

# ESSENTIAL FOR LIVING

The Assessment  
and  
Record of Progress [ARP] Manual

This file demonstrates how  
The ARP Manual can be used  
to document learner progress  
on skills that are part of  
Essential for Living

This file can also be used  
to practice recording  
learner progress  
in the ARP Manual

for         Sarah G        

Patrick McGreevy  
Troy Fry and Colleen Cornwall

Sarah G \_\_\_\_\_ is an 8 year old girl with a non-specific developmental disability who is being tested to determine if she meets the diagnostic criteria for Autism. She has participated in 3 years of intensive behavioral intervention. She has very limited speaking and listening repertoires and is currently functioning on Level 2 (18-30 months) of the VB-MAPP.

The staff introduced her to the Picture Exchange Communication System and later a tablet with Proloquo2Go software. They were unable to teach her to consistently make requests (i.e., to mand) with either system.

She is essentially non-verbal, with only occasional, understandable approximations of a few words. Since she does not exhibit repetitions of these or any other words, she was aligned with Vocal Profile 3.

After completing the procedures described in chapter 6, her education and treatment team decided that she should be taught to function as a speaker using [Alternative Method of Speaking 3 \(AMS 3\) -- Forming a Repertoire of Standard, Adapted, and Idiosyncratic Signs](#).

Since there was approximately a 6-year delay in her language and social skills, a new intervention plan was developed for her, which began with must-have functional skills from [Essential for Living](#). As progress was achieved on these skills, staff indicated that they would begin teaching should-have and good-to-have skills.

This file is composed of specific pages of the Assessment and Record of Progress (ARP) Manual that document Sarah's progress on must-have skills for the first four months of her new intervention plan. Progress achieved in the first three months is indicated by boxes filled in 'green', whereas progress in the first month of the next three-month period is indicated by boxes filled in 'red'. Sarah's performance during skills assessments is indicated in 'yellow', while skills that are not appropriate or necessary for her are indicated in 'blue'.

# ESSENTIAL FOR LIVING

## The Assessment and Record of Progress [ARP] Manual

### Learner

Name Sarah G\_\_\_\_\_

Birthdate May \_\_, 2007

School or Residence \_\_\_\_\_ School

Date of Initial Assessment August \_\_, 2015

**Vocal Profile** 1 2 **3** 4 5 6

### Methods of Speaking

**Primary** Standard, Adapted, and Idiosyncratic Signs (AMS 3)

Concurrent

Back-up

Secondary

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## What You Need to Know (NTK)

This manual, *The Assessment and Record of Progress [ARP] Manual*, accompanies...

### **Essential for Living (EFL): A Communication, Behavior, and Functional Skills Curriculum, Assessment, and Professional Practitioner's Handbook**

for children and adults with moderate-to-severe disabilities. This manual permits instructors and speech-language pathologists, along with behavior analysts, care providers, and parents, to record the performance of individual learners on assessments, including the Quick Assessment, and to track their subsequent progress on any of the skills in *Essential for Living* and any problem behaviors that have been assessed and for which a program of instruction or management has begun.



*The Essential Assessment and Record of Progress [EARP] Manual*, also accompanies *Essential for Living* and permits instructors, speech-language pathologists, behavior analysts, care providers, and parents to record a learner's performance on assessments and to track their subsequent progress 'only on The Essential Eight Skills [i.e., the Must-have Skills which are part of Domain 1 (R), Domain 2 (LR), Domain 4 (DLS), and Domain 6 (T)] and Problem Behaviors'.

Since these skills and problem behaviors can be part of a learner's education or support plan for several years, these manuals should follow learners as they move from one classroom, residence, or program to another.

Chapter 4 of *Essential for Living (EFL)* describes the conduct of an assessment of skill deficits. Chapters 7, 8, 9, and 11 also include specific instructions and examples of the assessment of specific skills. Begin an assessment by conducting Activity 1, using *The Quick Assessment* (see page 18) and *The ARP Manual*, or an abbreviated form of *The Quick Assessment* and *The EARP Manual*. As you become familiar with *EFL*, you may want to forego this activity and begin with Activity 2 [see *EFL*, chapter 6]. This activity includes determining the learner's vocal profile, that is, the extent to which the learner communicates effectively with spoken words, and if spoken words can function as the learner's primary method of speaking or if an alternative method is required. When this activity is completed, record this profile on the first page of either manual. For learners who require it, establish and confirm an alternative primary method of speaking (see *EFL*, chapter 6), and record this method on the first page of either manual.

Then, using either manual, proceed to Activity 3, which includes scanning the Essential Eight Skills (i.e., the must-have skills in Domains 1, 2, 4, and 6). Mark 'possible skill deficits' not suggested by Activity 1. Also, mark skills that are not appropriate or necessary for the learner. If there are no apparent 'must-have skill deficits', use *The ARP Manual* and continue the assessment with the 'should-have' and 'good-to-have' skills in each of the seven skill domains (see *EFL*, pp. 28-29). Then, conduct Activity 4, that is, confirm and determine the extent of the 'possible skill deficits' suggested by Activities 1 and 3, using procedures described and illustrated in chapter 4 of *EFL* (pp. 28-29). Using a specific symbol or color, mark the boxes that correspond to the learner's performance on each skill during the assessment. Conclude a skills assessment when you have confirmed and determined the extent of 5-8 'skill deficits'. Then, transfer information from this assessment to the summary diagram on page 3 of this manual, the alternative summary diagrams on pages 4-16 or pages 2-3 of *The EARP Manual*. When the learner has acquired some or all of the skills that were assessed, or when priorities change, conduct another assessment (i.e., conduct Activities 3 and 4).

Chapter 10 of *Essential for Living (EFL)* describes the conduct of an assessment of problem behavior. Using the guidelines described in this chapter, define and record the occurrence of specific problem behaviors for 6-10 days, along with the supports that these behaviors require. Then, transfer this information to graphic displays and mark the corresponding boxes in the summary diagrams on pages 155-156 of this manual or page 4 of *The EARP Manual*.

