



ABLLS-R to AFLS in Practice: (Assessment of Functional Living Skills)

Patrick Blevins, MA, BCBA



A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)

Objectives

Participants will:

- ✓ Identify the uses of the ABLLS and the AFLS
- ✓ Identify how each is used as an assessment and curriculum guide
- ✓ Choose areas to assess and teach based on student needs and characteristics
- ✓ Understand how to collect/graph student data and how to make lesson plans based off this data

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Rationale- Why ABLLS-R/AFLS?

- ✓ Assessment and curriculum guide in one!
- ✓ Addresses core deficits of ASD
- ✓ Covers broad range of functional skills
- ✓ Developmental sequence of targets/skill sets

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Rationale cont.- Why ABLLS-R/AFLS?

- ✓ Meaningful and measurable IEP goals and objectives
- ✓ Visual data collection (easy to see present levels and progress)
- ✓ Progress monitoring (progress towards goals)
- ✓ Useful in determining new skill areas to teach and which skills to maintain.

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Advantages of teaching in a developmental sequence

- Students are taught developmental skill sequences in which each skill is dependent on the acquisition of the preceding skill.
 - ✓ It's the way young children learn
 - ✓ For most students, developmental progressions are logical

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Is it always the best way?

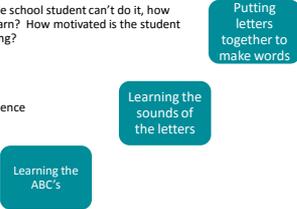
- Why not?
 - Students with a variety of disabilities may not follow a development sequence in learning
 - Students with disabilities get "stuck" on a skill
 - Students with disabilities may not have enough time to develop all skills in a sequence
 - Some skills in sequence are not meaningful for students with disabilities
 - Some skills are too important to teach developmentally

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Bottom up (developmental learning)

- Next skill – if a middle school student can't do it, how long will it take to learn? How motivated is the student /teacher to keep going?
- Next skill in the developmental sequence
- 1st skill – appropriate for young children



A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Top down learning

Reading for meaning

- What the skill will be used for in real life (Individual for each person)

Matching word to picture or action

- Creating meaning

Reading words

- Most adults read by sight most of the time

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



What does that have to do with the ABLLS and AFLS?

• Important considerations:

- ✓ How old is the student?
- ✓ How long has the student been working on a particular skill in a developmental sequence?
- ✓ What essential skills is the student "not yet ready" to learn?
- ✓ How much time does the student have left in school?
- ✓ Are you able to use age appropriate teaching strategies?

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS Program includes:

- Protocol guide
- Basic Living Skills Protocol (start here!)
- School Skills Protocol
- Home Skills Protocol
- Community Participation Skills Protocol
- Independent Living Skills Protocol
- Vocational Skills Protocol

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Rationale- Why AFLS? Why concentrate on functional skills?

- "The long-term goal of every learner, young and old, with any range of disabilities, should be the opportunity to reach his potential, with minimal supports, and being as overall independent as possible."

Partington, J. W. & Mueller, M. M. (2012)

- If not mastered, functional skills are those that will have to be done for the learner and not by the learner

Partington, J. W. & Mueller, M. M. (2012)

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



How does the AFLS differ from the ABLLS-R? How is it similar?

- Emphasis on functional skills that can be taught to learners of any age, verbal skill level, or cognitive level
 - ✓ Tasks begin with those that do not require verbal behavior
 - ✓ Receptive language skills precede expressive language skills
 - ✓ Skills build upon each other and may be grouped as a specific skill set or task analysis

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



How to choose which to use? AFLS vs. ABLLS-R, both?

- When to shift from conceptual/developmental learning to a functional skills program?
 - ✓ learners who are under the age of 5 who have mastered the skills included in the ABLLS-R
 - ✓ 9/10/11 year olds who score in the "early learner profile" as described in the ABLLS-R IEP development Guide.
 - ✓ **Regardless of any skill level, learners who are 12 years of age or older**
 - Consult the ABLLS-R to break down complicated verbal behavior skills

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS: Basic Living Skills (prerequisite) Domains, start here!

