INTRODUCTION TO FUNCTIONAL CURRICULUM
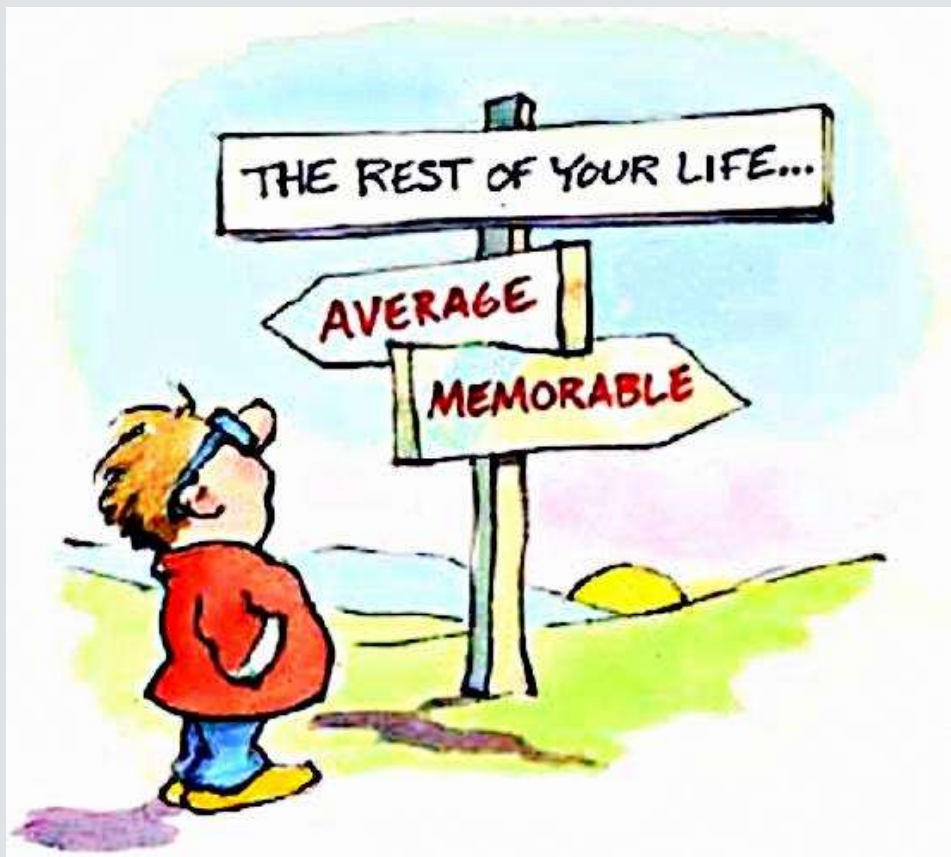## *AFLS AND EDEN AUTISM SERIES*

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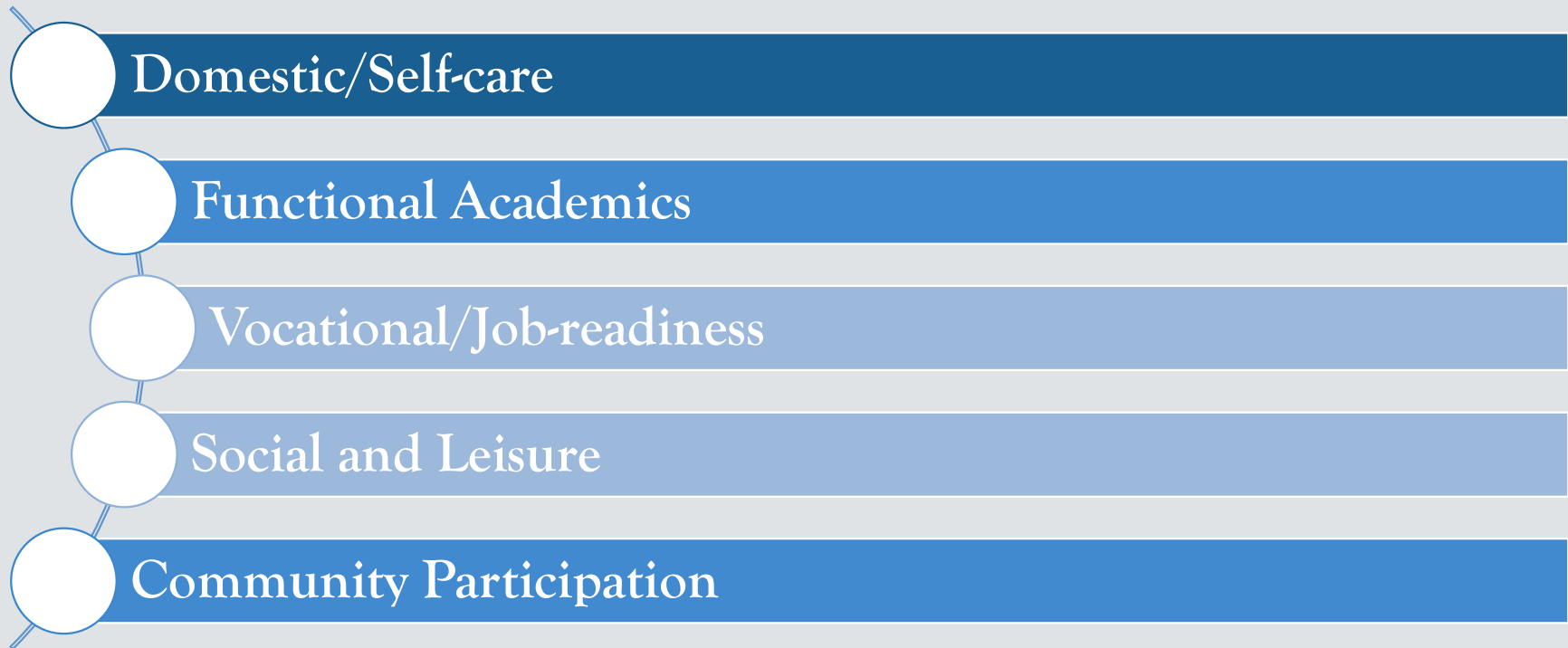
INTRODUCTION TO FUNCTIONAL SKILLS

WHAT ARE FUNCTIONAL SKILLS?

*Skills that are **practical, useful,** and **meaningful** for the students that will allow them to participate in their home, school, and community environments as independently as possible.*

*- Functional skills **serve a purpose** and contribute to **improving quality of life***

DOMAINS OF FUNCTIONAL SKILLS

- Domestic/Self-care
- Functional Academics
- Vocational/Job-readiness
- Social and Leisure
- Community Participation

WHY DO WE NEED TO TEACH FUNCTIONAL SKILLS?