Then, develop an individual education or support plan (IEP or ISP) which includes the skill deficits confirmed during the assessment, along with problem behaviors and required supports that were defined and recorded. Begin teaching these skills and managing these behaviors using procedures described in chapters 7-11 and protocols described in chapter 12 of *EFL*. Record changes in learner performance on your own data sheets or probe data sheets which can be downloaded from [www.essentialforliving.com](http://www.essentialforliving.com). Then, periodically transfer information from these data sheets to pages 21-163 of this manual or pages 7-26 of *The EARP Manual* using specific symbols or colors to designate specific periods of time. Every 2-3 months, using the same symbols or colors, update the skills acquired and changes in problem behavior, along with the performance levels achieved, on pages 3-17 of this manual or pages 2-4 of *The EARP Manual*.

**ESSENTIAL FOR LIVING**  
**The Scope and Sequence of Skills and Problem Behavior (SS)**

↑ Less Functional        ↓ More Functional	Nice-to-have Answers to Questions: AQ14-15	Good-to-have Conversations: C1-3.3 & C4-6.2	Nice-to-have Time Skills: SLT11-17	Nice-to-have Writing or Typing Skills: WT7-12	↑ More Difficult        ↓ Less Difficult
	Nice-to-have Requests for Information and Other Advanced Requests : R84-90	Good-to-have Conversations: C1-3.2 & C7-13	Good-to-have Reading Skills: Rdg1-14	Good-to-have Writing or Typing Skills: WT1-6	
	Nice-to-have Listener Responses, Names, and Descriptions: LRND14-15		Good-to-have Schedules and Lists: SLT6-10	Nice-to-have Imitation Skills: Im3	
	Nice-to-have Advanced Requests: R80-83	Good-to-have Conversations: C1-3.1 & C4-6.1	Good-to-have Daily Living Skills: DLS-RDA1-9, DLS-LAC1-12, DLS-L1-14, DLS-C1-16, DLS-TC1-7, DLS-PF1-25		
	Good-to-have Requests with 2-4 Words, Signs, or Pictures: R71-79	Good-to-have Answers to Questions: AQ1-3.3 & AQ4-6.2	Good-to-have Responses to Text as a Listener: RTL1-14	Good-to-have Math Skills: Mth1-7	
	Good-to-have Special Requests: R49-70	Good-to-have Answers to Questions: AQ1-3.2 & AQ7-13	Nice-to-have Matching Skills: M12-13	Should-have Daily Living Skills: DLS-EDF10-28, DLS-MM1-9, DLS-Slp3-6, DLS-MT6-16, DLS-AHS16-19, DLS-Toil1-11, DLS-BPH1-21, DLS-D1-39, DLS-LAH1-13, DLS-SIT1-25, DLS-DAS1-6, DLS-V1-47	
		Good-to-have Answers to Questions: AQ1-3.1 & AQ4-6.1	Should-have Tolerating Skills: T-C1-15, T-Trp1-9, T-Slp6-8, T-DD2-4, T-BPH9-13, T-SIT1-8, T-EDF13-18, T-BH16-12, T-BDA1-10, T-Toil7-9, T-ORM1-10, T-ORD1-4, T-HC1-11		
	Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.3 & LRND4-6.2	Good-to-have Math Skills: Mth1-7			
	Should-have Requests and Related Listener Responses: Making Requests, Waiting, Accepting Removals, Completing Previously Acquired Tasks, and Accepting 'No' R22-48	Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.2 & LRND7-13			
		Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.1 & LRND4-6.1	Good-to-have Imitation Skills: Im1-2		
Should-have Listener Responses: Following Directions to Complete Routine Activities LR12-17		Good-to-have Matching Skills: M1-11	Should-have Basic Motor Movements: MM1-11		
<b>Problem Behaviors: Self-injurious, Aggressive, Destructive, Disruptive, or Repetitive ● Severe, Moderate, or Mild The Extent to which ● Psychoactive Medications, ● Protective Equipment, ● Mechanical Restraints, and ● Crisis Stabilization Procedures are used. The Extent to which ● Self-restraint Occurs and the Extent to which ● the Problem Behaviors Occur.</b>					
<b>Must-have Requests and Related Listener Responses: Making Requests, Waiting, Accepting Removals, Making Transitions, Sharing, and Taking Turns, Completing 10 Consecutive, Brief, Previously Acquired Tasks, and Accepting 'No' R1-21</b>	<b>Must-have Listener Responses Related to Health and Safety: LR1-L11</b>	<b>Must-have Tolerating Skills: T-BH1-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1</b>	<b>Must-have Daily Living Skills: DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8</b>		