- Basic living Skills manual includes prerequisite skills needed for independence upon which other skills build

Functional skills are:

- ✓practical
- ✓everyday
- ✓essential

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS: Basic Living Skills Domains

- SM 1-25- Self-management
- BC 1-22 - Basic Communication (overlaps some of ABLLS-R)
- DR 1-37 – Dressing
- TL 1-41 – Toileting
- GR 1-34 – Grooming
- BT 1-13 – Bathing
- HS – 1 -39 - Health / safety / First aid
- NR – 1-14 - Nighttime Routines

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS: School Skills

- Criterion referenced assessment of typical skills that are necessary to independently navigate and interact with various school settings and personnel.
- Includes core academic and common social skills
- Accommodates all support levels
- Cover all ages and grade levels
- Incorporates the application of many of the learning to learn skills found in the ABLLS-R

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS: School Skills Domains

- CM 1-18 – Classroom mechanics
- MS 1-34 – Meals at school
- RE 1-54 – Routines & expectations
- SS 1-35 – Social Skills
- TN 1-39 – Technology
- KC 1-51 - Core academics (overlaps with some of the ABLLS-R)
- AA 1-55 – Applied academics

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



How To Read The Scoring

Guide

The assessment of each task is the criteria. Each task can have different levels of criteria ranging from 1-4. To be "awarded" criteria, task must be done INDEPENDENTLY!

Task	Score	Task Name	Task Objective	Question	Examples	Criteria	Notes
C17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select one of six or more pictures on a table	The student will select a specified picture for at least 100 common pictures when the picture is presented in an array of six or more pictures on a table in any position in front of the student	If you please six or more pictures of common objects on a table in any position and ask the student to select one of those items, can he select the name object?	The skill can be demonstrated with any type of selection response (e.g. point to, pick up, give me, touch, show me, where is, feed the)	1=recursively identifies 100 or more pictures and can identify several different examples (including novel examples) of most of those pictures when presented in an array of six or more pictures 3= 50 pictures of at least one example of the items when presented in an array of three or more pictures 2= 10 pictures; array of 3) 1= 5 pictures when presented in an array of three or more pictures	Modified See Appendix 3, Assessment and Lateral List

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Baseline Overview

Assessing and collecting data for each student in all domains (AFLS per each subset) until they "top out" in performance (score a zero on 2-3 consecutive skills/tasks)

- May include team members (SLPs, OTs, Social Workers)
- **True baseline = Not teaching, no prompts.**
- Thorough assessment of all skill areas (AFLS)

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Baselining- How To:

1. Create baseline packets for each student
2. Determine meaningful domains to assess first (IEP goals)
3. Collect & organize needed assessment materials
4. Begin assessment
5. Continue process until most domains have been assessed*
 - It is OK to initially prioritize based on academic/language related IEP goals, behavior goals and functional goals
6. Collaborate with your SLP, OT, Social worker to collect baseline data

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Baseline data: AFLS

The Assessment of Functional Living Skills - The AFLS™

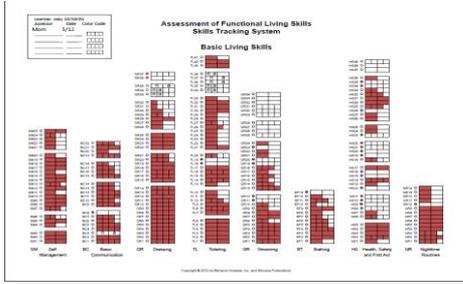
Item	Item ID	Item Description						
101	101	101	101	101	101	101	101	101
102	102	102	102	102	102	102	102	102
103	103	103	103	103	103	103	103	103
104	104	104	104	104	104	104	104	104
105	105	105	105	105	105	105	105	105
106	106	106	106	106	106	106	106	106
107	107	107	107	107	107	107	107	107
108	108	108	108	108	108	108	108	108
109	109	109	109	109	109	109	109	109
110	110	110	110	110	110	110	110	110

© 2007 by University of Kansas, Center for the Education of Children. All rights reserved. This instrument is available for use by individuals and organizations who have obtained a license from the University of Kansas, Center for the Education of Children. For more information, please contact the Center for the Education of Children, University of Kansas, 3835 Research Parkway, Lawrence, KS 66044. Phone: 785/843-8100. Fax: 785/843-8101. Email: cece@ku.edu. Website: www.cece.ku.edu

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Baseline data: AFLS



A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Baseline FAQs

- How do I know when to stop assessing a student?
 - > The little circle next to the task is for you to indicate that the task was assessed but the student scored 0
- Do I have to finish assessing one domain before moving on to the next one?
- Do I need to collect all materials for each domain before beginning baseline?
- Do I have to assess each task with the student?
 - > Consider IEP priorities and functional tasks

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Graphing Overview

Taking baseline data for each student and transferring it to the ABLLS graph

- Visual display of data
- Long term data collection system
- Accounts for regression/recoupment data
- Moves with student over time/helps with transitions to higher grades

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Why Graph data?

