

PATTAN AUTISM INITIATIVE

# VB-MAPP Scoring Supplement Secondary students

Student: \_\_\_\_\_

**Amiris Dipuglia, MD, BCBA & Linda Franchock, BS SPLED**

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<b>Mand</b>		<b>Level I</b>						
<b>1</b>	Emits 2 mands with echoic or imitative prompt(no physical prompts)	1.						$\frac{1}{2}$
		2.						<b>1</b>
<b>2</b>	Emits 4 mands w/o prompts except item and/or "What do you want?"	1.						$\frac{1}{2}$
		2.						
		3.						
		4.						<b>1</b>
<b>3</b>	Generalizes 6 mands across 2 people, settings, and examples.		People		Setting		Example	$\frac{1}{2}$
		1.						
		2.						
		3.						
		4.						<b>1</b>
		5.						
		6.						
<b>4</b>	Emits 5 mands in 1 hour (item can be present).	1.						$\frac{1}{2}$
		2.						
		3.						<b>1</b>
		4.						
		5.						
<b>5</b>	Emits 10 mands w/o prompts except item and/or "What do you want?"	1.						$\frac{1}{2}$
		2.						
		3.						
		4.						
		5.						
		6.						
		7.						
		8.						
		9.						<b>1</b>
		10.						

<b>Mand</b>		<b>Level 2</b>		
<b>6</b>	Mands for 20 different missing items w/o prompts. (Can include items needed to complete a task or job)	1.	2.	<b>½</b>
		3.	4.	
		5.	6.	
		7.	8.	
		9.	10.	
		<b>1</b>	11.	12.
			13.	14.
			15.	16.
			17.	18.
			19.	20.
<b>7</b>	Mands for 5 actions.	1.		<b>½</b>
		2.		
		3.		<b>1</b>
		4.		
		5.		
<b>8</b>	Emits 5 different 2 word mands (not including "I want").	1.		<b>½</b>
		2.		
		3.		<b>1</b>
		4.		
		5.		
<b>9</b>	Spontaneously emits 15 different mands in 30 minutes (at least 2 MOs involved).	1.	2.	<b>½</b>
		3.	4.	
		5.	6.	
		7.	8.	
		<b>1</b>	9.	10.
			11.	12.
			13.	14.
			15.	
<b>10</b>	Emits 10 new mands without specific training (can be for items trained as tacts or LD but not as mands).	1.		<b>½</b>
		2.		
		3.		
		4.		
		5.		
		<b>1</b>	6.	
			7.	
			8.	
			9.	
			10.	

<b>Mand</b>		<b>Level 3</b>	
<b>11</b>	Spontaneously mands for different verbal information with “Wh” question 5 times in 60 minutes.	1.	$\frac{1}{2}$
		2.	
		3.	<b>1</b>
		4.	
		5.	
<b>12</b>	Politely mands for removal of aversive/stop an activity for 5 different circumstances.	1.	$\frac{1}{2}$
		2.	
		3.	<b>1</b>
		4.	
		5.	
<b>13</b>	Mands with 10 different adjectives, prepositions, or adverbs in 60 minutes.	1.	$\frac{1}{2}$
		2.	
		3.	
		4.	
		5.	
		6.	<b>1</b>
		7.	
		8.	
		9.	
		10.	
<b>14</b>	Gives directions, instructions, or explanations as to how to do something or participate in an activity 5 times.	1.	$\frac{1}{2}$
		2.	
		3.	<b>1</b>
		4.	
		5.	
<b>15</b>	Mands for others to attend to his own verbal behavior at least 5 times.	1.	$\frac{1}{2}$
		2.	
		3.	<b>1</b>
		4.	
		5.	

<b>Tact</b>		<b>Level I</b>	
<b>1</b>	Tacts any two items (people, pet, character, or object) (may be part mand) (no echoic prompt)	1.	$\frac{1}{2}$
		2.	<b>1</b>
<b>2</b>	Tacts any 4 items (may be part mand) (not echoic prompts)	1.	$\frac{1}{2}$
		2.	
		3.	
		4.	<b>1</b>
<b>3</b>	Tacts 6 non-reinforcing items (w/o echoic prompts)	1.	$\frac{1}{2}$
		2.	
		3.	
		4.	
		5.	
		6.	<b>1</b>
<b>4</b>	Spontaneously tacts 2 items during an observation (TO: 60 min)	1.	$\frac{1}{2}$
		2.	<b>1</b>
<b>5</b>	Tacts 10 items (common objects, body parts, pictures, or people)	1.	$\frac{1}{2}$
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	<b>1</b>

<b>Tact</b>				<b>Level 2</b>						
<b>6</b>	<b>Tacts 25 items when asked “what’s that?”</b>			<b>Tacts 20 items (1 exemplar) from list in Tact 7 (see below)</b>						<b>½</b>
				<b>Tacts 25 items (1 exemplar) from list in Tact 7 (see below)</b>						<b>1</b>
<b>Tacts across 3 exemplars of 50 items</b>  <u><i>Note: You may use space provided to write in items other than the samples listed</i></u>	<b>Item Name</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Item Name</b>	<b>1</b>	<b>2</b>	<b>3</b>		
	1. Apron				26. Computer					
	2. Paper towel				27. Bowl					
	3. Glasses				28. Laundry Detergent					
	4. Sponge				29. Cologne/Perfume					
	5. Gloves				30. Lotion					
	6. Broom				31. purse					
	7. Shoes				32. Napkin					
	8. Shirt				33. Deodorant					
	9. Chair				34. Razor					
	10. Bed				35. Shaving crème					
	11. Trash can				36. Tissue					
	12. Spoon				37. Toilet paper					
	13. Cup				38. Towel					
	14. Bucket				39. Toothpaste					
	15. Vacuum				40. Toothbrush					
	16. Soap				41. Floss					
	17. Laundry				42. Mouthwash					
	18. Paper bag				43. Brush					
	19. Trash bag				44. Comb					
	20. Box				45. Shampoo					
	21. laundry basket				46. Conditioner					
	22. Clock				47. Belt					
	23. Keys				48. Socks					
	24. Scissors				49. Pants					
	25. TV				50. Coat/jacket					
	<b>Score ½ if student can only tact 2 exemplars of each</b>									

<b>8</b>	Tacts 10 ongoing actions	1. Wiping	6. stirring
		2. Spraying	7. brushing
		3. Throwing	8. closing
		4. Cutting	9. opening
		5. Pouring	10. washing
		$\frac{1}{2}$	<b>1</b>
<b>9</b>	Tacts 50 two-component verb-noun or noun verb combinations	1. wiping table	26.
		2. spraying table	27.
		3. wiping chair	28.
		4. cutting paper	29.
		5. cutting string	30.
		6. throwing paper	31.
		7. washing hands	32.
		8. washing bowl	33.
		9. opening box	34.
		10. cutting box	35.
		11. closing box	36.
		12. opening cupboard	37.
		13. closing cupboard	38.
		14. wiping cupboard	39.
		15. brushing hair	40.
		16. brushing teeth	41.
		17. washing face	42.
		18. combing hair	43.
		19. washing hair	44.
		20. cooking soup	45.
		21. pouring rice krispies	46.
		22. stirring rice krispies	47.
		23. tying bow	48.
		24. Tying Shoe	49.
		25. stirring drink	50.
		$\frac{1}{2}$	<b>1</b>
<b>10</b>	Tacts a total of 200 nouns and/or verbs. See lists from Appendix	Tacts 150 items and/or actions	$\frac{1}{2}$
		Tacts 200 total	<b>1</b>

		<b>Tact</b>		<b>Level 3</b>	
<b>11</b>	Tact color, shape, and function of 5 items.	Item	What color is it?	What shape is it?	What do you do with it?
<b>Score ½</b> if student can tact 2 features or functions of all 5 items.			<b>Score 1</b> if student responds to all items correctly.		
<b>12</b>	Tact 4 prepositions and 4 pronouns (see appendix below)	Total pronouns: _____		Total prepositions: _____	
<b>Score ½</b> if student can tact 4 of either or at least 4 of a combination of both.			<b>Score 1</b> if student labels at least 4 prepositions and 4 pronouns.		
<b>13</b>	Tact 4 different adjectives excluding colors and shapes and 4 adverbs (see appendix)	Total adjectives: _____		Total adverbs: _____	
<b>Score ½</b> if student labels 4 of either or at least 4 of a combination of both.			<b>Score 1</b> if student labels at least 4 adjectives and 4 adverbs.		
<b>14</b>	Tacts using at least 3 words 20 times				<b>½</b>
	Tacts using 4 or more words 20 times				<b>1</b>
<b>15</b>	Tacts at least 750 non-verbal stimuli				<b>½</b>
	Tacts at least 1000 non-verbal stimuli				<b>1</b>



<b>Listener Responding</b>		<b>Level I</b>		
<b>1</b>	Attends to a speaker's voice by making eye contact with the speaker 5 times.	Orients 3 Times	$\frac{1}{2}$	
		Orients 5 Times	<b>1</b>	
<b>2</b>	Responds to hearing his own name 5 times		<b>1</b>	
<b>3</b>	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?)	1.	$\frac{1}{2}$	
		2.		
		3.	<b>1</b>	
		4.		
		5.		
<b>4</b>	Performs 4 different motor actions on command without a visual prompt (e.g., Can you sit? Show me waving)	Action 1 two times	Action 2 two times	$\frac{1}{2}$
		Action 1	Action 2	<b>1</b>
		Action 3	Action 4	
<b>5</b>	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me shirt. Touch shoe)	1.	$\frac{1}{2}$	
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
		8.		
		10.		
		11.		
		12.		
		13.		
		14.		
		15.		
16.	<b>1</b>			
17.				
18.				
19.				
		20.		

