

Autism Curriculum

Motivation <i>Students will be motivated through approaches that integrate reinforcer effectiveness, rapport building, and opportunities for play and leisure, using affirmation, values, and synthesized reinforcements to build confidence, enthusiasm, and meaningful engagement.</i>		
Elements	Definition	Strategies / Resources
Understand Reinforcers / Effectiveness	Identify each learner's unique motivators, including intrinsic factors like self-esteem and personal interests, and extrinsic factors such as the social and physical environment. Design lessons that incorporate learners' preferences, values, cultural backgrounds, and daily interests, providing opportunities for personal expression and choice Select and regularly adjust reinforcers that align with individual preferences to maintain effectiveness and sustain engagement.	Preference Assessments • Paired Stimulus Assessment • MSWO Preference Assessment Data Sheet Reinforcement Surveys
Rapport Building	Fostering a positive connection between learner and staff member to enhance instructional outcomes. Rapport building is established through verbal praise, reflection, imitation, description and initiating interactions with learners	Pairing procedures
Incorporate Play and Leisure	Integrate play-based and leisure activities that are both structured and unstructured, prioritizing fun and relaxation to create a positive association with learning.	Activity Schedule
Promote Social Interactions	Facilitate meaningful and supportive interactions with peers and teachers to foster a sense of belonging and enthusiasm in the school community	Social Stories • How to Write a Social Story • Social Stories Sample Role Plays Scripts

		Video-modeling
Create a Supportive Environment	Establish predictable routines, clear structures, and inclusive spaces to reduce anxiety and maximize engagement.	Classroom/Individual Schedule
Balance Challenge and Success	Differentiate tasks to ensure they are both appropriately challenging and achievable, fostering a sense of accomplishment and resilience.	Prompt Fading Procedures • Prompting Hierarchy • Least-to-most prompting • Levels of prompting • Prompt article
Positive Behavioral Supports	Combine verbal praise, tangible rewards, and play opportunities in a dynamic, tailored reinforcement system that maximizes motivation.	Four Functions of Behavior First-Then Board Token Board

The Assessment of Basic Language and Learning Skills		
Elements	Skills List/Program Title	Essential Elements
A.Cooperation and Reinforcer Effectiveness (19)	A1 - Take reinforcer when offered A2 - Take a reinforcer from two choices of items A3 - Look at a non-reinforcing item A4 - Take a common object when offered A5 - Approaches when a response is required for reinforcement A6 - Responds to instructor controlled reinforcers A7 - Responds for multiple instructors A8 - Waits without touching stimuli A9 - Looks to instructor for instruction A10 - Scans items in array before responding A11 - Respond quickly when given an instruction A12 - Variation in reinforcement A13 - Intermittent tangible reinforcement A14 - Instructor interaction reinforcement A15 - Looks for instructor's change in facial expression and voice A16 - Responds to social reinforcers	Dynamic Learning Maps Essential Elements for English Language Arts Dynamic Learning Maps Essential Elements for Mathematics Currently Tested Essential Elements for Science New Jersey Student Learning Standards for Social Studies

	A17 - Waits appropriately if reinforcer delivery is delayed A18 - Seeks approval for task completion A19 - Task completion serves as reinforcer	
B. Visual Performance (27)	B1 - Puzzle with a single-piece type of inset B2 - Form box B3 - Match identical objects to sample B4 - Match objects to pictures B5 - Match identical pictures to sample B6 - Match pictures to objects B7 - Fluent matching B8 - Sort non-identical items B9 - Block designs on picture cards B10 - Puzzle with multiple connecting pieces in an inset-type frame B11 - Puzzles with a square-edged border frame B12 - Block designs from picture B13 - Sequence pattern to match a visual model B14 - Puzzles with multiple pieces which must be juxtaposed B15 - Jigsaw puzzles B16 - Match associated pictures B17 - Sort by function B18 - Sort by feature B19 - Sort by class B20 - Delayed replication of a sequence B21 - Delayed finding a sample B22 - Extend a sequence pattern B23 - Replicate simple three-dimensional objects B24 - Dependent matching sequence B25 - Seriation B26 - Picture sequences B27 - Mazes	
C.Receptive Language (57)	C1 - Responds to name C2 - Follow instructions to do an enjoyable action in context C3 - Follow instructions to look at a reinforcing item C4 - Follow instructions to touch a reinforcing item in various positions C5 - Follow instructions to touch a common item in various positions C6 - Follow instructions to do an enjoyable action out of context C7 - Follow instructions in routine situations C8 - Follow instructions to give a name, non-reinforcing object	

