

# LEVEL 1

Mand-Level 1 Does the child use words, signs, or pictures to ask for desired items

1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (1-M)
2. Emits 4 different mands without prompts (except "what do you want?)- the desired item can be present (2-M)
3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (3-M)
4. Spontaneously emits (no verbal prompts) 5 mands- the desired item can be present (4-M)
5. Emits 10 different mands without prompts (except "what do you want?)- the desired item can be present (5-M)

Tact Level 1: Does the child tact people, objects, body parts, or pictures?

1. Tacts 2 reinforcing items (1-M)
2. Tacts any 4 items (2-M)
3. Tacts 6 non-reinforcing items (3-M)
4. Spontaneously tacts (no verbal prompts) 2 different items (4-M)
5. Tacts 10 items (5-M)

Listener Responding Level 1: Does the child attend to and respond to words spoken by others?

1. Attends to a speaker's voice by orienting toward the speaker 5 times (1-M)
2. Responds to hearing his own name 5 times (e.g. looks at the speaker) (2-M)
3. Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (3-M)
4. Performs 4 different motor actions on command, without a visual prompt (4-M)
5. Selects the correct item from an array of 4, for 20 different objects or pictures (5-M)

Visual Perceptual Skills and Matching-to-sample Level 1: Does the child attend to and respond to visual stimuli and match objects or pictures?

1. Visually tracks moving stimuli for 2 seconds, 5 times (1-M)
2. Grasps small objects with thumb, index finger, and middle finger (pincer grasp) 5 times (2-M)
3. Visually attends to a toy or book for 30 seconds(not a self-stim item) (3-M)
4. Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar) activities (4-M)
5. Matches any 10 identical items (5-M)

Independent Play Level 1: Does the child engage in independent play behavior that is automatically reinforcing?

1. Manipulates and explores objects for 1 minute (1-M)
2. Shows variation in play by independently interacting with 5 different items (2-M)

3. Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (3-M)
4. Independently engages in movement play for 2 minutes (4-M)
5. Independently engages in cause-and-effect play for 2 minutes (5-M)

Social Behavior and Social Play Level 1: Does the child attend to others and attempt to socially engage others?

1. Visually tracks and shows interest in people's movement at least 5 times (1-M)
2. Indicates that he wants to be help or physically played with 2 times (2-M)
3. Spontaneously looks (glances) at other children 5 times (3-M)
4. Spontaneously engages in parallel play near other children for a total of 2 minutes (4-M)
5. Spontaneously follows peers or imitates their motor behavior 2 times (5-M)

Motor Imitation Level 1: Does the child imitate the actions of other people?

1. Imitates 2 gross motor movements wen prompted with, *Do this* (1-M)
2. Imitates 4 gross motor movements wen prompted with, *Do this* (2-M)
3. Imitates 8 gross motor movements, 2 of which involve objects (3-M)
4. Spontaneously imitates the motor behaviors of others on 5 occasions (4-M)
5. Imitates 20 motor movements of any type (5-M)

Echoic Level 1: Does the child immediately repeat (echo) vowel and consonant phonemes, singly and in combinations?

1. Scores at least 2 on the EESA subtest (1-M)
2. Scores at least 5 on the EESA subtest (2-M)
3. Scores at least 10 on the EESA subtest (3-M)
4. Scores at least 15 on the EESA subtest (4-M)
5. Scores at least 25 on the EESA subtest (5-M)

Spontaneous Vocal Behavior Level 1: How often does the child spontaneously vocalize, and what is the nature of the vocalizations?

1. Spontaneously emits and average of 5 sounds each hour (1-M)
2. Spontaneously emits 5 different sounds, averaging 10 sounds each hour (2-M)
3. Spontaneously emits 10 different sounds, averaging 25 total sounds each hour (3-M)
4. Spontaneously emits 5 different whole word approximations (4-M)
5. Spontaneously vocalizes 15 whole words or phrases with appropriate intonation and rhythm (5-M)

## LEVEL 2

Mand Level 2: Does the child demonstrate frequent and spontaneous manding primarily controlled by motivation (MO)?