**Listener Responding**

**Level 2**

**6**

Selects the correct item from a messy array of 6 for 40 different objects or pictures (e.g., Find box. Touch toothbrush.)

1.

14.

2.

15.

3.

16.

4.

17.

5.

18.

6.

19.

7.

20.

$\frac{1}{2}$

8.

21.

9.

22.

10.

23.

11.

24.

12.

25.

13.

26.

34.

27.

35.

28.

36.

29.

37.

30.

38.

**1**

31.

39.

32.

40.

33.

7	<p>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 shoe.)</p> <p><u>Note: You may use space provided to write in items other than the samples listed</u></p>	Item Name	1	2	3	Item Name	1	2	3
		1. Apron				26. Computer			
		2. Paper towel				27. Bowl			
		3. Glasses				28. laundry soap			
		4. sponge				29. cologne			
		5. gloves				30. lotion			
		6. broom				31. purse			
		7. Shoes				32. perfume			
		8. Shirt				33. deodorant			
		9. Chair				34. razor			
		10. Bed				35. shaving crème			
		11. Trash can				36. tissue			
		12. Spoon				37. toilet paper			
		13. Cup				38. towel			
		14. Bucket				39. toothpaste			
		15. Vacuum				40. Toothbrush			
		16. Soap				41. Floss			
		17. Laundry				42. mouthwash			
		18. Paper bag				43. brush			
		19. Trash bag				44. comb			
		20. box				45. shampoo			
		21. laundry basket				46. Conditioner			
		22. Clock				47. belt			
		23. Keys				48. Socks			
		24. Scissors				49. Pants			
25. TV				50. coat/jacket					
Score $\frac{1}{2}$ if student can only tact 2 exemplars of 25					1				
8	<p>Performs 10 specific motor actions on command (e.g., Show me cutting. Can you pour?)</p>	1. wiping			6. stirring				
		2. spraying			7. brushing				
		3. throwing			8. closing				
		4. cutting			9. opening				
		5. pouring			10. washing				
		$\frac{1}{2}$					1		

<b>9</b>	Follows 50 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing)	1. wiping table	26.	
		2. spraying table	27.	
		3. wiping chair	28.	
		4. cutting paper	29.	
		5. cutting string	30.	
		6. throwing paper	31.	
		7. washing hands	32.	
		8. washing bowl	33.	
		9. opening box	34.	
		10. cutting box	35.	
		11. closing box	36.	
		12. opening cupboard	37.	
		13. closing cupboard	38.	
		14. wiping cupboard	39.	
		15. brushing hair	40.	
		16. brushing teeth	41.	
		17. washing face	42.	
		18. combing hair	43.	
		19. washing hair	44.	
		20. cooking soup	45.	
		21. pouring rice krispies	46.	
		22. stirring rice krispies	47.	
		23. tying bow	48.	
		24. Tying Shoe	49.	
		25. stirring drink	50.	
			$\frac{1}{2}$	<b>1</b>
<b>10</b>	Selects the correct item in a book, picture scene, or natural environment (work site) when named, for 250 items (Tested or from an accumulated list of known words)	25	50	$\frac{1}{2}$
		75	100	
		125	150	
		175	200	<b>1</b>
		225	250	

**Listener Responding**

**Level 3**

<b>11</b>	Selects items by color and shape from an array of six similar stimuli, for 4 colors and 4 shapes (e.g., Find the red brush. Find the square paper)	Color 1:	Color 2:	$\frac{1}{2}$
		Shape 1:	Shape 2:	
		Color 3:	Color 4:	<b>1</b>
		Shape 3:	Shape 4:	

<b>12</b>	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair) and 4 different pronouns (e.g., Touch my ear)	<b>Prepositions</b>		<b>Pronouns</b>	
		1.		1.	
		2.		2.	
		1.		1.	
		2.		2.	
		1.		1.	
		2.		2.	
		1.		1.	
		2.		2.	
		1.		1.	
		2.		2.	
		1.		1.	
		2.		2.	

**Score  $\frac{1}{2}$**  if student can:

- Follow 2 instructions for each of 3 different prepositions and 2 different pronouns or.....
- Follow 2 instructions for each of 6 different prepositions but not for pronouns or vice versa

**Score 1** if student can follow 2 instructions for each of the different prepositions and pronouns tested.

		Adjectives	Adverbs	
<b>13</b>	Selects items from and 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)			
<b>If student can:</b> <ul style="list-style-type: none"> <li>- Selects items from array of similar stimuli based on 2 pairs of relative adjectives and follows 2 instructions involving 2 different adverbs but has some from each category or...</li> <li>- LDs 4 different adjectives, but not adverbs, or vice versa</li> </ul>				<b>½</b>
<b>If student selects items from and array of similar stimuli based on 4 pairs of relative adjectives and demonstrates actions based on 4 pairs of relative adverbs</b>				<b>1</b>
<b>14</b>	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down)	1.		<b>½</b>
		2.		
		3.		
		4.		
		5.		<b>1</b>
		6.		
		7.		
		8.		
		9.		
		10.		
<b>15</b>	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.) tested or from an accumulated list of known words	<b>100</b>	<b>200</b>	<b>½</b>
		<b>300</b>	<b>400</b>	
		<b>500</b>	<b>600</b>	
		<b>700</b>	<b>800</b>	
		<b>900</b>	<b>1000</b>	<b>1</b>
		<b>1100</b>	<b>1200</b>	

<b>Visual Perception/Match to Sample</b>			<b>Level 1</b>			
<b>1</b>	Visually tracks moving stimuli for 2 seconds, 5 times	1.	2.		$\frac{1}{2}$	
		3.	4.	5.	<b>1</b>	
<b>2</b>	Grasps small objects with thumb, index finger, and middle finger (pincer grasp) 5 times	1.	2.		$\frac{1}{2}$	
		3.	4.	5.	<b>1</b>	
<b>3</b>	Visually attends to a leisure item or book for 30 seconds. (Not a self stim item)	15 seconds			$\frac{1}{2}$	
		30 seconds			<b>1</b>	
<b>4</b>	Places 3 items in a container, stacks 3 plates or places 3 coins in a slot for 2 of these or similar activities.	Two items for a single activity			$\frac{1}{2}$	
		1				
		2				
		Activity one		Activity two		<b>1</b>
		1.		1.		
		2.		2.		
3.		3.				
<b>5</b>	Matches any 10 identical items (e.g. common items, pictures, etc.)	5 items			$\frac{1}{2}$	
		1.				
		2.				
		3.				
		4.				
		5.				
		10 items			<b>1</b>	
		6.				
		7.				
		8.				
		9.				
10.						

## Visual Perception/Match To Sample

## Level 2

<b>6</b>	Matches identical objects or pictures in a messy array of 6 for 25 items.	1.	6.	11.	<b>½</b>
		2.	7.	12.	
		3.	8.	13.	
		4.	9.	14.	
		5.	10.	15.	
		16.		21.	<b>1</b>
		17.		22.	
		18.		23.	
		19.		24.	
		20.		25.	
<b>7</b>	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)	1.	6.		
		2.	7.		
		3.	8.		
		4.	9.		
		5.	10.		
		<b>½</b>		<b>1</b>	
<b>8</b>	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)	1.	6.	11.	<b>½</b>
		2.	7.	12.	
		3.	8.	13.	
		4.	9.	14.	
		5.	10.	15.	
		16.		21.	<b>1</b>
		17.		22.	
		18.		23.	
		19.		24.	
		20.		25.	
<b>9</b>	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)	1.	6.	11.	<b>½</b>
		2.	7.	12.	
		3.	8.	13.	
		4.	9.	14.	
		5.	10.	15.	
		16.		21.	<b>1</b>
		17.		22.	
		18.		23.	
		19.		24.	
		20.		25.	
<b>10</b>	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.	1.	6.	11.	<b>½</b>
		2.	7.	12.	
		3.	8.	13.	
		4.	9.	14.	
		5.	10.	15.	
		16.		21.	<b>1</b>
		17.		22.	
		18.		23.	
		19.		24.	
		20.		25.	



Visual Perception/Match To Sample			Level 3			
11	Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times. (e.g., a peer colors a balloon red and a child copies the peer's red color for his balloon)	Activity one:		½		
		Activity two:		1		
12	Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial)	1.	6.	11.	½	
		2.	7.	12.		
		3.	8.	13.		
		4.	9.	14.		
		5.	10.	15.		
		16.	21.		1	
		17.	22.			
		18.	23.			
		19.	24.			
		20.	25.			
13	Completes 20 different block designs, parquetry shape puzzles, or similar tasks with at least 8 different pieces.	4 pieces				½
		1.	6.	11.	16.	
		2.	7.	12.	17.	
		3.	8.	13.	18.	
		4.	9.	14.	19.	
		5.	10.	15.	20.	
		8 Pieces				1
		1.	6.	11.	16.	
		2.	7.	12.	17.	
		3.	8.	13.	18.	
4.	9.	14.	19.			
5.	10.	15.	20.			
14	Sorts 5 items from 5 different categories without a model (e.g., star, triangle, heart, star, triangle....)	3 items from 3 categories				½
		1.	2.	3.		
		5 items from 5 categories				1
		1.	2.	3.		
4.	5.					
15	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	20 - two step				½
		1.	6.	11.	16.	
		2.	7.	12.	17.	
		3.	8.	13.	18.	
		4.	9.	14.	19.	
		5.	10.	15.	20.	
		20 – three step				1
		1.	6.	11.	16.	
		2.	7.	12.	17.	
		3.	8.	13.	18.	
4.	9.	14.	19.			
5.	10.	15.	20.			

