

Module 2 — ABA & Naturalistic Approaches for Autism Spectrum Disorder

Assessment · Discrete Trial Training · PRT/ESDM · function-based support · progress

Blank worksheets for printing — a teaching aid for supervised skill practice, not a validated instrument.

Assessment

Identify reinforcers, sample baseline skills, and gather ABC data before teaching.

Preference assessment

Item / activity	How assessed	Preference 0-10

Skill probe / baseline

Target skill	Domain	Baseline % correct

ABC data log (interfering behavior)

Antecedent	Behavior	Consequence

Discrete Trial Training (DTT)

Plan the program, then record trial-by-trial data.

Target skill

Antecedent / S-D (instruction)

Target response

Prompt & fading plan

Reinforcer

Error-correction procedure

Mastery criterion

Trial-by-trial data (mark each: + independent · P prompted · – incorrect)

1	2	3	4	5	6	7	8	9	10

Independent (+): _____ Prompted (P): _____ Incorrect (–): _____ % independent: _____

Naturalistic Teaching (PRT / ESDM)

Plan pivotal targets, natural reinforcers, and embedded opportunities.

Pivotal area	Specific target behavior	Natural / direct reinforcer

Naturalistic strategy checklist

- ☐ Follow the child's lead and use child choice
- ☐ Use natural/direct reinforcers
- ☐ Reinforce reasonable attempts
- ☐ Intersperse maintenance and acquisition tasks
- ☐ Share control / take turns
- ☐ Embed targets in daily routines

☐ Prioritize engagement and positive affect

Routine / activity	Embedded learning opportunity

Function-Based Behavior Support Plan (FBA)

Match a communicative replacement (FCT) to the behavior's function.

Target behavior (observable, measurable)

Hypothesized function

Antecedent / prevention strategies

Replacement behavior (FCT) — same function

Consequence strategies

How the replacement is reinforced

Goals & Progress

Write a measurable skill goal, scale it, and track percent-independent.

SMART goal

Specific — what exactly will happen?

Measurable — how will you know?

Achievable — realistic next step?

Relevant — why it matters / which value?

Time-bound — by when / how often?

Goal Attainment Scaling (GAS)

Goal name

Level	What this outcome looks like
-2 Much less than expected	
-1 Somewhat less than expected	
0 Expected outcome	
+1 Somewhat more than expected	
+2 Much more than expected	

Current level (circle one): -2 -1 0 +1 +2

Session date	Target skill	% independent