Collaborating to Integrate Behavioral Practices into Early Childhood Education Settings

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Objectives for Session

• What Exactly is ABA?
• ABA Concepts for Learning
• Bay-Arenac Collaborative Project
• Expanding Learning Opportunities (ELO) Project
What does it mean to “Do” ABA?

• ABA as a SCIENCE

• ABA as a SERVICE (therapy)

• ABA as a PRACTICE

• ABA as an INTERVENTION

ABA Acronym

• **APPLIED:** In the Real World
  - Socially Significant
  - Long Term / Meaningful Change

• **BEHAVIOR:** Observable and Measurable
  - Increase and Decrease

• **ANALYSIS:** Scientific/Experimental
  - Relationship between environment and behavior
  - Demonstrate influence on behavior (functional control)
  - Replicable
  - Data-based
  - Ethical Standards
ABA as a **Science**
Cooper, Heron, and Heward (2007)

- ABA is the **SCIENCE** in which the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change.

ABA as a **Service**

**Autism insurance benefit legislation:**

- Private insurance benefit
- Public insurance benefit (Medicaid)

Service provided by credentialed / licensed professionals:
BCBA, BCaBA, Qualified Behavioral Health Professional (public health) behavior technicians
**ABA as a Practice**

**PRACTICE** of ABA includes:

- Use of ABA **INTERVENTIONS** that are based on scientific research and the direct observation and measurement of behavior and the environment to:
  - Increase behavior
  - Decrease behavior
  - Teach new skills
  - Maintain behaviors
  - Generalize behaviors
  - Teach the appropriate context of behaviors (when and where)

**ABA as an Intervention**

- Prompting
- Reinforcement
- Chaining
- Task Analysis
- Time Delay
- FBA
- Naturalistic Interventions
- DTT
- Pivotal Response Training
- PECS

http://autismpdc.fpg.unc.edu/implementations
Brain Changes from Behavioral Interventions

“This was the first trial to demonstrate that early behavioral intervention is associated with normalized patterns of brain activity, which is associated with improvements in social behavior, in young children with autism spectrum disorder.”
ABA Services and Schools

- “Coverage of ABA treatment for ASD by healthcare funders and managers should not supplant responsibilities of educational or governmental entities.”
- “ABA treatment must not be restricted a priori to specific settings but instead should be delivered in those settings that maximize treatment outcomes for the individual client.”
- “Consultation with other professionals helps ensure client progress through efforts to coordinate care and ensure consistency including during transition periods and discharge.”

ABA Guidelines for ASD by the BACB

ABA is not about a place. It involves using behaviorally-based interventions across settings to meet the learning needs of an individual.
What is ABA?

ABA is Good Teaching

We use behaviorally-based interventions in schools all the time!

What are we often missing?
• Data collection and analysis
• Fidelity of implementation

Turn and Talk (90 seconds)

• One thing you heard that was consistent with what you already knew or believed

• One thing that was new or sparked a question
Create as many structured learning opportunities as possible, individualized for each child so they can become actively engaged in typical learning and social activities.

Presenting Instruction

**3Rs**

- **Request** (Stimulus)
- **Response**
- **Reaction** (Consequence)

This is a learning opportunity
What are the 3 Rs?

The Basics of
Applied Behavior Analysis (ABA)

Presenting Instruction

REQUEST

RESPONSE

REACTION

Instruction/Stimulus

- “Do This”: Imitation
- “Match”: Pre-academic
- Model: Play Skills
- “Give me the . . .”: Receptive Language
- “Line up”: Classroom Routines
- Preferred item in sight: Request/Mand

REINFORCEMENT

PROMPT
Positive Reinforcement

- Increases behavior in the future
- Based on a preference assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural</td>
<td>Child says “Car” and you give him the car.</td>
</tr>
<tr>
<td>Social</td>
<td>High five, tickles</td>
</tr>
<tr>
<td>Activity</td>
<td>Swing, iPad, game</td>
</tr>
<tr>
<td>Tangible</td>
<td>Food, toy</td>
</tr>
<tr>
<td>Token</td>
<td>Sticker, check</td>
</tr>
</tbody>
</table>

Prompt Hierarchy
Collaborative Partnerships
**PRACTICING COLLABORATION**

**BAY-ARENAC ISD**

**WHAT IS COLLABORATION?**

• Best Practices says collaboration is a process by which two or more professionals engage in a nonhierarchical relationship to develop interventions.