<b>Independent Play</b>			<b>Level 1</b>
<b>1</b>	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons) (timed observation 30 minutes)	30 seconds during 30 minute observation	$\frac{1}{2}$
		1 minute during a 30 minute observation	<b>1</b>
<b>2</b>	Shows variation in play by independently interacting with 5 different items (e.g., listens to music, then engages in another leisure activity such as drawing or a game on iPad) (timed observation 30 minutes)	3 different items during a 30 minute observation	$\frac{1}{2}$
		1.                      2.                      3.	
		5 different items during a 30 minute observation	<b>1</b>
		1.                      2.                      3. 4.                      5.	
<b>3</b>	Demonstrates generalization by engaging in exploratory movement and playing in a novel environment for 2 minutes (e.g., running on a track, novel exercise equipment, novel card game) (timed observation 30 minutes)	1 minute during a 30 minute observation	$\frac{1}{2}$
		2 minutes during a 30 minute observation	<b>1</b>
<b>4</b>	Independently engages in movement play for 2 minutes (e.g., physical activity) (timed observation 30 minutes)	1 minute during 30 minute observation	$\frac{1}{2}$
		2 minutes during 30 minute observation	<b>1</b>
<b>5</b>	Independently engages in cause-and-effect play for 2 minutes (timed observation 30 minutes)	1 minute during 30 minute observation	$\frac{1}{2}$
		2 minutes during 30 minute observation	<b>1</b>

<b>Independent Play</b>			<b>Level 2</b>		
<b>6</b>	Searches for a missing or corresponding item or part of a set for 5 items or sets (e.g., a puzzle piece, a marker, a part for a job activity).	Set/Activity 1	Set/Activity 2		$\frac{1}{2}$
		Set/Activity 3	Set/Activity 4	Set/Activity 5	<b>1</b>
<b>7</b>	Independently demonstrates the use of leisure items or objects according to their function for 5 items (e.g. listen to music on iPod, using remote to play Wii, x-box or similar game)	Item 1	Item 2		$\frac{1}{2}$
		Item 3	Item 4	Item 5	<b>1</b>
<b>8</b>	Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)	Item 1			$\frac{1}{2}$
		Item 2			<b>1</b>
<b>9</b>	Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g. treadmill, exercise bike) timed observation.	2 minutes during a 30 minute observation			$\frac{1}{2}$
		5 minutes during a 30 minute observation			<b>1</b>
<b>10</b>	Assembles toys that have multiple parts for 5 different sets of materials (e.g., puzzles, legos).	Two sets			$\frac{1}{2}$
		1.			
		2.			<b>1</b>
		Five sets			
		3.			
		4.			
5.					

<b>Independent Play</b>			<b>Level 3</b>		
<b>11</b>	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	Occasion 1	Occasion 2		$\frac{1}{2}$
		Occasion 3	Occasion 4	Occasion 5	<b>1</b>
<b>12</b>	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	Activity 1			$\frac{1}{2}$
		Activity 2			<b>1</b>
<b>13</b>	Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)	2 minutes			$\frac{1}{2}$
		5 minutes			<b>1</b>
<b>14</b>	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement	5 minutes w/o prompts			$\frac{1}{2}$
		10 minutes w/o prompts			<b>1</b>
<b>15</b>	Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers)	2 minutes			$\frac{1}{2}$
		5 minutes			<b>1</b>

<b>Social Behavior and Social Play</b>		<b>Level 1</b>			
<b>1</b>	Makes eye contact as a type of mand 5 times (TO: 30)	Time 1		Time 2	$\frac{1}{2}$
		Time 3	Time 4	Time 5	1
<b>2</b>	Indicates that he wants to be held or physically played with 2 times (e.g., or wants to be around people ) (timed observation 60 minutes)	Time 1			$\frac{1}{2}$
		Time 2			1
<b>3</b>	Spontaneously makes eye contact with other children 5 times (TO: 60 min.)	Time 1		Time 2	$\frac{1}{2}$
		Time 3	Time 4	Time 5	1
<b>4</b>	Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children). (timed observation 30 minutes)	1 minute during a 30 minute observation			$\frac{1}{2}$
		2 minute during a 30 minute observation			1
<b>5</b>	Spontaneously follows peers or imitates their motor behavior 2 times (timed observation 30 minutes)	Time 1 - in 30 minutes			$\frac{1}{2}$
		Time 1	Time 2		1

<b>Social Behavior and Social Play</b>		<b>Level 2</b>			
<b>6</b>	Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy). (timed observation 30 minutes)	Time 1			$\frac{1}{2}$
		Time 1		Time 2	1
<b>7</b>	Spontaneously mands to peers 5 times (e.g., <i>My turn, Push me, Look! Come On.</i> ) . (timed observation 60 minutes)	Time 1		Time 2	$\frac{1}{2}$
		Time 3	Time 4	Time 5	1
<b>8</b>	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) (timed observation 30 minutes)	2 minute during a 30 minute observation			$\frac{1}{2}$
		5 minute during a 30 minute observation			1
<b>9</b>	Spontaneously responds to the mands from peers 5 times	Time 1		Time 2	$\frac{1}{2}$
		Time 3	Time 4	Time 5	1
<b>10</b>	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., <i>Come on you guys</i> ) (timed observation 60 minutes)	Time 1 - in one-hour			$\frac{1}{2}$
		Time 1		Time 2	1

<b>Social Behavior and Social Play</b>		<b>Level 3</b>		
<b>11</b>	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bowl while the other pours the water).	Time 1	Time 2	$\frac{1}{2}$
		Time 3	Time 4	Time 5
<b>12</b>	Spontaneously mands to peers with WH question 5 times (e.g., Where are you going? What's that? Who are you being? (timed observation 60 minutes)	Mand 1	Mand 2	$\frac{1}{2}$
		Mand 3	Mand 4	Mand 5
<b>13</b>	Intraverbally responds to 5 different questions or statements from peers (e.g. verbally responds to What do you want to play?)	IV Response 1	IV Response 2	$\frac{1}{2}$
		IV Response 3	IV Response 4	IV Response 5
<b>14</b>	Engages in pretend social play activities with peers for 5 minutes without adult prompts	2 minutes		$\frac{1}{2}$
		5 minutes		<b>1</b>
<b>15</b>	Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g. the children go back and forth talking about a topic)	Exchange 1	Exchange 2	$\frac{1}{2}$
		Exchange 3	Exchange 4	<b>1</b>

<b>Motor Imitation</b>		<b>Level 1</b>		
<b>1</b>	Imitates 2 gross motor movements when prompted with, <i>Do this</i> (e.g., clapping, raising arms)	Action 1		$\frac{1}{2}$
		Action 2		<b>1</b>
<b>2</b>	Imitates 4 gross motor movements when prompted with, <i>Do this</i>	Action 1	Action 2	$\frac{1}{2}$
		Action 3	Action 4	<b>1</b>
<b>3</b>	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	Actions - w/o objects		$\frac{1}{2}$
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		Plus 2 - with objects		<b>1</b>
7.				
8.				
<b>4</b>	Spontaneously imitates the motor behaviors of others on 5 occasions.	Occasion 1	Occasion 2	$\frac{1}{2}$
		Occasion 3	Occasion 4	<b>1</b>
		Occasion 5		
<b>5</b>	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	15 movements		$\frac{1}{2}$
		1.	9.	
		2.	10.	
		3.	11.	
		4.	12.	
		5.	13.	
		6.	14.	
		7.	15.	
		8.		
		20 movements		<b>1</b>
		16.	19.	
		17.	20.	
		18.		

**Motor Imitation**

**Level 2**

<b>6</b>	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming)	1.	<b>½</b>
		2.	
		3.	
		4.	
		5.	
		6.	<b>1</b>
		7.	
		8.	
		9.	
		10.	
<b>7</b>	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	1.	<b>½</b>
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	<b>1</b>
		12.	
		13.	
		14.	
		15.	
		16.	
		17.	
		18.	
		19.	
		20.	



<b>8</b>	Imitates 10 different three-component sequences of actions when prompted. Do this (e.g., clapping, jumping, touching toes, pick up a crayon, put it in a box, close the box)	<b>Two - component</b>		<b>½</b>		
		1.				
		2.				
		3.				
		4.				
		5.		<b>1</b>		
		<b>Three - component</b>				
		1.			6.	
		2.			7.	
		3.			8.	
4.		9.				
5.		10.				
<b>9</b>	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	<b>Two functional skills</b>		<b>½</b>		
		1.			2.	
		<b>Five functional skills</b>				<b>1</b>
		3.		5.		
4.						
<b>10</b>	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”)	<b>List any novel motor actions</b>		<b>1</b>		
		1.				
		2.				
		3.				
		4.				
		5.				
		6.				
7.						

