

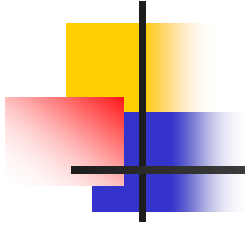
Assessment and Goal Selection for Students With Autism



Autism: Moving from
Science and Research to Practice

Santa Ynez Vally Marriott
Thursday, April 15, 2010

Anne S. Holmes, M.S., C.C.C., B.C.B.A.
Chief Clinical Officer
Eden Family of Services, Princeton NJ



Autism is a brain disorder that significantly impairs the assimilation of information, causing problems in social behavior, communication, and learning.

Learning Characteristics and Educational Needs

Limited/No learning through incidental teaching	<ul style="list-style-type: none">■ Must teach
Language comprehension issues	<ul style="list-style-type: none">■ Reduce language■ Discrete trial instruction■ Redundant practice
Difficulty with imitation	<ul style="list-style-type: none">■ Teach imitation skills
Difficulty with abstract language/thinking	<ul style="list-style-type: none">■ Initially teach concrete skills■ Break down abstract concepts
Lack of motivation	<ul style="list-style-type: none">■ Implement reinforcement system
Splinter skills	<ul style="list-style-type: none">■ Individualized goal selection■ Teach all domains
Poor attending skills	<ul style="list-style-type: none">■ Teach attending skills■ Instructional control
Difficulty with generalization	<ul style="list-style-type: none">■ Systematic teaching across materials, people, and locations
Challenging behaviors	<ul style="list-style-type: none">■ Analyze and design behavior plan



Assessment and Goal Selection

- Investment: planning for future



Quality of Life

- Value judgment
 - Productivity
 - Choice
 - Independence
 - Communication



Published Curricula/Materials

- EdMark
- Reading Milestones
- SRA
- Touch Math
- Handwriting without Tears
- Teach Me Language
- ABBLIS (assessment)



Eden Curriculum

“Cookbook” with 30 years of recipes

- Functional
- Age appropriate
- Community based



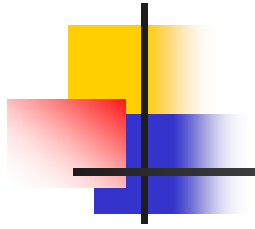
Functional

- Usable skills
- Will someone have to do it for him/her?
- Ability to grow with skill
- Ask, Why are we teaching this skills?



Age Appropriate

- Developmental model: slippery slope
- Developmental sequence
- Look at what peers are doing



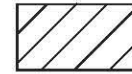
Community Based

Domain Grid LEARNING READINESS

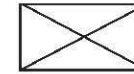
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMME
GO

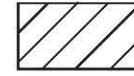
PRIMARY	Appropriate Sitting Behavior	Eye Contact on Command	Gross Motor Imitation	Simple One-Step Commands
----------------	------------------------------	------------------------	-----------------------	--------------------------

Domain Grid PRE-ACADEMICS

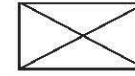
STUDENT'S NAME: _____

DATE: _____

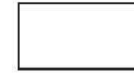
Record your student's progress on the chart below, using this "graphic key" as a reference.



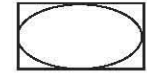
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Block Imitation	Body Part Identification (Receptive)	Fine Motor Imitation	Fine Motor Play	Matching Colors	Matching Letters	Matching Numbers	Matching Objects	Matching Shapes	Pre-Coloring
	Pre-Handwriting	Pre-Pattern Completion	Visual Tracking							

INTERMEDIATE	Body Part Identification (Expressive)	Coloring	Color Identification (Expressive)	Color Identification (Receptive)	Cutting	Letter Identification (Expressive)	Letter Identification (Receptive)	Matching Letters: Upper- to Lower-Case	Matching Object to Picture	Matching Picture to Picture
	Number Identif. (1-10) (Expressive)	Number Identif. (1-20) (Receptive)	Pattern Completion (1" Cubes or Parquetry)	Shape Identification (Expressive)	Shape Identification (Receptive)					

Domain Grid ACADEMICS

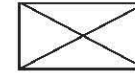
STUDENT'S NAME: _____

DATE: _____

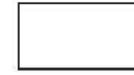
Record your student's progress on the chart below, using this "graphic key" as a reference.



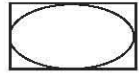
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Counting Objects (1-10)	Matching Word to Picture	Money Identification (Expressive)	Money Identification (Receptive)	Rote Counting	Sequencing Letters (A-Z)	Sequencing Numbers (1-10)	Sight-Word Identification (Expressive)	Sight-Word Identification (Receptive)
----------------	-------------------------	--------------------------	-----------------------------------	----------------------------------	---------------	--------------------------	---------------------------	--	---------------------------------------

INTERMEDIATE	Addition: Double Digits (no Carrying)	Addition: Single Digits	Calculator Use for Mathematics	Handwriting (Copying)	Matching Sentence to Picture	Money Values	Reading Comp.: Following Printed Directions	Skip-Counting	Subtraction: Double Digits (no Borrowing)	Subtraction: Single Digits
---------------------	---------------------------------------	-------------------------	--------------------------------	-----------------------	------------------------------	--------------	---	---------------	---	----------------------------

