

Using ABA/VB to Teach Functional Skills in Autistic Support

Transition Plan

- Individual input (interviews, preference assessments)
- Direct assessments/checklists (VB-MAPP, curriculum based assessments, SRI, Keystones, etc)
- Family input
- Teacher input
- Community agency input
- Availability/accessibility of resources

VB-MAPP

- Assists in determining what the individual's current language level is
- Assists in determining what needs to be taught in intensive teaching vs what can be taught in the natural environment
- Assists in planning initial teaching/modeling procedures

VB-MAPP Master Scoring Form

Child's name:	Isaac Ben Giza				
Date of birth:					
Age at testing:	7	14	2	3	4

Key:	Score:	Date:	Color:
1st test:	8/20/16		
2nd test:	9/20/16		
3rd test:	5/5/17		
4th test:			

LEVEL 3

	Mand	Tact	Listener	VIMMS	Play	Social	Imitation	Writing	LEP/C	TV	Group	Ing.
15												
14												
13												
12												
11												

LEVEL 2

	Mand	Tact	Listener	VIMMS	Play	Social	Imitation	Writing	LEP/C	TV	Group	Ing.
10												
9												
8												
7												
6												

LEVEL 1

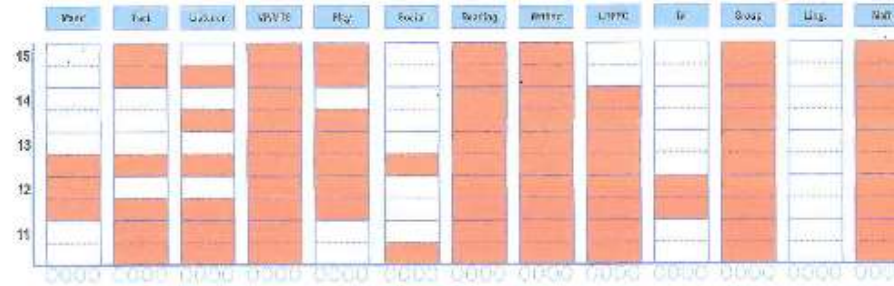
	Mand	Tact	Listener	VIMMS	Play	Social	Imitation	Writing	LEP/C
5									
4									
3									
2									
1									

VB-MAPP Master Scoring Form

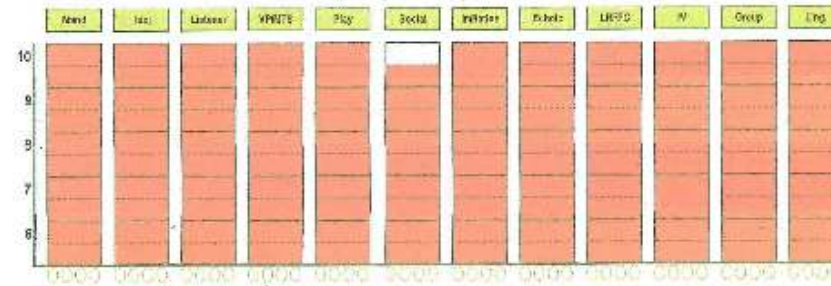
Child's name:	Averyn Updegraff			
Child's birth:	0 8 87			
Age at testing:	1	2	3	4

Sex	Eyes	Hair	Skin	Height
Female	Blue	Brown	Light	
Male				
Female				
Male				

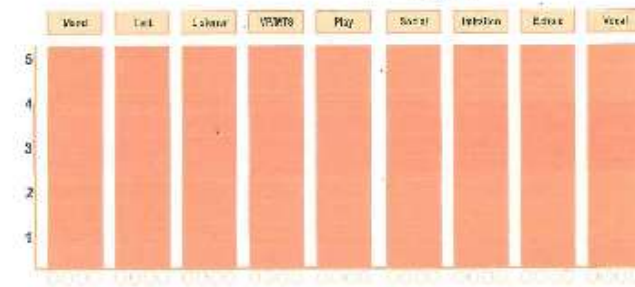
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP Milestones Master Scoring Form