		Echoic	Level 1
1	Scores at least 2 on the EESA subtest.	Scores a 1	½
		Scores a 2	1
2	Scores at least 5 on the EESA subtest.	Scores a 3	½
		Scores a 5	1
3	Tacts 6 non-reinforcing items (e.g, 3. Scores at least 10 on the EESA subtest	Scores a 7	½
		Scores a 10	1
4	Scores at least 15 on the EESA subtest.	Scores a 12	½
		Scores a 15	1
5	Scores at least 25 on the EESA subtest (at least 20 from group 1)	Scores 20 with at least 15 from group 1	½
		Scores 25 or more with a t least 15 from group 1	1
		Echoic	Level 2
6	Scores at least 50 on the EESA subtest (at least 20 from Group 2)	Scores 40 on the EESA subtest (15 from Group 2)	½
		Scores 50 on the EESA subtest (20 from Group 2)	1
7	Scores at least 60 on the EESA subtest.	Scores 55 on the EESA subtest	½
		Scores 60 on the EESA subtest	1
8	Scores at least 70 on the EESA subtest.	Scores 65 on the EESA subtest	½
		Scores 70 on the EESA subtest	1
9	Scores at least 80 on the EESA subtest	Scores 75 on the EESA subtest	½
		Scores 80 on the EESA subtest	1
10	Scores at least 90 on the EESA subtest (at least 10 from Groups 4 and 5)	Scores 85 on the EESA subtest (at least 10 from Group 4 & 5)	½
		Scores 65 on the EESA subtest (at least 10 from Group 4 & 5)	1

<b>Spontaneous Vocal Behavior</b>		<b>Level 1</b>	
<b>1</b>	Spontaneous emits an average of 5 sounds each hour. (timed observation 60 minutes)	Average of 5 speech sounds each hour	$\frac{1}{2}$
		Average of 2 speech sounds each hour	<b>1</b>
<b>2</b>	Spontaneously emits 5 different sounds, averaging 10 total sounds each hour. (timed observation 60 minutes)	3 different sounds, averaging 10 total sounds each hour	$\frac{1}{2}$
		5 different sounds, averaging 10 total sounds each hour	<b>1</b>
<b>3</b>	Spontaneously emits 10 different sounds with varying intonations, averaging 25 total sounds each hour. (timed observation 60 minutes)	5 different sounds with varying intonations averaging 25 total sounds each hour.	$\frac{1}{2}$
		10 different sounds with varying intonations, averaging 25 total sounds each hour.	<b>1</b>
<b>4</b>	Spontaneously emits 5 different whole word approximations. (TO: 60 min.)	2 words approximations during observation.	$\frac{1}{2}$
		5 word approximations during observation.	<b>1</b>
<b>5</b>	Spontaneously vocalizes 15 whole words or phrases with appropriate intonation and rhythm. (timed observation 60 minutes)	8 different identifiable word approximations during a 1-hour observation.	$\frac{1}{2}$
		15 different identifiable word approximations during a 1-hour observation.	<b>1</b>

**Listener Responding By Function, Feature, and Class (LRFFC)**

**Level 2**

<b>6</b>	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>	Item 1		Item 2	$\frac{1}{2}$
		Item 3	Item 4	Item 5	
<b>7</b>	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> )	1.			$\frac{1}{2}$
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
		8.			
		9.			1
		10.			
		11.			
		12.			
		13.			
		14.			
		15.			
		16.			
		17.			
		18.			
		19.			
		20.			
		21.			
		22.			
		23.			
		24.			
		25.			

<b>8</b>	<p>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>)</p>	1.	<b>½</b>
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	<b>1</b>
		12.	
		13.	
		14.	
		15.	
		16.	
		17.	
		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
		24.	
		25.	

9	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items.	1.			$\frac{1}{2}$
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
		8.			
		9.			
		10.			
		11.			1
		12.			
		13.			
		14.			
		15.			
		16.			
		17.			
		18.			
		19.			
		20.			
		21.			
		22.			
		23.			
		24.			
				25.	
10	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)	25% of LRFFC trials OR if he tacts on 50% of the trials but always requires a prompt at the beginning of the session for LRFFC's.			$\frac{1}{2}$
		50% of the LRFFC trials...OR if he tacts on 50% of the trials, but always requires one prompt at the beginning of the LRFFC session.			1

**Listener Responding By Function,  
Feature, and Class (LRFFC)**

**Level 3**

<b>11</b>	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH questions LRFFC tasks.	1.	<b>1/2</b>
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	
		12.	
		13.	
		14.	
		15.	
		16.	
		17.	
		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
		24.	
		25.	
<b>12</b>	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.. <i>Do you see a brown animal? Can you find some clothing with buttons?</i> )	1.	<b>1/2</b>
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	
		12.	
		13.	
		14.	
		15.	

<b>12</b>	<p>(Continued)  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., <i>Do you see a brown animal? Can you find some clothing with buttons?</i>)</p>	16.	<b>1</b>
		17.	
		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
		24.	
		25.	
<b>13</b>	<p>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 milks the cow?) for 25 different topics.</p>	15 items (mix of verbs, nouns, prepositions, adjectives, or adverbs)	$\frac{1}{2}$
		1.	
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	
		12.	
		13.	
		14.	
		15.	
		25 Items	<b>1</b>
		16.	
		17.	
		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
24.			
25.			



<b>14</b>	<p>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.</p>	<b>Topic 1</b>		$\frac{1}{2}$		
		1.	2.			
		3.	4.			
		<b>Topic 2</b>			1.	2.
		3.			4.	
		<b>Topic 3</b>			1.	2.
		3.			4.	
		<b>Topic 4</b>			1.	2.
		3.			4.	
		<b>Topic 5</b>			1.	2.
		3.			4.	
		<b>Topic 6</b>			1.	2.
		3.			4.	
		<b>Topic 7</b>			1.	2.
		3.			4.	
		<b>Topic 8</b>			1.	2.
		3.			4.	
		<b>Topic 9</b>			1.	2.
		3.			4.	
		<b>Topic 10</b>			1.	2.
		3.			4.	
		<b>Topic 11</b>			1.	2.
		3.			4.	
		<b>Topic 12</b>			1.	2.
		3.			4.	
		<b>Topic 13</b>			1.	2.
		3.			4.	
		<b>Topic 14</b>			1.	2.
		3.			4.	
		<b>Topic 15</b>			1.	2.
		3.			4.	

<b>14</b>	<p>(Continued)  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.</p>	<b>Topic 16</b>		<b>1</b>		
		1.	2.			
		3.	4.			
		<b>Topic 17</b>				
		1.	2.			
		3.	4.			
		<b>Topic 18</b>				
		1.	2.			
		3.	4.			
		<b>Topic 19</b>				
		1.	2.			
		3.	4.			
		<b>Topic 20</b>				
		1.	2.			
		3.	4.			
		<b>Topic 21</b>				
		1.	2.			
		3.	4.			
		<b>Topic 22</b>				
		1.	2.			
		3.	4.			
		<b>Topic 23</b>				
		1.	2.			
		3.	4.			
		<b>Topic 24</b>				
1.	2.					
3.	4.					
<b>Topic 25</b>						
1.	2.					
3.	4.					
<b>15</b>	<p>Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses.</p> <p>(750 = ½ point)  (1000 = 1 point)</p>	Record the LRFFC's on a separate skills tracking sheet and date the totals below as they are completed. Keep the recorded LRFFC's in the student's program book for reference.				<b>½</b>
		25	50	75	100	
		125	150	175	200	<b>1</b>
		225	250	275	300	
		325	350	375	400	
		425	450	475	500	
		525	550	575	600	
		625	650	675	700	
		725	750	775	800	
		825	850	875	900	
		925	950	975	1000	

		Intraverbal	Level 2
6	Completes 10 different fill-in-blank phrases of any type (e.g., song fill-ins, social games and fun full-in, animal or object sounds)	1.	
		2.	
		3.	
		4.	
		5.	
			$\frac{1}{2}$
7	Provides first name when asked, <i>What is your name?</i>	Name:	1
8	Completes 25 different fill-in-blank phrases (not including songs) (e.g., <i>You eat...You sleep in a ...Shoes and...</i> )	1.	$\frac{1}{2}$
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
		11.	1
		12.	
		13.	
		14.	
		15.	
		16.	
		17.	
		18.	
		19.	
		20.	
		21.	
		22.	
		23.	
		24.	
		25.	

<b>9</b>	Answers 25 different <u>what</u> questions (e.g., <i>What do you like to eat?</i> )	1.	13.
		2.	14.
		3.	15.
		4.	16.
		5.	17.
		6.	18.
		7.	19.
		8.	20.
		9.	21.
		10.	22.
		11.	23.
		12.	24.
			25.
		$\frac{1}{2}$	<b>1</b>
<b>10</b>	Answers 25 different <u>who or where</u> questions (e.g., <i>Whose your friend? Where is your pillow?</i> )	1.	13.
		2.	14.
		3.	15.
		4.	16.
		5.	17.
		6.	18.
		7.	19.
		8.	20.
		9.	21.
		10.	22.
		11.	23.
		12.	24.
			25.
		$\frac{1}{2}$	<b>1</b>

**Intraverbal**

**Level 3**

<b>11</b>	<p>Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., <i>Dad says, I'm going to the car, and the child spontaneously says, I want to go for a ride!</i>)</p>	1.	<b>½</b>													
		2.														
		3.														
		4.														
		5.														
		6.														
		7.														
		8.														
		9.														
		10.														
		11.	<p>Record the responses on a separate skills tracking sheet and date the totals below as they are completed. Keep the recorded responses in the student's program book for reference.</p> <table border="1" data-bbox="613 1541 1317 1703"> <tr> <td><b>25</b></td> <td><b>50</b></td> <td><b>75</b></td> <td><b>100</b></td> </tr> <tr> <td><b>125</b></td> <td><b>150</b></td> <td><b>175</b></td> <td><b>200</b></td> </tr> <tr> <td><b>225</b></td> <td><b>250</b></td> <td><b>275</b></td> <td><b>300</b></td> </tr> </table> <p>(200 Responses = ½ point) (300 Responses = 1 point)</p>	<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>	<b>125</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>225</b>	<b>250</b>	<b>275</b>	<b>300</b>	<b>1</b>
				<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>									
				<b>125</b>	<b>150</b>	<b>175</b>	<b>200</b>									
				<b>225</b>	<b>250</b>	<b>275</b>	<b>300</b>									
				12.												
				13.												
				14.												
				15.												
				15.												
				16.												
17,																
18.																
19.																
20.																
<b>12</b>	<p>Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals.</p> <p>(200 Responses = ½ point) (300 Responses = 1 point)</p>	Record the responses on a separate skills tracking sheet and date the totals below as they are completed. Keep the recorded responses in the student's program book for reference.	<b>½</b>													
		<table border="1" data-bbox="613 1541 1317 1703"> <tr> <td><b>25</b></td> <td><b>50</b></td> <td><b>75</b></td> <td><b>100</b></td> </tr> <tr> <td><b>125</b></td> <td><b>150</b></td> <td><b>175</b></td> <td><b>200</b></td> </tr> <tr> <td><b>225</b></td> <td><b>250</b></td> <td><b>275</b></td> <td><b>300</b></td> </tr> </table> <p>(200 Responses = ½ point) (300 Responses = 1 point)</p>	<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>	<b>125</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>225</b>	<b>250</b>	<b>275</b>	<b>300</b>	<b>1</b>	
<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>													
<b>125</b>	<b>150</b>	<b>175</b>	<b>200</b>													
<b>225</b>	<b>250</b>	<b>275</b>	<b>300</b>													