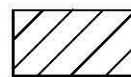
SECONDARY	Addition: Double Digits (with Carrying)	Counting Money	Dictation	Division: Single Digits	Identifying "Greater than" and "Less than"	Identifying "Whole" and "Half"	Linear Measurement	Multiplication: Single Digits	Phonics	Reading Comp.: Answering Questions
	Spelling	Subtraction: Double Digits (with Borrowing)	Telling Time: Analog Clock	Telling Time: Digital Clock						

Domain Grid RECEPTIVE LANGUAGE

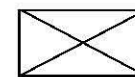
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Action Identification in Pictures	Auditory Per.: Localizing to Sound	Body Part Identification	Categorization: Sorting	Following Directions	Functional Object Manipulation	Object Association	Object Generalization	Object Identification	Object Permanence
	Possession									

INTERMEDIATE	Auditory Memory	Categorization	Function of Objects	ID of Singular and Plural	Multi-Step Commands	Polar Concepts	Prepositions: Body Placement	Prepositions: Object Placement	Same and Different	Teaching "Quiet"
---------------------	-----------------	----------------	---------------------	---------------------------	---------------------	----------------	------------------------------	--------------------------------	--------------------	------------------

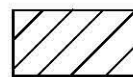
SECONDARY	Comparatives	Sequencing Pictures	Superlatives
------------------	--------------	---------------------	--------------

Domain Grid EXPRESSIVE LANGUAGE

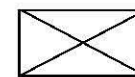
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Action ID in People	Action ID in Pictures	Action/Object Sentence Construction	Object Identification	Verbal Imitation: Phonemes	Verbal Imitation: Altern. Program
----------------	---------------------	-----------------------	-------------------------------------	-----------------------	----------------------------	-----------------------------------

INTERMEDIATE	Approp. Use of "Yes" and "No" with Objects	Attributes	Auxiliary Verb "To Be"	Body Part Identification	Categorization	Comprehension of "What"	Comprehension of "What Time"	Comprehension of "Where"	Comprehension of "Who"	Function of Objects
	ID of Singular and Plural	Naming Missing Objects	Possession	Pronouns: He, She, It, They	Pronouns: I, You	Pronouns: We	Sentence Construction: Subj/Action/Object	Verb Tense: Future	Verb Tense: Regular Past Tense	

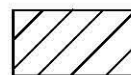
SECONDARY	Comparatives	Compare and Contrast	Comprehension of "Not"	Comprehension of "When"	Comprehension of "Why"	Discrimination betw. Real and Make-Believe	Identifying Absurdities	Opposites	Verb Tense: Irregular Past Tense
------------------	--------------	----------------------	------------------------	-------------------------	------------------------	--	-------------------------	-----------	----------------------------------

Domain Grid PRAGMATIC

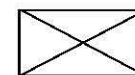
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Choice-Making	Communicating Basic Desires and Needs	Gestural Communication	Turn-Taking	Waiting for Desired Item
----------------	---------------	---------------------------------------	------------------------	-------------	--------------------------

INTERMEDIATE	Approp. Resp. to Undesirable Situations	Appropriate Use of "Yes" and "No"	Commenting	Gaining Adult Attention	Increasing Child-Initiated Requests
---------------------	---	-----------------------------------	------------	-------------------------	-------------------------------------

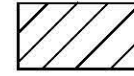
SECONDARY	Answering Topical Questions	Asking Questions	Conversation	Recalling Events	Sequencing	Story-Telling	Topical Conversation
------------------	-----------------------------	------------------	--------------	------------------	------------	---------------	----------------------

Domain Grid SELF-CARE

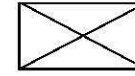
STUDENT'S NAME: _____

DATE: _____

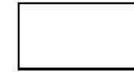
Record your student's progress on the chart below, using this "graphic key" as a reference.



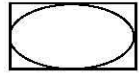
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Dressing: Coat (from floor)	Dressing: Pants	Dressing: Pullover Shirt	Hand Washing	Toilet Training: Urination	Tooth Brushing	Undressing: Pants	Undressing: Pullover Shirt
----------------	-----------------------------	-----------------	--------------------------	--------------	----------------------------	----------------	-------------------	----------------------------

INTERMEDIATE	Dressing: Coat (from hook/hanger)	Dressing: Shoes	Dressing: Socks	Face Washing	Hair Brushing	Napkin Use	Snapping	Toilet Training: Bowel Movement	Undressing: Shoes and Socks	Zippering: Connected Zipper
---------------------	-----------------------------------	-----------------	-----------------	--------------	---------------	------------	----------	---------------------------------	-----------------------------	-----------------------------

SECONDARY	Bathing	Buttoning	Deodorant Use	Nail Clipping	Shaving: Face	Shaving: Legs	Shaving: Underarms	Shoe Tying	Showering	Showering: Drying
	Use of Sanitary Napkin	Utensil Use: Cutting with Fork and Knife	Zippering: Unconnected Zipper							

