg	
Hands on knees			

**\*\*The lists below are an assessment of skills and these programs typically do not need to be taught after appropriate prerequisite skills\*\***

**Instructions for assessing 2-STEP MOTOR IMITATION (pg. 44):**

- **Present the Sd “Do this” (or something similar) immediately followed by the following sets of actions.**
- **It is important that the learner does not begin imitating the instructor until BOTH actions have been completed.**

**Instructions for assessing 3-STEP MOTOR IMITATION (pg. 44):**

- **Present the Sd “Do this” (or something similar) immediately followed by the following sets of actions.**
- **It is important that the learner does not begin imitating the instructor until all 3 actions have been completed.**

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

Motor Imitation of Mouth and Tongue Movements			
Tongue out		Open mouth	
Tongue out & side to side		Lips into blow position	
Tongue out/ up & down		Blow	
Tongue to upper lip		Purse lips together	
Smile			

Moto Imitation of Head Movements			
Shake head “yes”		Shake head “no”	
Move head side to side		Tilt head to side	

2-Step Motor Imitation			
Clap hands/ tap thighs		Circle with arm/ tap table	
Pat head/ wave hands		Pat leg at side/ arms up	
Tap palm/ rub belly		Stop foot/ pat head	
Touch nose/ touch shoulders		Cover mouth/ touch toes	
Arms to side/ hands on waist		Tongue out/ shake head “no”	
Shake head “yes”/ jump on 2 feet		Thumbs together/ tap knees	

3-Step Motor Imitation			
Clapping, jumping, touching toes		Touch head, shoulders, knees	
Tap knees, shoulders, tummy		Touch head, stomp, clap	
Arms out in front, touch knees, rub hands		Touch nose, stand up, turn around	
Touch eyes, ears, nose		Clap, arms up, hands on head	
Touch toes, rub hands, pat head			
Hands to cheek, clap, jump			

**Instructions for assessing VP/MTS (pgs. 46-47):**

- **Present an array of pictures or objects to the learner.**
- **Present the Sd, “Match” or “Find the same one” or something similar along with the sample picture/object.**
- **Depending upon how much you already know about your learner’s matching abilities, you may choose to start with the largest field size and work backwards if they are unable to scan from a large field size of 10.**
- **Regarding similar stimuli: choose items or pictures that look similar to the sample item to be matched.**
- **The ability to discriminate among similar stimuli demonstrates effective scanning skills, which in turn will be useful for more advanced listener responding tasks.**

**VP/MTS Matching Identical Items** (FS= field size, NA= neat array, MA = messy array, SS= similar stimuli)

Pictures	FS=3 NA	FS=3 MA	FS=4 NA	FS=4 MA	FS=6 NA	FS=6 MA	FS=6 MA-SS	FS=8 NA	FS=8 MA	FS=8 MA-SS	FS=10 NA	FS=10 MA	FS=10 MA-SS		
													1	2	3
Apple															
Shirt															
Car															
Bed															
Chair															
Spoon															
Shoes															
Airplane															
Bike															
Ball															
Cat															
Bird															
Flower															
Cookie															
Cup															
Circle															
Diamond															
Square															
Triangle															
Rectangle															
Oval															
Moon															
Star															
Heart															
Hexagon															

Pictures	FS=3 NA	FS=3 MA	FS=4 NA	FS=4 MA	FS=6 NA	FS=6 MA	FS=6 MA-SS	FS=8 NA	FS=8 MA	FS=8 MA-SS	FS=10 NA	FS=10 MA	FS=10 MA-SS		
													1	2	3
Bus															
Worm															
Peg															
Block															
Bear															
Goat															
Horse															
Duck															
Rooster															
Ram															
Poppy seed roll															
Hamburger roll															
Pancake															
Croissant															
Slice of bread															
Beans															
Lettuce															
Tomato															
Broccoli															
Red pepper															
Slice of pizza															
Slice of pie															
Watermelon															

[illegible][illegible][illegible]

[illegible]



### **Instructions for assessing ECHOIC PHRASES (pg. 50)**

- **Present the Sd “Say \_\_\_\_” (enter phrase with corresponding number of words).**
- **The purpose of this assessment is to determine if the learner is able to repeat novel phrases of varying lengths.**