<b>13</b>	<p>Answers 2 questions after being read short passages (15 + words) from books, for 25 passages (e.g., <i>Who blew the house down?</i>)</p>	<b>Passage</b>	<b>Question 1</b>	<b>Question 2</b>
		<b>1</b>		
		<b>2</b>		
		<b>3</b>		
		<b>4</b>		
		<b>5</b>		
		<b>6</b>		
		<b>7</b>		
		<b>8</b>		
		<b>9</b>		
		<b>10</b>		
		<b>11</b>		
		<b>12</b>		
		<b>13</b>		
		<b>14</b>		
		<b>15</b>		
		<b>16</b>		
		<b>17</b>		
		<b>18</b>		
		<b>19</b>		
		<b>20</b>		
		<b>21</b>		
		<b>22</b>		
		<b>23</b>		
		<b>24</b>		
		<b>25</b>		
		<b>½</b>	<b>1</b>	

<b>14</b>	<p>Describes 25 different events, videos, stories, etc. with 8+ words (e.g., <i>Tell me what happened.... The big monster scared everybody and they all ran into the house.</i>)</p>	12 different events, videos, stories, etc (5 word responses w/o prompts)	$\frac{1}{2}$
		1. Describing: Response:	
		2. Describing: Response:	
		3. Describing: Response:	
		4. Describing: Response:	
		5. Describing: Response:	
		6. Describing: Response:	
		7. Describing: Response:	
		8. Describing: Response:	
		9. Describing: Response:	
		10. Describing: Response:	
		11. Describing: Response:	
		12. Describing: Response:	
		25 different events, videos, stories, etc (8 word responses w/o prompts)	<b>1</b>
		13. Describing: Response:	
		14. Describing: Response:	
		15. Describing: Response:	
		16. Describing: Response:	
		16. Describing: Response:	
		17. Describing: Response:	
		18. Describing: Response:	
		19. Describing: Response:	
		20. Describing: Response:	
		21. Describing: Response:	
		22. Describing: Response:	
23. Describing: Response:			
24. Describing: Response:			
25. Describing: Response:			

<b>15</b>	<p>Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., <i>Who takes you to school? Where do you go to school? What do you take to school?</i>)</p>	3 different WH questions about a single topic for 5 topics		$\frac{1}{2}$
		4 different WH questions about a single topic for 10 topics		<b>1</b>
		1	1 2 3 4	
		2	1 2 3 4	
		3	1 2 3 4	
		4	1 2 3 4	
		5	1 2 3 4	
		6	1 2 3 4	
		7	1 2 3 4	
		8	1 2 3 4	
		9	1 2 3 4	
		10	1 2 3 4	



<b>Group</b>		<b>Level 2</b>	
<b>6</b>	Sits at group snack or lunch table without negative behaviors for 3 minutes	Sits without negative behaviors for 1 minutes	½
		As shown....	<b>1</b>
<b>7</b>	Puts away personal items, lines up, or comes to a table with only 1 verbal prompt	Requires only one prompt	½
		As shown....	<b>1</b>
<b>8</b>	Transitions between classroom activities with no more than 1 gestural or verbal prompt	Requires only one prompt	½
		As shown....	<b>1</b>
<b>9</b>	Sits in a small group or 3 or more children for 5 minutes without disruptive behavior or attempting to leave the group.	Sits for 5 minutes	½
		As shown....	<b>1</b>
<b>10</b>	Sits in a small group of 3 or more children for 10 minutes, attends to teacher or materials for 50% of the period, and responds to 5 of teacher's S <sup>D</sup> s	Attends for at least 33% of the period and responds to at least 2 of teacher's S <sup>D</sup> s	½
		As shown....	<b>1</b>

<b>Group</b>		<b>Level 3</b>	
<b>11</b>	Uses the toilet and washes hands with only verbal prompts.	Toilets and washes hands but requires physical assistance	½
		Toilets and washes with verbal prompts	<b>1</b>
<b>12</b>	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> )	2 different group instructions or questions w/o prompts in group of 3 or more.	½
		As shown ...	<b>1</b>
<b>13</b>	Works independently for 5 minutes in a group, and stays on task for 50 % of the period.	As shown except...2 minutes involving 3 or more children	½
		As shown...involving 3 or more children	<b>1</b>
<b>14</b>	Acquires 2 new behaviors during a 15-minute group-teaching format involving 5 or more children.	1 new behavior as shown... measured post test	½
		As shown... measured post test.	<b>1</b>
<b>15</b>	Sits in a 20-minute group session involving 5 children without disruptive behaviors and answers 5 intraverbal questions.	As shown but answers 2 intraverbal questions	½
		As shown...	<b>1</b>

Linguistic Structure		Level 2	
6	The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted.	As shown...but 5 tacts	½
		As shown...	1
7	Has a total listener vocabulary of 100 words (e.g., <i>Touch nose, Jump, Find keys, etc.</i> )	As shown... but 50 words	½
		As shown ...	1
8	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	5 – different 2-word...except echoic	½
		As shown...can involve verbal prompts (e.g., <i>What is that?</i> )	1
9	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (i.e., puts emphasis or stress on certain words such as, <i>It's MINE!</i> )	2 occasions on one day	½
		As shown....	1
10	Has a total speaker vocabulary size of 300 words (all verbal operants, except echoic)	200 words...	½
		As shown...	1

Linguistic Structure		Level 3	
11	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., <i>dog vs. dogs</i> ) and 10 root nouns with suffixes for possessions (e.g., <i>dog's collar vs. cat's collar</i> )	Noun flections for 10 noun plural combinations but not for 10 noun possession combinations or vice versa.	½
		As shown	1
12	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., <i>walked</i> ) and 10 root verbs with affixes for future tense (e.g. <i>will run</i> ).	Verb inflections in any of the verbal operants but echoic for 10 past tense verbs but not for 10 future tense verbs or vice versa.	½
		As shown	1
13	Emits 10 different noun phrases containing at least 3 words with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., <i>He's my brother. I want chocolate ice cream.</i> )	10 different 3- word noun phrases in any of the verbal operants (except echoic)	½
		As shown...except not in any echoic responses	1
14	Emits 10 different verb phrases containing at least 3 words with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., <i>Pour the water. Put it under the table.</i> )	5 different 3-word phrases (except echoic)	½
		As shown (except echoic responses)	1
15	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing a least 5 words (e.g., <i>The dog licked my face.</i> )	5 different syntactically correct clauses or sentences (except echoic)	½
		As shown (except echoic responses)	1

<b>Reading</b>		<b>Level 3</b>						
<b>11</b>	Attends to a book when a story is being read to him for 75% of the time. (timed observation 3 min)	As shown but 50% of the time without prompts to attend to the book.				$\frac{1}{2}$		
		As shown...without prompts to attend to the book.				<b>1</b>		
<b>12</b>	Selects (LD's) the correct uppercase letter from an array of 5 letters, for 10 different letters.	5 letter for 5 different letters...				$\frac{1}{2}$		
		1.	2.	3.				
		4.		5.				
		As shown...				<b>1</b>		
		6.	7.	8.				
		9.		10.				
Notes:								
<b>13</b>	Tacts 10 uppercase letters on command.	A	B	C	D	E	F	
		G	H	I	J	K	L	
		M	N	O	P	Q	R	
		S	T	U	V	W	X	
		Y	Z					
		5 uppercase letters						$\frac{1}{2}$
		10 uppercase letters						<b>1</b>
<b>14</b>	Reads his own name.	Yes				<b>1</b>		
		No						
<b>15</b>	Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word <i>bird</i> to a picture of a bird).	1.				$\frac{1}{2}$		
		2.						
		3.						
		4.				<b>1</b>		
		5.						