Child's name: Devin
 Date of birth: 6/3/1999
 Age at testing: 1 2 3 4

Key:	Score	Date	Color	Tester
1st test:	77	11/20/14	Pink	KD
2nd test:	94	9/20/15	Yellow	KD
3rd test:	99	11/24/15	Green	KD
4th test:	106.5	4/18/16	Purple	KD
		11/11/16	Blue	KD
		5/1/2017	Light Blue	KD

LEVEL 3



LEVEL 2



LEVEL 1



Teaching Relevant Targets

Student Name: Isaac

Week of: 5/22 - 5/28

Weekly Probe Sheet

Operant	Target Skill	Prior Y	Mon	Tue	Wed	Thurs	Fri
1 IM/MB	Slide up & down arm - Marker	2	YN	YN	YN	YN	YN
2 IM/MB	Slide up & down arm - Pill bottle	New	YN	YN	YN	YN	YN
3 IM/MB	Rub together (Navel 2 items)	YN	YN	YN	YN	YN	YN
4 IM/MB	Rub together - Spice container	New	YN	YN	YN	YN	YN
5 IM	Apple (first to side of chin)	0	YN	YN	YN	YN	YN
6 IM	Soda	0	YN	YN	YN	YN	YN
7 LR	Shake Pill bottle	0	YN	YN	YN	YN	YN
8 LR	Shake Play-Doh container	New	YN	YN	YN	YN	YN
9 LR	Give Ball (discrim ES2)	0	YN	YN	YN	YN	YN
10 LR	Give Plate (discrim ES2)	0	YN	YN	YN	YN	YN
Future Targets to add as above are mastered							
11 IM/MB	Rub together - Soap	New	YN	YN	YN	YN	YN
12 IM/MB	Slide up & down arm - Purple Hll Sand	New	YN	YN	YN	YN	YN
13 IM/MB	Rub together - Pizza plate	New	YN	YN	YN	YN	YN
14 LR	Give Spoon (discrim ES2)	New	YN	YN	YN	YN	YN
15 IM/MB	Goggles (4-6 inches)	0	YN	YN	YN	YN	YN
16 IM/MB	Vest (rough side in)	0	YN	YN	YN	YN	YN
17 ADL	Winnings Step #10	0	YN	YN	YN	YN	YN
18 IM/MB	Vest (both sides in)	New	YN	YN	YN	YN	YN
19			YN	YN	YN	YN	YN
20			YN	YN	YN	YN	YN

ADL % Independent Steps Correct	Mon	Tues	Wed	Thur	Fri
Gather Materials for Breakfast	91%	86%	86%	91%	82%
Making Coffee	84%	90%	85%	95%	83%
Tooth brushing	100%	100%	100%	100%	100%
Deodorant	100%	92%	92%	92%	100%
Washing Table	81%	50%	73%	78%	No
Sorting Silverware	100%	87%	91%	87%	Data
Vocational % Independent Steps Correct	Mon	Tues	Wed	Thur	Fri
ppp					
Independent Work (series of 3 tasks)	75%	85%	85%	90%	No Data
Future Independent Work Tasks (Prevocational)	Mon	Tues	Wed	Thur	Fri
Wedding favors	89%	89%	90%	No	No
Tooth brush holders	95%	90%	76%	Data	Data
Insert job	80%	85%	95%		

	Time in min	Peer to Peer Manding			
		Give to peer		Mands to peer	
		Prompt	Spont	Prompt	Spont
Mon				No	Data
Tue				13	12
Wed				No	Data
Thur					
Fri					

After the skill is selected and broken down, individual targets are selected and added to the student's weekly probe sheet.