Domain Grid VOCATIONAL

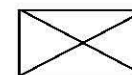
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Automated Paper Folding	Can Crushing (for recycling)	Cleaning a Mirror	Cleaning a Sink	Cleaning a Toilet	Envelope Stuffing	Packing a Box	Putting Up Chairs	Shredding Paper	Single Object Assembly
	Sorting (Basic)	Taking Down Chairs	Trash Collecting (from a parking lot)	Using a Hole Punch	Using a Stapler					

INTERMEDIATE	Address Stamping	All-Occasion Card-Making	Assembly	Breaking Boxes	Bldg. Maint.: Dusting	Bldg. Maint.: Emptying Wastebaskets	Bldg. Maint.: Vacuuming	Bldg. Maint.: Washing Windows	Cashing A Check	Crafts: Cutting out Patterns
	Crafts: Decorating with Glue	Crafts: Decorating with Paint	Crafts: Tracing	Following a Schedule	Increased Task Duration	Labeling	Making a Schedule	Packaging	Paper Folding	Photocopying
	Productivity	Recycling	Sorting	Stamping (postage)	Stocking Merchandise (on hooks)	Stocking Paper Towels (C-fold)	Stocking Shelves	Stocking Toilet Paper		

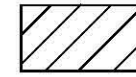
SECONDARY	Answering the Telephone	Binding	Cleaning: Bathroom	Clerical Filing	Collating Numbered Pages	Data Entry	Food Assembly (using a model)	Inventory	Keyboarding: Letter Location	Laminating: Portable Machine
	Laminating: Standard Machine	Mail Sorting	Packaging From a List	Stocking Hand Soap Dispenser	Stocking Library Books	Stocking Perishables	Stocking Refrigerator (grocery stores)	Stocking Snack Machine	Stocking Soda Machine	Taking a Phone Message
	Using a Cash Register	Using a Locker w/ Combination Lock	Using a Locker w/ Key Lock	Using a Vending Machine	Weighing Mail					

Domain Grid PHYSICAL EDUCATION, RECREATION & LEISURE

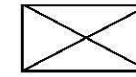
Record your student's progress on the chart below, using this "graphic key" as a reference.

STUDENT'S NAME: _____

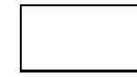
DATE: _____



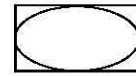
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Appropriate Use of Leisure Time	Arcade (Basic)	Bicycle Riding	Bowling (Basic – with Ramp)	Cardiovascular Fitness Exercises	Doing a Puzzle	Fast Food Restaurant Dining	Going to the Movies	Golf: Miniature (Basic)	Horseback Riding
	Library Use	Roller-Skating	Scooter Riding	Skiing Cross-Country	Taking a Break	Track and Field	Treadmill Use	Using a Personal CD Player	Using a VCR/DVD Player	Water Skills (Basic)

SECONDARY	Arcade (Advanced)	Basketball	Bocce	Bowling (Advanced)	Cardiovascular Fitness Routine	Cardiovascular Step	Community Dining	Doing a Word-Search	Golf: Driving Range	Golf: Miniature (Advanced)
	Horseshoes	Playing a Board/Card Game	Playing a Video Game	Skiing Downhill	Soccer	Swimming	Volleyball			



CASE #1

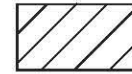
13-year old girl

Domain Grid LEARNING READINESS

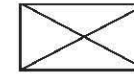
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMME
GO

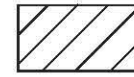
PRIMARY	Appropriate Sitting Behavior	Eye Contact on Command	Gross Motor Imitation	Simple One-Step Commands

Domain Grid PRE-ACADEMICS

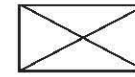
STUDENT'S NAME: _____

DATE: _____

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



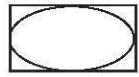
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Block Imitation	Body Part Identification (Receptive)	Fine Motor Imitation	Fine Motor Play	Matching Colors	Matching Letters	Matching Numbers	Matching Objects	Matching Shapes	Pre-Coloring
	Pre-Handwriting	Pre-Pattern Completion	Visual Tracking							

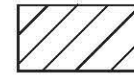
INTERMEDIATE	Body Part Identification (Expressive)	Coloring	Color Identification (Expressive)	Color Identification (Receptive)	Cutting	Letter Identification (Expressive)	Letter Identification (Receptive)	Matching Letters: Upper- to Lower-Case	Matching Object to Picture	Matching Picture to Picture
	Number Identif. (1-10) (Expressive)	Number Identif. (1-20) (Receptive)	Pattern Completion (1" Cubes or Parquetry)	Shape Identification (Expressive)	Shape Identification (Receptive)					

Domain Grid ACADEMICS

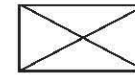
STUDENT'S NAME: _____

DATE: _____

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



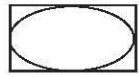
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

