

RECEPTIVE LANGUAGE

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 1	0 1 2 0 1 2 0 1 2 0 1 2	Responds to own name	Student will look at or come to a person when called by his name	Will the student look at or come to a person when called by his name?		2+ looks or comes at least 80% of the time, 1+ requires some prompts to respond	Modified
C 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to do an enjoyable action in context	When given instructions to do a preferred activity in the context of the ongoing activity the student will comply with the instructions	Will the student follow an instruction to do an enjoyable action under the conditions when the activity usually occurs (e.g., "Go fishing" at recess)?	Jump on trampoline, swing, etc.	4+ at least 3 activities without prompts, 3+ at least 2 activities with only one additional verbal or pointing prompt, 2+ 2 or more activities with a model and no physical prompts, 1+ 2 or more activities with only partial physical prompts	Modified
C 3	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to look at a reinforcing item	Upon request, student will look at a reinforcing item held by an instructor	If you hold up a reinforcing item and ask the student to look at it, will the student look at the item?		2+ looks at it in any position (up/down/left/right) within 3 seconds, 1+ will look at item but requires an additional prompt to look or takes more than 3 seconds to respond	Modified
C 4	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to touch a reinforcing item in various positions	Upon instruction, the student will touch a preferred item held in various positions	If you hold up a desirable item in various locations, will he reach out and touch or grab it on instruction (e.g., "Touch _____" or "name of item")?	Point, clap, head over head, off to side, etc.	2+ readily touches an item in any position (up/down/left/right) within 3 seconds, 1+ touches or grabs an item within 3 seconds if it is held in front of him	Modified
C 5	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to touch a common item in various positions	Upon instruction, the student will touch a common item held in various positions	If you hold up a common item in various locations, will he reach out and touch it on instruction (e.g., "Touch _____" or "name of item")?	Put hand over head, off to side, etc.	2+ readily touches an item in any position (up/down/left/right) within 3 seconds, 1+ touches or grabs an item within 3 seconds if it is held in front of him	Modified
C 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to do an enjoyable action out of context	The student will comply with instructions to do a preferred activity even though it is not occurring at that time	Will the student follow an instruction to do an enjoyable action even when it is not under the conditions when the activity usually occurs (e.g., "Go swing" while inside)?	While sitting at a table, the child will follow an instruction to "go jump on trampoline," etc.	4+ at least 3 activities without prompts, 3+ at least 2 with only one verbal or pointing prompt, 2+ 2 or more with a model and no physical prompts, 1+ 2 or more activities with only partial physical prompts	Modified. Note: Following an instruction with a prompt is not a true compliance with the instructor's verbal behavior but does begin to establish instructional control that is critical to the development of actual "receptive" skills

Ablls Goals

Nick Hall



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Teaching Your Child with Love and Skill Joyce Show, 2012 This book shows parents how to nurture the learning and development of their child with autism by adapting different educational strategies Parents will learn how to motivate play encourage communication stimulate cognitive development and teach important everyday life skills while growing in a loving relationship with their child

Educating Young Children with Autism Spectrum Disorders Erin E. Barton, Beth Harn, 2014-01-07 According to the CDC one in fifty American children is diagnosed as having an autism spectrum disorder This means more school aged children are entering classrooms with ASDs and teachers are being called upon to help facilitate their learning Educating Young Children with Autism Spectrum Disorders is aimed at providing strategies for teachers school counselors and psychologists to help address the needs of children on the spectrum as well as their families Erin E Barton and Beth Harn draw on current research and practices to discuss the possible causes of autism and to help prepare educators not only for teaching children in the classroom but also for providing families with the tools necessary to continue the educational process at home Included are topics such as Improving communication and socialization Developing instructive lessons Assessing students progress Including families in educational goals Finding students special interests and using those to help facilitate learning Managing challenging behavior And more Including forms charts and a range of classroom activities this is the only resource you will need to gain the insight and tools for making a difference in the educational lives of young children with autism