- *GOAL:* To *improve* the *quality of life* of our students

- *Limited TIME* and *RESOURCES*

  • Think about all the skills our students need to learn → not enough time to work on all of them

  • Limited services/supports for adults with disabilities

ASSESSMENT

ASSESSMENT

- *No provincial guidelines on assessing and teaching functional skills in B.C.*

- *Person-centered planning model*
  - Collaborative process to plan and implement meaningful changes in a student's life
  - Focus on student's desires, preferences, strengths, and challenges
  - Include the student and other people who are important in their world

IS IT FUNCTIONAL?

Is the skill necessary to prepare the students to function in complex, variable community settings?

Can the student function as an adult if they do not acquire the skill?

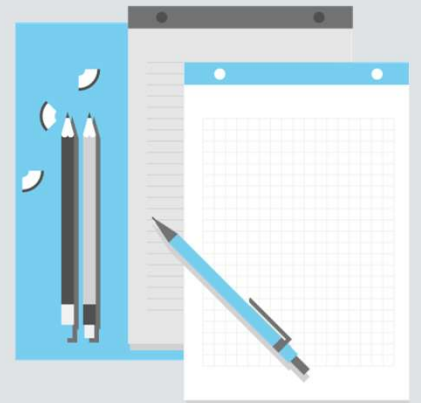If the student does not have the skill, will someone have to do it for them?

HOW DO WE ASSESS?

Interview parents, caregivers, staff, and ask if the student can perform the skill

Observe the student and see if they already use the skill in their everyday life

Test the student to see if they can do the skill

HOW DO WE ASSESS

– *For each skill we assess, we want to see if the student:*

- **Independently** and **consistently** perform the skill in <u>various situations</u>, **OR**

- Can do **some aspects of the skills** and/or **require support** in completing the skill and/or only doing the skill in <u>some</u> settings, **OR**

- The student cannot complete any part of the skill and/or they refuse to do the skill.

INTRODUCTION TO AFLS

ASSESSMENT OF FUNCTIONAL LIVING SKILLS (AFLS)

- Dr. James W. Partington and Dr. Michael Mueller (2012)

- Assess functional, practical, and essential skills for an individual to achieve the highest level of independence

- Consists of a **guide** and six **assessment protocols**
  - *Each protocol can be a standalone assessment*
  - *Can be mixed and matched to create an individualized assessment for a student*
  - *All six can be combined to provide a comprehensive functional living skills assessment*

AFLS ASSESSMENT PROTOCOLS

Basic Living Skills	Home Skills	Community Participation	School Skills
Self-management	Meals at Home	Basic Mobility	Classroom Mechanics
Basic Communication	Dishes	Community Knowledge	Routines and Expectations
Dressing	Clothing & Laundry	Shopping	Meals at School
Toileting	Housekeeping and Chores	Meals in Public	Social Skills
Grooming	Household Mechanics	Money	Technology
Bathing	Leisure	Phone	Common Knowledge
Health, Safety & First Aid	Kitchen	Time	Core Academics
Nighttime Routines	Cooking	Social Awareness and Manners	Applied Academics

AFLS ASSESSMENT PROTOCOLS

| Independent Living Skills			
Organizational Skills	Community Travel	Money Management	Problem Solving
Self-care	Transportation	Independent Shopping	Social Interactions
Maintenance & Cleaning	Kitchen Tools & Appliances	Personal Management	Living with Others
Mechanics & Repairs	Food & Meal Planning	Safety	Interpersonal Relationships

AFLS ASSESSMENT PROTOCOLS

Vocational Skills				
Job Search	Interview	Basic Skills	Coworker Relations	Landscaping
Workplace Safety	Fixed Activity Skills	Custodial & Cleaning	Laundry	
Retail	Support Personnel	Office Skills	Computer Skills	
Restaurant Kitchen	Warehouse	Tools	Trades & Construction	

ASSESSMENT

- 1st step: read through the **AFLS Guide**

  - *Help familiarize yourself with the terminology used*

  - *Assessment and scoring process*

  - *Teaching recommendations*
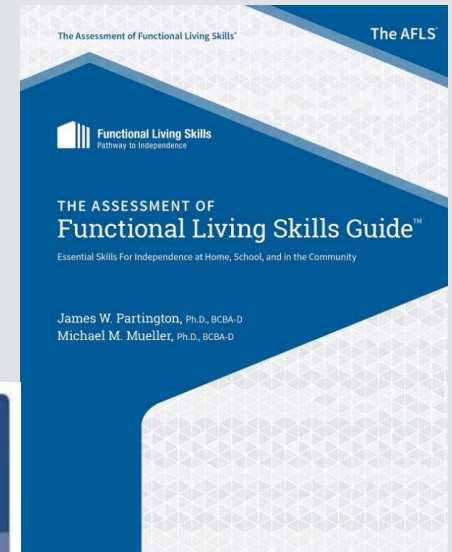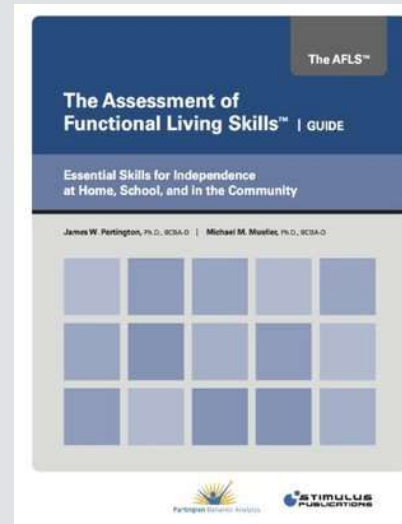
ASSESSMENT PROTOCOLS

- All AFLS protocols are set up identically
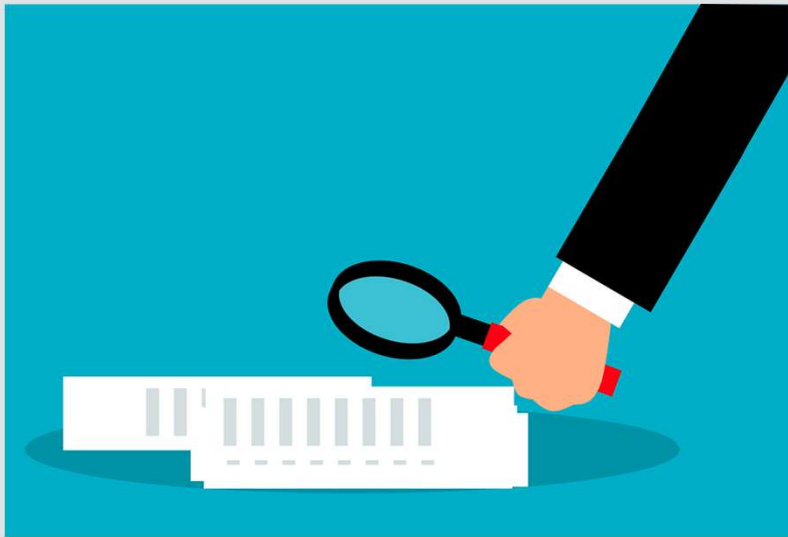
- Contains **Assessment of Functional Living Skills – Skills Tracking System**
  - *Assessment "data sheet"*