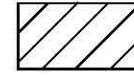
PRIMARY	Counting Objects (1-10)	Matching Word to Picture	Money Identification (Expressive)	Money Identification (Receptive)	Rote Counting	Sequencing Letters (A-Z)	Sequencing Numbers (1-10)	Sight-Word Identification (Expressive)	Sight-Word Identification (Receptive)			
	INTERMEDIATE	Addition: Double Digits (no Carrying)	Addition: Single Digits	Calculator Use for Mathematics	Handwriting (Copying)	Matching Sentence to Picture	Money Values	Reading Comp.: Following Printed Directions	Skip-Counting	Subtraction: Double Digits (no Borrowing)	Subtraction: Single Digits	
		SECONDARY	Addition: Double Digits (with Carrying)	Counting Money	Dictation	Division: Single Digits	Identifying "Greater than" and "Less than"	Identifying "Whole" and "Half"	Linear Measurement	Multiplication: Single Digits	Phonics	Reading Comp.: Answering Questions
			Spelling	Subtraction: Double Digits (with Borrowing)	Telling Time: Analog Clock	Telling Time: Digital Clock						

Domain Grid RECEPTIVE LANGUAGE

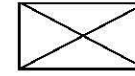
STUDENT'S NAME: _____

DATE: _____

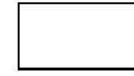
Record your student's progress on the chart below, using this "graphic key" as a reference.



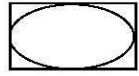
ACHIEVEMENT OF SKILL



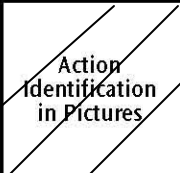

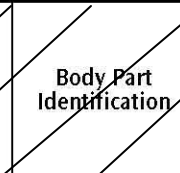

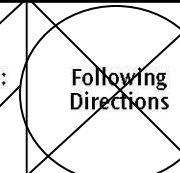
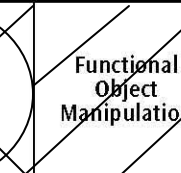
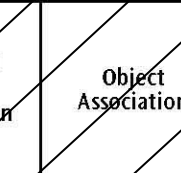
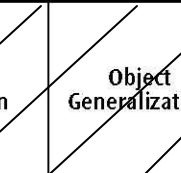
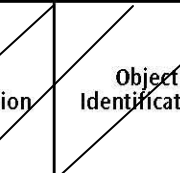
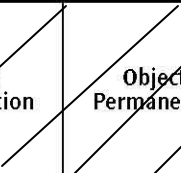

PARTIAL ACHIEVEMENT


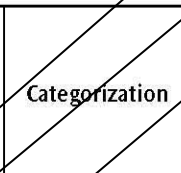
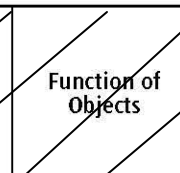
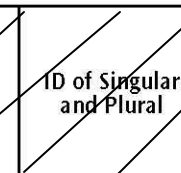
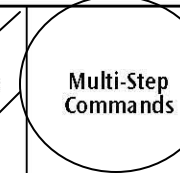
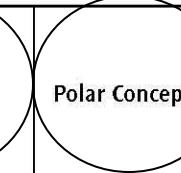
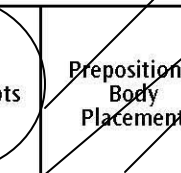
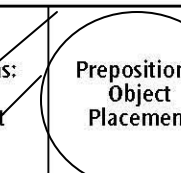
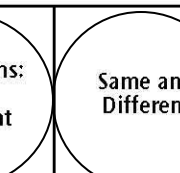
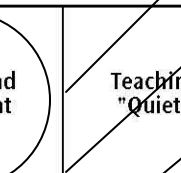


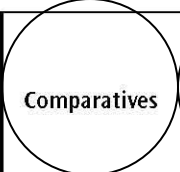
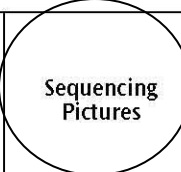
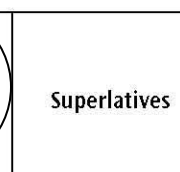
SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	 Action Identification in Pictures	 Auditory Per.: Localizing to Sound	 Body Part Identification	 Categorization: Sorting	 Following Directions	 Functional Object Manipulation	 Object Association	 Object Generalization	 Object Identification	 Object Permanence
	 Possession									

INTERMEDIATE	 Auditory Memory	 Categorization	 Function of Objects	 ID of Singular and Plural	 Multi-Step Commands	 Polar Concepts	 Prepositions: Body Placement	 Prepositions: Object Placement	 Same and Different	 Teaching "Quiet"

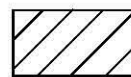
SECONDARY	 Comparatives	 Sequencing Pictures	 Superlatives

Domain Grid EXPRESSIVE LANGUAGE

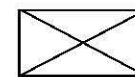
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Action ID in People	Action ID in Pictures	Action/Object Sentence Construction	Object Identification	Verbal Imitation: Phonemes	Verbal Imitation: Altern. Program
----------------	---------------------	-----------------------	-------------------------------------	-----------------------	----------------------------	-----------------------------------

INTERMEDIATE	Approp. Use of "Yes" and "No" with Objects	○	○	Body Part Identification	Categorization	○	○	○	○	Function of Objects
	ID of Singular and Plural	Naming Missing Objects	Possession	○	○	○	○	Sentence Construction: Subj/Action/Object	Verb Tense: Future	Verb Tense: Regular Past Tense

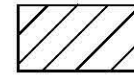
SECONDARY	Comparatives	Compare and Contrast	○	○	○	Discrimination betw. Real and Make-Believe	Identifying Absurdities	○	Verb Tense: Irregular Past Tense
------------------	--------------	----------------------	---	---	---	--	-------------------------	---	----------------------------------

