aba ESSENTIALS

A TRIUMPH INTIATIVE

VOL / 12

How can assessment data be used to formulate treatment goals that meet insurance approval requirements?

How to create goals from ABLLS

- ABLLS assesses foundational skills in language, social interaction, and daily living.
- The assessment is divided into domains (e.g., Visual Performance, Receptive, Motor Imitation, Listener Responding, Expressive Language, Social Skills, Play Skills, Self-help).

Step 1: Review the ABLLS Assessment Results

Identify:

- Mastered skills: Things the learner can already do.
- Emerging skills: Things the learner can do sometimes or with prompts.
- Skills not yet learned: Areas that need direct teaching.

Step 2: Prioritize Skills

Consider these when deciding which skills to target first:

1. Functional relevance: Will this skill improve independence ?
2. Prerequisite relationships: Some skills must be mastered before others (e.g., matching before labeling).
3. Motivation & interest: Skills that align with the learner's preferences may be easier to teach. Ex: manding
4. Safety or critical needs: Self-help or communication skills that reduce frustration or risk.

Step 3: Write Measurable Goals

- A good goal is specific, measurable, attainable, relevant, and time-bound (SMART).

Format:

"Given (condition/prompt), the learner will (skill) with (accuracy/criteria) across (number) of trials/sessions."

Example Goals by Domain:

1. Receptive Language (listener responding):

- ABLLS skill: "Client identifies 5 objects by name."
- **Goal: "Given a verbal instruction with no prompt, the learner will correctly receptively identify 5 objects by name with 80% accuracy across 3 consecutive sessions."**

2. Expressive Language (labeling):

- ABLLS skill: "Client can label 3 household object."
- **Goal: "Given an object, the client will label it correctly without prompts 80%accuracy across 3 consecutive sessions."**

3. Self-help Skills/Parent training goal

- ABLLS skill: "Learner can put on socks with assistance from mom"
- **Goal: "Given socks and minimal physical guidance, the client will independently put on socks correctly 80% accuracy for 2 weeks**

4. Social/Play Skills:

- ABLLS skill: "Client engages in simple turn-taking games."
- **Goal: "During structured play, the learner will take turns appropriately with a peer or adult in 3 out of 4 opportunities across 3 consecutive sessions."**

Step 4: Break Goals into Small Teaching Steps

ABLLS skills often build on one another.

- If a learner cannot yet complete a goal independently, break it into smaller sub-skills.
- Example: If the goal is labeling picture objects and is struggling, first target objects and break it down to 3 objects instead of 5 objects. Gradually increase with time

Step 5: Use Data to Track Progress

- Collect baseline data during sessions to see if the learner meets criteria.
- Adjust goals if they are too easy (increase difficulty) or too hard (break into smaller steps).

How to create goals from AFLS

Step 1: Review the AFLS Assessment Results

AFLS assesses functional living skills across domains such as:

- Language and Leisure/social skills

Step 2: Prioritize Functional Skills

AFLS goals should focus on increasing independence and safety. Ask yourself:

- Which skills are essential for daily functioning?
- Which skills reduce dependence on others?
- Which skills promote safety?
- Which skills align with the person's goals or environment?

Step 3: Write Measurable Goals

Use SMART goal criteria and functional language.

Format:

"Given (materials, prompts, or conditions), the learner will (skill) with (accuracy/independence level) across (number) of trials/sessions."

Example Goals by Domain:

1. Self-Care/parent training goal

- Skill: Brushing teeth with parent
- Goal: "Given a toothbrush and toothpaste, the learner will brush teeth independently with proper technique 1x daily across 5 consecutive days."

2. Leisure/Social Skills:

- Skill: Joining a group activity
- Goal: "During a structured leisure activity, the learner will participate appropriately and follow 2-step group instructions in 3 consecutive sessions."

Step 4: Break Goals Into Subskills

AFLS goals are often multi-step tasks. If a learner can't complete the whole task:

- Break it down into steps (ex: for completing an independent task:(making a sandwich): get a plate take 2 slices of bread and put them side by side on the plate → get cream cheese from fridge→ use knife to spread on one side of one of the breads → close sandwich → cut the sandwich in half with knife).
- Create goals for each step and gradually combine them.

Step 5: Track Progress

- Collect data on independence level (independent, verbal prompt, physical prompt, full assistance).
- Adjust teaching strategies or goals as needed.

Stay Tuned for the next part of this Essential topic.

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