Teaching Relevant Targets

Student Name: Alexander Dipuglia Week of: 5/30-6/2/17 Notes: [] - no school, absent, in-service, holiday

Weekly Probe Sheet II

Weekly Probe Sheet 11								
	Operant	Target Skill	Prior Y	Mon	Tue	Wed	Thur	Fri
1	IVFFC	"Tell me a store " <u>5 Below</u>		YN	YN	YN	YN	End of School Year
2	IVFFC	"What do you shave with?" <u>Razor</u>	New	YN	YN	YN	YN	
3	Echoic	"Say Detergent "		YN	YN	YN	YN	
4	Echoic	"Say _____ "	New	YN	YN	YN	YN	
5	Writing	Write name, DOB Form 21 (w/space between names)		YN	YN	YN	YN	
6	Tact (NET)	<u>Wringer (on mop bucket)</u>		YN	YN	YN	YN	
7	Tact (NET)	<u>Dish soap</u>	New	YN	YN	YN	YN	
8	Tact (NET)	<u>Slotted Spoon</u>	New	YN	YN	YN	YN	
9	Tact (NET)	<u>Vegetable Brush Peeler</u>	New	YN	YN	YN	YN	
Future Targets (To add as above are mastered)								
10	IVFFC		New	YN	YN	YN	YN	YN
11	IVFFC		New	YN	YN	YN	YN	YN
12	Echoic		New	YN	YN	YN	YN	YN
13	Tact (NET)		New	YN	YN	YN	YN	YN
14	Tact (NET)		New	YN	YN	YN	YN	YN
15	Tact (NET)		New	YN	YN	YN	YN	YN
16	Tact (NET)		New	YN	YN	YN	YN	YN
17	Tact (NET)		New	YN	YN	YN	YN	YN

Student showed interest in using commercial mop, so we targeted parts of the mop and actions associated with mopping.

Independent Living

- Making coffee
- Sorting silverware
- Making bed
- Cooking
- Wiping table, counters, appliances
- Cleaning windows
- Loading/unloading dishwasher
- Folding and putting away laundry
- Vacuuming

Teaching Environment for Independent Living Skills



Making Coffee

Data collected using a task analysis

[illegible][illegible][illegible]

Student had very high MO for morning cup of coffee!

*Play coffee video

Wiping Table

- Spray and Wipe were both LR and MI targets in ITT program for student with limited tacts
- For students with tact skills: tact and LR for cleaner, Tact and LR for actions spraying and wiping
- Data collected using a task analysis



Sorting Silverware

Data collected using a task analysis

Task Analysis: Sorting Silverware		Criteria: Complete independent work chart at 100% independence across 3 consecutive sessions with teacher out of sight																			
Instructions: Fill in data at top and record prompt level for each response. Response Key: PP=Full physical prompt GP=Partial physical prompt IND=Independent																					
Specific Target Behavior: When told, "sort silverware" the student will remove utensils from cup and put them in the correct slot of the silverware tray.																					
Purpose: The purpose of this task is to prepare student to be independent at home.																					
Materials Needed: Cup with mixed silverware, silverware tray																					
General Instructions: You can use whole task or backwards chain to complete this task. Based on baseline, any steps where an error occurs may need further breakdown. Adapt the task analysis as needed for each student's skill level. Start by saying "sort the silverware" or something similar. At some point you can have the student grab more than one utensil and sort (once the student is able to discriminate).																					
Prerequisites: Pincer grasp, separate multiple utensils, discriminate utensils, stack utensils																					
Step	Step Description	Date																			
1	Reach into utensil cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
2	Grasp one utensil and pull it from the cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
3	Place utensil in the corresponding slot of the silverware tray	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
4	Place utensil right side up in the slot	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
5	Reach into utensil cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
6	Grasp one utensil and pull it from the cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
7	Place utensil in the corresponding slot of the silverware tray	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
8	Place utensil right side up in the slot	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
9	Reach into utensil cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
10	Grasp one utensil and pull it from the cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
11	Place utensil in the corresponding slot of the silverware tray	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
12	Place utensil right side up in the slot	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
13	Reach into utensil cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
14	Grasp one utensil and pull it from the cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
15	Place utensil in the corresponding slot of the silverware tray	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
16	Place utensil right side up in the slot	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP

		GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP	GP
		IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND
17	Reach into utensil cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
18	Grasp one utensil and pull it from the cup	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
19	Place utensil in the corresponding slot of the silverware tray	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
20	Place utensil right side up in the slot	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
21	Repeat steps 1-4 for next utensil	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
22	Repeat steps 1-4 for next utensil	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
23	Repeat steps 1-4 for next utensil	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
Percent Independent Steps: total independent/55x100=		91%	96%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

- Match to sample for each type of silverware
- Tact for spoon, fork, knife
- Tact big spoon/little spoon, big fork/little fork

Much easier to teach for students that have the tacts
*silverware video

Washing Windows

Data collected using a task analysis



- Tact for class cleaner and discrimination with spray used on counters and tables both in ITT and NET
- Motor imitation to use a flat hand to wipe window corner to corner
- LR and tact for window
- LR and tact for wiping
- LR and tact for paper towels

*Alexander window video

Loading/Unloading Dishwasher



- Tact and LR for various types of dishes/kitchen utensils
- Match to sample skills, to match items in cabinets when unloading dishwasher and visual spatial skills to arrange the dishwasher
- Tact and LR for dishwasher detergent
- Tact and LR for START button and/or other necessary buttons



*video

Other Independent Living Skills

Folding and putting away laundry



Other Independent Living Skills

Prepping and cooking snacks and meals

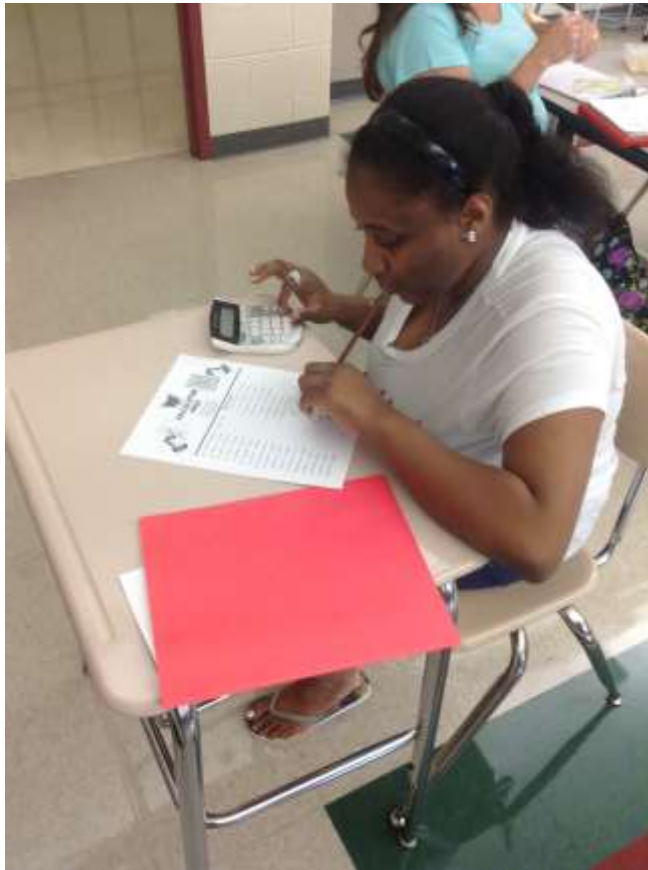


Pre-Vocational and Vocational

- Independent work
- Personal Protective Equipment (PPE)
- Addressing Boxes while wearing PPE
- Office Work
- First aid packets
- Homewood Suites

Independent work

Students need to be able to complete a variety of tasks without adult assistance or in close proximity. Also, can be set up to allow multiples opportunities to practice mands. Only mastered tasks should be given during independent work. Data collected using task analysis.



