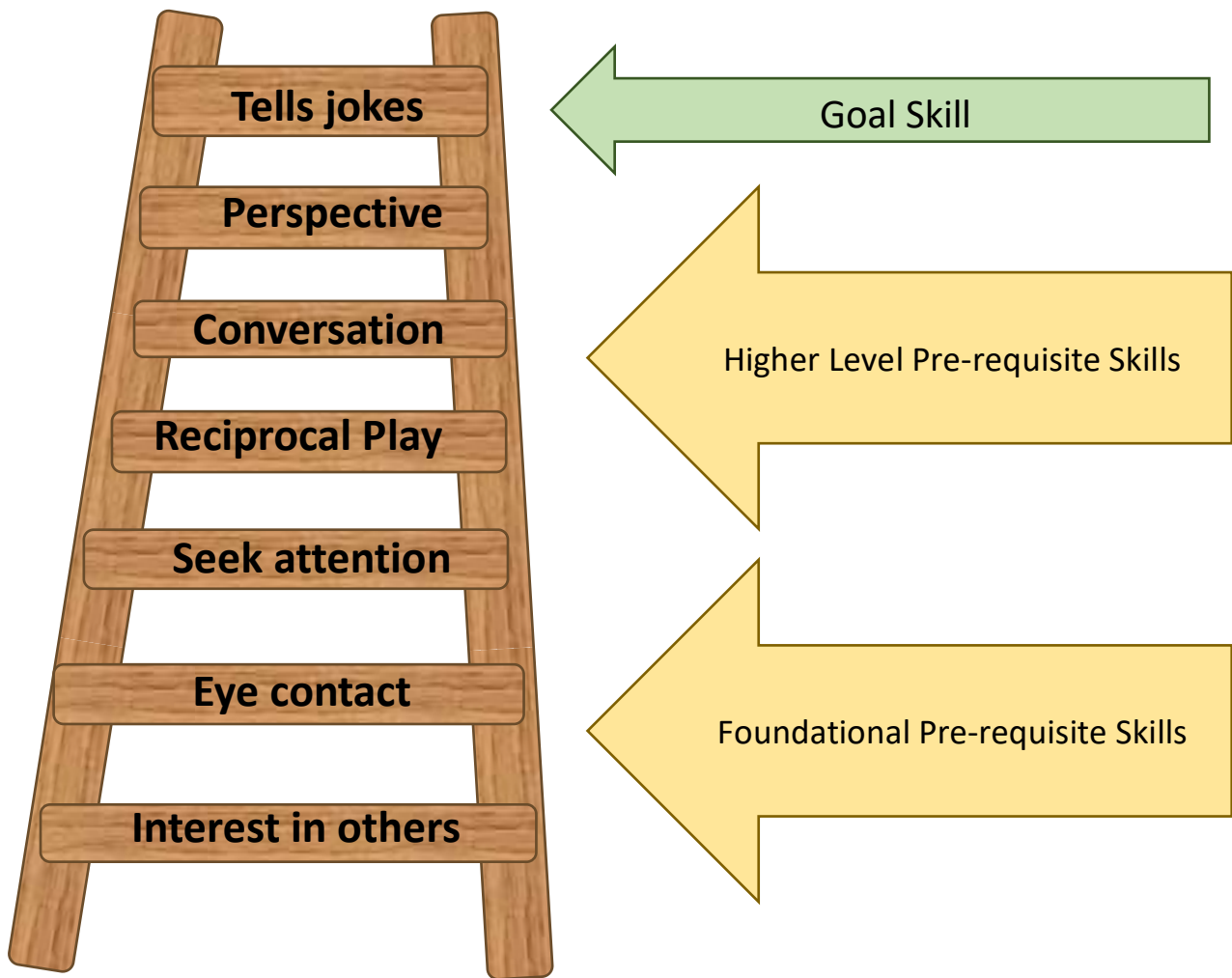


<b>Age-Range</b>	<b>Milestones</b>
0-4 Months	Imitate facial expressions; Cry for basic needs
1 Month	Gaze at caregivers; Social smile
4 Months	Simple interaction w/ caregiver; Directed eye contact
6 Months	Show interest in others; Differentially interact others; Seek attention
9 Months	Recognize familiar individuals; Imitate vocalizations; Demonstrate joint attention
12 Months	Play simple games; Express affection; Play alone; Demonstrate awareness others' emotions; Understand ~20 words
18 Months	Seek attention; Use first words
2 Years	Show pleasure in peers; Parallel play; Simple pretend play; Attempt to help others; Use phrases
3 Years	Prefer friends; Reciprocal play; Comfort others; Ask for help; Separates from caregiver; Engage simple conversation
4 Years	Cooperation/competition; Take turns; Shares; Complex speech; Play group games
5 Years	Appropriately seek attention; Want to be liked; Develop fears; Prefer to play w/ others; Talk about feelings; Has best friend
6 Years	Concern/sympathy; Explain rules; Work alone short periods of time; Express anger appropriately; State short-term goals; Tell stories; Stable relationships
7 Years	Accept criticism; Perspective-taking; Understand social rules; Tell jokes; Use slang; Sense of right and wrong
8-12 Years	Lie; Value friendships; Concern what others think of him/her; Express uncertainty regarding changes in settings; Fluent speech; Use peer-influenced speech
13-18 Years	Variable self-esteem; Prefer spend time w/ friends; Influenced by peer pressure; More secure regarding changes in setting; Demonstrate increased interest romantic relationships