Motivation and Reinforcement Robert Schramm, 2011-05-04 One of Lulu s best sellers of all time the second edition of the book Educate Toward Recovery is now called Motivation and Reinforcement Turning the Tables on Autism This book is the ultimate guide to home based autism intervention It is a forward thinking guide that translates the Verbal Behavior Approach to ABA into everyday language With over 100 new pages of material including new Chapters on Social Skills Behavior Plans Token Economies and Advanced Instructional Control methods this book is a must have even for those who own the 2006 version International ABA VB presenter Robert Schramm explains how you can keep your child engaged in motivated learning throughout his entire day without forcing participation blocking escape or nagging procedures M R is the full realization of modern ABA VB Autism Intervention and a great resource for parents teachers and therapists working with a child with autism as well as BCBA s looking for ways to improve their approach

Encyclopedia of Special Education, Volume 1 Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI

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Promoting Language for Learners with Autism Spectrum Disorder Jason C. Vladescu, April N. Kisamore, 2025-12-16 Promoting Language for Learners with Autism Spectrum Disorder A Verbal Behavior Guide for Practitioners introduces the core principles of verbal behavior and provides practical evidence based strategies for teaching language skills to children with autism in applied settings The book opens with a section that orients the reader to a functional approach to language best practices for assessing verbal repertoires and common models for arranging language training environments The second section focuses on teaching critical verbal operants and derived language skills The final section addresses professional matters relevant to practitioners including the importance of basic and translational research in verbal behavior considerations related to diversity and best practices for interdisciplinary collaboration Grounded in the science of behavior analysis and aligned with Skinner's 1957 analysis of verbal behavior this book equips professionals with tools to assess language design effective teaching environments and build essential repertoires like manding tacting and conversation skills Intended for professionals and students alike this text is broad enough to support graduate level instruction and specific enough to serve as a valuable reference for practicing clinicians

Handbook of Psychopathology in Intellectual Disability Johnny L. Matson, 2024-09-19 The Second Edition of the handbook reflects the diversity of this complex subject matter addressing its prevalence and presentation testing methods and treatment options In addition to focusing on specific psychopathologies as they affect the course of intellectual disability ID several new chapters and significantly updated coverage span the field from in depth analyses of psychosocial aspects of ID to promising new findings in genetics and the ongoing challenges of tailoring personalized care to meet individual client needs Expert contributors bridge gaps between the evidence base and best practices for treating clients with ID across disciplines and discuss improved policy for maximum utility Key areas of coverage include Core etiological approaches in psychopathology and ID including neuroimaging behavioral phenotypes and genetic syndromes psychological and social factors and epilepsy Comorbid psychopathologies e g mood anxiety bipolar and personality disorders Common clinical conditions e g ADHD

autism and behavior problems Medical and psychological interventions e g psychopharmacology as well as community and inpatient services The Handbook of Psychopathology in Intellectual Disability Second Edition is an essential reference for researchers professors and graduate students as well as clinicians therapists and other scientist practitioners in developmental school and clinical child psychology psychiatry social work rehabilitation medicine public health neuropsychology and all related disciplines *School-age Education Programs for Children with Autism* Jan S. Handleman, Sandra L. Harris, 2006 Handleman psychology and Douglass Developmental Disabilities Center Rutgers U and Harris clinical psychology and Douglass Developmental Disabilities Center Rutgers U compile 12 essays that examine educational services for autistic children that are public private or university based Contributors discuss their programs in New Jersey New York Delaware North Carolina and Pennsylvania in urban suburban and rural areas Each contributor describes diagnosis and assessment staffing and administration curriculum integration methods family involvement school transitions and outcome The last two chapters address special issues in graduating from preschool in addition to moving to adulthood There is no index Handleman and Harris are the authors of *Preschool Education Programs for Children with Autism* Annotation 2006 Book News Inc Portland OR booknews com **Language and Autism** Adrienne Fitzer, Peter Sturmey, 2009 This volume will provide the reader with a concise overview of applied behavioral interventions for language in people with autism spectrum disorders It is an edited work consisting of 12 chapters organized into two broad sections Part I deals with general aspects of language in people with ASD such as the nature of language impairments general approaches to language teaching behavioral conceptions of language and the evidence base for which approaches are effective Part II addresses specific programmatic issues including particular intervention questions such as how to teach specific functions e g manding tacts intraverbals and echoics specific intervention methods e g discrete trial training natural language paradigm and incidental teaching and intervening for problematic aspects of verbal behavior e g prosody and maladaptive verbal behavior