• [...] partnerships involve families and educators working together as equal partners who share responsibility for the learning success of all students.

  • (NASP Position Statement, Partnerships Defined)
THE BUILDING BLOCKS
OF COLLABORATION

Components: WHO is involved in collaboration and WHERE it occurs

Barriers: WHAT stands in the way of effective collaboration

Strategies: HOW collaboration occurs

Outcomes: WHY we collaborate

COLLABORATION COMPONENTS

WHO:
• IEP TEAM
  • TEACHER
  • SPEECH/OT/PT/SCHOOL PSYCH
  • SPECIAL ED SUPERVISOR
• PARENTS
• ABA CLINICIAN
  • BCBA
  • RBT
• CMH CASE WORKER
PRACTICING COLLABORATION

WHERE: SCHOOL (IN PRESCHOOL GYM)

BARRIERS TO COLLABORATION

• Parents state the biggest barrier to their involvement is work schedules
• Professionals schedule and reimbursement
• Culture of participation:
  • education as a shared responsibility
  • teachers apathy of a long time of parental lack of responsiveness, or activities to draw parents in
  • parents feeling blamed for child's behaviors
  • ABA clinicians not feeling welcomed into schools
COLLABORATION STRATEGIES

HOW:

WHAT DOES IT MEAN TO BE A BCBA IN THE SCHOOL?

• ABA terminology translation
• Parent Education
• Staff Education
• Build rapport with outside ABA clinicians
• Attend IEP & regularly scheduled team meetings
• Releases signed & home/school communication

COLLABORATION STRATEGIES

HOW: ABA terminology translation

Automatic Reinforcement

• Reinforcement occurs independent of another person delivering it
• The response, itself, produces the reinforcement
• Examples
  • Wiggling your leg during a boring lecture to stimulate yourself and stay awake

Note: This does not mean the behaviors are automatic (i.e., “reflexive”); rather that the consequences are delivered automatically

SENSORY STRATEGIES & PREFERRED ACTIVITIES
# Collaboration Strategies

## HOW: ABA terminology translation

Table 1. Descriptions of five elementary verbal operants (Skinner, 1957)

<table>
<thead>
<tr>
<th>Verbal Operant</th>
<th>Antecedent events that evoke the operant</th>
<th>Response</th>
<th>Consequent events that strengthen the operant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mand</td>
<td>Motivating conditions (e.g., wants toy airplane)</td>
<td>Asking (e.g., <em>Airplane</em>)</td>
<td>Specified by the mand (e.g., Gets toy airplane)</td>
</tr>
<tr>
<td>Echoic</td>
<td>Verbal stimulus (vocal) (e.g., “Say ‘airplane’”)</td>
<td>Repeating (e.g., <em>Airplane</em>)</td>
<td>Generalized social reinforcers (e.g., “Right!”)</td>
</tr>
<tr>
<td>Tact</td>
<td>Nonverbal stimulus (e.g., ‘Airplane flies overhead’)</td>
<td>Labeling (e.g., <em>Look Mommy, Airplane</em>)</td>
<td>Generalized social reinforcers (e.g., “Wow! That’s really big!”)</td>
</tr>
<tr>
<td>Intraverbal</td>
<td>Verbal stimulus (any) (e.g., “Did you arrive by train?”)</td>
<td>Conversation (e.g., <em>No, airplane</em>)</td>
<td>Generalized social reinforcers (e.g., “Oh, how was the flight?”)</td>
</tr>
<tr>
<td>Textual</td>
<td>Verbal stimulus (textual) (e.g., Word: <em>AIRPLANE</em>)</td>
<td>Reading (e.g., <em>Airplane</em>)</td>
<td>Generalized social reinforcers (e.g., “Good reading!”)</td>
</tr>
</tbody>
</table>

NOTE: Functions that may involve complex language behavior (e.g., problem solving, remembering, joint control, emergent relations) are outside the scope of this paper. Readers interested in these topics are referred to Donahoe and Palmer (1994), Lowenkrum (2006), or Reifeld and Barnes-Holmes (2009).