	<u>C9 - Follow instructions to do a simple motor action</u> <u>C10 - Follow instructions to a touch item versus a distractor</u> <u>C11 - Follow instructions to select one reinforcing item from an array of two objects</u> <u>C12 - Follow instructions to select one of two reinforcing items</u> <u>C13 - Follow instructions to select one of two common objects</u> <u>C14 - Select one of two pictures of common items</u> <u>C15 - Touch own body part</u> <u>C16 - Select one of six or more objects on a table</u> <u>C17 - Select one of six or more pictures on a table</u> <u>C18 - Acquires new selection skills without intensive training</u> <u>C19 - Fluent receptive discriminations</u> <u>C20 - Varied instructions to select using any response</u> <u>C21 - Point to body parts on other or pictures</u> <u>C22 - Touch own pieces of clothing</u> <u>C23 - Touches parts of an item</u> <u>C24 - Follow an instruction to give an item to a person or place item on an object</u> <u>C25 - Selects items by following another's gaze</u> <u>C26 - Follows hand signals</u> <u>C27 - Follow instruction to go to a person</u> <u>C28 - Follow an instruction to give an item to a person or place item on an object</u> <u>C29 - Follow an instruction to walk to someone and get a named item</u> <u>C30 - Follow an instruction to go to a person and do an action</u> <u>C31 - Specific motor responses in receptive tasks</u> <u>C32 - Demonstrates a specified action with an object when given different options</u> <u>C33 - Multiple actions with objects</u> <u>C34 - Demonstrates a specified pretend action</u> <u>C35 - Select one of three pictures representing actions</u> <u>C36 - Select associated pictures</u> <u>C37 - Select by function</u> <u>C38 - Select by feature</u> <u>C39 - Select by class</u> <u>C40 - Select two items from a larger set</u> <u>C41 - Select two items in sequence from a larger set</u> <u>C42 - Select community helpers</u> <u>C43 - Locate objects in a larger, complex picture</u> <u>C44 - Locate objects from parts of objects in a larger, complex picture</u>	
--	---	--

	C45 - Select common environmental sounds C46 - Select all examples of an item C47 - Select single items with two specified characteristics C48 - Select set of items with a specified characteristic C49 - Select set of items with two specified characteristics C50 - Follows a multiple component sequence instruction C51 - Receptive prepositions C52 - Receptive pronouns C53 - Select picture representing a location or an activity presented in a scene C54 - Selects pictures representing emotions C55 - Selects "same and different" C56 - Selects non-examples C57 - Selects pictures of social interactions	
D.Imitation (27)	D1 - Motor imitation D2 - Motor imitation using objects in a discrimination of objects D3 - Motor imitation of gross motor movement with prompts D4 - Imitation of leg and foot movements D5 - Imitation of arm and hand movements D6 - Imitation discriminating static and kinetic motor movements D7 - Varied imitation instructions D8 - Imitation of gross motor actions modeled in a mirror D9 - Imitation of head movements D10 - Imitation of mouth and tongue movements D11 - Imitation of facial/oral motor movements modeled in a mirror D12 - Motor imitation of fine motor movement D13 - Imitation of touching objects in sequence D14 - Imitation of blowing D15- Imitate speed of an ongoing action with objects. D16 - Imitates speed of recently modeled action with objects D17 - Imitates speed of action D18 - Imitation of touching objects in sequence following a model D19 - Imitation of a sequence of actions switching with model D20 - Imitation of a sequence of actions. D21- Imitation of the intensity of an action. D22-Imitation of the number of repetitions of a motor movement D23 - Simultaneous imitation of motor movement and a vocalization D24 - Motor imitation sequence using multiple objects. D25 - Imitates motor movement without a direct verbal prompt	

