APPENDIX B

DATA Model Skills Checklist: Curriculum Crosswalk

This document is a crosswalk of the DATA Model Skills Checklist with the Assessment, Evaluation, Programming System (AEPS). The crosswalk with the AEPS includes both the birth to 3 and the 3 to 6 assessments.

As stated in Chapter 5, many comprehensive curriculum-referenced assessments provide a picture of child behavior, but often this level of assessment is not sufficient for children with autism spectrum disorders (ASD). Many of the components of the DATA Model Skills Checklist are cross-referenced with the AEPS components because of the broad picture of child development skills these assessments provide. Although many skills are cross-referenced, it is recommended to assess the discrete skill more thoroughly using this checklist to support the child's learning while addressing the core deficits of ASD.

A. ADAPTIVE

DATA

1.	Mealtime	AEPS
1.1	Drinks from open cup	0−3 Adaptive A 3—Drinks from cup or glass
		3−6 Adaptive A 1.2—Takes in proper amount of liquid and returns cup to surface
1.2	Eats with fork or spoon	0−3 Adaptive A 4—Eats with fork or spoon
		3−6 Adaptive A 1.5—Eats with utensils
1.3	Eats a variety of food	3−6 Adaptive A 1.3, 1.4—Eats a variety of food textures; Selects and eats a variety of food types
1.4	Remains at table during meals	0−3 Social B 2.0—Participates in established social routines
		3−6 Social C 2.2—Follows established rules at home and in classroom
2.	**Personal hygiene**	**AEPS**
2.1	Toilet trained—urine	0−3 Adaptive B 1.0—Initiates toileting
		3−6 Adaptive B 1.0—Carries out all toileting functions
2.2	Toilet trained—bowel	0−3 Adaptive B 1.0—Initiates toileting
		3−6 Adaptive B 1.0—Carries out all toileting functions
2.3	Washes and dries hands	0−3 Adaptive B 2.0—Washes and dries hands
		3−6 Adaptive B 1.0—Carries out all toileting functions
3.	**School skills**	**AEPS**
3.1	Manages personal belongings	
3.2	Uses classroom materials	3−6 Social B 2.1 and 3.1—Interacts appropriately with materials during small and large group activities
3.3	Completes transitions between activities	0−3 Social B 2.0—Participates in established social routines
3.4	Walks with peers in small or large groups across a variety of school settings	0−3 Social B 2.0—Participates in established social routines
3.5	Rides in school bus, car, or other transportation to and from school	0−3 Social B 2.0—Participates in established social routines
3.6	Waits for instruction to begin (individual, small group, large group)	
3.7	Works independently on a teacher selected activity	3−6 Social B 1.0—Initiates and completes age-appropriate activities
3.8	Begins and completes at least 3 different teacher selected activities	
3.9	Participates in a group activity for:	3−6 Social B 2.0 and 3.0—Watches, listens, and participates during small and large group activities (AEPS does not include time criteria)
	■ 5 minutes	
	■ 10 minutes	
	■ 15 minutes	

A. ADAPTIVE *(continued)*

DATA

4.	Self-Advocacy	AEPS
4.1	Requests a break when needed	
4.2	Protests	0–3 Social-Communication B 1.4—Uses gestures or vocalizations to protest actions or reject objects or people
4.3	Requests help from adults and peers when needed	
4.4	Requests clarification when needed	3–6 Social-Communication A 2.3—Asks questions for clarification
4.5	Asks for accommodations	
4.6	Identify likes and dislikes	3–6 Social D 1.0—Communicates personal likes and dislikes
4.7	States identifying information about self	3–6 Social D 3.0—Relates identifying information about self and others

5.	Behaviors that interfere with participation and learning		

The purpose of this section is to identify behaviors that have been resistant to ongoing classroom instruction and behavioral support. The purpose is not to identify all behaviors the child may demonstrate, only those that are chronic and interfere with instruction.