Domain Grid PRAGMATIC

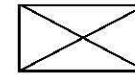
STUDENT'S NAME: _____

DATE: _____

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



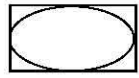
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Choice-Making	Communicating Basic Desires and Needs	Gestural Communication	Turn-Taking	Waiting for Desired Item
----------------	--------------------------	--	---------------------------------------	------------------------	---

INTERMEDIATE	Approp. Resp. to Undesirable Situations	Appropriate Use of "Yes" and "No"	Commenting	Gaining Adult Attention	Increasing Child-Initiated Requests
---------------------	--	--	-----------------------	--	--

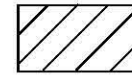
SECONDARY	Answering Topical Questions	() Asking Questions	Conversation	() Recalling Events	() Sequencing	Story-Telling	Topical Conversation
------------------	-----------------------------------	-------------------------	--------------	-------------------------	-------------------	---------------	-------------------------

Domain Grid VOCATIONAL

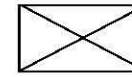
STUDENT'S NAME: _____

DATE: _____

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



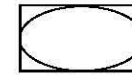
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Automated Paper Folding	Can Crushing (for recycling)	Cleaning a Mirror	Cleaning a Sink	Cleaning a Toilet	Envelope Stuffing	Packing a Box	Putting Up Chairs	Shredding Paper	Single Object Assembly
	Sorting (Basic)	Taking Down Chairs	Trash Collecting (from a parking lot)	Using a Hole Punch	Using a Stapler					

INTERMEDIATE	Address Stamping	All-Occasion Card-Making	Assembly	Breaking Boxes	Bldg. Maint.: Dusting	Bldg. Maint.: Emptying Wastebaskets	Bldg. Maint.: Vacuuming	Bldg. Maint.: Washing Windows	Cashing A Check	Crafts: Cutting out Patterns
	Crafts: Decorating with Glue	Crafts: Decorating with Paint	Crafts: Tracing	Following a Schedule	Increased Task Duration	Labeling	Making a Schedule	Packaging	Paper Folding	Photocopying
	Productivity	Recycling	Sorting	Stamping (postage)	Stocking Merchandise (on hooks)	Stocking Paper Towels (C-fold)	Stocking Shelves	Stocking Toilet Paper		

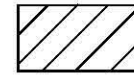
SECONDARY	Answering the Telephone	Binding	Cleaning: Bathroom	Clerical Filing	Collating Numbered Pages	Data Entry	Food Assembly (using a model)	Inventory	Keyboarding: Letter Location	Laminating: Portable Machine
	Laminating: Standard Machine	Mail Sorting	Packaging From a List	Stocking Hand Soap Dispenser	Stocking Library Books	Stocking Perishables	Stocking Refrigerator (grocery stores)	Stocking Snack Machine	Stocking Soda Machine	Taking a Phone Message
	Using a Cash Register	Using a Locker w/ Combination Lock	Using a Locker w/ Key Lock	Using a Vending Machine	Weighing Mail					

Domain Grid SELF-CARE

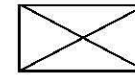
STUDENT'S NAME: _____

DATE: _____

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



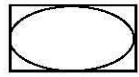
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY								
	Dressing: Coat (from floor)	Dressing: Pants	Dressing: Pullover Shirt	Hand Washing	Toilet Training: Urination	Tooth Brushing	Undressing: Pants	Undressing: Pullover Shirt

INTERMEDIATE									
	Dressing: Coat (from hook/hanger)	Dressing: Shoes	Dressing: Socks	Face Washing	Hair Brushing	Napkin Use	Snapping	Toilet Training: Bowel Movement	Undressing: Shoes and Socks

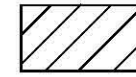
SECONDARY										
	Bathing	Buttoning	Deodorant Use	Nail Clipping	Shaving: Face	Shaving: Legs	Shaving: Underarms	Shoe Tying	Showering	Showering: Drying
	Use of Sanitary Napkin	Utensil Use: Cutting with Fork and Knife	Zippering: Unconnected Zipper							

Domain Grid PHYSICAL EDUCATION, RECREATION & LEISURE

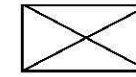
Record your student's progress on the chart below, using this "graphic key" as a reference.

STUDENT'S NAME: _____

DATE: _____



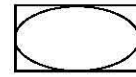
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Appropriate Use of Leisure Time	Arcade (Basic)	Bicycle Riding	Bowling (Basic – with Ramp)	Cardiovascular Fitness Exercises	Doing a Puzzle	Fast Food Restaurant Dining	Going to the Movies	Golf: Miniature (Basic)	Horseback Riding
	Library Use	Roller-Skating	Scooter Riding	Skiing Cross-Country	Taking a Break	Track and Field	Treadmill Use	Using a Personal CD Player	Using a VCR/DVD Player	Water Skills (Basic)

SECONDARY	Arcade (Advanced)	Basketball	Bocce	Bowling (Advanced)	Cardiovascular Fitness Routine	Cardiovascular Step	Community Dining	Doing a Word-Search	Golf: Driving Range	Golf: Miniature (Advanced)
	Horseshoes	Playing a Board/Card Game	Playing a Video Game	Skiing Downhill	Soccer	Swimming	Volleyball			