Start ▲ here

**ESSENTIAL FOR LIVING**  
**A Summary of the Learner's Assessments and Subsequent Progress (SAP)**

AQ14 15	C5.2 2 3 4 5 6 C6.2 2 3 4 5 6 C3.3 2 3 4 5 6 C4.2 2 3 4 5 6 C1.3 2 3 4 5 6 C2.3 2 3 4 5 6	SLT15 16 17 SLT11 12 13 14	WT7 8 9 10 11 12
R89 90 R84 85 86 87 88	C12 2 3 4 5 6 C13 2 3 4 5 6 C10 2 3 4 5 6 C11 2 3 4 5 6 C8 2 3 4 5 6 C9 2 3 4 5 6 C3.2 2 3 4 5 6 C7 2 3 4 5 6 C1.2 2 3 4 5 6 C2.2 2 3 4 5 6	Rdg9 10 11 12 13 14 Rdg1 2 3 4 5 6 7 8	WT1 2 3 4 5 6
LRND15nd LRND15rec LRND14nd LRND14rec	C5.1 2 3 4 5 6 C6.1 2 3 4 5 6 C3.1 2 3 4 5 6 C4.1 2 3 4 5 6 C1.1 2 3 4 5 6 C2.1 2 3 4 5 6	SLT6 7 8 9 10	Mth13 14 15 16 Mth8 9 10 11 12
R80 81 82 83	AQ4.2 5.2 6.2 AQ1.3 2.3 3.3	DLS-TC1 2 3 4 5 6 7 DLS-L1 x x x x x 14 DLS-RDA1 x x x x x 9	DLS-PF1 x x x x x 25 DLS-C1 x x x x x 16 DLS-LAC1 x x x x x 12
R76 77 78 79 R71 72 73 74 75	AQ7 8 9 10 11 12 AQ1.2 2.2 3.2	RTL9 10 11 12 13 14 RTL1 2 3 4 5 6 7 8	Mth5 6 7 Mth1 2 3 4
R69 70 R68 R61 62 63 64 65 66 67 R60 R57 58 59 R49 50 51 52 53 54 55 56	AQ4.1 5.1 6.1 AQ1.1 2.1 3.1 LRND4.2 5.2 6.2 nd LRND4.2 5.2 6.2 rec ret rel LRND1.3 2.3 3.3 nd LRND1.3 2.3 3.3 rec ret rel	T-HC4 5 6 7 8 9 10 11 T-ORD3 4 T-HC1 2 3 T-ORM9 10 T-ORD1 2 T-ORM1 2 3 4 5 6 7 8 T-BDA9 10 T-Toil7 8 9 T-BDA1 2 3 4 5 6 7 8 T-BH16 7 8 9 10 11 12 T-EDF13 14 15 16 17 18 T-SIT1 2 3 4 5 6 7 8 T-BPH9 10 11 12 13 T-Slp6 7 8 T-DD2 3 4 T-Trp1 2 3 4 5 6 7 8 9 T-C10 11 12 13 14 15 T-C1 2 3 4 5 6 7 8 9	DLS-V34 x x x x x 47 DLS-V17 x x x x x 33 DLS-V1 x x x x x 16 DLS-DAS1 2 3 4 5 6 DLS-SIT14 x x x x x 25 DLS-SIT1 x x x x x 13 DLS-LAH1 x x x x x 13 DLS-D27 x x x x x 39 DLS-D14 x x x x x 26 DLS-D1 x x x x x 13 DLS-BPH11 x x x x x 21 DLS-BPH1 x x x x x 10 DLS-Toil1 x x x x x 11 DLS-AHS16 17 18 19 DLS-MT6 x x x x x 16 DLS-Slp3 4 5 6 DLS-MM1 x x x x x 9 DLS-EDF20 x x x x x 28 DLS-EDF10 x x x x x 19
R46 R47 48 R43 44 45 R40 R41 R42 R33 34 35 36 37 38 39 R30 31 R32 R27 28 R29 R25 R26 R22 23 24	LRND7 8 9 10 11 12 13 nd LRND7 8 9 10 11 12 13 rec ret rel LRND1.2 2.2 2.3 nd LRND1.2 2.2 3.2 rec ret rel LRND4.1 5.1 6.1 nd LRND4.1 5.1 6.1 rec ret rel LRND1.1 2.1 3.1 nd LRND1.1 2.1 3.1 rec ret rel LR15 16 17 LR12 13 14	SLT1 2 3 4 5 M7 8 9 10 11 M1 2 3 4 5 6	Im1 2 MM6 7 8 9 10 11 MM1 2 3 4 5

**SIB Agg Des Dis Rep ● Sev Mod Mild ● Med3+> Med3+ Med3+< Med2> Med2 Med2< Med1> Med1 Med1< -Med**  
**● PE>2 PE>1 PE PE<1 PE<2 PE<3 -PE ● MR>2 MR>1 MR MR<1 MR<2 MR<3 -MR**  
**● CS>5hW CS2-5hW CS1-2hW CS30m-1hW CS<30mW -CS ● SR>2 SR>1 SR SR<1 SR<2 SR<3 -SR**  
**● >100D 50-100D 20-50D 10-20D 1-10D <1D <1W <1M <1Y**

R16 R17 18 19 20 21 R14 R15 -1 2 3 4 5 6 7 8 9 10 R13 -1 2 3 4 5 6 7 8 9 10 R12 -1 2 3 4 5 6 7 8 9 10 R11 -1 2 3 4 5 6 7 8 9 10 R10 -1 2 3 4 5 6 7 8 9 10 R8 -1 2 R9 -1 2 3 4 5 6 7 8 9 10 R1 2 3 4 5 R6 R7 -1 2 3 4 5 6 7 8 9 10	LR10 LR11 LR7 LR8 LR9 LR4 LR5 LR6 LR1 LR2 LR3	T-BPH1 2 3 4 5 6 7 8 T-DD1 T-PEMR1 2 3 4 5 6 7 8 9 10 T-PTA1 2 3 4 5 6 7 8 9 10 11 T-PRM1 2 3 4 5 6 T-Slp1 2 3 4 5 T-Toil1 2 3 4 5 T-DM1 2 3 4 5 6 7 8 9 T-EDF1 2 3 4 5 6 7 8 9 10 11 T-BH11 2 3 4 5	DLS-HS5 6 7 8 DLS-HS1 2 3 4 DLS-AHS11 12 13 14 15 DLS-AHS6 7 8 9 10 DLS-AHS1 2 3 4 5 DLS-MT1 2 3 4 5 DLS-EDF8 9 DLS-Slp1 2 DLS-EDF1 2 3 4 5 6 7
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## ESSENTIAL FOR LIVING

### A Summary of the Learner's Assessments and Subsequent Progress on The Essential Eight Skills (SAP)

#### Must-have Indications of interest, Requests, and Related Listener Responses.... Part of Domain 1 (R)

Indications of Interest and Initial Requests	R1	R2	R3	R4	R5	R6	R7	1	2	3	4	5	6	7	8	9	10	
Special Requests and Waiting							R8	1	2	the circle indicates skill deterioration								
Accepting Removals							R10	1	2	3	4	5	6	7	8	9	10	
Completing Required Tasks, Sharing and Taking Turns							R11	R12	1	2	3	4	5	6	7	8	9	10
Making Transitions							R13	1	2	3	4	5	6	7	8	9	10	
Requests for Removal or Reduction and Accepting No	R14	R15	1	2	3	4	5	6	7	8	9	10	R16	1	2	3		
Additional Requests and Polite Refusals							R17	R18	1	2	3	R19	R20	R21				