  - *Display student's progress across time*

  - *Multiple re-assessment*

AFLS SKILL TRACKING SYSTEM

SKILL ASSESSMENT

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
DR 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puts on and takes off gloves	Learner will put on and take off gloves	Does learner put on and take off gloves?		4= puts on and takes off gloves independently, 3= takes off both gloves and puts on 1 glove independently but requires verbal prompts to put on the other, 2= takes off gloves but requires verbal prompts to put on gloves, 1= requires minimal physical prompts to take off and put on gloves	

SKILL ASSESSMENT

- Different ways to assess the skill:

  - **Interview** *parents/caregivers/staff and ask if the student can perform the skill*

  - **Observe** *the student in the target context and see if they perform the skill*

  - **Set up** *test trial(s) with the student to directly assess the skill*

SCORING

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
DR 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puts on and takes off gloves	Learner will put on and take off gloves	Does learner put on and take off gloves?		4= puts on and takes off gloves independently, 3= takes off both gloves and puts on 1 glove independently but requires verbal prompts to put on the other, 2= takes off gloves but requires verbal prompts to put on gloves, 1= requires minimal physical prompts to take off and put on gloves	

SCORING PRACTICE

- **Applied Academics 1** – During group reading time, Bobby consistently needs the EA to repeat the page number before turning the page

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
AA1	0 (1) 2 0 1 2 0 1 2 0 1 2	Turns to specific book pages	Learner will turn to any page of a book upon request	Does the learner turn to specific pages of a book?		2 = turns to a specific page in book when told in a group, 1 = turns pages to any named page number or scene in a picture book with only verbal prompts	

SCORING PRACTICE

- **Applied Academics 2** - When the EA is asked regarding about Bobby's handwriting, she explains that Bobby can print his initial on assignments with hand-over-hand prompt

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
AA2	0 1 2 0 1 2 0 1 2 0 1 2	Writes name on work	Learner will write first and last name on class work or assignments	Does learner write name on class work or assignment?		2 = Writes first and last name **neatly** on the top of an assignment, 1 = writes first name on top of assignment	

SCORING PRACTICE

- **Applied Academics 3** – When tested, Bobby is able to find the missing word from an array of three options for approximately 20 different sentences

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
AA3	0 1 ② 0 1 2 0 1 2 0 1 2	Fill in missing words	Learner will select appropriate word from an array of 3 words which differ on less than 50% of the letters to fill in a missing word when given an incomplete sentence.	Can learner choose a word from a selection of words to fill in a missing word when given an incomplete sentence?	Score 1 = The ____ has fur (cat frog) Score 2 = The ____ wore hats. (pen men pet)	2 = selects appropriate word from an array of 3 words, which differ on less than 50% of the letters, 1 = selects appropriate word from an array of 2 words which differ on more than 50% of the letters	

SCORING PRACTICE

- **Applied Academics 4** – During a conversation with Mom, she mentions that, in general, Bobby understands and follows simple commands, "Go to...", "Give...", and "Open..."

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
AA4	0 ①︎ 2 0 1 2 0 1 2 0 1 2	Reads and follows simple instructions to do actions	Learner will read at least 20 sentences and perform any 1 of at least 6 different actions	Can learner read and follow simple instructions to perform an action?	Give Jason a pencil, Give Mary a pencil, Put the shoe in the box, Put the shoe in the cubby, …	2 = performs at least 6 different actions written in at least 20 sentences, 1 = performs at least 3 different actions written in at least 10 sentences	

TRANSFER SCORES TO SKILL TRACKING SHEET

Write down your initial and date
Select a colour to represent an assessment period

Fill out the same number of boxes as the score acquired

SKILL RE-ASSESSMENT

- In general, reassess and/or update the Skill Tracking System at least every **six months**

- Include updates on:
    - *Skills the student has been working on*
    - *New skills being assessed*
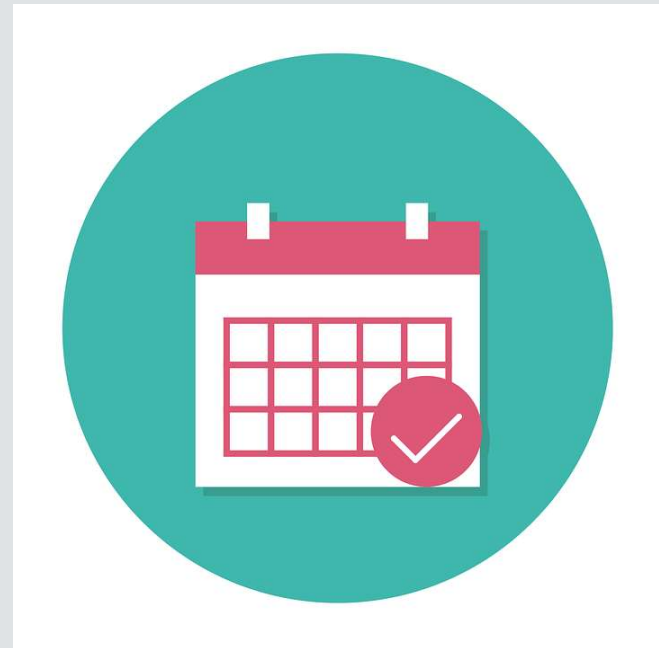
SKILL RE-ASSESSMENT

Use a different colour for the reassessment

Colour in the skills the student has mastered and/or that are newly assessed

GENERAL RULES FOR ASSESSMENT

- In general, the higher you go up a column, the more complicated the skills are
  - *Start with assessing the bottom rows first*

- You want to assess across most/all domains instead of focusing on just one domain

- Continue to assess until we have enough targets for the student to work on for each domain

POST-ASSESSMENT

- **Skills Tracking System**

    - *Look for the 'blank boxes' left on the assessment*

- Remember, skills on the tracking system are arranged in increasing complexity from the bottom to the top of the column

    - *In general, we want to fill the bottom rows first before moving upward*

EXAMPLE

AA1 – Turn to specific book pages

AA2 – Write name on work

AA4 – Reads and follows simple instructions to do actions
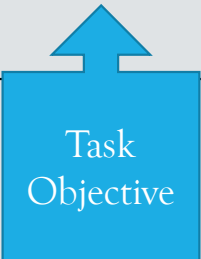
AA5 – Reads and follows simple instructions on worksheet