CASE #2

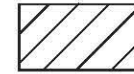
3-year old boy

Domain Grid LEARNING READINESS

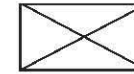
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMME
GO

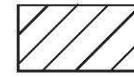
PRIMARY				
	Appropriate Sitting Behavior	Eye Contact on Command	Gross Motor Imitation	Simple One-Step Commands

Domain Grid PRE-ACADEMICS

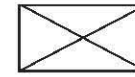
STUDENT'S NAME: _____

DATE: _____

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



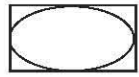
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Block Imitation	Body Part Identification (Receptive)	Fine Motor Imitation	Fine Motor Play	Matching Colors	Matching Letters	Matching Numbers	Matching Objects	Matching Shapes	Pre-Coloring
	Pre-Handwriting	Pre-Pattern Completion	Visual Tracking							

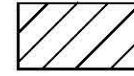
INTERMEDIATE	Body Part Identification (Expressive)	Coloring	Color Identification (Expressive)	Color Identification (Receptive)	Cutting	Letter Identification (Expressive)	Letter Identification (Receptive)	Matching Letters: Upper- to Lower-Case	Matching Object to Picture	Matching Picture to Picture
	Number Identif. (1-10) (Expressive)	Number Identif. (1-20) (Receptive)	Pattern Completion (1" Cubes or Parquetry)	Shape Identification (Expressive)	Shape Identification (Receptive)					

Domain Grid RECEPTIVE LANGUAGE

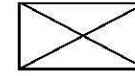
STUDENT'S NAME: _____

DATE: _____

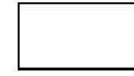
Record your student's progress on the chart below, using this "graphic key" as a reference.



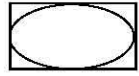
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Action Identification in Pictures	Auditory Per.: Localizing to Sound	Body Part Identification	Categorization: Sorting	Following Directions	Functional Object Manipulation	Object Association	Object Generalization	Object Identification	Object Permanence
	Possession									

INTERMEDIATE	Auditory Memory	Categorization	Function of Objects	ID of Singular and Plural	Multi-Step Commands	Polar Concepts	Prepositions: Body Placement	Prepositions: Object Placement	Same and Different	Teaching "Quiet"
---------------------	-----------------	----------------	---------------------	---------------------------	---------------------	----------------	------------------------------	--------------------------------	--------------------	------------------

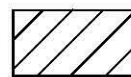
SECONDARY	Comparatives	Sequencing Pictures	Superlatives
------------------	--------------	---------------------	--------------

Domain Grid EXPRESSIVE LANGUAGE

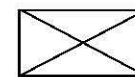
STUDENT'S NAME: _____

DATE: _____

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



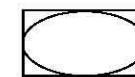
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Action ID in People	Action ID in Pictures	Action/Object Sentence Construction	Object Identification	Verbal Imitation: Phonemes	Verbal Imitation: Altern. Program
----------------	---------------------	-----------------------	-------------------------------------	-----------------------	----------------------------	-----------------------------------

INTERMEDIATE	Approp. Use of "Yes" and "No" with Objects	Attributes	Auxiliary Verb "To Be"	Body Part Identification	Categorization	Comprehension of "What"	Comprehension of "What Time"	Comprehension of "Where"	Comprehension of "Who"	Function of Objects
	ID of Singular and Plural	Naming Missing Objects	Possession	Pronouns: He, She, It, They	Pronouns: I, You	Pronouns: We	Sentence Construction: Subj/Action/Object	Verb Tense: Future	Verb Tense: Regular Past Tense	

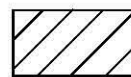
SECONDARY	Comparatives	Compare and Contrast	Comprehension of "Not"	Comprehension of "When"	Comprehension of "Why"	Discrimination betw. Real and Make-Believe	Identifying Absurdities	Opposites	Verb Tense: Irregular Past Tense
------------------	--------------	----------------------	------------------------	-------------------------	------------------------	--	-------------------------	-----------	----------------------------------

Domain Grid PRAGMATIC

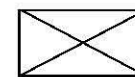
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Choice-Making	Communicating Basic Desires and Needs	Gestural Communication	Turn-Taking	Waiting for Desired Item
----------------	---------------	---------------------------------------	------------------------	-------------	--------------------------

INTERMEDIATE	Approp. Resp. to Undesirable Situations	Appropriate Use of "Yes" and "No"	Commenting	Gaining Adult Attention	Increasing Child-Initiated Requests
---------------------	---	-----------------------------------	------------	-------------------------	-------------------------------------

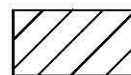
SECONDARY	Answering Topical Questions	Asking Questions	Conversation	Recalling Events	Sequencing	Story-Telling	Topical Conversation
------------------	-----------------------------	------------------	--------------	------------------	------------	---------------	----------------------