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## Collaboration Strategies

## HOW: Parent Education

### Understanding Autism Spectrum Disorder

*A handbook designed with parents in mind*

### Family Focus Night

What: How the use of “Visual Supports,” or picture cues, can help your child follow home routines, go on community outings, participate in play activities, and follow behavior expectations. You will receive materials to take home after a brief presentation. Children are welcome, but not required to attend.
COLLABORATION STRATEGIES

How:

STAFF EDUCATION

Professional Development

Full Day
• Understanding Behavior
• VB-MAPP

½ day PD
• Reinforcement
• Differential Reinforcement
• Visual Supports
100% of a.m. students will increase in at least 1 level in one area on VB-MAPP
Teacher Report of using VB-MAPP

I am really enjoying getting to learn about this new assessment and how it ties into my curriculum for our new visually supported classroom. I am hoping that over the summer I have more time to spend with the Protocol Manual and learn how to score and implement even better. I am also looking for additional trainings in person and online for the summer.

COLLABORATION STRATEGIES

How: Rapport building with outside ABA

- Attend events outside of school
- Invite in for team meetings
- Host collaboration events
COLLABORATION STRATEGIES

How: Regularly scheduled team meetings

- Schedule all meetings for the year
  - Fridays that are open for ECSE team to hold IEPs
  - Parents know in advance for time off of work
  - ABA clinicians schedule

Parent input = socially significant goals Focus of the meetings

Preschool Home/School Communication

Student: _____________________________  Date: _____________________________

Behavior Concern:

<table>
<thead>
<tr>
<th>Where is behavior occurring?</th>
<th>Frequency: How often is this behavior occurring?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Randly</td>
</tr>
<tr>
<td>During routine daily care (bath, toileting, dress, etc.)</td>
<td></td>
</tr>
<tr>
<td>During community outings (Dr. groceries, etc.)</td>
<td></td>
</tr>
<tr>
<td>During transitions (leaving home, changing tasks)</td>
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<tr>
<td>Free or unstructured time (play, down time)</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Social Concern:

<table>
<thead>
<tr>
<th>Where is this occurring?</th>
<th>Frequency: How often is this occurring?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Randly</td>
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<td>Free or unstructured time (play, down time)</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Independence Concern: ______________________________________
Communication Concern: ______________________________________
Other: ______________________________________
MEETING MECHANICS & ACTION PLANS

Collaboration Strategies

How: Release of information & Home/School Communication

- Phone conferences
- Forms to improve sharing:
  - Evaluations
  - Progress notes
  - Daily communication
### Home Note

**TODAY WE WORKED ON...**

**BEHAVIOR**
- I had a Great Day!
- I followed the schedule
- There were challenging behaviors
- I had a Great job!

**WORK SITE**
- I followed the schedule
- There were challenging behaviors
- I had a Great job!

**SOCIAL PLAY**
- I asked for snack using my words
- I cleaned up after myself

**ADDITIONAL INFORMATION**
- I need to bring:

---

**DATE:** 4/12/18  
**TIME:** 6:00AM - 11:00AM

**MY COMMUNICATION**
- I was able to communicate with my needs and wants using words
- I was able to communicate with my needs and wants using words

**TRANSITIONS**
- I cleaned up on my own
- I cleaned up after myself

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**HOME WORK**
- I had a Great Day!
- I had a Great job!

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**PERSONAL INFORMATION**
- I ate well: Yes
- I used the toilet today: Yes
- BM: Yes
- I need the following items:
  - Extra clothes
  - Snacks
  - Juice/Drinks
  - Diapers
  - Wipes

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**Comments:**
- I did well with:
  - Following directions
  - Following my schedule
  - Working independently
  - Communicating my needs/wants

### Notes

- Date: 4/20/18
- Name: _________________________
OUTCOMES! WHY WE COLLABORATE

• Prioritizing Goals
• Everyone can learn something
• Think outside of the box
• Parents feel empowered
• All Team members feel heard

SOCially SIGNIFICANT GOALS: SIGNIFICANT TO WHO?