Personal Protective Equipment

York County has many factories that work with OVR and hire individuals with disabilities. While many of them are very willing to make accommodations, the use of personal protective equipment (PPE) is absolutely necessary. We determined that it would be functional to require students to wear the PPE to complete tasks.



Assessment-

Students were told to put on the PPE which consisted of a hair net, hard hat, goggles, and safety vest. Data was recorded if they were able to put on each piece independently and then the duration of time they remained wearing the PPE.

Personal Protective Equipment

Teaching-

Students who were able to put on the PPE and did not attempt to take it off immediately, began completing tasks while wearing the PPE. This task consisted of applying packaging labels to boxes. Labels were provided by the local Starbucks packaging plant.



Personal Protective Equipment

For students who were unable to put on the PPE independently or immediately attempted to remove it, the steps to putting on the PPE were broken down.

The student also was allowed to access preferred or neutral items while wearing the PPE for increasing amounts of time until they were able to wear it for at least 30 minutes.

Personal Protective Equipment

Skill Tracking Sheet

Student Name: Isaac Skill: Putting on Safety Goggles

	Target	Date introduced	Date Mastered
1	Goggles arms open at head (2-3 in from face)	2-15-17	5/2/17
2	Goggles arms open at head (4-6 in from face)	5-3-17	
3	Goggles arms open at chest		
4	Goggles arms open at stomach		
5	Goggles arms open on table		
6	Goggles arms folded on table		
7			
8			
9			
10			
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12			
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23			
24			
25			

Skill Tracking Sheet

Student Name: Isaac Skill: Putting on Vest

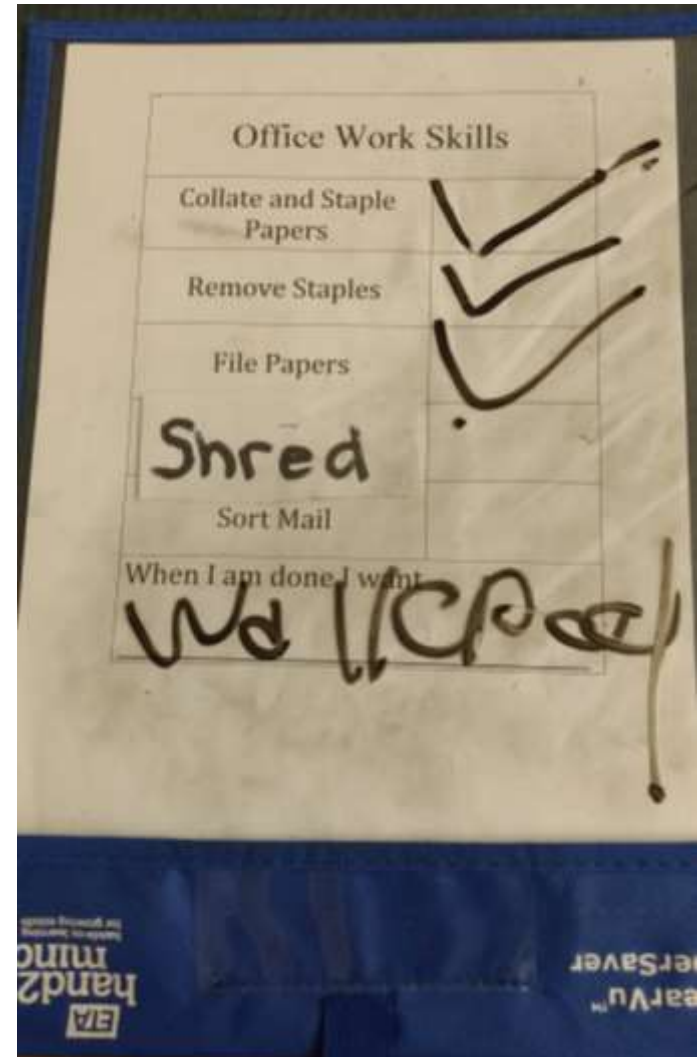
	Target	Date introduced	Date Mastered
1	Vest on, velcro oriented correctly, fasten velcro	2-15-17	5-1-15
2	Vest on, velcro folded in (head side) fasten velcro	5-2-17	5-25-15
3	Vest on, velcro folded in (both sides) fasten velcro	5-26-17	
4	Rt arm in, left side behind-pull arm left arm in		
5	Vest held open puts rt arm in,		
6	vest on hook picks up vest, pulls on.		
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Office Work