Domain Grid SELF-CARE

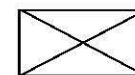
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Dressing: Coat (from floor)	Dressing: Pants	Dressing: Pullover Shirt	Hand Washing	Toilet Training: Urination	Tooth Brushing	Undressing: Pants	Undressing: Pullover Shirt
----------------	-----------------------------	-----------------	--------------------------	--------------	----------------------------	----------------	-------------------	----------------------------

INTERMEDIATE	Dressing: Coat (from hook/hanger)	Dressing: Shoes	Dressing: Socks	Face Washing	Hair Brushing	Napkin Use	Snapping	Toilet Training: Bowel Movement	Undressing: Shoes and Socks	Zippering: Connected Zipper
---------------------	-----------------------------------	-----------------	-----------------	--------------	---------------	------------	----------	---------------------------------	-----------------------------	-----------------------------

SECONDARY	Bathing	Buttoning	Deodorant Use	Nail Clipping	Shaving: Face	Shaving: Legs	Shaving: Underarms	Shoe Tying	Showering	Showering: Drying
	Use of Sanitary Napkin	Utensil Use: Cutting with Fork and Knife	Zippering: Unconnected Zipper							



CASE #3

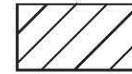
5-year old

Domain Grid LEARNING READINESS

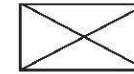
STUDENT'S NAME: _____

DATE: _____

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



ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMME
GO

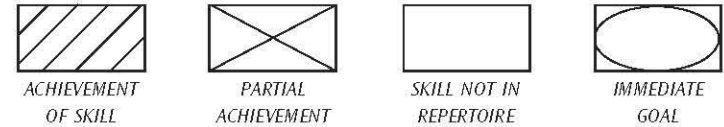
PRIMARY	Appropriate Sitting Behavior	Eye Contact on Command	Gross Motor Imitation	Simple One-Step Commands

Domain Grid PRE-ACADEMICS

STUDENT'S NAME: _____

DATE: _____

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



PRIMARY	Block Imitation	Body Part Identification (Receptive)	Fine Motor Imitation	Fine Motor Play	Matching Colors	Matching Letters	Matching Numbers	Matching Objects	Matching Shapes	Pre-Coloring
	Pre-Handwriting	Pre-Pattern Completion	Visual Tracking							

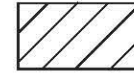
INTERMEDIATE	Body Part Identification (Expressive)	Coloring	Color Identification (Expressive)	Color Identification (Receptive)	Cutting	Letter Identification (Expressive)	Letter Identification (Receptive)	Matching Letters: Upper- to Lower-Case	Matching Object to Picture	Matching Picture to Picture
	Number Identif. (1-10) (Expressive)	Number Identif. (1-20) (Receptive)	Pattern Completion (1" Cubes or Parquetry)	Shape Identification (Expressive)	Shape Identification (Receptive)					

Domain Grid ACADEMICS

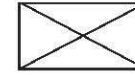
STUDENT'S NAME: _____

DATE: _____

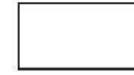
Record your student's progress on the chart below, using this "graphic key" as a reference.



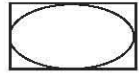
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	Counting Objects (1-10)	Matching Word to Picture	Money Identification (Expressive)	Money Identification (Receptive)	Rote Counting	Sequencing Letters (A-Z)	Sequencing Numbers (1-10)	Sight-Word Identification (Expressive)	Sight-Word Identification (Receptive)
----------------	-------------------------	--------------------------	-----------------------------------	----------------------------------	---------------	--------------------------	---------------------------	--	---------------------------------------

INTERMEDIATE	Addition: Double Digits (no Carrying)	Addition: Single Digits	Calculator Use for Mathematics	Handwriting (Copying)	Matching Sentence to Picture	Money Values	Reading Comp.: Following Printed Directions	Skip-Counting	Subtraction: Double Digits (no Borrowing)	Subtraction: Single Digits
---------------------	---------------------------------------	-------------------------	--------------------------------	-----------------------	------------------------------	--------------	---	---------------	---	----------------------------

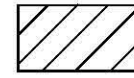
SECONDARY	Addition: Double Digits (with Carrying)	Counting Money	Dictation	Division: Single Digits	Identifying "Greater than" and "Less than"	Identifying "Whole" and "Half"	Linear Measurement	Multiplication: Single Digits	Phonics	Reading Comp.: Answering Questions
	Spelling	Subtraction: Double Digits (with Borrowing)	Telling Time: Analog Clock	Telling Time: Digital Clock						

Domain Grid RECEPTIVE LANGUAGE

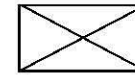
STUDENT'S NAME: _____

DATE: _____

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



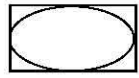
ACHIEVEMENT OF SKILL








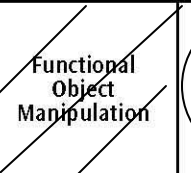
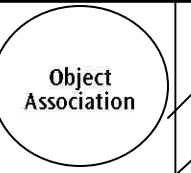
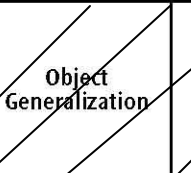
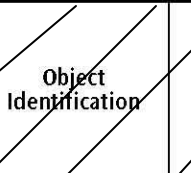
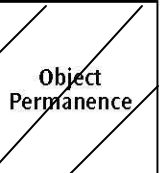
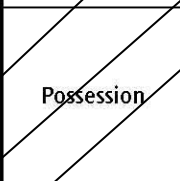
PARTIAL ACHIEVEMENT