#### Must-have Listener Responses: Following Directions Related to Health and Safety.... Part of Domain 2 (LR)

Following Directions Related to Health and Safety	LR1	LR2	LR3	LR4	LR5	LR6	LR7	LR8	LR9	LR10	LR11
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------

#### Must-have Daily Living Skills Related to Health and Safety.... Part of Domain 4 (DLS)

Eating, Drinking, and Feeding	DLS-	EDF1	EDF2	1	2	3	EDF3	1	2	3	EDF4	1	2	3	EDF5	1	2	3						
							EDF6	1	2	3	EDF7	1	2	3	EDF8	EDF9								
Sleeping																DLS-	Slp1	Slp2						
Mobility and Transportation																DLS-	MT1	MT2	MT3	MT4	MT5			
Avoiding Harm	DLS-	AHS1	AHS2	AHS3	AHS4	AHS5	AHS6	AHS7	AHS8	AHS9	AHS10	AHS11	AHS12	AHS13	AHS14	AHS15								
Other Activities Related to Health and Safety																DLS-	HS1	HS2	HS3	HS4	HS5	HS6	HS7	HS8

#### Must-have Tolerating Skills Related to Health and Safety.... Part of Domain 6 (T)

Basic Human Interaction																T-	BHI1	BHI2	BHI3	BHI4	BHI5						
Eating, Drinking, and Feeding																T-	EDF1	EDF2	EDF3	EDF4	EDF5	EDF6	EDF7	EDF8	EDF9	EDF10	EDF11
Daily Medical Procedures and Medication Administration																T-	DM1	DM2	DM3	DM4	DM5	DM6	DM7	DM8	DM9		
Sleeping																T-	Slp1	Slp2	Slp3	Slp4	Slp5						
Toileting																T-	Toil1	Toil2	Toil3	Toil4	Toil5						
Positioning and Range of Motion																T-	PRM1	PRM2	PRM3	PRM4	PRM5	PRM6					
Prosthetic, Therapeutic, and Adapted Equipment																T-	PTA1	PTA2	PTA3	PTA4	PTA5	PTA6	PTA7	PTA8	PTA9	PTA10	PTA11
Protective Equipment and Mechanical Restraints																T-	PEMR1	PEMR2	PEMR3	PEMR4	PEMR5	PEMR6	PEMR7	PEMR8	PEMR9	PEMR10	
Bathing and Personal Hygiene																T-	BPH1	BPH2	BPH3	BPH4	BPH5	BPH6	BPH7	BPH8			
Daily Dental Procedures																T-	DD1										

#### Legend

(enter a designated symbol or color in each box)

This skill is not appropriate or necessary for this learner (NA)      The learner's performance during an assessment

Changes in the learner's performance during successive periods of time after the initial assessment...

(circle one) one quarter, six months, one year, one school year, or \_\_\_\_\_

- |   |   |   |  |  |  |
|---|---|---|--|--|--|
| <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #90ee90;"></span> 1st. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #ffb6c1;"></span> 2nd. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 3rd. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 4th. period  | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 5th. period  | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 6th. period  |
| <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 7th. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 8th. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 9th. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 10th. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 11th. period | <span style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3;"></span> 12th. period |

Using a pencil, circle a skill or performance level in which a deterioration in performance has occurred.  
Erase this circle when performance has been re-established.



**A Detailed Account of the Learner's Assessments and Subsequent Progress**

**Domain 1: Requests and Related Listener Responses (R)**

**Must-have and Should-have Indications of Interest**

**R1-5. Interests of the learner... as determined by instructors, parents, and care providers, and... as indicated by the learner**

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Favorite Items and Activities Data Recording Form

Interests of the learner as indicated in an interview by persons who know the learner well...	Interests of the learner as indicated by learner...																								
NA	NA		NA		NA		NA		NA																
<b>R1:</b> Items and activities are ranked from most favorite to least favorite  All items and activities on this list go to <b>R2</b> or <b>R4</b>	<b>R2:</b> when items or activities are made available one at a time  All items and activities on the list or interests that are indicated go to <b>R3</b>		<b>R3:</b> when items or activities are given one at a time  When interest is indicated in four or more items or activities go to <b>R4</b>		<b>R4:</b> when items or activities are presented one at a time  When interest is indicated in four or more items or activities go to <b>R5</b> or <b>R7</b>		<b>R5:</b> when items or activities are presented two or more at a time  All interests that are indicated go to <b>R7</b>																		
1 cookies	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓		
2 iPad	1	2	3	4	5	1	2	3	4	5	✓	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓	
3 juice	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓		
4 music (CD player)	1	2	3	4	5	1	2	3	4	5	✓	①	②	③	④	⑤	✓	✓	✓	①	②	③	④	⑤	✓
5 tickling	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓		
6 pillow	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓		
7 hat	1	2	3	4	5	1	2	3	4	5	✓	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓	
8 rocking chair	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	①	②	③	④	⑤	✓		
9 being picked up	1	2	3	4	5	1	2	3	4	5	①	②	③	④	⑤	✓	✓	✓	①	②	③	④	⑤	✓	
10-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
11-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
12-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
13-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
14-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
15-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
16-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
17-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
18-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
19-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
20-	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5			
Items carried around by the learner or specific, repetitive behaviors the learner exhibits frequently:																									
1-																									
2-																									

- NA [ this skill is not appropriate or necessary for this learner ]
- [ the learner indicates interest in an item or activity ] / [ the learner does not indicate interest in an item or activity ]
- ✓ [ the learner indicates interest in an item or activity ]

**Must-have Requests and Related Listener Responses**

**NA** R6. Exhibits a reliable motor movement that permits a learner to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

IA	IM	1	2	5	10	Def
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When directed to do so by either of two people, on \_\_\_ consecutive occasions, learners exhibit a specific motor movement that will permit them to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- 1** on one occasion
- 2** on two consecutive occasions
- 5** on five consecutive occasions
- 10** on ten consecutive occasions
- Def** [ this motor movement is no longer occurring consistently ]