Task Analysis: Stimulus-Response Data Sheet
 Student: AD Skill: Office Work Criteria: Complete the office work chain at 100% independence across 5 consecutive sessions with teacher out of sight
 Instructions: Fill in date at top and record prompt level for each response Response Key: + if independent — if any prompt required

Step#	S ^D /Consequence	Response	4/13	4/17	4/18	4/19	4/21	4/24	4/25	4/26	4/28	5/1	5/2
1	S ^D : Go do your Office work C: In area 3	Walk to area near table	+	+	+	+	+	+	+	+	+	+	+
2	S ^D : In area 4 C: Facing white board	Walk to file cabinet	+	+	+	+	+	+	+	+	+	+	+
3	S ^D : Facing file cabinet C: Facing housekeeping list	Finds office work check list	+	+	+	+	+	+	+	+	+	+	+
4	S ^D : Facing office work list C: Preferred item written	Writes preferred activity at bottom of the list	—	—	—	—	—	—	—	—	—	—	+
5	S ^D : Preferred item written C: Looking at 1 st item	Orients back to 1 st item on list	+	—	+	+	—	+	+	+	+	+	+
6	S ^D : Looking at 1 st item on list C: Hears self give direction to complete task	Reads 1 st item on list	—	+	+	—	+	+	+	+	+	+	+
7	S ^D : Hears direction to complete 1 st item C: 1 st item on list completed	Completes 1 st item on list	—	—	—	+	+	—	+	—	+	—	—
8	S ^D : 1 st item on list completed C: Check mark in box 1	Makes check mark in box for 1 st item	—	—	+	—	—	—	—	—	—	—	+
9	S ^D : Check mark in box 1 C: Looking at item 2	Orients to 2 nd item	+	+	+	+	+	+	+	+	+	+	+
10	S ^D : Looking at item 2 C: Hears self give direction to complete task	Reads 2 nd item	—	+	+	+	+	+	—	+	+	+	+
11	S ^D : Hears direction to complete 2 nd item C: Item 2 completed on list	Completes 2 nd item	+	—	—	+	+	+	+	—	—	+	—
12	S ^D : Item 2 completed C: Check mark in box for item 2	Makes check mark in box for 2 nd item	+	+	—	+	+	+	—	—	+	+	—
13	S ^D : Check in box for 2 nd item C: Looking at item 3	Orients to 3 rd item	—	+	+	+	+	+	+	+	+	+	+
14	S ^D : Looking at 3 rd item C: Hears self give direction to complete task	Reads 3 rd item	+	+	+	—	—	—	+	+	+	+	+
15	S ^D : Hears direction to complete 3 rd item C: Item 3 completed	Completes 3 rd item	—	+	+	+	+	+	+	+	+	+	+
16	S ^D : Completed 3 rd item C: Materials in hand	Makes check mark in box for 3 rd item	+	+	+	+	+	—	+	+	—	—	—