### **Instructions for assessing ECHOIC and ECHOIC MULTIPLE WORDS (pg. 50):**

- **In collaboration and consultation with an SLP, record the learner’s ability to echo the following combinations of consonant, vowels, and multi-syllabic words.**

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)		CV <sub>1</sub> CV <sub>2</sub> Repetitive Syllables with Vowel Change (e.g. mommy)		C <sub>1</sub> V <sub>1</sub> CV <sub>2</sub> Simple Bisyllabics (e.g. pony)	
CVC Assimilation (e.g. mom)		CVC Bilabial Assimilation		CVC Tip-Alveolar Assimilation (e.g. nut)	
CVCVCV Simple Polysyllabic (e.g. potato)		C <sub>1</sub> V <sub>1</sub> C <sub>2</sub> V <sub>2</sub> 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)					

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	

**\*\*This is an assessment of skills and does not imply instructional sequencing. Avoid making 3x5 cards for easy skills from this assessment in which the question could evoke many different responses (“What do you eat?”, “What do you sit on?” etc.)**

**Instructions for assessing INTRAVERBAL FILL-INS (pg. 52):**

- **State the portion of the phrase before the ellipses to the learner and wait for the learner to fill in the remainder of the phrase.**
- **No visual stimuli should be present that could potentially control the learner’s response.**

**Instructions for assessing INTRAVERBAL PERSONAL INFORMATION (pg. 52):**

- **Ask the learner the following questions and record their response.**
- **This skill involves verbal conditional discrimination, in which one or more words in the phrase changes the meaning of the next word (ex: MOM’s name vs YOUR name).**
- **It is important to note exactly what the learner said in their response, as this can help identify skill deficits within the intraverbal repertoire**

Intraverbal Fill-In's				
You open the (door)		Brush your (teeth)		Winnie the (Pooh)
You eat _____		You flush the (toilet)		You cut with (scissors)
You sleep in a (bed)		You talk on the (phone)		Clap your (hands)
Socks and (shoes)		1, 2, (3)		Stomp your (feet)
You sit at the (table)		A, B, (C)		Peek a (boo)
You watch (TV or movies)		You wear (shirt, pants, etc.)		Up and (down)
Turn on the (lights)		You sing a (song)		You swim in the (pool)
You put on your (shirt or clothing)		Dora and (Boots)		You fly an (airplane)
Take a bath in the (tub)		You drive a (car)		Wash your (hands)
You kick a (ball)		You read a (book)		Ready, set (go)

Intraverbal Fill-In's (Older Learner)				
Cool as a (cucumber)		Oh no she (didn't)		Open the (door)
Be right (back)		Handing with (friends/the squad)		Drive me (nuts/crazy)
You have to be (kidding me)		1, 2, (3)		On cloud (nine)
Socks and (shoes)		A, B, (C)		Chill out (man)
Peanut (butter)		Love (you)		Up and (down)
Laugh out (loud)		Rolling on the floor (laughing)		Easy as (pie)
Hugs and (kisses)		You only live (once)		Clap your (hands)
Oh my (gosh/goodness)		A piece of (cake)		Stomp your (feet)
Can't (even)		An arm and a (leg)		Ready, set (go)
Throwback (Thursday)		Over and (out)		Yo, what's (up)
No way, (Jose)				

Intraverbal Personal Information			
Name?	Whole name?	Dad's name?	Phone number?
First name?	Address?	Age?	State?
Last name?	Birthday?	Where do you live?	City?
School?	Mom's name?	Year born?	Bus #?
Teacher?	Pets?		

**Instructions for assessing INTRAVERBAL CATEGORIES (CLASS, FUNCTION, PART) (pg. 54-61)**

- **Sd: “Tell me an animal,” “Tell me a food,” etc.**
- **See if you can get additional responses by asking “Can you tell me another one?” (whatever category for which you requested a response).**
- **There should be no pictures or other visual stimuli available that would potentially control the learner’s response.**
- **\*Note: If you present the SD: “Tell me SOME animals,” the expectation would be for learner to provide more than one animal in their response.**
- **Record the responses provided by the learner.**

**Intraverbal Categories (Class):** (I: “tell me an \_\_\_\_” (one at a time), C: “a \_\_\_\_ is a type of \_\_\_\_”, S: “Tell me some \_\_\_\_” (note all members of the class student provides))