**NA** R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

1 cookies	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
2 iPad	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
3 juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
4 music (CD player)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
5 tickling	IA	IM	-SA	-DC	-RP	FP	PP	there was deterioration in this skill						
6 pillow	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
7 hat	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
8 rocking chair	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
9 being picked up	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
10	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- <M** when motivating events have occurred, but are weak
- NI** when the learner does not have sensory contact with the requested item or activity  
**(does not apply to some requests)**
- Def** [ requests are no longer occurring consistently ]

**NA** R8. Requests the opportunity to entertain themselves or to reduce anxiety by making stereotypic movements with highly preferred items or engaging in highly preferred stereotypic activities

1 (preferred item)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
2 (preferred activity)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def	

NA R9. Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time														
1	cookies	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
2	iPad	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
3	juice	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
4	music (CD player)	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
5	tickling	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
6	pillow	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
7	hat	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
8	rocking chair	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
9	being picked up	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
10		IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def

When directed to do so, learners wait for requests to be honored, without exhibiting problem behavior, without resisting or requiring prompts, without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, when strong motivating events occur, in the presence of either of two persons, and continue making other required responses on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- 1s for 1 second
- 2s for 2 seconds
- 5s for 5 seconds
- 10s for 10 seconds
- 20s for 20 seconds
- 1m for 1 minute
- 2m for 2 minutes
- 5m for 5 minutes
- 10m for 10 minutes
- 20m for 20 minutes
- Def [ 'waiting' is no longer occurring consistently ]

NA R10. Accepts the removal of access to 10 items or activities from R7 and R8 by a person in authority														
1	cookies	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
2	iPad	IA	IM	-SA	-DC	-RP	FP	there was deterioration in this skill						
3	juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
4	music (CD player)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
5	tickling	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
6	pillow	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
7	hat	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
8	rocking chair	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
9	being picked up	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
10		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

When directed to do so, learners relinquish access and accept the removal of preferred items or activities by persons in authority by continuing to make other required responses on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without elopement (i.e., without leaving the area)
- FP with a full physical or full demonstration prompt

**R10. (cont.)**

- PP** with a partial physical or partial demonstration prompt
- MP** with a minimal touch or minimal gestural prompt
- Ind** without prompts and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two persons in authority
- >M** when strong motivating events have occurred
- Def** [ this skill is no longer occurring consistently ]

<b>NA</b>	<b>R11. Completes 10 consecutive, brief, previously acquired tasks</b>
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IA	IM	1	2	5	10	Def
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When directed to do so by either of two people, and when strong motivating events occur, learners complete \_\_\_ consecutive, brief, previously acquired tasks between opportunities to make requests without problem behavior and without complaints on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- 1** one brief task
- 2** two consecutive, brief tasks
- 5** five, consecutive, brief tasks
- 10** ten, consecutive, brief tasks
- Def** [ these tasks are no longer being completed consistently ]

<b>NA</b>	<b>R12. Shares or takes turns obtaining access to each of the items and activities in R7 and R8 with an instructor, care provider, parent, or peer</b>
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1	cookies	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
2	iPad	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
3	juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
4	music (CD player)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
5	tickling	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
6	pillow	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
7	hat	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
8	rocking chair	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
9	being picked up	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
10		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

When directed to do so, learners share, take turns or make transitions on three consecutive occasions..

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical or full demonstration prompt
- PP** with a partial physical or partial demonstration prompt
- MP** with a minimal touch or minimal gestural prompt
- Ind** without prompts and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- >M** when strong motivating events have occurred
- Def** [ sharing and taking turns with this item or activity or making transitions are no longer occurring consistently ]

<b>NA</b>	<b>R13. Makes transitions from preferred items and activities to required tasks</b>
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1	cookies	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
2	iPad	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
3	juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

R13. (cont.)

4	music (CD player)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
5	tickling	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
6	pillow	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
7	hat	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
8	rocking chair	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
9	being picked up	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
10		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

performance levels: same as R12

NA	<b>R14. Makes a generalized request for the removal or reduction in intensity of 1-4 situations</b>
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IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def
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When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without elopement (i.e., without leaving the area)
- FP with a full physical, full demonstration, or full echoic prompt
- PP with a partial physical, partial demonstration, or partial echoic prompt
- MP with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind without prompts, without scrolling, and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two people
- <M when motivating events have occurred, but are weak
- Def [ requests are no longer occurring consistently ]

NA	<b>R15. 'Accepts no' after making requests for items and activities that were taught and are often honored (R7, R8, and R14)</b>
----	--

1	cookies	IA	IM	-SA	-DC	2S	2P	>M	Def
2	iPad	IA	IM	-SA	-DC	2S	2P	>M	Def
3	juice	IA	IM	-SA	-DC	2S	2P	>M	Def
4	music (CD player)	IA	IM	-SA	-DC	2S	2P	>M	Def
5	tickling	IA	IM	-SA	-DC	2S	2P	>M	Def
6	pillow	IA	IM	-SA	-DC	2S	2P	>M	Def
7	hat	IA	IM	-SA	-DC	2S	2P	>M	Def
8	rocking chair	IA	IM	-SA	-DC	2S	2P	>M	Def
9	being picked up	IA	IM	-SA	-DC	2S	2P	>M	Def
10		IA	IM	-SA	-DC	2S	2P	>M	Def

When directed to do so, learners 'accept no' after making requests that were taught and are often honored' without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, and continue making other required responses on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- 2S in two or more settings
- 2P in the presence of either of two people
- >M when motivating events have occurred and are strong
- Def [ 'accepting no' is no longer occurring consistently ]

<b>NA</b>	<b>R16. 'Accepts no' after making requests for dangerous items and activities that were not taught and are never honored</b>													
	1 playing in the street	IA	IM	-SA	-DC	2S	2P	>M	Def					
	2	IA	IM	-SA	-DC	2S	2P	>M	Def					
	3	IA	IM	-SA	-DC	2S	2P	>M	Def					

When directed to do so, learners 'accept no' after making requests for dangerous items and activities that were not taught and are never honored' without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, and continue making other required responses on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- 2S** in two or more settings
- 2P** in the presence of either of two people
- >M** when motivating events have occurred and are strong
- Def** [ 'accepting no, never' is no longer occurring consistently ]