• There will be times, as a professional, you do not agree with the goals established - TEAM approach
• Take into account the child’s preferences, family culture, implementation fidelity, etc.
• Does the behavior interfere with:
  • progress toward IEP GOALS (impedes learning)?
  • or limit socialization opportunities (access to integrated environments)?
  • the development of independence (quality of life)?
Things we learned

### Practices for Early Childhood (2-5)

<table>
<thead>
<tr>
<th>Evidence-Based Practices</th>
<th>Academics &amp; Cognition</th>
<th>Deficit</th>
<th>Communication</th>
<th>Play</th>
<th>Social</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Computer Assisted Instruction</td>
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<td>2. Differential Reinforcement</td>
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<tr>
<td>3. Concepts for Children Training</td>
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<tr>
<td>4. Extinction</td>
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<tr>
<td>5. Functional Behavioral Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Functional Communication Training</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Naturalistic Interventions</td>
<td></td>
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<td></td>
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<tr>
<td>8. Parent Implemented Interventions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. Peer Mediated Instruction/Intervention</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Picture Reponse Training</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>12. Social Skills Training</td>
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</tr>
</tbody>
</table>

Everyone has an important contribution

Input/Education to and from:
- Medical Professional
- Case Manager, CMH
- Social Worker
- Coaches / Bus drivers
- Caregiver/Daycare Provider
- Grandparent/ other involved family members
- Community
  - library, grocery stores, etc.
WHAT IS MY FIRST STEP FOR BUILDING COLLABORATIVE EFFORTS?

A Collaborative Approach to Working with Young Children with ASD

Expanding Learning Opportunities (ELO) Project
**Project DATA**

- Extended, Intensive Instruction
- Technical and Social Support for Families
- Integrated Early Childhood Experience
- Quality of Life Influenced Curriculum
- Collaboration and Coordination


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**ELO Collaborative Toddler Program Structure**

- Early On Play Group: 1x/week, 1 hour
- ELO Group: 2x/week, 1 ¼ hours
- Home Visits: 2x/month
- Parent Coaching
- Explore eligibility for additional services
Coordination with ISD Early On Staff

- Early On staff develop and take data on the IFSP goals
- Early On staff take the lead on eligibility and re-evaluation
- Early On staff communicate with families about transition and placement
- ELO goals are shared with Early On team
- ELO faculty and instructors attend some team meetings
- ELO faculty and instructors participate in some home visits

ELO Goals and Targets for Teaching

Targeted goals embedded in all teaching session activities. Work on following a schedule, making transitions, participating in 1:1 and group activities, playing functionally with toys, acknowledging peers and adults, sitting for short periods, and responding to the instructor.
ELO Targeted Goals

- Independence
- Engagement and participation
- Manding
- Imitation
- Discrimination
- Social initiation
- Social responding
- Sitting
- Attending
- Following routines
- Accepting redirection
- Making choices
- Completing a task
- Transitions

Instructi onal Control

Instructional control means that the learner responds correctly and consistently when presented with any task or instruction.

Teaching a pattern of behavior to promote learning
Pairing

• Instructional control usually involves pairing yourself with reinforcement and slowly adding instructions.

• The goal of pairing is for the child to enjoy being with the instructor

• The more opportunities the child has to be reinforced by the instructor after following a direction, the quicker the child will learn to follow the instructions.
ELO Format of Teaching and Schedule for the Sessions

ELO Schedule

- Play with embedded learning goals
  - Table time
  - Circle time
  - Snack time
- Play centers with embedded learning goals
  - Table time
Play with Embedded Instruction
Table Time

*Could be run as a center in an EC classroom
Circle Time Schedule
*Refer to Monthly circle time calendar

1. Gather and sing hello song

2. Circle time manding activity

3. Circle time song of the day

4. Circle time activity (adjust as needed for different instructional groups)

5. Transition song to the schedule

---

Snack Time

[Image of a child and an adult in a classroom setting during snack time]
Choice Making and Picture Requesting

Play Centers with Embedded Instruction
Goal cards with targets in each of the following areas

- **C** – Communication goals
- **L** – Literacy
- **A** – Academic/Pre-academic goals (numbers, shapes, colors)
- **M** – Motor goals
- **S** – Social/Play goals

