

	Mand	Tact	Listener Responding	Visual Perceptual Skills/Matching to Sample	Independent Play	Social Behavior Social Play
	The child uses words, signs, or pictures to ask for desired items or activities	Does the child tact people, objects, body parts, or pictures?	Does the child attend to and respond to the words spoken by others?	Does the child attend to and respond to visual stimuli and match objects or pictures?	Does the child engage in independent play behavior that is automatically reinforcing?	Does the child attend to others and attempt to socially engage others?
1.	Emits 2 mands with echoic or imitative prompt(no physical prompts)	Tacts any 2 items (people, pet, character, or object) (may be part mand) (no echoic prompt)	Attends to speakers voice by orienting toward speaker 5 times	Visually tracks moving stimuli for 2 seconds, 5 times	Manipulates and explores objects for 1 minute	Visually tracks and shows interest in people’s movement at least 5 times.
2.	Emits 4 mands w/o prompts except item and/or “What do you want?”	Tacts any 4 items (may be part mand) (not echoic prompts)	Responds to hearing his own name 5 times	Grasps small objects with thumb, index finger, and middle finger (pincer grasp) 5 times	Shows variation in play by independently interacting with 5 different items	Indicates that he wants to be held or physically played with 2 times
3.	Generalizes 6 mands across 2 people, settings, and examples	Tacts 6 non-reinforcing items (w/o echoic prompts)	Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where’s Elmo? Where’s Mommy?)	Visually attends to a toy or book for 30 seconds. (Not a self stim item)	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes	Spontaneously looks (glances) at other children 5 times.
4.	Emits 5 mands in 1 hour (item can be present).	Spontaneously tacts 2 items during an observation (no time limit)	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping)	Places 3 items in a container, stacks 3 blocks or places 3 rings on a peg for 2 of these or similar activities.	Independently engages in movement play for 2 minutes	Spontaneously engages in parallel play near other children for a total of 2 minutes
5.	Emits 10 mands w/o prompts except item and/or “What do you want?”	Tacts 10 items (common objects, body parts, pictures, or people)	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe)	Matches any 10 identical items (e.g. inset puzzles, toys, objects, or pictures)	Independently engages in cause-and –effect play for 2 minutes	Spontaneously follows peers or imitates their motor behavior 2 times

	Motor Imitation	Echoic	Vocal
1.	<p>Does the child imitate the actions of other people?</p> <p>Imitates 2 gross motor movements when prompted with "Do this" (e.g. clapping, raising arms, etc)</p>	<p>Does the child immediately repeat (echo) vowel and consonant phonemes, singly and in combinations?</p> <p>Scores at least 2 on the EESA subtest.</p>	<p>How often does the child spontaneously vocalize and what is the nature of the vocalization?</p> <p>Spontaneously emits an average of 5 sounds each hour.</p>
2.	<p>Imitates 4 gross motor movements when prompted with "Do this"</p>	<p>Scores at least 5 on the EESA subtest.</p>	<p>Spontaneously emits 5 different sounds, with averaging 10 total sounds each hour.</p>
3.	<p>Imitates 8 gross motor movements 2 of which involve objects (e.g. shaking a maraca, tapping sticks together)</p>	<p>Scores at least 10 on the EESA subtest.</p>	<p>Spontaneously emits 10 different sound with varying intonations averaging 25 total sounds each hour.</p>
4.	<p>Spontaneously imitates the motor behaviors of others on 5 occasions.</p>	<p>Scores at least 15 on the EESA subtest.</p>	<p>Spontaneously emits 5 different whole word approximations.</p>
5.	<p>Imitates 20 motor movements of any type (e.g. fine motor, gross motor, imitation with objects.)</p>	<p>Scores at least 25 on the EESA subtest (at least 20 from group I)</p>	<p>Spontaneously vocalizes 15 whole words or phrases with appropriate intonation and rhythm.</p>

	Mand	Tact	Listener Responding	Visual Perceptual Skills/Matching to Sample	Independent Play Social
	Does the child demonstrate frequent and spontaneous manding primarily controlled by motivation (MOs)?	Does the child tact nouns and verbs?	Is the child acquiring more advanced listener skills?	Does the child match identical and non-identical objects and pictures?	Does the child engage in independent play behavior that is automatically reinforcing?
6.	Mands for 20 different missing items w/o prompts.	Tacts 25 items when asked "what's that?"	Selects the correct item from a messy array of 6 for 40 different objects or pictures (e.g., Find cat. Touch ball.)	Matches identical objects or pictures in a messy array of 6 for 25 items.	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll).
7.	Mands for 5 actions.	Tacts across 3 exemplars of 50 items	Generalizes listener discriminations (LDs) in a messy array of 8, for three different examples of 50 items (e.g., The child can find three examples of a train	Sorts similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	Independently demonstrates the use of toys or objects according to their function for 5 items (e.g. placing a train on a track, pulling a wagon, holding a telephone to the ear
8.	Emits 5 different 2 word mands (not including "I want").	Tacts across 3 exemplars of 50 items	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, pig, and pony	Plays with every day items in creative ways 2 times (e.g., uses a bowl as a drum or a box as a n imaginary car)
9.	Spontaneously emits 15 different mands in 30 minutes (at least 2 MOs involved).	Tacts 50 two-component verb-noun or noun verb combinations	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (e.g., matches a Ford truck to a Toyota truck)	Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g. going down a slide, swinging) timed observation
10	Emits 10 new mands without specific training (can be for items trained as tacts or LD but not as mands).	Tacts a total of 200 nouns and/or verbs.	Selects the correct item in a book, picture scene, or natural environment when named, for 250 items (Tested or from an accumulated list of known words)	Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items.	Assembles toys that have multiple parts for 5 different sets of materials (e.g., Mr. Potato head, Little People sets, Cootie Bugs, Kind K' Next).