<b>NA</b>	<b>R17. Makes very forceful and repeated requests for a stranger, an intruder, a person teasing, threatening, bullying, or instigating a fight, or a person making sexual advances to 'go away'</b>																		
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def					

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- <M** when motivating events have occurred, but are weak
- Def** [ requests are no longer occurring consistently ]

<b>NA</b>	<b>R18. Makes a generalized request for help in a threatening or dangerous situation, by yelling "help", screaming, or otherwise making contact with an audience, calling '9-1-1', or activating a medical alert device</b>																		
	1 yelling "help"...	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def					
	2 calling 9-1-1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def					
	3 activating a medical alert device	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def					

<b>NA</b>	<b>R19. Makes a generalized request for an audience, followed by requests for items or activities in R7 and R8</b>																		
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def					

<b>NA</b>	<b>R20. Makes a request for a communication board, book, or device</b>																		
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def				

<b>NA</b>	<b>R21. Politely refuses access to preferred items or activities</b>																		
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def				

**R21. (cont.)**

When motivating events occur, learners politely refuse access to specific, preferred items, activities, or persons on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- <M** when motivating events have occurred, but are weak
- NI** when the learner does not have sensory contact with the requested item or activity
- Def** [ refusals are no longer occurring consistently ]

**Additional Must-have Requests and Related Listener Responses**

<b>NA</b>	<b>R21a.</b>
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<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
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When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- <M** when motivating events have occurred, but are weak
- NI** when the learner does not have sensory contact with the requested item or activity
- Def** [ requests are no longer occurring consistently ]

<b>NA</b>	<b>R21b.</b>
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1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>

**Should-have Requests and Related Listener Responses**

<b>NA</b>	<b>R22. Makes requests for highly preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available</b>
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1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
3	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
4	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
5	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
6	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
7	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
8	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
9	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>
10	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>2S</b>	<b>2P</b>	<b>&lt;M</b>	<b>NI</b>	<b>Def</b>

**Domain 2: Listener Responses, Names, and Descriptions (LR, LRND)**

**Must-have Listener Responses**

**Following Directions Related to Health and Safety**

<b>NA</b>	<b>LR1. Holds and maintains contact with the hand of an instructor, care provider, or parent when directed to do so</b>														
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>1s</td> <td>2s</td> <td>5s</td> <td>10s</td> <td>20s</td> <td>1m</td> <td>2m</td> <td>5m</td> <td>10m</td> <td>20m</td> <td>Det</td> </tr> </table>	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det
IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det			

When directed to do so, learners follow a specific direction, make a specific response, and continue making that response without exhibiting problem behavior, without resisting or requiring prompts, in two or more situations, and in the presence of either of two persons on three consecutive occasions for...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- \_\_s** \_\_ seconds [ this targeted period of time is set by the instructor or care provider ]
- \_\_m** \_\_ minutes [ this targeted period of time is set by the instructor or care provider ]
- Det** [ this listener response is no longer occurring consistently ]

<b>NA</b>	<b>LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so</b>													
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>-SA</td> <td>-DC</td> <td>-RP</td> <td>FP</td> <td>PP</td> <td>MP</td> <td>Ind</td> <td>2S</td> <td>2P</td> <td>Det</td> </tr> </table>	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det			

When directed to do so, learners follow directions and complete a required activity on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaining
- RP** without resistance to prompts and without elopement (i.e., without leaving the area)
- FP** with a full physical or full demonstration prompt
- PP** with a partial physical or partial demonstration prompt
- MP** with a minimal touch or minimal gestural prompt
- Ind** without prompts and without hesitation
- 2S** in two or more situations
- 2p** In the presence of either of two people
- Det** [ this listener response is no longer occurring consistently ]

<b>NA</b>	<b>LR3. Moves toward and stands or remains in a line when directed to do so</b>													
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>-SA</td> <td>-DC</td> <td>-RP</td> <td>FP</td> <td>PP</td> <td>MP</td> <td>Ind</td> <td>2S</td> <td>2P</td> <td>Det</td> </tr> </table>	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det			

<b>NA</b>	<b>LR4. Waits within arms length of an instructor, care provider, or parent, or waits in line when directed to do so</b>												
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>1s</td> <td>2s</td> <td>5s</td> <td>10s</td> <td>20s</td> <td>1m</td> <td>2m</td> <td>5m</td> <td>Det</td> </tr> </table>	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	Det
IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	Det			

performance levels: similar to LR1

<b>NA</b>	<b>LR5. Stands up, sits down, folds hands, lies down, or sits up when directed to do so</b>													
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>-SA</td> <td>-DC</td> <td>-RP</td> <td>FP</td> <td>PP</td> <td>MP</td> <td>Ind</td> <td>2S</td> <td>2P</td> <td>Det</td> </tr> </table>	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det			

performance levels: same as LR2

<b>NA</b>	<b>LR6. Moves from one location to another when directed to do so, while remaining next to an instructor, care provider, or parent, or while remaining in line</b>													
		<table border="1"> <tr> <td>IA</td> <td>IM</td> <td>-SA</td> <td>-DC</td> <td>-RP</td> <td>FP</td> <td>PP</td> <td>MP</td> <td>Ind</td> <td>2S</td> <td>2P</td> <td>Det</td> </tr> </table>	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det			

NA	LR7. Waits at a current location or a specific location when directed to do so
----	--

IA	IM	10s	20s	1m	2m	5m	Det
----	----	-----	-----	----	----	----	-----

performance levels: similar to LR1

NA	LR8. Moves to and remains in a designated area when directed to do so
----	---

IA	IM	20s	1m	2m	5m	10m	20m	Det
----	----	-----	----	----	----	-----	-----	-----

performance levels: similar to LR1

NA	LR9. Stops moving or engaging in a dangerous activity when directed to do so
----	--

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

performance levels: same as LR2

NA	LR10. Turns toward others when her/his name is called and makes two consecutive listener responses from LR1-9
----	---

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

NA	LR11. Fastens a seat belt while in a car, a car seat, or a mobility device and remains in the seat belt for gradually increasing periods of time when directed to do so
----	---