- Visual representation of student performance
- Graphing allows us to better understand and analyze the data we have collected
- An integral component of the AFLS
- Serves as an ongoing assessment piece(makes IEP progress reports a breeze!)
- Graphing process begins during baseline or once baseline is complete

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Graphing: Post baseline/ Pre lesson planning

- Each student will have their own AFLS graph
- All baseline data will be one color in the graph
- Each criteria level in a target has a " horizontal block" on the graph
- Transfer data from baseline packets for each student
- *Electronic graphs available for ABLLS-R only*

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Teaching/IEP/Lesson Planning Overview

Using data from graph, a weekly or bi-weekly lesson plan will be made for each student. Lessons/tasks can be taught **multiple times** a day.

- ✓ Serves as students direct instruction guide
- ✓ Continuous data collection/progress monitoring
- ✓ Teaching skills more than once per day promotes acquisition as well as maintenance & generalization

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Bonus- Instructional Strategies

What do you do when a target skill is not 'broken down' enough to teach?

Task Analysis: Task analysis is simply breaking down a target into the specific and detailed steps it takes to complete.

- Example: U15- Tie Shoes. Criteria- 2= Tie shoes without assistance 1=can do at least 1 step in shoe tying process
- The target U15 does not tell us how to teach this skill, so in instances like this we need to do a task analysis.

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Lesson Data Collection

The form includes sections for:

- Operationalized Target Behavior: This is where you describe the behavior or academic skill you want to increase.
- Measurable criteria: Specify the quantitative limit at 80% correct without prompts (independent).
- Procedure / Prompts: Describe which prompts will be used and how to fade them.
- Criteria: A grid for recording data points.
- Notes: A section for recording which sub-skills are included in each trial and any sub-skills that have been mastered or are mastered.
- Graph: A line graph showing the data points from the grid.
- Intervention: Describe how the behavior will be taught and reinforced.

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Lesson Data Collection example:

Domain: Reading, Task/Skill: Q2

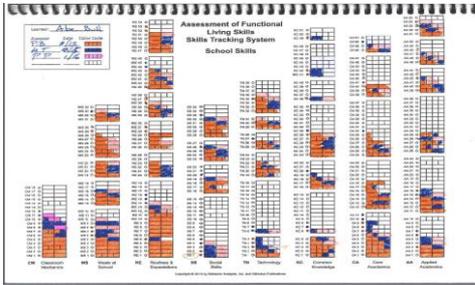
The example form shows handwritten entries for:

- Operationalized Target Behavior: Read a passage with 80% accuracy.
- Measurable criteria: 80% accuracy on 3 consecutive trials.
- Procedure / Prompts: Read a passage with 3 consecutive trials.
- Criteria: A grid with handwritten data points.
- Graph: A line graph showing an upward trend in accuracy.
- Intervention: Read passage correct responses (independent) with high praise.

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



AFLS: School Skills (2nd grading period)



A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Tips on data collection/graphing

- Score and graph after initial baseline at least once a grading period
- Use similar color code scoring sheet and graph
- Use data to inform progress towards goals and extended school year assessment
- Use data to inform FBAs and monitoring BIPs

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Materials Organization: (AFLS)

- Requires very little material prep (Except: verbal behavior skills)
- Uses naturalistic teaching: incorporate lessons into daily routines /leisure activities
 - ✓ Cafeteria
 - ✓ Bathroom breaks
 - ✓ Buses
 - ✓ transitions
- Contrive naturalistic settings: home-living, kitchen, living room, bedroom

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



IEP Goal Writing with the AFLS

- The AFLS basically writes your goals for you!
- Use the task name, task objective, and criteria to create the framework for a specific and measureable goal
- Use your graph to guide which targets to select as goals (Color coding will help with average time of skill acquisition)
- Work backwards when addressing academic and Common Core goals and objectives
 - Use Anchor strands and career readiness

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)



Contact Information:

- Patrick Blevins – prblevins@unmmg.org
- References:
 - Partington, J. (2008). *The assessment of basic language and learning skills*. Pleasant Hill, CA: Behavior Analysts, Inc.
 - Partington, J. & Mueller, M. (2012). *The assessment of functional living skills*. Pleasant Hill, CA: Behavior Analysts, Inc.
 - AFLS overview: <http://www.partingtonbehavioranalysts.com/page/afls-74.html>

A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)