	D26 - Spontaneously imitates the actions of others. D27 - Delayed imitation	
E. Vocal Imitation (20)	E1 - Imitates sounds on request E2 - Imitates sequence of single sounds switching with a model E3 - Imitates initial sounds of words E4 - Imitation of multiple separate sound combinations E5 - Imitation of short and fast versus elongated / slow sounds E6 - Imitation of the number of repetitions of a sound E7 - Imitation of a held sound to a second sound E8 - Consonant-vowel / vowel-consonant combinations E9 - Consonant-vowel-consonant-vowel E10 - Consonant-vowel-consonant combinations E11 - Imitates consonant blends E12 - Imitation of words on request E13 - Imitation of phrases on request E14 - Imitation of number sequences on request E15 - Imitation of short & fast vs. elongated/slow words E16 - Imitation of loud vs. soft sounds and words E17 - Imitation of low vs. high sounds and words E18 - Repeat short message to another person E19 - Spontaneous imitation of words E20 - Spontaneous imitation of phrases	
F. Requests (29)	F1 - Requests by indicating F2 - Multiply controlled requests F3 - Requesting with the reinforcer present and when asked "what do you want?" F4 - Requesting when asked "what do you want?" F5 - Spontaneous requests with items present (no prompts) F6 - Spontaneous requests with items not present (no prompts) F7 - Requests with eye contact F8 - Requests other to perform an action F9 - Requests missing items needed for a task F10 - Requests with head movements or by saying Yes/No F11 - Requests using sentences F12 - Requests help F13 - Acquires novel requests without intensive training F14 - Requests attention F15 - Requests others to remove an item or stop an activity	

	F16 - Requests using adjectives F17 - Requests using prepositions F18 - Requests future items or events F19 - Requests information using "what" F20 - Requests information using "where" F21 - Requests information using "who/whose" F22 - Requests using adverbs F23 - Requests using pronouns F24 - Requests information using "which" F25 - Requests information using "when" F26 - Requests information using "how" F27 - Requests information using "can," "do," "does," or "will" F28 - Requests information using "why" F29 - Spontaneous requests	
G. Labeling (47)	G1 - Labels reinforcers G2 - Labels common objects G3 - Labels common people G4 - Labels pictures of common items G5 - Labels body parts G6 - Labels pieces of clothing G7 - Labels common ongoing actions G8 - Labels picture of common actions G9 - Fluent labeling G10 - Acquires novel labels without intensive training G11 - Labels items using a carrier phrase G12 - Label parts or features of objects G13 - Labels adjectives G14 - Label associated pictures G15 - Labels item when told its function G16 - Label item when told one of its features G17 - Labels item when told its class G18 - Two-component labels (nouns with objects) G19 - Two-component labels (nouns with pictures) G20 - Labels two-component with carrier phrase G21 - Two-component labels (noun-verb) G22 - Two-component labels (noun-adjective) G23 - Labels by indicating yes / no G24 - Labels function of an item G25 - Labels class of an object	

	G26 - Discrimination of question to label aspects of items G27 - Labels the class of a set of items G28 - Labels features of items which are missing or incorrect G29 - Labels exclusion from a category (negotiation) G30 - Identifies obvious problems G31 - Labels community helpers G32 - Labels items at a distance when others point to it G33 - Labels common environmental sounds G34 - Uses carrier phrase when labeling nouns with verbs or adjectives G35 - Labels prepositions G36 - Uses carrier phrases when using prepositions G37 - Labels pronouns G38 - Uses carrier phrases when using pronouns G39 - Labels and describes events or items presented in a scene G40 - Naming specified parts of scenes G41 - Labels adverbs G42 - Labels emotions of others G43 - Internal events and emotions G44 - Multiple component naming (three component labels) G45 - Labels (three component) with carrier phrase G46 - Labels social interaction behavior G47 - Spontaneous labeling	
H. Intraverbals (49)	H1 - Fill in words from songs H2 - Fill in blanks regarding fun items and activities H4 - Animal sounds H5 - Answers questions regarding personal information H6 - Fill in words describing common activities H7 - Intraverbal associations H8 - Fill in item given function H9 - Fill in function given item H10 - Answers "what" questions regarding items found in home H11 - Answers "what" questions regarding functions H12 - Answers "where" questions regarding items found in home or classroom H13 - Answers "where" questions regarding activities done at home or at school H14 - Fill in item given the class H15 - Multiple responses given specific categories H16 - Fill in features given the item	