	Social Behavior Social Play	Motor Imitation	Listener Responding by Function, Feature, and Class	Intraverbal	Classroom Routines and Group Skills
	Does the child spontaneously participate in activities with other children and spontaneously verbally interact with them?	Does the child imitate the actions of other people?	Does the child understand as a listener words that describe or modify nouns and verbs by their functions, features, or classes?	Does the child verbally respond to the content of the words of others?	Does the child follow the daily routines in a classroom and appropriately participate in group activities, and respond in a group teaching format?
6.	Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy).	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drum-stick from an array also containing a horn and a bell, and imitates an adult's drumming)	Selects an animal or object from an array of 3, for 5 different sounds made by the corresponding items (e.g., <i>Meow says a ... Toot, toot goes the ...</i>)	Completes 10 different fill-in-blank phrases of any type (e.g., song fill-ins, social games and fun fill-in, animal or object sounds)	Sits at a group snack or lunch table without negative behavior for 3 minutes.
7.	Spontaneously mands to peers 5 times (e.g., <i>My turn, Push me, Look!</i>)	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	Selects 5 different foods or drinks when each is presented in an array of 5 (along with 4 non-food or non-drink items) and asked the verbal fill-ins... <i>You eat...and You drink...</i>	Provides first name when asked, <i>What is your name?</i>	Puts away personal items, lines up, or comes to a table with only 1 verbal prompt.
8.	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)	Imitates 10 different three-component sequences of actions when prompted. Do this (e.g., clapping, jumping, touching toes, pick up a doll, place her in a crib, and rock the crib)	Selects the correct item from an array of 8, for 25 different LRFFC fill-in statements of any type (e.g., <i>You sit on a ...</i>)	Completes 25 different fill-in-blank phrases (not including songs) (e.g., <i>You eat...You sleep in a ...Shoes and...</i>)	Transitions between classroom activities with not more than 1 gestural or verbal prompt.
9.	Spontaneously responds to the mands from peers 5 times (e.g., <i>Pull me in the wagon, I want the train.</i>)	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	Selects the correct item from an array of 10 (or from a book), for 25 different verb-noun LRFFC <i>what, which, or who</i> questions (e.g., <i>What do you ride? Which one barks? Who can help?</i>)	Answers 25 different <u>what</u> questions (e.g., <i>What do you like to eat?</i>)	Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group.
10.	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., <i>Come on you guys, Let's dig a hole.</i>)	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire")	Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says <i>dog</i> given the verbal statement, <i>find an animal</i> , and a visual array containing a picture of a dog)	Answers 25 different <u>who or where</u> questions (e.g., <i>Whose your friend? Where is your pillow?</i>)	Sits in a small group for 10 minutes

	Mand	Tact	Listener Responding	Visual Perceptual Skills/Matching to Sample	Independent Play
	Does the child mand for information, mand with different parts of speech, and give directions to others?	Does the child emit a wide variety of tacts, and do they contain several different parts of speech?	Does the child understand complex words and sentences involving the different parts of speech?	Does the child complete complex designs, patterns, and sequences?	Does the child spontaneously engage in independent play that is automatically reinforcing?
11.	Spontaneously mands for different verbal information with “Wh” question 5 times in 60 minutes	Tact color, shape, and function of 5 items.	Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes. (i.e. Find the red car. Find the square cracker.)	Spontaneously matches any part of an arts and crafts activity to another person’s sample 2 times.	Spontaneously engages in pretend or imaginary play on 5 occasions.
12.	Politely mands for removal of aversive/stop an activity for 5 different circumstances.	Tact 4 prepositions and 4 pronouns	Follows 2 instructions involving 6 different prepositions (e.g. Stand behind the chair.) 4 different pronouns (e.g. Touch my ear).	Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items.	Repeats a gross motor behavior to obtain a better effect for 2 activities.
13.	Mands with 10 different adjectives, prepositions, or adverbs in 60 minutes.	Tact 4 different adjectives excluding colors and shapes and 4 adverbs	Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big- little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	Completes 20 different block designs, parquetry shape puzzles, or similar tasks with at least 8 different pieces.	Independently engages in arts and crafts type activities for 5 minutes.
14.	Gives directions, instructions, or explanations as to how to do something or participate in an activity 5 times.	Tacts using 4 or more words 20 times	Follows 3-step directions for 10 different directions (e.g. Get our coat, hang it up, and sit down)	Sorts 5 items from 5 different categories without a model.	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement.
15.	Mands for others to attend to his own verbal behavior at least 5 times	Tacts at least 1000 non-verbal stimuli (nouns, verbs, adjectives, etc.) tested from a list of known tacts.	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words.	Continues 20 three-step patterns, sequences, or seriation tasks (i.e. star, triangle, heart, star, triangle)	Independently draws or writes in pre-academic activity books for 5 mins (e.g. dot-to-dot, matching games, mazes, tracing letters and numbers)