Food (I)	C	S	Vehicle (I)	C	S	Clothing (I)	C	S
Animal (I)	C	S	Furniture (I)	C	S	School Supply (I)	C	S
Toys (I)	C	S	Tool (I)	C	S	Fruit (I)	C	S
Vegetable (I)	C	S	Snack (I)	C	S	Find in a kitchen (I)	C	S

**Intraverbal Categories (Class):** (I: "tell me an \_\_\_\_" (one at a time), C: "a \_\_\_\_ is a type of \_\_\_\_", S: "Tell me some \_\_\_\_" (note all members of the class student provides))

Restaurant (I)	C	S	Find in bedroom (I)	C	S	Find in bathroom (I)	C	S
Drink (I)	C	S	Buildings (I)	C	S	Find in school (I)	C	S
Color (I)	C	S	Shape (I)	C	S	Letter (I)	C	S
Number (I)	C	S	Movie (I)	C	S	Cartoon Character (I)	C	S

**Intraverbal Categories (Class):** (I: “tell me an \_\_\_\_” (one at a time), C: “a \_\_\_\_ is a type of \_\_\_\_”, S: “Tell me some \_\_\_\_” (note all members of the class student provides))

[illegible]



**Intraverbal Categories (Parts):** (I: “tell me something with/that has a \_\_\_\_” (one at a time), C: “a \_\_\_\_ has \_\_\_\_”, S: “Tell me some things with \_\_\_\_” (note all members of the class student provides))

[illegible]

**Intraverbal Categories (Parts):** (I: “tell me something with/that has a \_\_\_\_” (one at a time), C: “a \_\_\_\_ has \_\_\_\_”, S: “Tell me some things with \_\_\_\_” (note all members of the class student provides))

[illegible]

**Intraverbal Categories (Parts):** (I: “tell me something with/that has a \_\_\_\_” (one at a time), C: “a \_\_\_\_ has \_\_\_\_”, S: “Tell me some things with \_\_\_\_” (note all members of the class student provides))

[illegible]

**Intraverbal Categories (Function):** (I: “tell me something that \_\_\_\_/you \_\_\_\_ with” (one at a time), C: “What do you do with a \_\_\_\_”, S: “Tell me some things you \_\_\_\_ with” (note all members of the class student provides))

[illegible]

**Intraverbal Categories (Function):** (I: “tell me something that \_\_\_\_/you \_\_\_\_ with” (one at a time), C: “What do you do with a \_\_\_\_”, S: “Tell me some things you \_\_\_\_ with” (note all members of the class student provides))

[illegible]

**Instructions for assessing INTRAVERBAL CATEGORIES (VERBAL CONDITIONAL DISCRIMINATION) (pg. 63):**

- **Note: The following intraverbal categories involve verbal conditional discriminations (VCD) in which one (or more) word(s) changes the meaning of the remaining words and the correct response.**
  - **E.g. “Tell me a cold food,” “Tell me an animal that lives in the water”**
- **Carefully attend to the responses and types of errors that the learner may emit during this portion of the assessment.**
- **Be sure to note if they are only attending to one particular word in your question.**
- **Record their responses below under each category.**

Intraverbal Categories (verbal conditional discrimination)					
Cold Food (I)	S	Hot Food (I)	S	Breakfast Food (I)	S

Intraverbal Categories (verbal conditional discrimination)					
Animal that lives on farm (I)	S	Animal that lives in water (I)	S	Animal you see at the zoo (I)	S

Intraverbal Categories (verbal conditional discrimination)					
Wear when it's cold (I)	S	Wear when it's hot (I)	S	Animal with fur (I)	S

Intraverbal Categories (verbal conditional discrimination)					
Big grey animal (I)	S	Food that's NOT hot (I)	S	Animal that does NOT have wings (I)	S

**Instructions for assessing INTRAVERBAL WH QUESTIONS (pg. 65):**

- **Ask the learner the following questions with no pictures or other visual stimuli available to potentially control the learner's responding to each question.**
- **Record the learner's response to each question, as this can help identify more specific information regarding error patterns.**
- **Remember this list does not imply target selection or instructional sequencing**
  - **Avoid making 3x5 cards for easy skills that involve multiple answers to a question (e.g.: "what do you eat?")**



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

Intraverbal WH Questions – What (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?			