IA	IM	20s	1m	2m	5m	10m	20m	Det
----	----	-----	----	----	----	-----	-----	-----

performance levels: similar to LR1

**Additional Must-have Listener Responses**

**Following Directions Related to Health and Safety**

NA	LR11a.
----	--------

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

performance levels: same as LR2

NA	LR11b.
----	--------

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

NA	LR11c.
----	--------

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

NA	LR11d.
----	--------

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

**Should-have Listener Responses**

**Following Directions to Complete Routine Activities**

NA	LR12. Completes five activities of dressing or personal hygiene when directed to do so
----	--

1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det

performance levels: same as LR2

NA	LR13. Places items in designated locations when directed to do so
----	---

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

Domain 4: Daily Living and Related Skills (DLS)

Must-have Daily Living Skills Related to Health and Safety

Eating, Drinking, and Feeding

<b>NA</b>	<b>DLS-EDF1. Consumes thick or thickened liquids orally</b>	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
	When they encounter situations that require specific responses, learners exhibit single-response daily living skills on three consecutive occasions...																
	<b>NA</b> [ this skill is not appropriate or necessary for this learner ]																
	<b>IA</b> [ the initial assessment of this skill has been completed ]																
	<b>IM</b> [ instruction or management has begun ]																
	<b>-SA</b> without self-injurious, aggressive, or destructive behavior																
	<b>-DC</b> without disruptive behavior or complaints																
	<b>-RP</b> without resistance to prompts and without leaving the area																
	<b>FP</b> with a full physical or full demonstration prompt																
	<b>PP</b> with a partial physical or partial demonstration prompt																
	<b>MP</b> with a minimal touch or minimal gestural prompt																
	<b>Ind</b> without prompts and within two seconds																
	<b>PPA</b> [ performance of this task requires permanent partial assistance ]																
	<b>APD</b> [ performance of this task requires an environmental adaptation or prosthetic device ]																
	<b>CO</b> [ the critical outcome of this skill has occurred ]																
	<b>2S</b> [ the skill and the critical outcome have occurred in two or more settings ]																
	<b>2P</b> [ the skill and the critical outcome have occurred in the presence of either of two people ]																
	<b>Def</b> [ this daily living skill or its critical outcome are no longer occurring consistently ]																
<b>NA</b>	<b>DLS-EDF2. Consumes three thin liquids orally, including water</b>																
1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
3	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
<b>NA</b>	<b>DLS-EDF3. Consumes three soft foods</b>																
1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
3	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
<b>NA</b>	<b>DLS-EDF4. Chews three soft foods</b>																
1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
3	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
<b>NA</b>	<b>DLS-EDF5. Munches on three crunchy foods</b>																
1	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
2	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
3	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>		
<b>NA</b>	<b>DLS-EDF6. Chews three crunchy foods</b>																
1	crackers	<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
2		<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
3		<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
<b>NA</b>	<b>DLS-EDF7. Chews three chewy foods</b>																
1		<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
2		<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	
3		<b>IA</b>	<b>IM</b>	<b>-SA</b>	<b>-DC</b>	<b>-RP</b>	<b>FP</b>	<b>PP</b>	<b>MP</b>	<b>Ind</b>	<b>PPA</b>	<b>APD</b>	<b>CO</b>	<b>2S</b>	<b>2P</b>	<b>Def</b>	

NA	DLS-EDF8. Drinks with a sippy cup	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-EDF9. Drinks from a cup or glass	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-EDF9a.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-EDF9b.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-EDF9c.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-EDF9d.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det

### Sleeping

NA	DLS-Slp1. Goes to sleep at bedtime	Paddington Bear														
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-Slp2. Sleeps through the night until morning	Paddington Bear														
		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-Slp2a.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-Slp2b.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det

### Mobility and Transportation

NA	DLS-MT1. Transported from/to a bed, the toilet, a gait trainer, a walker, a wheelchair, or a MOVE device with a hoist	MR														
		IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	

When they encounter situations that require specific responses, learners exhibit... [ some or all of the responses (steps) of a multiple-response daily living skill ]... on three consecutive occasions without exhibiting problem behavior, without complaining, and without resisting or requiring prompts

**NA** [ this skill is not appropriate or necessary for this learner ]

**IA** [ the initial assessment of this skill has been completed ]

**IM** [ instruction or management has begun ]

**1st** one response (step) without prompts

**1/4** one fourth of the responses (steps) that are part of the skill without prompts

**1/2** one half of the responses (steps) that are part of the skill without prompts

**3/4** three fourths of the responses (steps) that are part of the skill without prompts

**Ind** all of the responses (steps) that are part of the skill without prompts

**\_m** all of the responses (steps) that are part of the skill without prompts and within \_ minutes

**PPA** [ some or all of the responses (steps) that are part of this skill require permanent partial assistance ]

**APD** [ some or all of the responses (steps) that are part of this skill require an environmental adaptation or prosthetic device ]

**CO** [ the critical outcome of this skill has occurred ]

**2S** [ the skill and the critical outcome have occurred in two or more settings ]

**2P** [ the skill and the critical outcome have occurred in the presence of either of two people ]

**Det** [ some or all of the responses (steps) that are part of this skill or its critical outcome are no longer occurring consistently ]

NA	DLS-MT2. Transports self from a bed or chair to the toilet with a return	MR
	IA IM 1st 1/4 1/2 3/4 Ind _m PPA APD CO 2S 2P Def	
NA	DLS-MT3. Transports self from a bed or chair to a wheelchair or a MOVE device with a return	MR
	IA IM 1st 1/4 1/2 3/4 Ind _m PPA APD CO 2S 2P Def	
NA	DLS-MT4. Transports self from a bed or chair to a walker or gait trainer with a return	MR
	IA IM 1st 1/4 1/2 3/4 Ind _m PPA APD CO 2S 2P Def	
NA	DLS-MT5. Transported in a wheelchair	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	

performance levels: same as DLS-EDF1 and same for all single-response skills in this domain

NA	DLS-MT5a.	MR
	IA IM 1st 1/4 1/2 3/4 Ind _m PPA APD CO 2S 2P Def	

performance levels: same as DLS-MT1 and same for all multiple-response skills (MR) in this domain

