

Initial Student Assessment – Beginner

Date: _____

Student: _____

DOB: _____

Age: _____

Attending			Imitation		
Sitting	Y/N		Gross motor im	Y/N	
Eye contact	Y/N		Im with objects	Y/N	
Responds to name	Y/N		Im with blocks	Y/N	
Joint Attention	Y/N		Fine motor im	Y/N	
First/Then Contingency	Y/N		Verbal im	Y/N	
Visual Performance			Oral motor im	Y/N	
Puzzles	Y/N				
Pegs	Y/N				
Shape sorter	Y/N		Requesting		
Beading	Y/N		Pointing	Y/N	
Colour with crayon	Y/N		Verbalizing	Y/N	
Matching			PECS	Y/N	
Identical objects	Y/N		Sign	Y/N	
Identical pictures	Y/N				
Objects to pictures	Y/N		Receptive Language Skills		
Pictures to objects	Y/N		Follows 1-step dir	Y/N	
Colours	Y/N		Id. body parts	Y/N	
Shapes	Y/N		Id. objects/pics	Y/N	
Letters	Y/N		Id. familiar ppl	Y/N	
Numbers	Y/N		Point to pic in book	Y/N	
Non-identical objects	Y/N		Expressive Language Skills		
Assoc. objects	Y/N		Labels objects	Y/N	
Intraverbals			Labels pictures	Y/N	
Fills in blanks	Y/N		Self-help Skills		
Social questions	Y/N		Removes shoes	Y/N	
Animal sounds	Y/N		Removes socks	Y/N	
			Removes pants	Y/N	
			Removes shirt	Y/N	
Play			Is toilet trained?	Y/N	
Functional toy play	Y/N				
Peek-a-boo	Y/N				
Turn taking	Y/N				

Reinforcement:

1. Food
2. Drink
3. TV
4. Computer
5. Physical touch
6. Toys
7. Social Praise

Initial Student Assessment – Intermediate

Date: _____ **Student:** _____ **DOB:** _____ **Age:** _____

Attending			Intraverbals		
Sitting	Y/N		Social questions	Y/N	
Eye contact	Y/N		Animal sounds	Y/N	
Responds to name	Y/N		Wh-qu re: sentence	Y/N	
Joint Attention	Y/N		Wh re: picture	Y/N	
Follows a Point	Y/N		Wh re: topic	Y/N	
Follows Eye Gaze	Y/N		Recalls events	Y/N	
Imitation					
Fine motor im	Y/N				
2-step GMI	Y/N				
2+ step im with obj	Y/N		Social		
Block imitation	Y/N		Request from peer	Y/N	
Receptive and Expressive Language			Imitates peer		
Follow 2-step instr	Y/N		Follow peer instruct	Y/N	
Gives 2 items	Y/N		Label for peer	Y/N	
Verbs – 3-D	Y/N		Greetings	Y/N	
Verbs – 2-D	Y/N		Statement/statement	Y/N	
Env't objects	Y/N		Guess what	Y/N	
Familiar people	Y/N		Statement/question	Y/N	
Rooms	Y/N		Requesting		
Places	Y/N		Makes a choice	Y/N	
Function objects	Y/N		Yes/no	Y/N	
Function rooms	Y/N		For item w/ phrase	Y/N	
Function places	Y/N		For help, open	Y/N	
Function body parts	Y/N		Others to perform action	Y/N	
Features	Y/N		For attn: "Look?"	Y/N	
Category	Y/N		Wh-questions	Y/N	
Attributes	Y/N		Verbal Imitation		
Prepositions	Y/N		Sounds	Y/N	
Sequencing	Y/N		Words	Y/N	
Emotions	Y/N		Phrases	Y/N	
Env't sounds	Y/N		Play		
Comm helpers	Y/N		Toys as designed	Y/N	
Pronouns	Y/N		Mult actions w toy	Y/N	
Possession	Y/N		Pretends with toys	Y/N	
Gender	Y/N		Pretends – role play	Y/N	
What's missing?	Y/N		Board games	Y/N	
Yes/no factual	Y/N		Peer games	Y/N	
3-word phrases	Y/N		Vocalizes	Y/N	
I see/ I have	Y/N		Turn taking	Y/N	