PROGRAM OBJECTIVE EXAMPLE

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
AA4	0 (1) 2 0 1 2 0 1 2 0 1 2	Reads and follows simple instructions to do actions	Learner will read at least 20 sentences and perform any 1 of at least 6 different actions	Can learner read and follow simple instructions to perform an action?	Give Jason a pencil, Give Mary a pencil, Put the shoe in the box, Put the shoe in the cubby, …	2 = performs at least 6 different actions written in at least 20 sentences, 1 = performs at least 3 different actions written in at least 10 sentences	

Task Name

Task Objective

Mastery Criterion

PROGRAM OBJECTIVE EXAMPLE

Task Name	AA4 – Reads and follows simple instructions to do actions
Task Objective	The student will read at least 20 sentences and perform 1 of at least 6 different actions
Materials	Cards with instruction on them Items to do the action with
Instructions	\<Give the student the instruction card\>
Target Response	Student reads the instruction and does the action listed on the card
Prompts	Physical → Partial → Verbal → Gesture
Error Correction	If the student does not respond or responds incorrectly: • Reset the environment (i.e., clear out the items and instruction card) • Present the card again • Immediately prompt the student to read the instruction and do the action • Reinforce the student
Mastery Criterion	**Target:** Y across 3 consecutive days **Program:** Student independently reads and does 20 instructions including at least 6 different actions

TARGET LIST EXAMPLE

Targets	Date Introduced	Date Mastered
Give pencil to _____		
Give agenda to Mrs. Smith		
Open your bag		
Open the book		
Open the door		
Close the door		
Close the book		
Push your chair		
Put your jacket on		
Hang your jacket		
Hang your bag		

DATA SHEET EXAMPLE

Y – Responds independently   **P** – Responds with prompts   **N** – Refuse to respond

DATE / TARGET	2/1	2/2	2/3	2/4	2/5
Give pencil to _____	Y	(Y)	(Y)	(Y)	Y
	(P)	P	P	P	P
	N	N	N	N	N
Open the door	Y	Y	(Y)	(Y)	(Y)
	(P)	(P)	P	P	P
	N	N	N	N	N
Hang your jacket	Y	(Y)	Y	(Y)	(Y)
	(P)	P	(P)	P	P
	N	N	N	N	N
Push your chair	Y	Y	Y	Y	Y
	P	P	P	P	(P)
	N	N	N	N	N

UPDATE TARGET LIST EXAMPLE

Targets	Date Introduced	Date Mastered
Give pencil to _____	2/1	2/4
Give agenda to Mrs. Smith		
Open your bag	2/5	
Open the book		
Open the door	2/1	2/5
Close the door		
Close the book		
Push your chair	2/4	
Put your jacket on		
Hang your jacket	2/1	
Hang your bag		
...		

OTHER PROGRAM OBJECTIVE EXAMPLE

Task	Score	Task Name	Task Objective	Question	Example	Criteria	Comment
HC31	0 1 2 0 1 2 0 1 2 0 1 2	Waters plants	Learner will water house plants	Can learner water house plants?		2 = pours an appropriate amount of water (without overflowing from saucer) onto houseplants upon request, 1 = waters house plants when provided only verbal prompts regarding how much water to pour on plants	

Task Name

Task Objective

Mastery Criterion

PROGRAM OBJECTIVE EXAMPLE

Task Name	HC31 Waters plants
Task Objective	The student will water house plants upon request
Materials	Plants Watering can/cup
Instructions	"Water the (plant)"
Target Response	Student waters the target plant with appropriate amount of water
Prompts	Physical → Partial → Verbal → Gesture
Error Correction	If the student does not respond or responds incorrectly: • Reset the environment • Present the instruction again • Immediately prompt the student to complete the target response • Reinforce the student
Mastery Criterion	Student independently waters plant with appropriate amount of water upon request across at least 3 different plants

TARGET LIST EXAMPLE

Targets	Date Introduced	Date Mastered
Cactus (Mrs. Smith's room)		
Succulent (library)		
Tomato (school garden)		

TASK ANALYSIS DATA SHEET EXAMPLE

	Date		
Steps			
Grab the watering can			
Fill the watering can			
Go to the plant			
Gently tip the watering can until water comes out of the spout			
Count until (___) while watering the plant			
Dump the remaining water into the sink			
Put away the watering can			

Y – Responds independently   **P** – Responds with prompts **N** – Refuse to respond

Y – Responds independently   **FP** – Physical Prompts   **PP** – Partial prompts

V – Verbal prompts   **G** – Gesture prompts   **N** – Refuse to respond

INTRODUCTION TO EDEN

EDEN AUTISM SERVICES

- Eden Autism Services is a non-profit organization based in New Jersey which provides services for individuals with autism from infanthood through adulthood, including:

  – *School programs*

  – *Vocational training for adolescents and adults*

  – *Residential services for adults*

EDEN SCHOOL SERIES CURRICULUM

- Provides a wide range of content for students in K-12

- Consists of five volumes:

  - *Cognitive*

  - *Speech and Language*

  - *Vocational Education*

  - *Self-Care/Domestics*

  - *Physical Education, Recreation, Leisure*

COGNITIVE
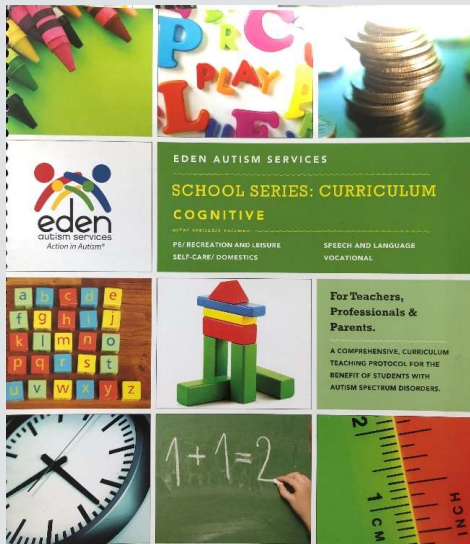
- Learning readiness
  - *Sitting appropriately, ...*

