

Child A Individual Treatment Plan

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Sample-Intermediate Learner

This sample treatment plan uses the ABLLS assessment to develop measurable treatment goals over a four month period. ABLLS is the Assessment of Basic Language and Learning skills. It is based on verbal behavior and is a common tool used in treating children with autism spectrum disorders.

A. Cooperation and reinforcer effectiveness

A11-Waits appropriately for up to five minutes if reinforcement delivery is delayed

C. Receptive language

C46-Will be able to select an item that is the “same” or “different” form an array of two items when shown a third item

C47-Will be able to follow instructions using at least 6 prepositions

C48-Will be able to follow directions using at least four pronouns

E. Echoics

E5-Readily and accurately imitates phrases of 6 or more words

E9-Will spontaneously imitate 4-word phrases 3 times per day

F. Requests

F13-14-Requests information using “what” and “where”

F15,16,17-Requests using “who/whose”, “which” and “when”

F25-Requests information using pronouns

G. Labeling

G8-Can label items using at least 2 different carrier phrases

G15- Will be able to name the function of at least 25 items

G30-Labels at least 4 prepositions

G32-Labels at least 3 pronouns

G34-Can emit labels with three different components

H. Intraverbals

H8,9-Fills in feature, function or class when given item

H11-Fills in item when given class

H16-17-Answers “what” and “where” questions

H19-Answers “who/whose” questions

H21-Answers “when” questions

H23-Answers “why” questions

H32-Answers questions concerning past or future events

J. Syntax and grammar

J3-Uses articles most of the time when appropriate

J8-Uses “am” or “is” with verbs to indicate present tense when appropriate

J9-Will add an “ed” to end of words to indicate past tense when appropriate

J16-Add suffixes to indicate comparisons

J17-Will be able to indicate specific items in phrases using “this”, “that”, “these”, etc.

K. Play and leisure skills

K6-Gives 5 verbal responses when playing with toys and talking to peers

K7-Will be able to act out roles or characters when playing

L. Social Interactions

L4-Responds to approaches and attempts to interact from peers

L15-Asks peers for a single item

L16-Sharing-asks for items to be shared

L17-Sharing-gives up items to others

M. Group instruction

M5-Raises hand to get teacher attention in 1:2 group 50% of the time

M8-Raises her hand to answer simple questions

M9-Raise her hand to be called upon when she knows an item being displayed

N. Follow classroom routines

N5-Independently works on academic activities for 20 minutes

N8-Will stand and wait appropriately for up to three minutes during transitions

R. Math

R10-Adds 2 numbers 1-20 without carrying

R16,18-Labels examples of “same” and “different”

R24,26-Labels examples of “more” and “less”

S. Writing

S8-Can neatly write all upper and lower case letters between the lines without a model

S9-Can neatly write numbers 1-100 without a model

T. Spelling

T5-Spells 25 words vocally

T6-Spells 25 dictated words

U. Dressing

U8-Can do at least one step in the shoe tying process

W. Grooming

W6-Can brush her teeth independently

Y. Gross motor

Y27-Pump while swinging