<table>
<thead>
<tr>
<th>Fishing</th>
<th>C: Communication</th>
<th>L: Literacy</th>
<th>A: Academic</th>
<th>M: Motor</th>
<th>S: Social</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Child requests fishing pole</td>
<td>- Child follows visual sequence of fishing activity (pick up pole, catch fish, put fish in bucket)</td>
<td>- Identifying color of fish “catch the blue fish”</td>
<td>- Catching fish with pole</td>
<td>- My turn/your turn</td>
</tr>
<tr>
<td></td>
<td>- Asks for help catching a fish</td>
<td>- Child matches color of fish with corresponding word card (example: yellow fish goes with card that says “yellow”)</td>
<td>- Label color of fish</td>
<td>- Releasing fish into bin</td>
<td>- High fives</td>
</tr>
<tr>
<td></td>
<td>- Adult asks if child wants a turn and child responses yes/no</td>
<td>- Child puts fish in bucket labeled with his or her name card</td>
<td>- Counting number of fish</td>
<td>- Put on fishing clothes</td>
<td>- Saying “Good job” to peers</td>
</tr>
<tr>
<td></td>
<td>- Child says how many fish they caught (“I got 3 fish!”)</td>
<td></td>
<td></td>
<td></td>
<td>- Telling peers which fish they caught “I caught the blue fish, what did you catch?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Try to catch all fish and put them in the bin</td>
<td></td>
<td>- Try to catch all fish and put them in the bin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sing songs</td>
<td></td>
<td>- Sing songs</td>
</tr>
</tbody>
</table>

4/20/2018
### Playdoh

#### C: Communication
- Child requests to have playdoh
- Inquire about what child is making/tell child to make a “snake”
- “My turn”/“your turn ___”
- Child requests certain color playdoh/labels color of playdoh

#### L: Literacy
- Follow picture sequence cards to make something
- Use letter cookie cutters and label letters and sounds
- Use letter mats on table
- Make rhymes out of play items (make - snake, roll - bowl)

#### A: Academics
- Identifying what they made with the playdoh
- Labeling colors
- Following directions for building an object (snowman, snake, etc.)
- Counting parts of the item you made
- Imitation with playdoh

#### M: Motor
- Rolling the playdoh with hands
- Opening and closing the container lid (fine motor)
- Pulling apart playdoh & squeezing it together
- Stacking the cones at the end

#### S: Social
- Taking turns with colors
- High fives after making something
- Asking peers what they are making/telling peers what they made
- Making it a game (“Look what I made! Can you make one to go with it?”)
- Sing songs (ex. “Clean up” song while cleaning up the playdoh)

### CLAMS Skill Targets for Young Students with ASD

#### Communication
- **Requesting**
  - Student asks for preferred items and adult provides many opportunities for requesting by providing only small amounts or stopping activities frequently until the child requests the item/activity
  - Adult prompts student to point to/touch item if student does not attempt to verbally request.

- **Choice-Making**
  - Adult presents two or more desired items and student points to or verbally labels the preferred choice.

- **Yes/No**
  - Adult prompts the student to indicate yes/no when an item is presented and a prompt is given, “do you want this?”
  - Adult may present multiple opportunities using preferred items to elicit “yes” and non-preferred items to elicit “no”.

- **Fill-ins**
  - Adult uses fill-ins by starting and not completing a common phrase, e.g., “_ready, set, ___”;
  - Pausing to allow the student an opportunity to complete.
  - Adult fills in the final portion if the student does not, and provides another opportunity at a later time.

#### Literacy
- **Recognizing/ Writing Name**
  - Student is prompted to identify his or her name from a field of names (can be a matching task, or supported by a picture)
  - Student practices writing name with accommodations, e.g., tracing highlighted letters

- **Sounds, Letters & Early Reading**
  - Adult provides sounds based and early reading activities, e.g., rhyme, alliteration, knowledge of alphabet, comprehension, retelling, and emergent reading.

- **Sequencing**
  - Student is supported to follow a visual sequence of steps within a routine or schedule (horizontal, vertical, or basic format)
Expanding Learning Opportunities (ELO)  
Program Summary for OAISD Team and Parents

Targeted goals are embedded within the teaching session activities. All children are also working on following a schedule, making transitions, participating in 1:1 and group activities, playing functionally with toys, acknowledging peers and adults, sitting for short periods, and responding to the instructor.