Bulman & Savory, 2006; Voress & Pearson, 2003



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Write down a goal skill for an individual you know.

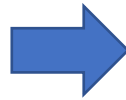
Now, list as many pre-requisite skills as you can. Try to put them in order of most complex to least.

Put a star next to all skills he/she demonstrates across settings AND activities.

Circle skills he/she does not.

## Selecting Target Behaviors: The Ladder Approach

1. Select a ladder
2. Choose final step in ladder
3. Identify other steps of ladder
4. Identify missing steps
5. Build your ladder



1. What is an appropriate skill he/she would benefit from?
2. How do you define this skill?
3. What are pre-requisite skills
4. What pre-requisite does he/she not yet have?
5. Choose a skill to teach!

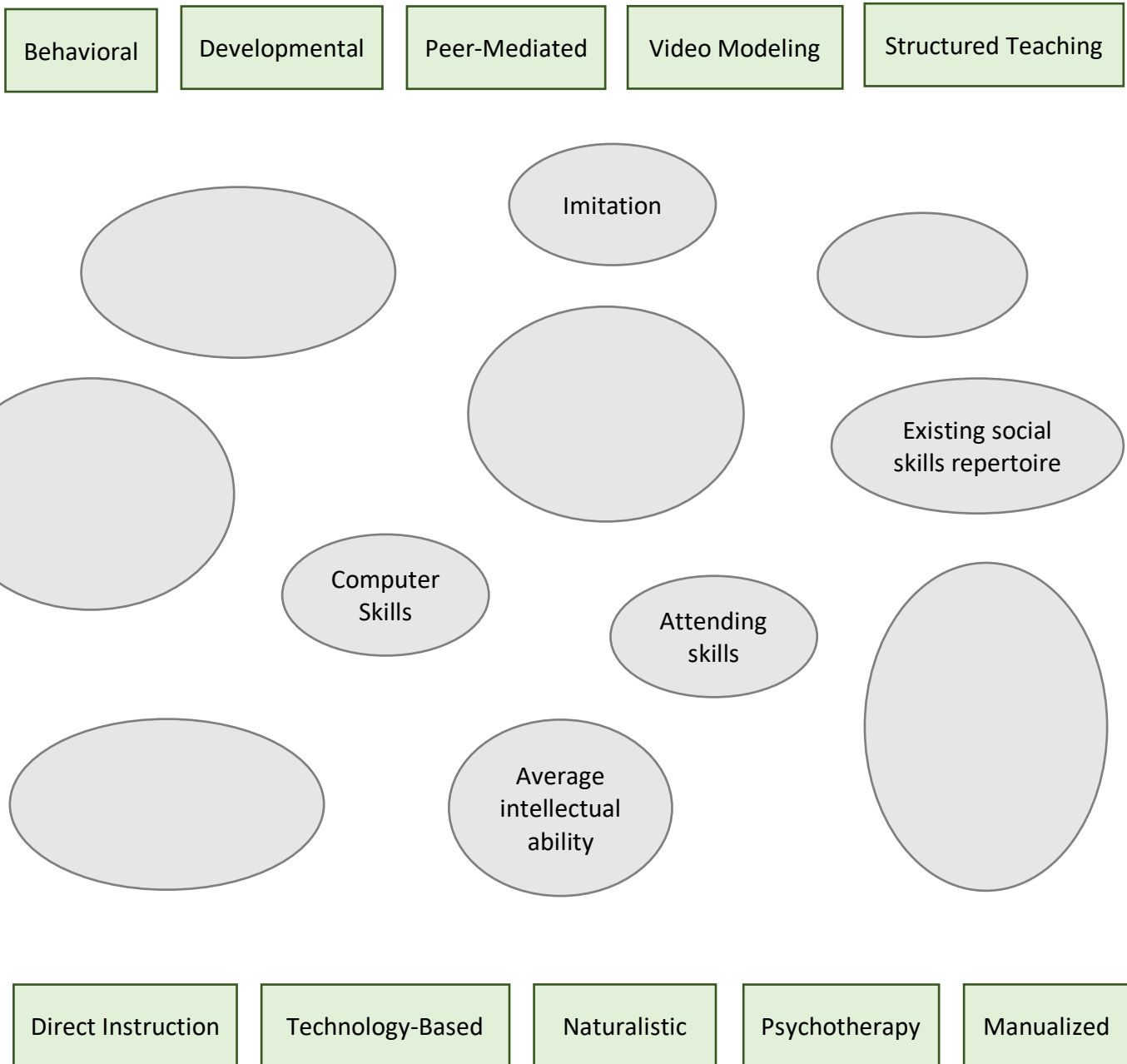
### Example:

1. Playing Soccer

2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



## Selecting an Intervention: Pre-requisite Skills



## Large Group Example: Robbie

Robbie is a 6-year old boy with ASD who attends school in a public school. He speaks in full sentences, although he frequently makes grammatical errors while speaking (e.g., using the wrong pronouns). He participates in all class activities and is able to tolerate structured group activities. He appropriately asks questions when needed, responds to questions, and assists peers in completing tasks. His teacher has noticed that despite interacting well with others in class, Robbie often does not interact with others during other times. At lunch, he sits far from classmates at the table and does not look up from his lunch. During recess, he often sits on the outskirts of the playground and watch peers play various games.



1. Select a ladder
2. Choose final step in ladder
3. Identify other steps of ladder
4. Identify missing steps
5. Build your ladder ↓↓

Defined skill for intervention:

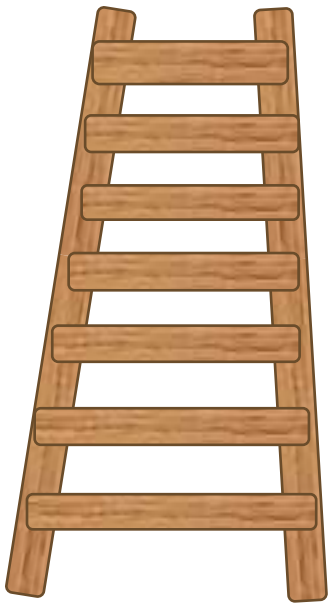
Other relevant skills Robbie has:

Treatment approach(es):

- Where?
- When?
- How often?
- How long?
- What activities?
- Type reward?
- Type feedback?
- Who else needed?
- What data do you collect?
- Who takes data?
- How often take data?

## Small Group Example: Willow

Willow is a 2-year old girl who was recently diagnosed with ASD. She has no functional language and primarily engages in odd repetitive vocalizations, like screeches. She also frequently engages in repetitive behavior like hand flapping, body rocking, and visual inspection of items (e.g., looking at items as she twirls them to the side of her eyes). She does not acknowledge others or respond to her name being called. When she wants something, like food, she will grab her father's hand and put it on top of the container of food she wants. She tolerates being around her two older siblings (ages 4 and 12 years), but engages in no reciprocal play. She also has very limited independent play. If left to her own devices, she will engage in repetitive behavior with objects for hours on end.



1. Select a ladder
2. Choose final step in ladder
3. Identify other steps of ladder
4. Identify missing steps
5. Build your ladder ↓

Defined skill for intervention:

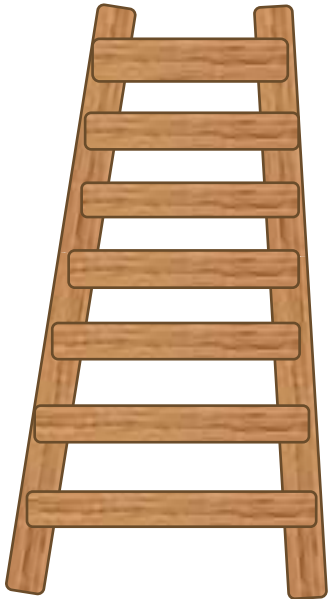
Other relevant skills Willow has:

Treatment approach(es):

- Where?
- When?
- How often?
- How long?
- What activities?
- Type reward?
- Type feedback?
- Who else needed?
- What data do you collect?
- Who takes data?
- How often take data?

## Small Group Example: Individualized

Think of an individual you know or have worked with before. Tell your small group about him/her (use your discretion if you need to change details to maintain confidentiality).



1. Select a ladder
2. Choose final step in ladder
3. Identify other steps of ladder
4. Identify missing steps
5. Build your ladder ↓↓

Defined skill for intervention:

Other relevant skills this individual has:

Treatment approach(es):

- Where?
- When?
- How often?
- How long?
- What activities?
- Type reward?
- Type feedback?
- Who else needed?
- What data do you collect?
- Who takes data?
- How often take data?