**Instructions for assessing READING PASSAGES (pg. 67):**

- Read the following passages to the learner.
- Immediately following, ask the child the questions below and record the learner's response.
- The child should respond intraverbally to the questions asked based on their recall of the passage and without any additional prompts such as pictures, echoic or intraverbal prompts
- If asking your own questions that are not listed below, be sure to avoid asking questions that are leading or that require only a yes or no response.

## 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 the girl?	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?

**Frank went on a picnic with his family. They packed lots of food to eat at the park. They sat on a blanket. Frank heard thunder and his family rushed home to their house.**

Where did Frank go?	Who did he go on a picnic with?	What did they pack?	Why did they have to rush home?	What would have happened if Frank had stayed at the park?

**On April Fool's Day, Sarah gave her mom a card. Her mom tried to open the card but it was glued together. Sarah laughed and screamed, "Happy April Fool's Day!"**

What did Sarah give to her mom?	Could her mom open the card? Why or why not?	Why did Sarah glue the card together?	How do you think her mom felt?	How do you think Sarah felt?

Dice Patterns		Build Dice Patterns	Tact Atypical Dice Patterns		Tact Dice Pattern in Discrimination					
Tact	LR		Card	Objects	Card	Objects				
0	0	1	1	1	1	1				
1	1	2	2	2	2	2				
2	2	3	3	3	3	3				
3	3	4	4	4	4	4				
4	4	5	5	5	5	5				
5	5									
Copy # (Numeral)	Write # Upon Dictation	Numerals		Tact 10-Frame with Objects						
		Tact	LR	1 item/1 color	In discrimination					
0	0	0	0	0	1					
1	1	1	1	1	2					
2	2	2	2	2	3					
3	3	3	3	3	4					
4	4	4	4	4	5					
5	5	5	5	5						
10-Frame on Card		Build on 10- Frame with Objects	Tact Quantity of Each Type and Altogether		Draw on 10-Frame	Signs				
1 item/1 color	In discrimination		Dice Pattern	10- Frame		Tact	LR			
0	1	1	2	2	1	+	+			
1	2	2	3	3	2					
2	3	3	4	4	3	-	-			
3	4	4	5	5	4					
4	5	5			5	=	=			
5										
Addition		Problems			Answer					
If students count or use fingers it is an error. This should be a quick and memorized response to be correct.		0+ ____ = ____			0	1	2	3	4	5
		1+ ____ = ____				1	2	3	4	5
		2+ ____ = ____					2	3	4	5
		3+ ____ = ____						3	4	5
		4+ ____ = ____							4	5

Tact 10-Frame on Card				LR 10-Frame	Tact 10-Frame in discrim. w/ objects	Tact 10-Frame in discrim. on card	Build on 10-Frame with objects
One item/one color		In discrimination					
6		6		6	6	6	6
7		7		7	7	7	7
8		8		8	8	8	8
9		9		9	9	9	9
10		10		10	10	10	10
Draw on 10-Frame	Numerals		Copy Written #	Write upon dictation	Count to # and STOP		
	Tact	LR					
6		6	6	6	6	1	6
7		7	7	7	7	2	7
8		8	8	8	8	3	8
9		9	9	9	9	4	9
10		10	10	10	10	5	10
# Word				Copy Written # Word		Write # Word 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.  Correct ⑥ Incorrect <del>6</del>  *When IDing #'s in dice pattern or 10 frame, the student should NOT be counting. If they are, it is counted as an error
2	7	2	7	
3	8	3	8	
4	9	4	9	
5	10	5	10	
<b>Addition</b>  If students count or use fingers it is an error. This should be a quick and memorized response to be correct.		Problem		Answers
		0+ ____ = ____		6   7   8   9   10
		1+ ____ = ____		6   7   8   9   10
		2+ ____ = ____		6   7   8   9   10
		3+ ____ = ____		6   7   8   9   10
		4+ ____ = ____		6   7   8   9   10
		5+ ____ = ____		6   7   8   9   10
		6+ ____ = ____		6   7   8   9   10
		7+ ____ = ____		6   7   8   9   10
		8+ ____ = ____		6   7   8   9   10
		9+ ____ = ____		6   7   8   9   10