	Social Behavior Social Play	Reading	Writing	Listener Responding by Function, Feature, and Class	Intraverbal
	Does the child spontaneously engage in play and reciprocal verbal interactions with peers?	Does the child show interest in words and books, tact and LD letters, and read and comprehend a few words?	Does the child draw, copy letters and numbers, and independently write his name?	Does the child understand as a listener multiple words that describe or modify nouns and verbs by their function, features, or classes?	Does the child verbally respond to the content of the words of others?
11.	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times.	Attends to a book when a story is being read to him for 75% of the time.	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface.	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g. similar colors, shape, or class, but they are the wrong choices), for 25 different WH questions LRFFC tasks.	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g. Dad says, I'm going to the car, and the child spontaneously says, I want to go for a ride!)
12.	Spontaneously mands to peers with WH questions 5 times.	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters.	Independently traces within ¼ inch of the lines for 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)	Selects items from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 LRFFC tasks. (e.g.. Do you see a brown animal? Can you find some clothing with buttons?)	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals.
13.	Intraverbally responds to 5 different questions or statements from peers.	Tacts 10 uppercase letters on command.	Copies 10 letters or numbers legibly.	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g., verb, adjective, preposition, pronoun), for 25 WH question LRFFC tasks (e.g., Which fruit grows on trees?)	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g. Who blew the house down?)
14.	Engages in pretend social play activities with peers for 5 minutes without adult prompts.	Reads his own name.	Legibly spells and writes his own name without copying.	Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (<i>where does the cow live? What does the cow eat? Who milks the cow?</i>) for 25 different topics	Describes 25 different events, videos, stories, etc. with 8+ words (e.g. Tell me what happened...The monster scared everybody and they all ran into the house.)
15.	Engages in 4 verbal exchanges on 1 topic with peers for 5 topics. (e.g. the children go back and forth talking about making a creek in a sandbox).	Matches 5 words to the corresponding pictures or items in an array of 5 and vice versa (e.g. matches the written word bird to a picture of a bird).	Copies all 26 upper and lower case letters legibly.	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g. Who takes you to school? Where do you go to school? What do you take to school?)

	Classroom Routines/Group Skills	Math	Linguistic Structure
	Does the child follow classroom routines and learn in a group-teaching format?	Does the child demonstrate beginning math skills involving numbers, quantities, counting, and measurement? (related beginning geometry skills, such as shapes, are assessed in other sections)	Is the child emitting more complex syntax and language structure demonstrated by correct grammatical use of plurals, possession, tense markers, and noun and verb modifiers?
11.	Uses the toilet and washes hands with only verbal prompts.	Identifies as a listener the numbers 1-5 in an array of 5 different numbers.	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g. dog vs. dogs, and 10 root nouns with suffixes for possessions (e.g. dog's collar vs. cat's collar)
12.	Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g. , <i>Everybody stand up, Does anyone have a red shirt on?</i>)	Tacts the numbers 1-5	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g. played) and 10 root verbs with affixes for future tense (e.g. will play)
13.	Works independently for 5 minutes in a group, and stays on task for 50 % of the period.	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence. (e.g. Give me 4 cars. Now give me 2 cars.)	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g. adjectives, prepositions, pronouns) (e.g. He's my puppet. I want chocolate ice cream.)
14.	Acquires 2 new behaviors during a 15-minute group-teaching format involving 5 or more children	Identifies as a listener 8 different comparisons involving measurement (e.g. show me more or less, big or little, long or short, full or empty, loud or quiet).	Emits 10 different verb phrases containing at least 3 words with 2 modifiers (e.g. adverbs, prepositions, pronouns) (e.g. Push me hard, Go up the steps.)
15.	Sits in a 20-minute group session involving 5 children without disruptive behaviors and answers 5 intraverbal questions.	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g. matches the number 3 to a picture of 3 trucks)	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g. The dog licked my face.)