6. Mands for 20 different missing items without prompts (except “what do you want?”) (6-M)
7. Mands for others to emit 5 different actions or missing actions needed to enjoy a desired activity (7-M)
8. Emits 5 different mands that contain 2 or more words (8-M)
9. Spontaneously emits 15 different mands (9-M)
10. Emits 10 new mands without specific training (10-M)

Tact Level 2: Does the child tact nouns and verbs?

6. Tacts 25 items when asked, *What’s that?* (6-M)
7. Generalizes tacts across 3 examples of 50 items, tested or from a list of known generalizations (7-M)
8. Tacts 10 actions when asked, for example, “what am I doing?” (8-M)
9. Tacts 50 two-component verb-noun or noun-verb combinations, tested or from a list of known two-component tacts (9-M)
10. Tacts a total of 200 nouns and/or verbs, tested or from an accumulated list of known tacts (10-M)

Listener Responding Level 2: Is the child acquiring more advanced listener skills?

6. Selects the correct item from a messy array of 6, for 40 different objects or pictures (6-M)
7. Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (7-M)
8. Performs 10 specific motor actions on command (8-M)
9. Follows 50 two-component noun-verb and/or verb-noun instructions (9-M)
10. Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words (10-M)

Visual Perceptual Skills and Matching-to-sample Level 2: Does the child match identical and non-identical objects and picture?

6. Matches identical objects or pictures in a messy array of 6, for 25 items (6-M)
7. Sorts similar colors and shapes for 10 different colors or shapes given models (7-M)
8. Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (8-M)
9. Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (9-M)
10. Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items (10-M)

Independent Play Level 2: Does the child engage in independent play behavior that is automatically reinforcing?

6. Searches for a missing or corresponding toy or part of a set for 5 items or sets (6-M)
7. Independently demonstrates the use of toys or objects according to their function for 5 items (7-M)
8. Plays with everyday items in creative ways 2 times (8-M)
9. Independently engages in play on structures and playground equipment for a total of 5 minutes (9-M)
10. Assembles toys that have multiple parts for 5 different sets of materials (10-M)

Social Behavior and Social Play Level 2: Does the child spontaneously participate in activities with other children and spontaneously verbally interact with them?

6. Initiates a physical interaction with a peer 2 times (6-M)
7. Spontaneously mands to a peer 2 times (7-M)
8. Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (8-M)
9. Spontaneously responds to the mands from peers 5 times (9-M)
10. Spontaneously mands to peers to participate in games, social play, etc. 2 times (10-M)

Motor Imitation Level 2: Does the child imitate the actions of other people?

6. Spontaneously imitates 5 functional skills in the natural environment. (6-M)
7. Imitates 20 different fine motor actions when prompted, *Do this* (7-M)
8. Imitates 10 different three-component sequences of actions when prompted, *Do this* (8-M)
9. Spontaneously imitates 5 functional skills in the natural environment (9-M)
10. Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e. a generalized imitative repertoire) (10-M)

Echoics Level 2: Does the child immediately repeat (echo) specific words and phrases?

6. Scores at least 50 on the EESA subtest (at least 20 from Group 2).
7. Scores at least 60 on the EESA subtest.
8. Scores at least 70 on the EESA subtest.
9. Scores at least 80 on the EESA subtest.
10. Scores at least 90 on the EESA subtest (at least 10 from Groups 4 and 5).

Listener Responding by Function, Feature, and Class (LRFFC) Level 2: Does the child understand as a listener words that describe or modify nouns and verbs by their functions, features, and classes?