NA	DLS-MT5b.	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	

performance levels: same as DLS-EDF1 and same for all single-response skills in this domain

**Avoiding Harmful Items, Substances, and Situations**

NA	DLS-AHS1. Does not pick up knives, scissors, and razors without supervision or training	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS2. Does not take medications without supervision or training	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS3. Does not use cleaning fluids without supervision or training	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS4. Does not touch insecticides	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS5. Does not walk after dark without a companion	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS6. Does not walk on wet floors	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS7. Does not turn on hot water before cold water	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS8. Does not enter pools, hot tubs, lakes, or rivers without supervision	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS9. Does not touch matches or lighters	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS10. Does not plug in or touch an iron	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	
NA	DLS-AHS11. Does not pick up car keys	
	IA IM -SA -DC -RP FP PP MP Ind PPA APD CO 2S 2P Def	

NA	DLS-AHS12. Does not put harmful, non-nutritive items in their mouth	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS13. Does not put anything in their eyes, ears, nose, rectum, urethra, or vagina	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS14. Does not run into the street and cross the street without supervision	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS15. Does not talk to, walk with, get in a car with, or open the door to a stranger	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS15a.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS15b.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-AHS15c.	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det

## Other Activities Related to Health and Safety

NA	DLS-HS1. Performs required exercises or therapeutic activities	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS2. Looks both ways, waits for traffic to clear, and crosses the street quickly	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS3. Wears external clothing appropriate to weather conditions	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS4. Fastens and remains in a seat belt for the duration of specific trips	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-HS5. Attends medical appointments	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-HS6. Attends dental appointments	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-HS7. Attends therapy appointments	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
NA	DLS-HS8. Engages in safe, personal, sexual behavior in an appropriate setting	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS8a.	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS8b.	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS8c.	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR
NA	DLS-HS8d.	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det	MR

Domain 6: Tolerating Skills and Eggshells (T)

Must-have Tolerating Skills Related to Health and Safety

Basic Human Interaction

NA	<b>T-BHI1. The sight, sound, or scent of an unfamiliar person</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
<p>After exposure to this situation, learners resume ongoing activities for ___ (seconds/minutes) or complete ___ (1/4, 1/2, 3/4, or all of) these activities, without prompts, without self-injurious, aggressive, destructive, or disruptive behavior, without complaints, and without leaving the area on three consecutive occasions...</p> <p><b>NA</b> [ this skill is not appropriate or necessary for this learner ]</p> <p><b>IA</b> [ the initial assessment of this skill has been completed ]</p> <p><b>IM</b> [ instruction or management has begun ]</p> <p><b>Egg</b> [ situations are avoided because problem behavior occurs ]</p> <p><b>-Egg</b> [ situations are no longer avoided because problem behavior occurs ]</p> <p><b>10s</b> for 10 seconds</p> <p><b>1m</b> for 1 minute</p> <p><b>1/4</b> for 5 minutes or 1/4 of the required duration of an activity</p> <p><b>1/2</b> for 10 minutes or 1/2 of the required duration of an activity</p> <p><b>3/4</b> for 20 minutes or 3/4 of the required duration of an activity</p> <p><b>Ind</b> for 1 hour or the required duration of an activity</p> <p><b>Def</b> [ this tolerating skill is no longer occurring consistently ]</p>												

NA	<b>T-BHI2. In the same room with an unfamiliar person</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI3. In close physical proximity to an unfamiliar person</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI4. Demonstration prompts</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI5. Touch, physical guidance, or physical prompts</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI5a.</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI5b.</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-BHI5c.</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

Eating, Drinking, and Feeding

NA	<b>T-EDF1. A gastrostomy or nasogastric tube</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-EDF2. A feeding pump</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-EDF3. Thickened liquids</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	<b>T-EDF4. Liquids</b>	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

NA	T-EDF5. Baby food	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF6. Pureed foods	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF7. Soft foods	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF8. Mashed foods	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF9. An adapted spoon	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF10. An adapted cup, bowl, or plate	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF11. Solid foods	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF11a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF11b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF11c.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-EDF11d.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

Daily Medical Procedures and Medication Administration

NA	T-DM1. Medication hidden in food	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM2. Liquid medication from an oral syringe	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM3. Liquid medication from a spoon	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM4. Pills or vitamins	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM5. Oxygen from a nasal tube	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM6. An inhaler	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM7. Testing blood by pricking a finger	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM8. Insulin injection	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

NA	T-DM9. Ventilation and suction	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM9a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM9b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM9c.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DM9d.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

### Sleeping

NA	T-Slp1. Parents' bed	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp2. A crib	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp3. Own bed (prior to falling asleep)	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp4. Pajamas	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp5. Lights off	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp5a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Slp5b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

### Toileting

NA	T-Toil1. Someone changing your diaper	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Toil2. Potty chair or adapted toilet	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Toil3. Toilet	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Toil4. Catheter	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Toil5. A colostomy or ileostomy bag	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-Toil5a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def





NA	T-PEMR7. A jumpsuit	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR8. A Posey vest	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR9. Arm splints	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR10. A mat wrap or restraint board	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR10a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR10b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR10c.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-PEMR10d.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

**Bathing and Personal Hygiene**

NA	T-BPH1. Someone washing your hands	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH2. Someone washing your face	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH3. Someone washing your ears	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH4. Someone shampooing your hair	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH5. Someone brushing or combing your hair	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH6. A sponge bath	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH7. A tub bath	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8. A hoist	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8c.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

NA	T-BPH8d.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8e.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-BPH8f.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

Daily Dental Procedures

NA	T-DD1. Someone brushing your teeth	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DD1a.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DD1b.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-DD1c.	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def

Should-have Tolerating Skills

Clothing and Accessories

NA	T-C1. Someone putting on your clothes	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C2. Underpants	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C3. Undershirts	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C4. Bras	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C5. Shirts or tops	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C6. Shorts	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C7. Jeans	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C8. Pants or slacks	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C9. Shoes	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def
NA	T-C10. Socks	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Def