Step #	S ^D /Consequence	Response	4/13	4/17	4/18	4/19	4/21	4/24	4/25	4/26	4/28	5/1	5/2
17	S ^D : Check mark in box for 3 rd item C: Standing in front of table	Orients to 4 th item	+	+	+	+	+	+	+	+	+	+	+
18	S ^D : Looking at 4 th item on list C: Hears self give direction to complete task	Reads 4 th item	—	—	+	+	+	+	+	+	—	—	+
19	S ^D : Hears direction to complete 4 th item C: 4 th item complete	Complete 4 th item	+	—	+	+	—	—	—	—	—	+	+
20	S ^D : 4 th item complete C: Check mark in box for 4 th item	Makes check mark for 4 th item	+	+	—	—	+	+	—	+	+	—	—
21	S ^D : Check mark in box for 4 th item C: Read 5 th item	Orients back to 5 th item	+	+	—	+	+	+	+	+	+	+	+
22	S ^D : looking at 5 th item C: Hears direction to complete 5 th item	Reads 5 th item	+	+	+	+	+	—	+	+	+	+	—
23	S ^D : Hears direction to complete 5 th item C: 5 th task complete	Complete 5 th item	+	+	+	—	+	—	+	+	—	—	—
24	S ^D : 5 th task complete C: Check mark in box for 5 th item	Makes check mark for 5 th item	+	+	—	—	+	+	+	+	+	+	—
25	S ^D : Check mark in box for 5 th item C: Looking at list	Orients back to list	+	+	+	+	+	+	+	+	+	+	+
26	S ^D : Looking at list C: Hears preferred item name	Reads preferred item name	+	+	+	+	+	+	+	+	+	+	+
27	S ^D : Hears preferred item name C: Uses preferred item	Travels to use preferred item name	+	+	+	+	+	+	+	+	+	+	+
Percent Prompted Steps: total prompted/total steps x100=													
Percent Independent Steps: total independent/total steps x100=			70%	74	74	74%	91%	70%	78%	78%	74%	74%	81%



First aid packets

Each classroom in the Middle and High Schools gets a small packet of band aids and other supplies from the nurse. Our classroom volunteered to assemble the kits this year.

Assessed- Tacts and LR for each item needed in the kits (gloves, band aids, paper, bags)

Recognition of numerals that specified how many of each item was needed

Ability to count out needed sets

Motor skills needed to open and close the bags

Each student was able to demonstrate all necessary skills with only modeling of the first bag.

*video of Alexander completing task

*video of Dejah mand for missing item

Homewood Suites

Our district has partnered with Homewood Suites to utilize their laundry room to provide some natural environment instruction to one of our students. This student is highly motivated by hotels.

We taught all specific folds for each towel through motor imitation. We used identical towels and modeled the correct folds. Once the student had the basics of the fold we used the tact of actions fold and smooth to teach the student to press down and smooth out the towels.

We also taught, primarily in the NET, the student to read the labels in the linen closet for each type of towel. This allows the student to know where to put the towels if there are no examples there.

*video



Things I've learned

- Motor imitation, echoics, acquiring tasks quickly are all very important to learning new skills.
- Use student strengths to teach new skills.
- Mands for missing items is extremely important!
- Allow MO to build.
- Let the materials and environment guide behavior when appropriate. (How do we know how many papers to shred, how much to spray the window, what exactly is $\frac{1}{3}$ of a towel?)

Mands for Missing Items

- Individuals need to be able to mand for items that are not immediately available but are necessary to complete the task.
- Instructors will need to be sure that completing the task is valuable so that if some part of the task is not present, it will evoke behaviors from the student that serve to get the missing item.
- Initially, the activities and/or items selected as targets are those that involve items and activities that are highly motivating to the student.
- In order to expand the repertoire of mands for missing items, we will also need to teach students how to mand for items needed to complete tasks that may not be reinforcing in and of themselves. In this case, the completion of the task, and not necessarily the task itself, will need to serve as a reinforcer to the student.
- It is important that while the tasks may not be reinforcing, the individuals are able to complete them fluently.

Mands for Missing Items

[illegible]