<table>
<thead>
<tr>
<th>Targeted Goals</th>
<th>Teaching Session Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Requests items with pictures</td>
<td>Choice play with embedded learning goals</td>
</tr>
<tr>
<td>2. Makes a choice from presented items</td>
<td>Table time</td>
</tr>
<tr>
<td>3. Follows one-step instructions</td>
<td>Small group/circle activity</td>
</tr>
<tr>
<td>4. Imitates actions with objects</td>
<td>Snack time</td>
</tr>
<tr>
<td>5. Identifies familiar people</td>
<td>Play centers with embedded learning goals</td>
</tr>
<tr>
<td>6. Imitates sounds and words</td>
<td>Table time</td>
</tr>
<tr>
<td></td>
<td>Good-bye song</td>
</tr>
</tbody>
</table>

Goal Descriptions

1. **Requests items with pictures**
   Logan is learning to ask for preferred foods and toys. We are using picture cards to prompt him to ask for items but he can also ask spontaneously. The goal we are working toward is spontaneous requests for items he wants.

2. **Makes a choice from presented items**
   Logan is learning to choose one desired item from an array of items. At this time, we are working on choosing one item when he is presented with three items.

3. **Follows one-step instructions**
   Logan is learning to independently follow a variety of one-step instructions. For example, some of these may include “raise your hand,” “put in,” “give me.”

4. **Imitates actions with objects**
   Logan is learning to copy other’s actions, such as modeling actions with musical instruments, pushing a car, and playing with playdough. To do this the instructor would model the action while saying, “do this” or “you do it.”

5. **Identifies familiar people**
   Logan is learning to identify familiar people (i.e. family members) in pictures. An array of 2-3 pictures are placed in front of him, and he is asked to identify someone. For example, the instructor would say, “Where is Mom?” or “Find Eva.”

6. **Imitates sounds and words (echoics)**
   Logan is learning to imitate what others say, including go and letter sounds. For example, we would say “ready, set, ___.” Logan then says “go.”
### Prompt Level Data Sheet

Data System  
Data Collection  
Data Review

**Student Name:** _____________________________  
**Start date:** _____________________________

#### Goal:

#### Target:

<table>
<thead>
<tr>
<th></th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First trial</td>
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<td>Last trial</td>
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<tr>
<td>TALLIES/NOTES</td>
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### EXPANDING LEARNING OPPORTUNITIES (ELO) SKILLS ASSESSMENT

**Child name:** _____________________________  
**Date:** _____________________________  
**Pre-ax**  
**Post ax**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Pre</th>
<th>Notes/Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness to Learn</td>
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</tr>
<tr>
<td>Sits in chair for 1 minute</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Sits in chair for 5 minutes</td>
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<tr>
<td>Sits in chair for 10 minutes</td>
<td>I Vs Vb PP FP</td>
<td></td>
</tr>
<tr>
<td>Orient to instruction when name is used</td>
<td>I Vs Vb PP FP</td>
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</tr>
<tr>
<td>Orient to name being called from anywhere</td>
<td>I Vs Vb PP FP</td>
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</tr>
<tr>
<td>Looks at item upon request - near</td>
<td>I Vs Vb PP FP</td>
<td></td>
</tr>
<tr>
<td>Looks at item upon request - far</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Makes a choice from an array of 2</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Makes a choice from an array of 3</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Makes a choice from an array of 4-6</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Motor Imitation</td>
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<tr>
<td>Initiates one action with object</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Initiates three actions with objects</td>
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<tr>
<td>Initiates various actions with various objects</td>
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<tr>
<td>Initiates one motor movement</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Initiates three motor movements</td>
<td>I Vs Vb PP FP</td>
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<tr>
<td>Initiates multiple motor movements</td>
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<tr>
<td>Initiates 2-step motor movements (1-2)</td>
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</tr>
<tr>
<td>Initiates 2-step motor movements (multiple)</td>
<td>I Vs Vb PP FP</td>
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</table>

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**Notes/Tally:** 76
Collaborating for Implementation

- University partnership

- Training to Early On/Early Childhood Classroom staff to run the programs

- Community ABA providers providing services in coordination with early childhood programs
What is my first step for building collaborative efforts?

Turn and Talk

Questions

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Jen VanTol
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