<b>Writing</b>								<b>Level 3</b>	
<b>11</b>	Imitates 5 different writing actions modeled by an adult using a writing instrument and a writing surface.	Three different writing actions modeled by adult						$\frac{1}{2}$	
		1.	2.	3.					
		Five different writing actions...						<b>1</b>	
4.	5.								
<b>12</b>	Independently traces within $\frac{1}{4}$ of the lines of 5 different geometrical shapes (e.g., circle, square, triangle, rectangle, star).	Three different geometrical shapes						$\frac{1}{2}$	
		1.							
		2.							
		Five different geometrical shapes						<b>1</b>	
		3.							
		4.							
<b>13</b>	Copies 10 letters or numbers legibly.	5.					$\frac{1}{2}$		
		1.							
		2.					<b>1</b>		
		3.							
		4.							
<b>14</b>	Legibly spells and writes his own name without copying.	Approximates the letters in his name but they are not clear enough to read and/or he misspells his name.						$\frac{1}{2}$	
		As shown...(legibly does not need to be neat )						<b>1</b>	
<b>15</b>	Independently copies all 26 uppercase and lowercase letters legibly.	Upper	Lower	Upper	Lower	Upper	Lower	Approximates the letters, but they are not clear enough to read.	$\frac{1}{2}$
		A	a	J	j	S	s		
		B	b	K	k	T	t		
		C	c	L	l	U	u		
		D	d	M	m	V	v		
		E	e	N	n	W	w	As shown	<b>1</b>
		F	f	O	o	X	x		
		G	g	P	p	Y	y		
		H	h	Q	q	Z	z		
		I	i	R	r	Notes:			

<b>Math</b>		<b>Level 3</b>					
<b>11</b>	Identifies <u>as a listener</u> the numbers 1-5 in an array of 5 different numbers.	Numbers 1-3 in an array of 3.					$\frac{1}{2}$
		(1)	(2)	(3)			
		Numbers 1-5 in an array of 5.					<b>1</b>
		(1)	(2)	(3)	(4)		
<b>12</b>	Tacts numbers 1-5	Tacts any three numbers 1-5					$\frac{1}{2}$
		(1)	(2)	(3)	(4)	(5)	
		Tacts 1-5 in a mixed up order					<b>1</b>
		(1)	(2)	(3)	(4)	(5)	
<b>13</b>	Counts out 1-5 from a larger set of items with 1 to 1 correspondence (e.g., <i>Give me 4 cars. Now give me 2 cars.</i> )	Counts out 1-3...					$\frac{1}{2}$
		(1)	(2)	(3)			
		As shown...					<b>1</b>
		(1)	(2)	(3)	(4)	(5)	
<b>14</b>	Identifies as a listener 8 different comparisons involving measurement (e.g., <i>show me more or less, big or little, long or short, full or empty, loud or quiet.</i> )	Six different comparisons involving measure					$\frac{1}{2}$
		1.					
		2.					
		3.					
		4.					
		5.					
		6.					
		Eight different comparisons					<b>1</b>
7.							
8.							
<b>15</b>	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).	1-3 in a random order					$\frac{1}{2}$
		<i>Written number to a quantity.</i>					
		(One)	(Two)	(Three)			
		<i>Quantity to a written number.</i>					
		(1)					<b>1</b>
		(2)					
		(3)					
		1-5 in a random order					
<i>Written number to a quantity.</i>					<b>1</b>		
(One)	(Two)	(Three)	(Four)	(Five)			
<i>Quantity to a written number.</i>							
(1)	(2)	(3)	(4)	(5)			

# Appendix

### Tact Pictures of Common Items Language Builder Card Set)

		T	R		T	R		T	R		T	R	
1	Apple			29	Airplane			57	Rocking Chair			85	Spoon
2	Apple			30	Airplane			58	Rocking Chair			86	Spoon
3	Apple			31	Airplane			59	Chair			87	Spoon
4	Apples			32	Airplane			60	Chair			88	Spoon
5	Apple			33	Airplane			61	Chair			89	Spoon
6	Apple			33	Airplane			62	Chair			90	Spoon
7	Apples			34	Airplane			63	Chair			91	Spoon
8	Cookies			35	Airplane			64	Bed			92	Cup
9	Cookies			36	Car			65	Bed			93	Cup
10	Cookies			37	Car			66	Bed			94	Cup
11	Cookies			38	Car			67	Bed			95	Cup
12	Cookies			39	Car			68	Bed			96	Cup
13	Cookies			40	Car			69	Bed			97	Cup
14	Cookies			41	Car			70	Bed			98	Cup
15	Cat			42	Car			71	Bicycle			99	Flower
16	Cat			43	Shoes			72	Bicycle			100	Flower
17	Cat			44	Shoes			73	Bicycle			101	Flower
18	Cat			45	Boots			74	Bicycle			102	Flower
19	Cat			46	Sandals			75	Bicycle			103	Flower
20	Cat			47	Shoes			76	Bicycle			104	Flower
21	Cat			48	Sneakers			77	Bicycle			105	Flower
22	Bird			49	Shoes			78	Basketball				
23	Bird			50	Shirt			79	Basketball				
24	Bird			51	Shirt			80	Tennis Ball				
25	Bird			52	Shirt			81	Football				
26	Bird			53	Shirt			82	Soccer Ball				
27	Bird			54	Shirt			83	Baseball				
28	Bird			55	Shirt			84	Beach Ball				
				56	Shirt								

#### Foods

		T	R		T	R		T	R		T	R
106	Banana			124	Tacos			142	Butter			
107	Grapes			125	Pizza			143	Ketchup			
108	Orange			126	Burger			144	Peanut butter			
109	Watermelon			127	Hotdog			145	Crackers			
110	Strawberries			128	Corn Dog			146	Corn Chips			
111	Peach			129	Chicken			147	Cheese puffs			
112	Grapefruit			130	Chicken nugget			148	Pretzels			
113	Corn			131	French Fries			149	Popcorn			
114	Tomatoes			132	Cake			150	Jell-O			
115	Broccoli			133	Cupcake			151	Ice Cream			
116	Carrots			134	Donut			152	Popsicle			
117	Peas			135	Cereal			153	Raisins			
118	Salad			136	Cereal			154	Fruit Roll			
119	Spaghetti			137	Bagel			155	Candy			
120	Noodles			138	Bread			156	Gummy bears			
121	Rice			139	Toast			157	Gum			
122	Soup			140	Eggs			158	Milk			
123	Sandwich			141	Cheese			159	Soda			
								160	Juice			

<b>Animals</b>											
		T	R			T	R			T	R
161	Lion			171	Snake			181	Sheep		
162	Tiger			172	Lizard			182	Goat		
163	Elephant			173	Turtle			183	Cow		
164	Rhino			174	Spider			184	Horse		
165	Hippo			175	Frog			185	Dog		
166	Zebra			176	Fish			186	Rabbit		
167	Giraffe			177	Duck			187	Mouse		
168	Kangaroo			178	Turkey						
169	Bear			179	Chicken						
170	Alligator			180	Pig						
<b>Vehicles</b>											
		T	R			T	R			T	R
188	Truck			195	Ambulance			202	Train		
189	Van			196	Police Car			203	Boat		
190	Jeep			197	Tow Truck			204	Ship		
191	Motorcycle			198	Truck-shipping			205	Helicopter		
192	Bus			199	Dump Truck						
193	Mail Truck			200	Bulldozer						
194	Fire Truck			201	Tractor						
<b>Clothing</b>											
		T	R			T	R			T	R
206	Pants			212	Jacket			218	Socks		
207	Jeans			213	Sweatshirt			219	Belt		
208	Shorts			214	Swimsuit (g)			220	Hat		
209	Dress			215	Swimsuit (b)			221	Gloves		
210	Skirt			216	Underwear(b)						
211	Sweater			217	Underwear(g)						
<b>Furniture</b>											
		T	R			T	R			T	R
222	Couch			224	Table-dining			226	Dresser		
223	Table (coffee)			225	Crib			227	Desk		
<b>Toys</b>											
		T	R			T	R			T	R
228	Baseball Bat			238	Bubbles			248	Doll		
229	Baseball Mitt			239	Balloon			249	Doll		
230	Wagon			240	Legos			250	Puzzle		
231	Tricycle			241	Blocks			251	View master		
232	Helmet			242	Tinker toys			252	Cassette player		
233	Rollerblades			243	Play-dough			253	Potato head		
234	Slide			244	Crayons			254	Car-toy		
235	Swing			245	Paints						
236	Bucket			246	Dinosaurs						
237	Shovel			247	Teddy bear						
<b>Everyday Objects</b>											
		T	R			T	R			T	R
255	Plate			271	Towel			287	Glasses		
256	Bowl			272	Soap-liquid			288	Clock		
257	Knife			273	Soap-bar			289	Pencil		
258	Fork			274	Toothbrush			290	Scissors		
259	Frying pan			275	Hairbrush			291	Books		
260	Hammer			276	Comb			292	Backpack		
261	Pillow			277	Phone			293	Lunchbox		
262	Trash can			278	Camera			294	Guitar		
263	Vacuum			279	Computer			295	Stroller		
264	Broom			280	Television			296	Swimming pool		
265	Stove			281	iPod			297	Clouds		
266	Stairs			282	Headphones			298	Grass		
267	Lamp			283	CD			299	Leaf		
268	Toilet			284	iPad			300	Rocks		
269	Bathtub			285	Umbrella			301	Dirt		
270	sink			286	keys						



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

<b>Body Parts</b>	<b>LD “Touch your __”</b>	<b>Tact “What’s this?”</b>	<b>LD “Touch my __”</b>
Ankle			
Arms			
Cheeks			
Chest			
Chin			
Ears			
Elbow			
Eyebrow			
Eyelashes			
Eyes			
Feet			
Fingers			
Hair			
Hands			
Head			
Knee			
Legs			
Mouth			
Nail			
Neck			
Nose			
Shoulders			
Teeth			
Toes			
Tummy/belly			