6. Selects an animal or object from an array of 3, for 5 different sounds made by the corresponding items. (6-M)
7. Selects 5 different foods or drinks when each is presented in an array of 5 (along with 5 non-food or non-drink items) and asked the verbal fill-ins. (7-M)

8. Selects the correct item from an array of 8, for 25 different LRFFC fill-in statements of any type. (8-M)
9. Selects the correct item from an array of 10 (or from a book), for 25 different verb-noun LRFFC *what, which, or who* questions. (9-M)
10. Spontaneously tacts the item on 50% of the LRFFC trials. (10-M)

Intraverbal Level 2: Does the child verbally respond to the content of the words of others?

6. Completes 10 different fill-in-the-blank phrases of any type. (6-M)
7. Provides first name when asked, *What is your name?* (7-M)
8. Completes 25 different fill-in-the-blank phrases (not including songs). (8-M)
9. Answers 25 different *what* questions. (9-M)
10. Answers 25 different *who* or *where* questions. (10-M)

Classroom Routines and Group Skills Level 2: Does the child follow the daily routines in a classroom and appropriately participate in group activities, and respond in a group-teaching format?

6. Sits at a group snack or lunch table without negative behavior for 3 minutes. (6-M)
7. Puts away personal items, lines up, and comes to a table with only 1 verbal prompt. (7-M)
8. Transitions between classroom activities with no more than 1 gestural or verbal prompt. (8-M)
9. Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group. (9-M)
10. Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SD's. (10-M)

Linguistic Structure Level 2: Is the child's articulation becoming clearer? Is his speaker and listener vocabulary growing, and is he beginning to emit more 2 and 3 word phrases and sentences?

6. The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted?
7. Has a total listener vocabulary of 100 words.
8. Emits 10 different 2-word utterances per day of any type except echoic.
9. Emits functional prosody on 5 occasions in one day.
10. Has a total speaker vocabulary size of 300 words.

# LEVEL 3

Mand Level 3: Does the child mand for information, mand with different parts of speech, and give directions to others?

11. Spontaneously mands for different verbal information using a WH question word 5 times. (11-M)
12. Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances. (12-M)
13. Mands with 10 different adjectives, prepositions, or adverbs. (13-M)
14. Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times. (14-M)
15. Mands for others to attend to his own intraverbal behavior 5 times. (15-M)

Tact Level 3: Does the child emit a wide variety of tacts, and do they contain several different parts of speech?

11. Tacts the color, shape, and function of 5 objects when each object and question is presented in a mixed order. (11-M)
12. Tacts 4 different prepositions and 4 pronouns. (12-M)
13. Tacts 4 different adjectives, excluding colors and shapes and 4 adverbs. (13-M)
14. Tacts with complete sentences containing 4 or more words, 20 times. (14-M)
15. Has a tact vocabulary of 1000 words, tested or from an accumulated list of known tacts. (15-M)

Listener Responding Level 3: Does the child understand complex words and sentences involving the different parts of speech?

11. Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes. (11-M)
12. Follows 2 instructions involving 6 different prepositions and 4 different pronouns. (12-M)
13. Selects items from an array of similar stimuli based on 4 pairs of relative adjectives and demonstrates actions based on 4 pairs of relative adverbs. (13-M)
14. Follows 3-step directions for 10 different directions. (14-M)
15. Has a total listener repertoire of 1200 words. (15-M)

Visual Perceptual Skills and Matching-To-Sample Level 3: Does the child complete complex designs, patterns, and sequences?

11. Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times. (11-M)
12. Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items. (12-M)
13. Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces. (13-M)

14. Sorts 5 items from 5 different categories without a model. (14-M)
15. Continues 20 three-step patterns, sequences, or seriation tasks. (15-M)

Independent Play Level 3: Does the child spontaneously engage in independent play that is automatically reinforcing?

11. Spontaneously engages in pretend or imaginary play on 5 occasions.
12. Repeats a gross motor behavior to obtain a better effect for 2 activities.
13. Independently engages in arts and crafts type activities for 5 minutes.
14. Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement.
15. Independently draws or writes in pre-academic activity books for 5 minutes.