- Pre-academics
  - *Pre-handwriting, ...*

- Academics
  - *Sight words, ...*

- Classroom Language/Social/Play
  - *Turn taking, ...*

SPEECH AND LANGUAGE

- Oral Motor/Feeding
  - *Chewing, ...*

- Receptive Language
  - *Following directions, ...*

- Expressive Language
  - *WH- questions, ...*

- Pragmatic Language
  - *Conversation, ...*
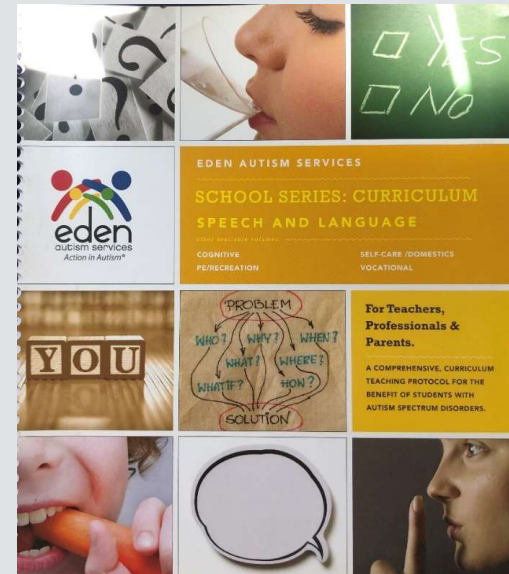
VOCATIONAL

- General job readiness
  - *Following a schedule*
  - *Assembling objects*
  - *...*

- Work-specific tasks
  - *Stocking shelves*
  - *Decorating with paint*
  - *...*
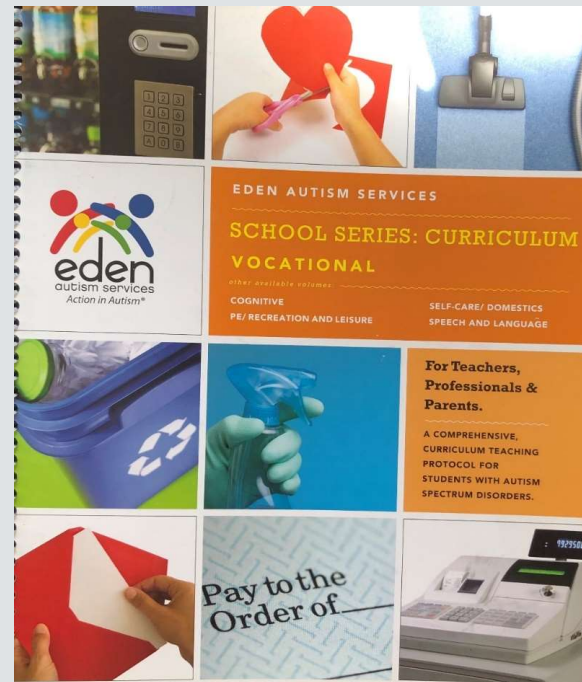
SELF CARE/DOMESTIC
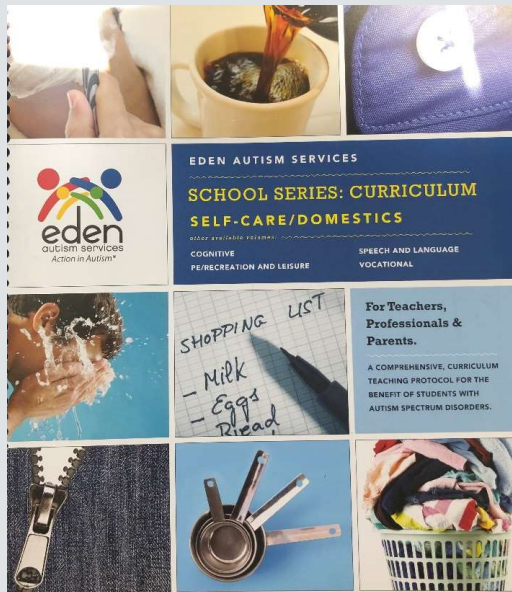
- Personal hygiene
  - *Dressing*
  - *Showering*
  - *...*

- Basic chores
  - *Laundry*
  - *Meal preparation*
  - *...*

PHYSICAL EDUCATION, RECREATION, AND LEISURE
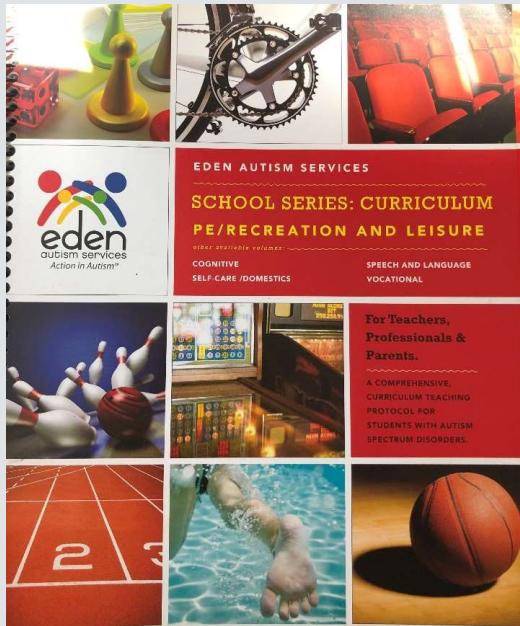
- Basic physical activities
  - *Treadmill*
  - *Water skills*
  - *...*

- Recreational/Leisure activities
  - *Going to the movies*
  - *Playing board/card game*
  - *...*

EDEN SCHOOL SERIES CURRICULUM

- Each volume includes:
  - *Assessment Booklet*
    - Contains assessment criterion for each skill listed
  - *Assessment Score Sheet*
    - Long-term tracking for each skill in the domain
  - *Curriculum Manual*
    - Contains information needed to teach each skills
    - Including:
      - Materials
      - Procedure
      - Prompting techniques
      - Criterion
      - …

ASSESSMENT

- For each domain we want to assess, we need:

    - *Assessment booklet*

    - Corresponding *assessment score sheet*

ASSESSMENT BOOKLET

- Instructions on how to administer the assessment

- Each booklet contains multiple skills
  - *Grouped together in a developmental sequence*
    - **Primary**
    - **Intermediate**
    - **Secondary**

- Helps us determine the order in which the skills should be taught

ASSESSMENT BOOKLET

- Each skill assessed will be scored as either

  - *Achieved (A)*

  - *Partial (P)*

  - Or *Not in repertoire (N)*

- The score given is based on the criterion listed for each skill

EXAMPLE

SCORE

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
MONEY ID (RECEPTIVE)	Student can independently identify all of the following: (coins – penny, nickel, dime, quarter; paper money - $1, $5, $10, and $20) receptively when presented with 2 distracters	Student can independently identify some of the coins and/or bills (listed on the left) receptively when presented with 0-2 distracters	Student cannot identify money receptively

CRITERION

ASSESSMENT SCORE SHEET

• Records the score of the assessment for each student

• Records up to four assessment sessions

• Skills are listed in the same order as in the assessment booklet

• Each skill is scored as **A (achieved), P (partial),** or **N (not in repertoire).**

• At the end of the assessment session, indicate which skills are selected as the immediate goals for teaching.