The Assessment of Basic Language and Learning Skills (the ABLLS) James W. Partington, Mark L. Sundberg, 1998 An assessment curriculum guide and skills tracing system for children with autism or other developmental disabilities

Preschool Education Programs for Children with Autism Jan S. Handleman, Sandra L. Harris, 2008 Since the first two additions of *Preschool Education Programs* 1994 2001 more exciting advances particularly the Applied Behavior Analysis ABA have arisen to benefit the special education of youngsters in school Contributing to this 12 chapter edition are 11 scholar programs Alpine Learning Center ASCENT Autism Center at the University of Washington CABAS Program Children's Unit at SUNY Binghamton Douglass Developmental Disabilities Center Groden Center LEAP Program Summit Academy Sussex Consortium and Valley Program answering a common set of questions concerning the treatment of very young children with Autism Spectrum Disorders using a range of ABA technology This book addresses educational settings including public private and university based programs in America It is an especially valuable resource for parents

professionals and administrators who are in the process of developing programs for the preschool student Topics discussed include Addressing problem behaviors social skills and play Teaching speech and language through verbal behavior framework visual supports sign language and other augmentative naturalistic methods Measuring outcomes of students Conducting transition to school age programs Determining a child s eligibility for admission and the diagnostic materials used

Autism Spectrum Disorders Laura J. Hall,2009 For courses in Autism Spectrum Disorders or as a perfect supplement to a course in special education where ASD is addressed and given special attention to or in psychology or communication disorders courses addressing the education of students with disabilities Autism Spectrum Disorders From Theory to Practice provides the need for a comprehensive text on the subject of ASD thoroughly discussing the cause characteristics and approaches by theoretical perspective used by educators Drawing from her classroom experience Laura Hall explains the communication and social and relationship issues faced by individuals with autism spectrum disorders and presents educators with best practices and programs for increasing academic achievement In her newest book the author guides educators in identifying placing and instructing students through real life classroom and family cases She includes strategies to determine the cause of ASD a step by step guide for assessment and evidence based approaches to educate students through examination of the major theoretical perspectives applied behavior analysis developmental and social relational and the TEACCH approach Furthermore the text addresses the use of evidence based practices in the education of individuals with ASD mandated by the laws IDEA 2004 and NCLB approaches that take into account families from culturally and linguistically diverse backgrounds applied behavior analysis and working collaboratively with families and building communities of practice This new and unique text will not only describe the most common practices implemented for learners with ASD but will identify those that are evidence based and provide the best suggestions for future research in the field

Behavioral Approach to Assessment of Youth with Emotional/behavioral Disorders Michael J. Breen,Craig R. Fiedler,2003

Teaching Children with Autism in the General Classroom Vicky G. Spencer,Cynthia G. Simpson,2009 Successful strategies for educating students with autism in the regular classroom

Educating Children and Youth with Autism Richard L. Simpson,Brenda Smith Myles,2008

Autism Brenda Scheuermann,Jo Webber,2002 This practical accessible book was written for practitioners who work with children and youth with autism It presents the vital material required by special educators to plan and implement effective programs to meet the needs of students with autism It begins with an overview of autism including etiology characteristics diagnosis and definition followed by in depth coverage of teaching methodologies Throughout the book the authors present state of the art information in a step by step user friendly format The book s optimistic viewpoint is grounded in the premise that well planned and accurately implemented applied behavior analytical interventions will increase the potential for more independent and mainstream functioning