Social Behavior and Social Play Level 3: Does the child spontaneously engage in play and reciprocal verbal interactions with peers?

11. Spontaneously cooperates with a peer to accomplish a specific outcome 5 times. (11-M)
12. Spontaneously mands to peers with a WH question 5 times. (12-M)
13. Intraverbally responds to 5 different questions or statements from peers. (13-M)
14. Engages in pretend social play activities with peers for 5 minutes without adult prompts. (14-M)
15. Engages in 4 verbal exchanges on 1 topic with peers for 5 topics. (15-M)

Reading Level 3: Does the child show interest in words and books, tacts and LD letters, and read and comprehend a few words?

11. Attends to a book when a story is being read to him for 75% of the time (11-M)
12. Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters (12-M)
13. Tacts 10 uppercase letters on command (13-M)
14. Reads his own name (14-M)
15. Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (15-M)

Writing Level 3: Does the child draw, copy letters and numbers, and independently write his name?

11. Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface (11-M)
12. Independently traces within  $\frac{1}{4}$  inch of the lines of 5 different geometrical shapes (12-M)
13. Copies 10 letters or numbers legibly (13-M)
14. Legibly spells and writes his own name without copying (14-M)
15. Copies all 26 upper and lower case letters legibly (15-M)

Listener Responding by Function, Feature, and Class (LRFFC) Level 3: Does the child understand as a listener words that describe or modify nouns and verbs by their functions, features, and classes?

11. Selects the correct item from an array of 10 that contains 3 similar stimuli (11-M)
12. Selects items from a book based on 2 verbal component: either a feature, function, or class for 25 LRFFC tasks (12-M)
13. Selects items from a page in a book or in the natural environment based on 3 verbal components, for 25 WH question LRFFC tasks (13-M)
14. Selects items from a page in a book or in the natural environment given 4 different rotating LRFFC questions about a single topic for 25 different topics (14-M)
15. Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses (15-M)

Intraverbal Level 3: Does the child verbally respond to the content of the words of others?

11. Spontaneously emits 20 intraverbal comments (11-M)
12. Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals (12-M)
13. Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (13-M)
14. Describes 25 different events, videos, stories, etc. with 8+ words (14-M)
15. Answers 4 different rotating WH questions about a single topic for 10 topics (15-M)

Classroom Routines and Group Skills Level 3: Does the child follow classroom routines and learn in a group-teaching format?

11. Uses the toilet and washes hands with only verbal prompts (11-M)
12. Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (12-M)
13. Works independently for 5 minutes in a group, and stays on task for 50% of the period (13-M)
14. Acquires 2 new behaviors during a 15-minute group-teaching format involving 5 or more children (14-M)
15. Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions (15-M)

Math Level 3: Does the child demonstrate beginning math skills involving numbers, quantities, counting, and measurement?

11. Identifies as a listener the number 1-5 in an array of 5 different numbers (11-M)
12. Tacts the numbers 1-5 (12-M)
13. Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (13-M)



14. Identifies as a listener 8 different comparisons involving measurement (14-M)
15. Correctly matches a written number to a quantity and a quantity to a written number for the number 1-5 (15-M)

Linguistic Structure Level 3: Is the child emitting more complex syntax and language structure demonstrated by correct grammatical use of plurals, possession, tense markers, and noun and verb modifiers?

11. Emits noun inflections by combining 10 root nouns with suffixes for plurals and 10 root nouns with suffixes for possessions (11-M)
12. Emits verb inflections by combining 10 root verbs with affixes for regular past tense and 10 root verbs with affixes for future tense (12-M)
13. Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g. adverbs, prepositions, pronouns) (13-M)
14. Emits 10 different verb phrases containing at least 3 words, with 3 modifiers (e.g. adverbs, prepositions, pronouns) (14-M)
15. Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words(15-M)