DOMAIN GRID

- Found on the back of each **Assessment Score Sheet**

- Visual representation of long-term progress of the student

- Completed after each assessment session

EDEN AUTISM SERVICES

DOMAIN GRID

COGNITIVE
CLASSROOM LANG./SOCIAL/PLAY

Student's Name: _____

Age: _____ DOB: ___/___/___ Evaluator: _____

Record your student's progress on the chart below, using this "graphic key" as a reference.

ACHIEVEMENT OF SKILL	PARTIAL ACHIEVEMENT	SKILL NOT IN REPERTOIRE	IMMEDIATE GOAL

PRIMARY	ACTION ID IN PICTURES (EXPRESSIVE)	ACTION ID IN PICTURES (RECEPTIVE)	APPROPRIATE USE OF "YES" AND "NO"	CHOICE MAKING	ISOLATE TOY PLAY	NAME ID (RECEPTIVE)	OBJECT ASSOCIATION	OBJECT ID (EXPRESSIVE)	OBJECT ID (RECEPTIVE)	TURN-TAKING

INTERMEDIATE	CATEGORIZATION (RECEPTIVE)	CATEGORIZATION: SORTING	FUNCTION OF OBJECTS (EXPRESSIVE)	FUNCTION OF OBJECTS (RECEPTIVE)	POLAR CONCEPTS	RECITING DAYS OF THE WEEK	RECITING MONTHS OF THE YEAR	SAME AND DIFFERENT	SOCIAL QUESTIONS	SYMBOLIC TOY PLAY
	TIME CONCEPTS									

SECONDARY	PRETEND PLAY

SKILL ASSESSMENT

- Different ways to assess a skill:

    - *Interview* parents, caregivers, staff and ask if the student can perform the skill

    - *Observe* the student and see if they can perform the skill

    - *Set up* test trial(s) with the student to directly assess the skill

SCORING

- Evaluate the student performance against the criterion listed for that particular skill

- If a student does not meet the criterion listed for the skill, assign the next lower score for that particular skill

  - *E.g. if a student does not meet the criterion for **achieved (A),** we will assign them a score of **partially achieved (PA)** for that skill*

SCORING EXAMPLE

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
MONEY ID (RECEPTIVE)	Student can independently identify all of the following: (coins – penny, nickel, dime, quarter; paper money - $1, $5, $10, and $20) receptively when presented with 2 distracters	Student can independently identify some of the coins and/or bills (listed on the left) receptively when presented with 0-2 distracters	Student cannot identify money receptively

When the assessor presents Daniel with a variety of coins and bills, he is able to receptively identify the $5 and the $10 bills independently but not the rest of the bills or any of the coins.

SCORING PRACTICE

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
COUNTING OBJECTS: 1-10	Student can independently count out groups of 1-10 objects when presented with a larger group of objects	Student can independently count out some groups of 1-10 objects when presented with an equal or larger group of objects	Student cannot count out objects

When the assessors asks the EA if Daniel is able to count out objects, the EA reports that Daniel needs some help to start the counting process and also when to stop counting.

SCORING PRACTICE

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
MATCHING WORD TO PICTURE	Student can independently match at least 10 words to their correct pictures when presented with 2 distracter pictures	Student can independently match less than 10 words to their correct pictures when presented with 0-2 distracted pictures	Student cannot match words to their correct picture

When Daniel is presented with a card with an animal name (e.g., dog), he is able to match it to its corresponding picture from a group of pictures. He can do this with 12 different animals during testing.

SCORING PRACTICE

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
ROTE COUNTING	Student can independently count from 1-10	Student can independently count up to 9 or lower	Student cannot rote count

During recess, Daniel is playing hide and seek with a group of peers. When it is his turn, he counts to 10 before running to find his friends.

MARK YOUR SCORE

GOAL SELECTION

- Once the assessment is complete, select a few goals from the assessment that you will be working on at this time

- Focus on a few goals to work on at a time (usually no more than 3-4 goals at a time

GOAL SELECTION

- Things to consider when selecting goals to work on:

  - *Follow the developmental sequence as much as possible– complete primary goals first before intermediate and secondary goals*

  - *Goals that promote safety, communication , or social interactions should be prioritized*

  - *Consider selecting age-appropriate goals for the student*

DOMAIN GRID

RE-ASSESMENT

- Re-assess the student and update the Assessment Score Sheet at least every **6 months.**

- Re-assess the skills the student is working on

- Assess new skills

- Select new goals for instruction
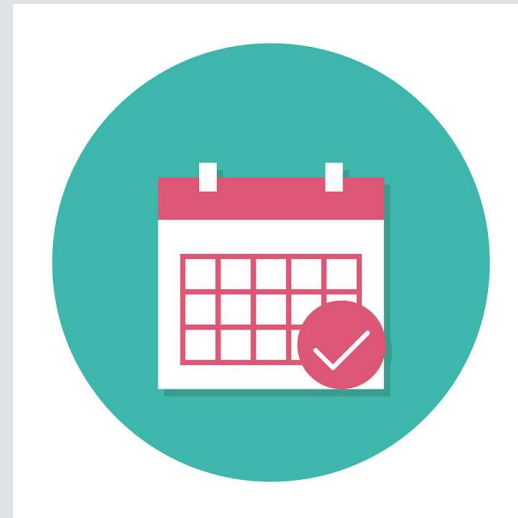
RE-ASSESSMENT

ACADEMICS: PRIMARY

COUNTING OBJECTS: 1-10	(A) (P) ● ✓	(A) (P) (N) (G)
MATCHING WORD TO PICTURE	● (P) (N) (G)	(A) (P) (N) (G)
MONEY ID (EXPRESSIVE)	(A) (P) ● (G)	(A) (P) (N) (G)
MONEY ID (RECEPTIVE)	(A) ● (N) ✓	(A) (P) (N) (G)
ROTE COUNTING	● (P) (N) (G)	(A) (P) (N) (G)
SEQUENCING LETTERS: A-Z	(A) ● (N) ✓	(A) (P) (N) (G)
SEQUENCING NUMBERS 1-10	(A) ● (N) (G)	(A) (P) (N) (G)
SIGHT WORD ID (EXPRESSIVE)	(A) ● (N) (G)	(A) (P) (N) (G)
SIGHT WORD ID (RECEPTIVE)	(A) ● (N) ✓	(A) (P) (N) (G)

POST-ASSESSMENT

- **Assessment score sheet**

  - *Find the skills marked as **immediate goals**. E.g.:*

    - Counting objects 1-10

    - Money ID (Receptive)

    - Sequencing letters A-Z

    - Sight word ID (Receptive)

- Find the corresponding section in the Curriculum Manual

ACADEMICS: PRIMARY

COUNTING OBJECTS: 1-10	A P ● ✓
MATCHING WORD TO PICTURE	● P N G
MONEY ID (EXPRESSIVE)	A P ● G
MONEY ID (RECEPTIVE)	A ● N ✓
ROTE COUNTING	● P N G
SEQUENCING LETTERS: A-Z	A ● N ✓
SEQUENCING NUMBERS 1-10	● P N G
SIGHT WORD ID (EXPRESSIVE)	A ● N G
SIGHT WORD ID (RECEPTIVE)	A ● N ✓

CURRICULUM MANUAL

- *Criterion* how do we know that the student has mastered the skill

- *Measurement* how do we track student progress (data sheet)

- *Procedure* how to run the program

- *Prompting technique* how we can help the student to succeed

- *Teaching tips* Any additional useful information

Counting Objects: 1-10

TARGET BEHAVIOR

Student will count out groups of objects up to 10.