## Common Items/People/Places

ITEM	TACT	LD	ITEM	TACT	LD	ITEM	TACT	LD
Acorn			Bowling Ball			Crown		
Almond			Bowling Pin			Cucumber		
Aluminum Foil			Box			Cutting Board		
Ant			Boy			Cymbals		
Apron			Bread					
Aardvark			Bridge					
Artichoke			Broccoli					
Artist			Building					
Avocado			Bumble Bee					
Astronaut			Bus Driver			Dancer		
Avocado						Deer		
Ax						Delivery man/woman		
						Dentist		
						Dining Room		
			Cabinet			Doctor		
Baboon			Cactus			Donkey		
Bacon			Camel			Door		
Bag			Candle			Dragon		
Band Aid			Cash Register			Dragon Fly		
Barn			Cashier			Drill		
Baseball			Castanets			Dry Erase Board		
Basement			Castle			Dry Erase Marker		
Basket Ball			Caterpillar			Dryer		
Basketball Hoop			CD			Dust Pan		
Bassoon			CD Player			DVD Player		
Bat (animal)			Celery					
Battery			Chalkboard					
Beach Ball			Charger					
Beads			Cheese Puff					
Beans			Cherry			Eagle		
Beaver			Chrysalis			Earphones		
Bee			Clam			Earrings		
Beets			Classroom			Easel		
Bell			Closet			Elevator		
Bin			Clown			Elf		
Binoculars			Coin			Envelope		
Birdhouse			Colored Pencils			Equal Sign (=)		
Blanket			Cookie Cutter			Eraser		
Blender			Compass			Escalator		
Blinds			Construction Paper			Exclamation Point (!)		
Blueberries			Construction Worker			Earphones		
Bookshelf			Container			Elevator		
Boots			Cornucopia			Envelope		
Bottle			Cotton ball			Equal Sign (=)		
Bow			Crab			Eraser		

### Common Items/People/Places

ITEM	TACT	LD	ITEM	TACT	LD	ITEM	TACT	LD
Escalator			Grater			Ladder		
Exclamation Point (!)			Grocery Store			Lady Bug		
			Ground Hog			Lady Bug		
						Lemon		
						Laundry Bag		
						Library		
Fan			Hand Dryer			Life Jacket		
Feather			Hanger			Light Bulb		
Fence			Harp			Living Room		
Fire			Headphones			Lock		
Fire Pit			Hill			Ladder		
Fireman			Horn			Lady Bug		
Fireworks			Hot Air Balloon			Lady Bug		
Flag			House			Lantern		
Flamingo						Laundry Bag		
Fly						Lemon		
Folder						Librarian		
Fireworks						Library		
Flag			Ice			Life Jacket		
Flamingo			Iceberg			Light Bulb		
Flight Attendant			Ice cream Cone			Lime		
Flip Flops			Ice Cream Scoop			Living Room		
Flute			Ice Scraper			Lock		
Fly			Igloo					
Folder			Iguana					
Football								
Fox						Magazine		
Frisbee						Mailbox		
						Mailman		
			Jack 'O Lantern			Map		
			Jack in the Box			Maracas		
			Jaguar			Marbles		
Garbage Bag						Marker		
Gas Station						Marshmallow		
Gazebo						Mat		
Gift Bag			Kayak			Mattress		
Girl			Kitchen			Measuring Cup		
Glass			Kite			Measuring Spoon		
Globe			Kiwi			Measuring Tape		
Glue			Koala Bear			Mechanic		
Gold Fish						Microphone		
Golf Ball						Microscope		
Golf club						Microwave		
Graph						Monkey		

Common Items/People/Places								
ITEM	TACT	LD	ITEM	TACT	LD	ITEM	TACT	LD
Moose			Picnic Table			Ribbon		
Mop			Pilot			Road		
Mosquito			Pineapple			Rocking Chair		
Mountain			Piñata			Roller Coaster		
Movie Theater			Ping Pong Ball			Rolling Pin		
Mustard			Ping Pong Table			Rope		
			Piranha			Ruler		
			Pirate			Ribbon		
			Pita Chips			Road		
			Pizza Cutter			Rocking Chair		
Nail			Pitcher			Roller Coaster		
Nail Clipper			Plant			Rolling Pin		
Napkin			Platypus			Rope		
Necklace			Pliers			Rubber Band		
Notebook			Plus sign (+)			Ruler		
Nurse			Polar Bear					
			Pop Corn Popper					
			Porcupine					
			Potatoes					
Oar			Pot			Salt		
Octopus			Potatoes			Sand Paper		
Ornament			Present-Gift			Saw		
Ostrich			Pudding			Saxophone		
Owl			Pumpkin			Scale		
			Puppet			Scarecrow		
			Purse			Scarf		
						Scooter		
						Screwdriver		
Paintbrush						Scuba Diver		
Painter						Sea Horse		
Pajamas-PJs						Sea Shell		
Panda Bear						Sea Turtle		
Paper						Seagull		
Paper Clip			Quail			Seal		
Parachute			Q-Tips			Sewing Machine		
Park			Question Mark (?)			Shaving Cream		
Party Blower						Shopping Cart		
Party Hat						Sidewalk		
Pelican			Raccoon			Singer		
Pen			Rake			Skateboard		
Pencil Sharpener			Raspberries			Sled		
Penguin			Recycle Bin			Sleigh		
Pepper			Refrigerator			Slushie		
Piano			Remote			Smoothie		

### Common Items/People/Places

ITEM	TACT	LD	ITEM	TACT	LD	ITEM	TACT	LD
Snail			Top			X-Ray		
Snow Blower			Towel			Xylophone		
Snowflake								
Snowman			Trampoline					
Soccer Ball			Train Conductor					
Spatula			Tray					
Sponge			Treadmill			Yak		
Sponge			Treasure Chest					
Spray Bottle			Tree					
Squirrel			Trombone					
Stadium			Truck Driver			Ziploc bag		
Stamp			Trumpet			Zoo Keeper		
Stapler								
Starfish								
Stool								
Straw								
Sun			Ukulele					
Swan			Unicorn					
Squirrel			Unicycle					
Stamp								
Stapler								
Starfish								
Stool			Van					
Straw			Vase					
Suitcase			Vet (Veterinarian)					
Sun			Violin					
Swan								
			Wallet					
			Wand					
			Washer					
Tambourine			Watch					
Tape			Water					
Taxi Cab			Watermelon					
Teapot			Wheel					
Teacher			Wheelbarrow					
Telescope			Whisk					
Tennis Ball			Whistle					
Thermometer			Window					
Tissues			Wipes					
Toaster			Wrench					
Toilet Paper								
Tongs								
Toolbox								
Toothpaste								

Action	Tact Ongoing	Demo Ongoing	Tact Picture	Select Picture	Action	Tact Ongoing	Demo Ongoing	Tact Picture	Select Picture
Barking					Eating				
Bending					Erasing				
Blinking					Exercising				
Blowing									
Bouncing									
Boxing					Falling				
Bowling					Fanning				
Breaking					Fighting				
Brushing					Fishing				
Buckling					Fixing				
Building					Flipping				
Bumping					Floating				
Buttoning					Flying				
					Folding				
					Frowning				
Calling									
Carrying					Gasping				
Catching					Giving				
Chasing					Gluing				
Chewing									
Clapping					Hanging				
Cleaning					Hiding				
Climbing					Hitting				
Closing					Hopping				
Coloring					Hugging				
Combing					Humming				
Cooking									
Coughing					Juggling				
Counting					Jumping				
Covering									
Crashing					Kicking				
Crawling					Kissing				
Crying					Knitting				
Cutting					Knocking				
					Lacing				
					Landing				
					Laughing				
Dancing					Leaping				
Digging					Licking				
Dipping					Lifting				
Diving					Listening				
Drawing					Looking				
Drilling									
Drinking					Measuring				
Driving					Melting				
Dropping					Mixing				
Drying					Mopping				
Dumping					Mowing				

Action	Tact Ongoing	Demo Ongoing	Tact Picture	Select Picture	Action	Tact Ongoing	Demo Ongoing	Tact Picture	Select Picture
					Squatting				
					Squeezing				
Opening					Stacking				
					Standing				
					Stapling				
					Stirring				
Packing					Stomping				
Painting					Stretching				
Peeling					Sweeping				
Petting					Swinging				
Pinching					Swimming				
Playing									
Pointing									
Poking									
Popping					Taking bath				
Pouncing					Taking picture				
Pounding					Talking				
Pouring					Taping				
Pulling					Tapping				
Pushing					Tearing				
Putting in					Throwing				
Putting on					Tickling				
					Tiptoeing				
Raking					Touching				
Reaching					Tracing				
Reading					Turning				
Riding					Twisting				
Roaring					Tying				
Rocking					Typing				
Rolling									
Rubbing									
Running					Vacuuming				
Sawing									
Scratching									
Sewing									
Shaking									
Sharpening									
Singing					Walking				
Sitting					Washing				
Skating					Waving				
Skiing					Whistling				
Skipping					Whispering				
Sleeping					Wiggling				
Sliding					Winding				
Slipping					Winking				
Smelling					Wiping				
Smiling					Wrestling				
Sneezing					Wringing				
Snorkeling					Writing				
Snorting									
Snowboarding					Yawning				
Spinning					Yelling				
Spitting									
Splashing									
Spraying					Zipping				

<b>Adjectives</b>	<b>LD</b>	<b>Tact</b>		<b>LD</b>	<b>Tact</b>		<b>LD</b>	<b>Tact</b>
Red			Big			Day		
Blue			Little			Night		
Green			Hot			Hard		
Yellow			Cold			Soft		
Orange			Long			Rough		
Purple			Short			Smooth		
Brown			Wet			Heavy		
Black			Dry			Light		
White			Fast			Round		
Pink			Slow			Square		
Clean			Bent			Fat		
Dirty			Straight			Skinny		
New								
Old								