Initial Student Assessment – Intermediate – Cont'd Page 2

Student: _____

Date: _____

Self-Help Skills			Pre-Academic Skills		
Drinks from a cup	Y/N		Id's colours	Y/N	
Uses fork/spoon	Y/N		Id's shapes	Y/N	
Uses napkin	Y/N		Id's letters	Y/N	
Toilet trained	Y/N		Id's numbers	Y/N	
Blows nose	Y/N		Rote counts to 10	Y/N	
Brushes teeth	Y/N		Counts objects 1:1	Y/N	
Puts on pants	Y/N		Gives # from pile	Y/N	
Puts on shirt	Y/N		Matches letters	Y/N	
Puts on coat	Y/N		Matches words	Y/N	
Puts on shoes	Y/N		Sequences #/letters	Y/N	
Puts on socks	Y/N		Same/different	Y/N	
Washes hands	Y/N		More/less	Y/N	
Eats variety of food	Y/N		Calendar	Y/N	
Brings meal to table	Y/N		Tells time	Y/N	
Cleans up after meal	Y/N		Indep worksheets	Y/N	
Gross Motor			Copies drawings	Y/N	
Rides bike/trike	Y/N		Copies #/letters	Y/N	
Throw and catch ball	Y/N		Identifies name	Y/N	
Shoot ball in hoop	Y/N		Drawing	Y/N	
Kick ball	Y/N		Writes name	Y/N	
Hop forward	Y/N		Pastes/glue	Y/N	
Hop on 2 feet	Y/N		Cuts with scissors	Y/N	
Balance on 1 foot	Y/N		Colours	Y/N	
Walk backwards	Y/N		Patterning	Y/N	
Walk sideways	Y/N				
Crawl	Y/N				

Reinforcement

1. Food
2. Drink
3. TV
4. Computer
5. Physical touch
6. Toys
7. Social Praise

Initial Student Assessment – Advanced

Date: _____ **Student:** _____ **DOB:** _____ **Age:** _____

Attending			Expressive Language and Intraverbals		
Eye contact	Y/N		VI phrases	Y/N	
Waits	Y/N		Advanced concepts	Y/N	
Transitions	Y/N		Wh-qu re: sentence	Y/N	
Joint Attention	Y/N		Wh re: picture	Y/N	
Follows a Point	Y/N		Wh re: topic	Y/N	
Follows Eye Gaze	Y/N		Guesses items	Y/N	
Requesting			Describes items	Y/N	
Approp protests	Y/N		Seriation	Y/N	
Others to perform action	Y/N		Sequencing	Y/N	
For attn: “Look”	Y/N		Before/after	Y/N	
Requests “where”	Y/N		Tells how	Y/N	
Requests “who”	Y/N		Why questions	Y/N	
Requests “what”	Y/N		When questions	Y/N	
Requests “which”	Y/N		Recalls events	Y/N	
Requests “when”	Y/N		Future events	Y/N	
Requests “how”	Y/N		Predicting	Y/N	
Requests “can/do”	Y/N		Inferencing	Y/N	
Requests “why”	Y/N		Aud processing	Y/N	
Requests with adj	Y/N		Barrier games	Y/N	
Request with prep	Y/N		Tells why same/diff	Y/N	
Request w pronoun	Y/N		Class – name some	Y/N	
Social	Y/N				
Request from peer	Y/N				
Imitate peer	Y/N				
Follow peer instruct	Y/N				
Greetings	Y/N				
Statement/statement	Y/N				
Guess what	Y/N		Play		
Statement/question	Y/N		Toys as designed	Y/N	
Comments	Y/N		Mult actions w toy	Y/N	
Extends convers	Y/N		Pretends with toys	Y/N	
Stays on topic	Y/N		Pretends – role play	Y/N	
Approp topics	Y/N		Plays video games	Y/N	
Do you like	Y/N		Board games	Y/N	
What’s favourite	Y/N		Peer games	Y/N	
			Tolerates losing	Y/N	
			Vocalizes during play	Y/N	

Initial Student Assessment – Advanced – Cont'd Page 2

Student: _____

Date: _____

Self-Help Skills			Pre-Academic Skills		
Dresses indep	Y/N		Sequences #/letters	Y/N	
Toilet trained	Y/N		Matches words	Y/N	
Bm trained	Y/N		Phonics sounds	Y/N	
Night trained	Y/N		Decodes phonetics	Y/N	
Washes hands	Y/N		Sight words	Y/N	
Blows nose	Y/N		Read sentences	Y/N	
Brushes teeth	Y/N		Comprehends	Y/N	
Eats variety of food	Y/N		Counts objects 1:1	Y/N	
Brings meal to table	Y/N		Gives # from pile	Y/N	
Cleans up after meal	Y/N		Addition	Y/N	
			Subtraction	Y/N	
			More/less	Y/N	
			Calendar		
			Indep worksheets	Y/N	
			Copies drawings	Y/N	
			Copies #/letters	Y/N	
			Prints name	Y/N	
			Journal	Y/N	
			Drawing	Y/N	
			Pastes/glue	Y/N	
			Cuts with scissors	Y/N	
			Colours	Y/N	

Classroom Goals:

1. Does the child go to school (if so, when, how often)?
2. Does the child have an EA? (private or through the board)
3. IEP in place?
4. Strengths at school?
5. Difficulties at school?

How to ABA

www.howtoaba.com

Use this chart to record which programs you're putting in place across multiple domains:

1. Attending/Incidental	1. Behaviour	1. Requesting
1. Receptive	1. Expressive/Tact	1. Intraverbal
1. Social	1. Play and Leisure	1. Visual Performance
1. Fine Motor	1. Math	1. Reading/Spelling
1. Other Academic	1. Gross Motor	1. Self-Care

How to ABA

www.howtoaba.com

References:

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Rogers, S.J. and Dawson, G. (2009). Play and Engagement in Early Autism: The Early Start Denver Model. Volume I: The Treatment. New York: Guilford Press.

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