■ *PRIMARY* ☐ *INTERMEDIATE* ☐ *SECONDARY*

PREREQUISITE SKILLS	• Student is able to *attend to task for 20 minutes.* • Student is able to *match pictures and objects.* • Student is able to *rote count 1 to 10.* • Student is able to *count with 1:1 correspondence 1 to 10.*
CRITERION	90% correct responding for each step for three consecutive sessions
MEASUREMENT	Trial by trial data
MATERIALS	• Number cards • Variety of objects (i.e., poker chips, counting beans, blocks)

PROCEDURE STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT	*When presented with an object and given the S^D "Count 1," student will...* 1. count out one object. *When presented with a group of objects and given the S^D "Count 1," student will...* 2. count out one object. *When presented with two objects and given the S^D "Count 2," student will...* 3. count out two objects. *When presented with a group of objects and given the S^D "Count 2," student will...* 4. count out two objects. 5. randomize steps 2 and 4. 6. repeat steps 1 and 2 for next targeted number. 7. randomize all learned numbers. 8. repeat steps 6 and 7 for all targeted numbers. 9. generalize to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	*Full physical prompt:* manipulate student's hands to perform correct response. *Faded physical prompt:* manipulate student's hands to begin correct response. *Gestural prompt:* point to indicate correct response. *Probe:* offer no prompt
TEACHING TIPS	• Templates can be used as a prompt. • Use a variety of objects as manipulatives to prevent memorization of object-to-template or object-to-number. • A card with the number printed on it can be used as a visual prompt. • Do not use interesting objects, as they may distract the student.

TARGET LIST

- Tells the staff what the student needs to do to complete the skill

- Create one prior to teaching the skill using information from:
    - *PROCEDURES* and *MATERIALS* on the *Curriculum Manual*

    - *CRITERION* on the *Assessment Booklet*

COUNTING OBJECT 1-10

PROCEDURE	When presented with an object and given the S^D "Count 1," student will...
STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT	1. count out one object.
	When presented with a group of objects and given the S^D "Count 1," student will...
	2. count out one object.
	When presented with two objects and given the S^D "Count 2," student will...
	3. count out two objects.
	When presented with a group of objects and given the S^D "Count 2," student will...

4. count out two objects.
5. randomize steps 2 and 4.
6. repeat steps 1 and 2 for next targeted number.
7. randomize all learned numbers.
8. repeat steps 6 and 7 for all targeted numbers.
9. generalize to various materials, therapists, settings and S^D's.

SKILL:	A: ACHIEVED	P: PARTIAL	N: NOT IN REPERTOIRE
ACADEMICS: PRIMARY SKILLS			
COUNTING OBJECTS: 1-10	Student can independently count out groups of 1-10 objects when presented with a larger group of objects	Student can independently count out some groups of 1-10 objects when presented with an equal or larger group of objects	Student cannot count out objects

TARGET LIST EXAMPLE

Targets	Date Introduced	Date Mastered
Count out 1 object (array of 1)		
Count out 1 object from a pile		
Count out 2 object (array of 2)		
Count out 2 objects from a pile		
Count out 1 or 2 objects from a pile		
Count out 3 object (array of 3)		
Count out 3 objects from a pile		
Count out 1 to 3 objects from a pile		
Count out 4 object (array of 4)		
Count out 4 objects from a pile		
Count out 1 to 4 objects from a pile		

ANOTHER EXAMPLE – SHREDDING PAPER

CRITERION	No prompts for each step for three consecutive sessions
MEASUREMENT	Number and type of prompts
MATERIALS	• Electric/automatic paper shredder • Paper to be shredded • Garbage bag and/or can
PROCEDURE STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT	**When given the S^D "Shred paper," student will…** 1. retrieve a stack of paper to be shredded and sit in front of paper shredder. 2. plug in paper shredder, if necessary, and turn on. 3. insert one sheet of paper at a time into shredder until stack is finished. 4. turn off paper shredder and unplug, if necessary. 5. clean up any leftover debris and discard. 6. generalize skill to various materials, therapists, settings and S^D's.

SHREDDING PAPER	Student can independently shred 50 pieces of paper using an electric paper shredder	Student can independently complete some of the steps needed to shred 50 pieces of paper using an electric paper shredder	Student cannot shred paper using an electric paper shredder

TARGET LIST

Targets	Date Introduced	Date Mastered
Retrieve a stack of paper to be shredded and sit in front of shredder		
Plug in shredder and turn on		
Insert one sheet at a time into shredder		
Turn off paper shredder and unplug		
Clean up any leftover debris and discard		
Independently shred a stack of 5 papers		
Independently shred a stack of 10 papers		
Independently shred a stack of 15 papers		
Independently shred a stack of 25 papers		
Independently shred a stack of 35 papers		
Independently shred a stack of 50 papers		

CATEGORIZATION (EXPRESSIVE)

PREREQUISITE SKILLS	• Student is able to *receptively identify categories.* • Student is able to *understand basic language concepts.*
CRITERION	90% correct responding for each step for three consecutive sessions
MEASUREMENT	Trial by trial data
MATERIALS	**Suggested Categories:** Food Colors Animals Toys Clothing Transportations
PROCEDURE STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT	***When given the S^D "Let's [category]: [member], [member], name [member],"*** *student will...* 1. label an additional item in identified category. 2. repeat step 1 for all targeted categories. 3. randomize all learned categories. ***When given the SD "[member], [member], [member] are all [category],"*** *student will...* 4. label the appropriate category. 5. repeat step 4 for all targeted categories. 6. randomize all learned categories. ***When given the SD "Tell me four [category]," student will...*** 7. name four items in identified category. 8. repeat step 4 for all targeted categories. 9. randomize with all learned categories. 10. generalize to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	**Full verbal prompt:** state the correct response. **Faded verbal prompt:** state beginning sound(s) of correct response. **Probe:** offer no prompt.