The Autism Encyclopedia John T. Neisworth,Pamela S. Wolfe,2005 The best A Z reference available on autism spectrum

disorders and pervasive developmental disorders this comprehensive encyclopedia includes more than 500 terms alphabetically listed and clearly described Capute & Accardo's Neurodevelopmental Disabilities in Infancy and Childhood: The spectrum of neurodevelopmental disabilities Pasquale J. Accardo, Arnold J. Capute, 2008 The second of two volumes comprising the third edition of the core text for certification in neurodevelopmental disabilities in pediatrics this definitive resource prepares future clinicians to skillfully assess and treat a range of neurodevelopmental disorders The Assessment of Basic Language and Learning Skills-revised (the ABLLS-R). James W. Partington, 2010 The information obtained from this assessment allows parents and professionals to pinpoint obstacles that have been preventing a child from acquiring new skills and to develop a comprehensive language based curriculum The ABLLS R is comprised of two documents of which this is the first The ABLLS R Protocol is used to score the child's performance on the task items and provides 15 appendices that allow for the tracking of a variety of specific skills that are included in the assessment The Protocol includes a set of grids that comprise a skills tracking system that makes it possible to observe and document a child's progress in the acquisition of critical skills The ABLLS R protocol requires a second document the ABLLS R Guide which provides information about the characteristics of ABLLS R and describes how to correctly score the elements and how to develop goals and objectives of the Individualized Education Program IEP that clearly defines and target the learning needs of a student I Know How to Set Goals, So Why Don't I Achieve Them? Nick Hall, 2016-11-08 I Know How to Set Goals So Why Don't I Achieve Them Millions of people set goals every year only to fall short of achieving them if they ever begin at all over and over again There are scores of audio programs on how to set goals but few if any that deal with what to do when your best laid plans never materialize In this cutting edge program by Dr Nick Hall I Know How to Set Goals So Why Don't I Achieve Them you will learn the latest in neuroscience and psychology on how to make sure you reach every goal you set In order to achieve goals you must begin by removing or at least minimizing potential impediments to success There are many however the most crippling are those that reside within your mind Granted changes in the economy the actions of others and unexpected obstacles can derail even the most worthy plans despite the best intentions But they pale in comparison to the impact your thoughts have That's because you don't respond to reality You respond to a mental image of reality It is the image that gives rise to emotion which in turn will motivate you to approach or avoid We tend to approach those things associated with positive emotions such as love and joy and avoid those linked with negative emotions such as disgust and sadness In addition the image is driving the endocrine and autonomic nervous system pathways which provide the biological foundation of the entire stress response This is important to understand because it enables you to always have control over the impact events have upon your mental and physical well being You can't always control external events But after listening to this program you will learn that you can always exert a measure of control over your perception of those events You will also learn How to create new mental images that remove the blocks in the goal setting process The role that beliefs play in

supporting or sabotaging you in achieving your goals How to change unhealthy belief systems to empowering belief systems
Discovering what you truly value in life and setting goals that are in alignment with those values How to divide your goals
into more achievable sub goals The role emotions play in goal achievement *Goals* Gary Ryan Blair, 2011-01-01 Goals will
help you learn how to keep your eye on the prize Author Gary Ryan Blair is considered one of the nation's experts on the
topic of goals He teaches that your life will not go according to plan if you don't have a plan His 10 rules for setting goals are
loaded with nuggets of wisdom and a ha moments that will bring the power of your goals into focus The Ten Rules of Goal
Setting is the combination that opens the lock of success Each rule is one piece of the combination each seamlessly
integrates with the other nine each one counts

Ablls Goals Book Review: Unveiling the Power of Words

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