### Adverbs

Slowly		Gently		Loudly		Softly		Quickly		Fast	
High		Tightly		Loosely		Lightly					

<b>Prepositions</b>	<b>“Touch the one that is _”</b>	<b>“Where’s the _?”</b>		<b>“Touch the one that is _”</b>	<b>“Where’s the _?”</b>
Above			Into		
Around			Near		
At			Next to		
Behind			Of		
Below			Off		
Beside			On		
Between			Out		
By			Over		
For			Through		
From			To		
In			Under		
In front of			With		

<b>Pronouns</b>	<b>Tact</b>	<b>LR</b>		<b>Tact</b>	<b>LR</b>		<b>Tact</b>	<b>LR</b>
1. He			8. Me			15. Theirs		
2. Her			9. Mine			16. Them		
3. Hers			10. My			17. They		
4. Him			11. Our			18. Us		
5. His			12. Ours			19. We		
6. I			13. She			20. You		
7. It			14. Their			21. Your		
						22. Yours		



## Gross Motor Imitation with Objects

	Alone	Discrim		Alone	Discrim
Drink from cup			Spray bottle		
Turn cup over on table			Open bottle		
Spoon in cup			Tap bottle on table		
Stir spoon in cup			Shake bottle		
Drink from cup			Put scissors in box		
Turn cup over on table			Put scissors in a cup		
Spoon in cup			Put scissors on a paper		
Stir spoon in cup			Fold paper		
Tap spoon on side of cup			Crumple paper into a ball		
Tap block on table			Throw paper ball into garbage		
Slide block on table			Scribble with pencil/crayon		
Stack blocks			Dot with pencil/crayon		
Tap blocks together			Tap table with pencil/crayon		
Block in cup			Slide cloth across table		
Wipe table			Put cloth on face/head		
Wipe cup			Put lid on container		
Tap cloth table			Tap lid on side of container		
Fold cloth					
Open box					
Close box					
Tap box on table					
Wave cloth in air					
Pillow on table					
Cloth on pillow					

## Gross Motor Imitation

Clap		Touch nose	
Tap table with one hand		Arms to side/move up and down	
Slide hand up & down opposite arm		Hands on shoulders	
Tap arm		Hands on ears	
Stomp one foot		One foot in front of other	
Stomp both feet (alternating)		Cross legs sitting	
Stomp feet together		Place foot forward	
Spread feet apart		Place foot backward	
Pat legs both hands		Turn palms up and down	
Pat belly		Hands on waist	
Rub belly		Knock on table	
Rub hands (palms together)		Fist taps palm of opposite hand	
Touch elbow		Hands together over head	
Wave		Make circle to side with 1 arm	
Hands to cheeks		Make circles to side with 2 arms	
Arms up		Grab wrist with opposite hand	
Arms out to side		Both arms cross over own chest (hug)	
Hands cover mouth		Tap table both hands	
Hands on head		Tap side of leg	
Arms out in front		Touch toes	
Hands on head		Pump one fist in air	
Hands on knees		Tap two fists together	

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

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

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

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

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

Intraverbal Fill-In's			
Cool as a... <b>Cucumber</b>		Oh no she... <b>didn't</b>	Open the... <b>door</b>
Be right... <b>Back</b>		Hanging with... <b>friends (the squad)</b>	On... <b>fleek</b> (means totally cool)
You have to be ... <b>Kidding me</b>		1, 2, ... <b>3</b>	On cloud... <b>nine</b>
Socks and... <b>shoes</b>		A, B, ... <b>C</b>	Where do you live?
Peanut... <b>butter/</b>		Love... <b>you</b>	What is your mom's name?
Laugh out... <b>loud</b>		Roll on the floor... <b>laughing</b>	What is your teacher's name?
Hugs and... <b>kisses</b>		You only live... <b>once</b>	Chill out... <b>man</b>
Oh my... <b>gosh (goodness)</b>		A piece of ... <b>cake</b>	Up and... <b>down</b>
Can't... <b>even</b>		An arm and a... <b>leg</b>	What's your name?
Throwback... <b>Thursday</b>		Over and ... <b>out</b>	What is your address?
No way ... <b>Jose</b>		Drive me... <b>nuts</b>	What is your dad's name?
Ready set ... <b>go</b>		Clap your... <b>hands</b>	Easy as... <b>pie</b>
Yo, what's ... <b>up</b>		Stomp your... <b>feet</b>	

### Intraverbal WH-What Questions (Sampling)

What do you like to eat?		What can you find in your bedroom?	
What do you like to drink?		What do you wear when it is cold?	
What animal do you like?		What do you play with?	
What do you sit on?		What do you do with soap?	
What do you read?		What do you cut with?	
What do you ride to school on?		What do you eat on?	
What do you blow?		What do you ride in?	
What do you wear on your feet?		What do you wash your hands with?	
What do you dry your hands with?		What do mommy and daddy drive?	
What can you find in the bathroom?		What do you sleep in?	
What do you see in the sky?		What do you paint with?	
What do you brush your teeth with?		What do you draw on?	

### Intraverbal WH-Who & Where Questions (Sampling)

Who helps you when you are sick?	Where do fish live?	Who collects the garbage?	
Where do you go when you are sick?	Where do you go when you have to use the toilet?	Where does the garbage go?	
Where do you go to mail a letter?	Where do you swim?	Who do you see at school?	
Where do you go to school?	Who delivers the mail?	Who cooks you dinner?	
Who's your teacher?	Who helps you at school?	Where do you eat dinner?	
Who are your friends?	Who drives the bus?	Who do you play with?	
Where do you go to sleep?	Who drives the train?	Who helps you at the library?	
Where do you eat?	Who flies in space?	Where do you go down a slide?	
Where are the clouds?	Who flies an airplane?	Where do you find trains?	
Where is your toothbrush?	Where do you keep food cold?	Who drives the train?	
Where do you buy food?	Who puts out fires?	Where do you find books?	
Where do you see animals?	Who cuts your hair?	Who helps you find books?	

**VP/MTS Matching Identical Items** FS= Field Size NA=Neat Array MA=Messy Array SS=Similar Stimuli

Pictures	FS=3	FS=3	FS=4	FS=4	FS=6	FS=6	FS=6	FS=8	FS=8	FS=8	FS=10	FS=10	FS=10			
	NA	MA	NA	MA	NA	MA	MA-SS	NA	MA	MA-SS	NA	MA	MA-SS	1	2	3
Apple																
Shirt																
Car																
Bed																
Chair																
Spoon																
Shoes																
Airplane																
Bike																
Ball																
Cat																
Bird																
Flower																
Cookie																
Cup																
Circle																
Diamond																
Square																
Triangle																
Rectangle																
Oval																
Moon																
Star																
Heart																
Hexagon																
Objects	FS=3	FS=3	FS=4	FS=4	FS=6	FS=6	FS=6	FS=8	FS=8	FS=8	FS=10	FS=10	FS=10			
	NA	MA	NA	MA	NA	MA	MA-SS	NA	MA	MA-SS	NA	MA	MA-SS	1	2	3
Pencil																
Screw																
Eraser																
Coin																
Bolt																
Cotton ball																
Ruler																
Box																
Container																
Cup																
Fork																
Q-Tip																
Key																
Dice																
Spoon																
Bowl																
Plate																
Toothbrush																
Comb																
Bottle																
Sponge																
Tape roll																
Paper Clip																

**VP/MTS Matching Non-Identical Items** (FS= Field Size NA=Neat Array MA=Messy Array SS=Similar Stimuli)

Pictures	FS=3 NA	FS=3 MA	FS=4 NA	FS=4 MA	FS=6 NA	FS=6 MA	FS=6 MA-SS	FS=8 NA	FS=8 MA	FS=8 MA-SS	FS=10 NA	FS=10 MA	FS=10 MA-3SS	1	2	3
Apple																
Shirt																
Car																
Bed																
Chair																
Spoon																
Shoes																
Airplane																
Bike																
Ball																
Cat																
Bird																
Flower																
Cookie																
Cup																

**VP/MTS Object-Picture/Picture-Object** (FS= Field Size NA=Neat Array MA=Messy Array SS=Similar Stimuli)

Pic-Obj	FS=3 NA	FS=3 MA	FS=4 NA	FS=4 MA	FS=6 NA	FS=6 MA	FS=6 MA-SS	FS=8 NA	FS=8 MA	FS=8 MA-SS	FS=10 NA	FS=10 MA	FS=10 MA-3SS	1	2	3

Pic-Obj	FS=3 NA	FS=3 MA	FS=4 NA	FS=4 MA	FS=6 NA	FS=6 MA	FS=6 MA-SS	FS=8 NA	FS=8 MA	FS=8 MA-SS	FS=10 NA	FS=10 MA	FS=10 MA-3SS	1	2	3

## Assessment of Intraverbal Concepts (Response Class and Stimulus Class)

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_      A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Animal	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_      A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Food	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_      A/An \_\_\_ is a/has a \_\_\_

Fruit	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Toy	

T Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Shape	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Color	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Shape	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Number	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Vehicle	



Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Clothing	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Furniture	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Find in the bathroom	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Find in kitchen	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Vegetable	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Electronic	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Tool	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Instrument	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

School Supply/Find in school	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Tail	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Wheels	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Stem	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Round	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Door	

Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with

Window	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Flies	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Eat	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Drink	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Play	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Draw	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Color	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Wear	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Ride	

Tell me a/an \_\_\_/Tell me something with a \_\_\_/Something you \_\_\_ with is a \_\_\_ A/An \_\_\_ is a/has a \_\_\_/ is something you \_\_\_ with

Put things in	



Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


Tell me a/an \_\_\_/Tell me something  
with a \_\_\_/Something you \_\_\_ with is a \_\_\_

A/An \_\_\_ is a/has a \_\_\_/ is something you  
\_\_\_\_\_ with