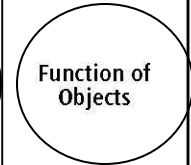


SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY	 Action Identification in Pictures	 Auditory Per.: Localizing to Sound	 Body Part Identification	 Categorization: Sorting	 Following Directions	 Functional Object Manipulation	 Object Association	 Object Generalization	 Object Identification	 Object Permanence
	 Possession									

INTERMEDIATE	 Auditory Memory	 Categorization	 Function of Objects	ID of Singular and Plural	Multi-Step Commands	Polar Concepts	Prepositions: Body Placement	Prepositions: Object Placement	Same and Different	Teaching "Quiet"
---------------------	---	--	---	---------------------------	---------------------	----------------	------------------------------	--------------------------------	--------------------	------------------

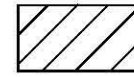
SECONDARY	Comparatives	Sequencing Pictures	Superlatives
------------------	--------------	---------------------	--------------

Domain Grid EXPRESSIVE LANGUAGE

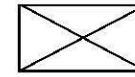
STUDENT'S NAME: _____

DATE: _____

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



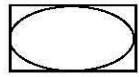
ACHIEVEMENT
OF SKILL




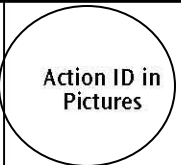


PARTIAL
ACHIEVEMENT



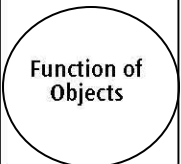



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	 Action ID in People	 Action ID in Pictures	Action/Object Sentence Construction	 Object Identification	 Verbal Imitation: Phonemes	Verbal Imitation: Altern. Program
----------------	---	---	-------------------------------------	---	---	-----------------------------------

INTERMEDIATE	Approp. Use of "Yes" and "No" with Objects	Attributes	Auxiliary Verb "To Be"	 Body Part Identification	 Categorization	Comprehension of "What"	Comprehension of "What Time"	Comprehension of "Where"	Comprehension of "Who"	 Function of Objects
	ID of Singular and Plural	Naming Missing Objects	 Possession	Pronouns: He, She, It, They	Pronouns: I, You	Pronouns: We	Sentence Construction: Subj/Action/Object	Verb Tense: Future	Verb Tense: Regular Past Tense	

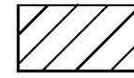
SECONDARY	Comparatives	Compare and Contrast	Comprehension of "Not"	Comprehension of "When"	Comprehension of "Why"	Discrimination betw. Real and Make-Believe	Identifying Absurdities	Opposites	Verb Tense: Irregular Past Tense
------------------	--------------	----------------------	------------------------	-------------------------	------------------------	--	-------------------------	-----------	----------------------------------

Domain Grid PRAGMATIC

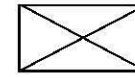
STUDENT'S NAME: _____

DATE: _____

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



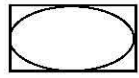
ACHIEVEMENT
OF SKILL



PARTIAL
ACHIEVEMENT



SKILL NOT IN
REPERTOIRE



IMMEDIATE
GOAL

PRIMARY	Choice-Making	Communicating Basic Desires and Needs	Gestural Communication	Turn-Taking	Waiting for Desired Item
----------------	---------------	---	---------------------------	-------------	-----------------------------

INTERMEDIATE	Approp. Resp. to Undesirable Situations	Appropriate Use of "Yes" and "No"	Commenting	Gaining Adult Attention	Increasing Child-Initiated Requests
---------------------	---	---	------------	----------------------------	---

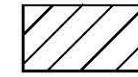
SECONDARY	Answering Topical Questions	Asking Questions	Conversation	Recalling Events	Sequencing	Story-Telling	Topical Conversation
------------------	-----------------------------------	------------------	--------------	------------------	------------	---------------	-------------------------

Domain Grid SELF-CARE

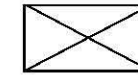
STUDENT'S NAME: _____

DATE: _____

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



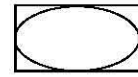
ACHIEVEMENT OF SKILL



PARTIAL ACHIEVEMENT



SKILL NOT IN REPERTOIRE



IMMEDIATE GOAL

PRIMARY								
	Dressing: Coat (from floor)	Dressing: Pants	Dressing: Pullover Shirt	Hand Washing	Toilet Training: Urination	Tooth Brushing	Undressing: Pants	Undressing: Pullover Shirt

INTERMEDIATE										
	Dressing: Coat (from hook/hanger)	Dressing: Shoes	Dressing: Socks	Face Washing	Hair Brushing	Napkin Use	Snapping	Toilet Training: Bowel Movement	Undressing: Shoes and Socks	Zippering: Connected Zipper

SECONDARY										
	Bathing	Buttoning	Deodorant Use	Nail Clipping	Shaving: Face	Shaving: Legs	Shaving: Underarms	Shoe Tying	Showering	Showering: Drying
	Use of Sanitary Napkin	Utensil Use: Cutting with Fork and Knife	Zippering: Unconnected Zipper							