

# ABLLS-R

**Assessment of  
Basic Language and  
Learning Skills**

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## What is the ABLLS-R?

- It is:
    - an assessment,
    - curriculum guide
    - **skills** tracking system
 for children with autism or other developmental disabilities.
  - It is an assessment tool based on a criterion-referenced **set of skills** and it provides an overview of current functioning in the areas measured.
  - It can be used for tracking progress on the skills.
  - It contains task analysis of many of the skills.
- It was developed by James W. Partington, Ph.D., BCBA

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## Overview of Skills

- 4 Skill Areas (similar to domain areas)
  - Basic Learner Skills (15 sub-groups)
  - Academic Skills (4 sub-groups)
  - Self-help Skills (4 sub-groups)
  - Motor Skills (2 sub-groups)

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### Tracking System

- The tracking system charts include:
  - Section to mark the date, assessor, and specify the color code used for that date
  - Graphs for each skill area – these are shaded to indicate current functioning and give an overview of progress

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### Appendices

- The ABLLS-R booklet includes 15 appendices beginning on page 94.
- These appendices give lists of ideas for corresponding skills.
- The appendices provide additional data-collection sheets.

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### Tracking the skills

- Each skill is described on a chart containing 8 sections:
  1. Task number
  2. Score 0-2 or 0-4
  3. Task name
  4. Task objective (student will ----. This is a specific description of the skill)

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- 5. Question (when you do ---, does the child do --? This gives you a double-check to make sure you saw the skill that is being measured)
- 6. Examples (description of some responses that the student might make)
- 7. Criteria (how many times or to what competency the student will perform the skill to receive a specific score of 0-4)
- 8. Notes (explain any differences, difficulties, use of signs/pictures/gestures, input from other staff and/or parents)

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- Sources of Information**
- Interviews with those that directly interact with the student, including; parents, teachers and other caregivers.
  - Direct observation of the student in there natural environment.
  - Formal presentation of tasks to the student to determine their competence with specific skills.

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- Types of Skill task items**
- Tasks that are directly tested (example: A1- takes reinforcer when offered – *you hold out your hand and offer a reinforcer, the child takes it*)
  - Tasks that are observed (example: N3 – waits appropriately during transitions – *when seated, the student will remain seated and wait for the next activity to begin*)
  - Tasks that require specific items (example: B1- puzzle with single pieces into a form board)
  - Tasks that require items that are in the environment or that use only the child's body (example: C3- follows instruction to look at a reinforcing item)

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**Getting started**

1. Become familiar with the skills and the protocol.
2. Decide how you will collect the data during your daily schedule (When will you naturally observe the skill? When can you incorporate a skill test into your routine?).
3. Decide how you will complete the protocol for each student (one student at a time? One skill group at a time for all students?)

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