CATEGORIZATION

Student can independently label pictures from at least 6 different categories when presented with 2 distracters

TARGET LIST

Targets	Date Introduced	Date Mastered
SD: Let's talk about <category>: [member], [member], <u>name another one</u>		
Food		
Toys		
Colors		
Clothing		
Animals		
Transportation		
SD: [member], [member], [member] are all <u><category></u>		
Food		
Toys		
Colors		

SHREDDING PAPER TARGET LIST

Targets	Date Introduced	Date Mastered
Retrieve a stack of paper to be shredded and sit in front of shredder	April 23	
Plug in shredder and turn on	April 27	
Insert one sheet at a time into shredder	April 30	
Turn off paper shredder and unplug		
Clean up any leftover debris and discard		
Independently shred a stack of 5 papers		
Independently shred a stack of 10 papers		
Independently shred a stack of 15 papers		
Independently shred a stack of 25 papers		
Independently shred a stack of 35 papers		
Independently shred a stack of 50 papers		

DATA SHEET

Target: Shredding papers from recycling bin with an EA in the resource room									
Steps \ Date	4/23	4/24	4/25	4/26	4/27	4/28	4/29	4/30	
Retrieve a stack of paper and sit in front of shredder	P	Y	Y	Y	Y	Y	Y	Y	
Plug in and turn on the shredder					Y	Y	Y	Y	
Insert one sheet of paper at a time								Y	

Y – Responds independently   **P** – Responds with prompts   **N** – Refuse to respond

TARGET LIST

Targets	Date Introduced	Date Mastered
Retrieve a stack of paper to be shredded and sit in front of shredder	April 23	April 26
Plug in shredder and turn on	April 27	April 29
Insert one sheet at a time into shredder	April 30	
Turn off paper shredder and unplug		
Clean up any leftover debris and discard		
Independently shred a stack of 5 papers		
Independently shred a stack of 10 papers		
Independently shred a stack of 15 papers		
Independently shred a stack of 25 papers		
Independently shred a stack of 35 papers		
Independently shred a stack of 50 papers		

COUNTING OBJECT TARGET LIST

Targets	Date Introduced	Date Mastered
Count out 1 object (array of 1)	4/23	
Count out 1 object from a pile		
Count out 2 object (array of 2)		
Count out 2 objects from a pile		
Count out 1 or 2 objects from a pile		
Count out 3 object (array of 3)		
Count out 3 objects from a pile		
Count out 1 to 3 objects from a pile		
Count out 4 object (array of 4)		
Count out 4 objects from a pile		
Count out 1 to 4 objects from a pile		

DATA SHEET

Target: ~~Count out 1 object from 1~~ Count out 1 object from a pile

Date	Trials										% of Y # of Y/10 X 100
	1	2	3	4	5	6	7	8	9	10	
4/23	P	P	P	P	Y	P	Y	Y	Y	Y	4/10 x 100 = 40%
4/24	P	P	Y	Y	Y	Y	Y	Y	Y	Y	80%
4/25	P	Y	Y	Y	Y	Y	Y	Y	Y	Y	90%
4/26	Y	Y	Y	Y	Y	Y	Y	P	Y	Y	90%
4/27	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%

Y – Responds independently   **P** – Responds with prompts   **N** – Refuse to respond

UPDATE YOUR TARGET LIST

Targets	Date Introduced	Date Mastered
Count out 1 object (array of 1)	4/23	4/27
Count out 1 object from a pile	4/28	
Count out 2 object (array of 2)		
Count out 2 objects from a pile		
Count out 1 or 2 objects from a pile		
Count out 3 object (array of 3)		
Count out 3 objects from a pile		
Count out 1 to 3 objects from a pile		
Count out 4 object (array of 4)		
Count out 4 objects from a pile		
Count out 1 to 4 objects from a pile		

CATEGORIZATION (EXPRESSIVE) TARGET LIST

Targets	Date Introduced	Date Mastered
SD: Let's talk about <category>: [member], [member], name another one		
Food	4/23	
Toys	4/23	
Colors	4/23	
Clothing		
Animals		
Transportation		
SD: [member], [member], [member] are all <category>		
Food		
Toys		
Colors		

DATA SHEET

Date / Targets	4/23						4/24						4/25						4/26						4/27					
	1	2	3	4	5	%Y	1	2	3	4	5	% Ind.	1	2	3	4	5	% Ind.	1	2	3	4	5	% Ind.	1	2	3	4	5	% Ind.
Food	Y	Y	Y	Y	Y	100	Y	Y	Y	Y	Y	100	Y	Y	Y	Y	Y	100												
Toys	Y	Y	Y	Y	N	80	Y	Y	Y	Y	Y	100	Y	Y	Y	Y	Y	100	Y	Y	Y	Y	Y	100						
Colours	N	N	Y	Y	Y	60	N	N	N	Y	Y	40	Y	N	Y	Y	Y	80	Y	Y	Y	Y	Y	100	Y	Y	Y	Y	Y	100
Clothing																			Y	Y	Y	Y	Y	100	Y	Y	Y	N	Y	80
Animals																									Y	Y	Y	Y	Y	100

Y – Responds independently   **P** – Responds with prompts   **N** – Refuse to respond

UPDATE YOUR TARGET LIST

Targets	Date Introduced	Date Mastered
SD: Let's talk about <category>: [member], [member], name another one		
Food	4/23	4/25
Toys	4/23	4/26
Colors	4/23	
Clothing	4/26	
Animals	4/27	
Transportation		
SD: [member], [member], [member] are all <category>		
Food		
Toys		
Colors		

CONSIDERATIONS FOR PROGRAMMING

- Focus on a few targets and/or skills at a time
  - *Add new skills/targets once the student mastered previous ones*

- **Practice, practice, practice**
  - *Need more than just once a day/week/month*
  - *Multiple practice opportunities throughout the day*
  - *The more they practice, the faster they acquire the skill*

PRACTICE MAKES PERFECT

- Focus on **fluency**
  - *Make sure the student has learned the skill before moving on, i.e.* **meet the criterion**
  - *Use data to let you know when the student is ready*

NEXT STEPS

- Focus on **maintenance** and **generalization** of the skills

  - *MAINTENANCE* – *can they still do the skill in the future?*
    - *Next year? Five years? 10 years*

  - *GENERALIZATION* – *can they do the skill outside of the teaching environment?*
    - *At home? In the community? At their workplace?*
    - *With parents? With coworkers? With peers? With strangers*
    - *Using credit card instead of money? Read different community signs? Cook with different ingredients?*