	H17 - Fill in item given its feature H18 - Fill in class given the item H19 - Name items previously observed H20 - Name previously observed activities H21 - Name people previously observed H22 - With visual display, makes related statements (not naming) H23 - Answers "what" questions relevant to items found in the community H24 - Answers "what" questions relevant to activities that they can do in the community H25 - Answers "where" questions regarding activities and items found in the community H26 - Answers questions with multiple responses concerning his immediate community H27 - States class given multiple class members (examples) H28 - Answers "who/whose" questions H29 - Answers "when" questions H30 - Discrimination of questions asked about items and activities H31 - Answering "which" questions H32 - Answers "how" questions H33 - Answers "why" questions H34 - Describe steps of a sequence in a daily activity H35 - States activity when told sequence of actions H36 - States item when told its functions, features, or class (multiple features) H37 - Interpersonal yes/no with "can" "do" "does" "or" "will" H38 - Answers questions containing two critical stimuli (multiple component questions with multiple responses) H39 - Answers questions containing three critical stimuli (multiple component questions with multiple responses) H40 - Describe items H41 - Describes steps before and after in sequence of a daily activity H42 - Answers questions concerning past and upcoming events H43 - Maintains a conversation with an adult or peer H44 - Answers novel questions H45 - Answers questions relevant to current events H46 - Answers questions with multiple responses concerning current events H47 - Answers questions with multiple responses in group discussions H48 - Tells about experiences/tells stories	
--	---	--

	H49 - Spontaneous conversation	
I.Spontaneous Vocalizations (9)	I1 - Vocalize identifiable speech sounds I2 - Spontaneously says words or approximations I3 - Spontaneously says phrases I4 - Sings songs with models I5 - Sings songs I6 Spontaneous vocal imitation I7 - Spontaneous request I8 - Spontaneous labeling I9 - Spontaneous conversation	
J.Syntax and Grammar (20)	J1 - Mean length of response J2 - Syntax (word order) J3 - Articles J4 - Verbs - present progressive J5 - Regular Plurals J6 - Verbs-irregular past tense J7 - Contractions J8 - Is/am with "ing" verb J9 - Verbs-regular tense J10 - Possessive "S" J11 - Negatives J12 - Locatives J13 - Future Tense J14 - Conjunctions J15 -Irregular Plurals J16 - Comparatives J17 - Demonstratives J18 - Label strength of a verbal response J19 - Quantification of a verbal response J20 - Label emotional state associated with a verbal response	
K.Play and Leisure (15)	K1 - Explores toys in the environment K2 - Allow others to manipulate toys K3 - Independent outdoor activities K4 - Independent indoor activities K5 - Plays with toys/manipulatives as designed K6 - Independently plays with toys and engages in verbal behavior K7 - Multiple responses with toys related to a theme	

	K8 - Plays interactively with other students K9 - Plays interactively with a variety of peers K10 - Sociodramatic play K11 - Plays with toys and talks with peers K12 - Plays simple bell game K13 - Coordinated play with peers K14 - Interactive motor game K15 - Board games	
L. Social Interaction (34)	L1 - Appropriate when near peers or siblings L2 - Takes offered item L3 - Tolerate/responds appropriately to positive touches by peers or siblings L4 - Shows interest in the behavior of others L5 - Looks at others to start a social interaction L6 - Physically approaches and engages others L7 - Looks at others in anticipation of completing a reinforcing activity L8 - Listener-receptive L9 - Imitates peers L10 - Returns greetings L11 - Physically prompts others to do activities L12 - Responds to approaches and attempts to interact from peers L13 - Sharing: give-up items to others L14 - Searching for missing person L15 - Active attention seeking L16 - Labels items for others L17 - Eye contact L18 - Asks peers for items (single) L19 - Sharing: asks for items to be shared L20 - Sharing: offers items to others L21 - Initiates greetings L22 - Joins peers in an activity L23 - Observations of peer's attention to activities L24 - Feedback from peers L25 - Peer's adjusts behaviors based on changes in peer's actions L26 - Assist others to participate L27 - States what others like and dislike L28 - Direct others attention fo something of interest to them L29 - Attends to the reactions of interests by others L30 - Delivers a message	

	L31 - Waits for a break in conversation to interrupt L32 - Converses with others L33 - Asks for information L34 - Obtains and maintains attention from others	
M.Group Instruction (12)	M1 - Sits appropriately in a small group M2 - Sits appropriately in a large group M3 - Attends to teacher in a group M4 - Attends to other students in group M5 - Follows group instructions-all do the same receptive response M6 - Follows group instruction with a discrimination M7 - Raises hand to get teacher attention M8 - Raises hand to answer a question M9 - Raises hand and names item M10 - Raises hand and answers a question M11 - Takes turns during instruction M12 - Learns new skills in group teaching format	
N.Follow Classroom Routines (10)	N1 - Follows daily routines (backpack, etc.) N2 - Work independently on non-academic activities N3 - Sits and waits appropriately during transitions N4 - Physically transitions to next area or activity N5 - Waits turn to do activities (wash hands, etc.) N6 - Gets in line on request N7 - Works independently on academic activities N8 - Gets and returns own materials N9 - Completed a task and brings work to teacher or puts away materials N10 - Stands and waits appropriately during transitions	
P. Generalized Responding (6)	P1 - Generalizes across stimuli P2 - Generalizes across instructors P3 - Generalizes across environments P4 - Use of skills in groups P5 - Generalized response forms P6 - Generalization of language skills	
Q. Reading Skills (17)	Q1 - Receptive letters Q2 - Labels letters Q3 - Receptive sounds of letters Q4 - Labels sounds of letters	

	Q5 - Match words with pictures Q6 - Match words to words Q7 - Names letters in words reading left to right Q8 - Match individual letters to letters on word card Q9 - Fill in missing letter of words Q10 - Reads simple words Q11 - Decode words Q12 - Reads small groups of words left to right Q13 - Reads simple sentences Q14 - Fills-in missing words Q15 - Reads and follows simple instructions to do actions Q16 - Reads and follows simple instructions on worksheets Q17 - Reads passages and answer comprehension questions	
R. Math Skills (29)	R1 - Rote counts with prompts R2 - Rote counting R3 - Counting objects with prompts R4 - Count given objects R5 - Count out objects from a larger set R6 - Names numeral in sequence R7 - Names numbers R8 - Match number with same amount of objects R9 - "More" R10 - "Less" R11 - "Some" R12 - "All" R13 - "Zero/none" R14 - Add items to specified quantity R15 - "Same" R16 - "Different" R17 - "Greater" R18 - "Add" R19 - Walk and get specified number of objects from a larger set R20 - Add numbers R21 - Time telling R22 - Identify coins by name R23 - Identify all coins by value R24 - Interchange coins to arrive at equal values R25 - "Equal" R26 - "Unequal"	

	R27 - "Minus" R28 - "Plus" R29 - "Subtract/take away two words"	
S. Writing Skills (10)	S1 - Mark on paper S2 - Color between lines S3 - Trace lines and shapes S4 - Trace letters and numbers S5 - Copy straight lines S6 - Copy curved lines S7 - Copy letters with sample S8 - Copy numbers with sample S9 - Print letters S10 - Print numbers	
T. Spelling (7)	T1 - Match individual letters to letters on word card T2: Fill in missing letter of words T3: Copy words T4 - Writes in missing letter of words T5 - Spell words T6 - Spell words in a written form T7 - Spell own name	
U. Dressing Skills (15)	U1 - Pants up & down U2 - Shoes on and off U7 - Coat on and off U8 - Unzip zipper U9 - Fasten zipper U10 - Use zipper on clothes U11 - Fasten buttons U12 Use snaps U13 - Use buckles U14 - Adjust clothing when needed U15 - Tie shoes	
W. Grooming	W1 - Wash hands W2 - Dry hands	
Z. Fine Motor Skills (28)	Z1 - Mark on paper with a crayon Z2 - Places objects in a form box Z3 - Single-piece in set puzzle	

	Z4 - Multiple puzzle pieces into a frame Z5 - Block on block design cards Z6 - Transfer objects to the opposite hand Z7 - Place pegs in a peg board Z8 - Turn pages of a book Z10 - Color within boundaries Z11 - Open "ziploc" type bags Z12 - Snips with scissors Z13 - Stack blocks Z14 - String beads Z15 - Remove lids of jars Z16 - Cut across paper with scissors Z17 - Trace lines with a finger Z18 - Squeezes glue from a bottle Z19 - Remove wrappers Z20 - Roughly copy shapes and patterns Z21 - Paste shapes on outlined picture Z22 - Paste shapes on plain paper picture Z23 - Objects (rings) on pegs Z25 - Uses pincer grip Z26 - Fold a piece of paper Z27 - Cuts out shapes Z28 - Accurately copy shapes and patterns	
--	---	--

Assessment		
Assessment Methods	Classroom Expectation	Resources
Data collection on targeted skills	Data will be collected daily	DecisioDecision Treen tree
Visual Analysis	Data collected on targeted skills will be graphed weekly, and staff will make programmatic decisions based on visual analysis of the data Classroom staff will collect data until the second Friday in June. The staff will use	Skill acquisition graph Behavior graph with percentiles Behavior graph with frequency

	the remainder of the school year to graph, organize, scan and upload the graphs and ABLLS into the student database within the corresponding school year folder.	
ABLLS	Yearly assessments using the ABLLS conducted before the students' Annual Reviews (AR) to develop IEP goals	Utilize ABLLS protocols and manual The Deane's List ABLLS-R ALIGNED ACTIVITIES