Example: Screaming	Yes	No
Aggression	Yes	No
Self-injurious behavior	Yes	No
Property destruction	Yes	No
Running away	Yes	No
Self-stimulatory behavior	Yes	No
Screaming	Yes	No
Noncompliance	Yes	No
Other	Yes	No
Other	Yes	No
Other	Yes	No

B. EXECUTIVE FUNCTIONING

DATA

1.	Flexibility	AEPS
1.1	Follows classroom routine and schedule	0–3 Social B 2.0—Participates in established social routines
		3–6 Social C 2.2—Follows established rules at home and in classroom
1.2	Accepts interruptions or unexpected change	
1.3	Accepts being told "no" without becoming upset or angry	
1.4	Relinquishes preferred toy, food, or materials to an adult or peer when asked	
1.5	Accepts that things don't go as expected	
2.	**Self-regulation: Self and emotional control**	**AEPS**
2.1	Waits for a preferred item or activity	
2.2	Accepts comfort from others if upset or agitated	0–3 Social A 2.3—Uses familiar adults for comfort, closeness, or physical contact
2.3	Self-regulates when tense or upset with verbal or visual cue	0–3 Social B 1.2—Uses appropriate strategies to self-soothe
2.4	Self-regulates when energy level is high or low with verbal or visual cue	0–3 Social B 1.2—Uses appropriate strategies to self-soothe
3.	**Persistence, organization, and time management**	**AEPS**
3.1	Persists in gaining a person's attention	
3.2	Persists, or continues to try, when something is difficult	
3.3	Follows a sequence of at least 3 steps in an activity	3–6 Cognitive C 1.0—Follows directions of three or more related steps that are not routinely given
3.4	Finishes an activity within a timely manner, cleans up, and moves to the next activity	
4.	**Problem solving**	**AEPS**
4.1	Claims and defends possessions	3–6 Social A 3.3—Claims and defends possessions
4.2	Identifies or defines the problem	3–6 Cognitive E 1.2—Identifies means to goal
4.3	Generates solutions	3–6 Cognitive E 1.1—Suggests acceptable solutions to problems
4.4	Carries out solutions by negotiating or compromising	3–6 Social A 3.0—Resolves conflicts by selecting effective strategy

B. EXECUTIVE FUNCTIONING *(continued)*

DATA

5.	Emotional knowledge	AEPS
5.1	Identifies simple emotions in pictures and books	
5.2	Labels and identifies emotions in self	3–6 Social-Communication A 1.3—Uses words, phrases, or sentences to label own or others' affect emotions 3–6 Social D 2.2—Identifies own affect and emotions
5.3	Labels and identifies emotions in others	3–6 Social-Communication A 1.3—Uses words, phrases, or sentences to label own or others' affect and emotions 3–6 Social D 2.1—Identifies affect and emotions of others
5.4	Justifies an emotion once identified or labeled	3–6 Cognitive E 2.1—Gives reason for inference
5.5	Demonstrates affection and empathy toward peers	3–6 Social A 1.1—Responds to others in distress or need 3–6 Social D 2.0—Understands how own behaviors, thoughts, and feelings relate to consequences for others

C. COGNITIVE

DATA

1.	**Imitation**	**AEPS**
1.1	Imitates actions with objects	
1.2	Imitates large motor movements	0–3 Cognitive D 1.0—Imitates motor action that is not commonly used
1.3	Imitates fine motor movements	
1.4	Imitates words	0–3 Cognitive D 2.0—Imitates words that are not frequently used
1.5	Imitates multistep sequences	
2.	**Matching and categorizing**	**AEPS**
2.1	Matches identical objects	0–3 Cognitive G 1.3—Matches pictures or objects
2.2	Matches identical pictures	0–3 Cognitive G 1.3—Matches pictures or objects
2.3	Matches objects to pictures	0–3 Cognitive G 1.3—Matches picture or objects
2.4	Matches pictures to objects	0–3 Cognitive G 1.3—Matches pictures or objects
2.5	Matches nonidentical objects and pictures	0–3 Cognitive G 1.3—Matches pictures or objects
2.6	Groups objects according to: ■ Size ■ Shape ■ Color	0–3 Cognitive G 1.2—Groups objects according to size, shape, or color 3–6 Cognitive B 1.3—Groups objects on the basis of physical attribute
2.7	Groups functionally related objects	0–3 Cognitive G 1.1—Groups functionally related objects 3–6 Cognitive B 1.2—Groups objects on the basis of function
2.8	Categorizes like objects	0–3 Cognitive G 1.0—Categorizes like objects 3–6 Cognitive B 1.1—Groups objects, people, or events on the basis of category
3.	**Sequencing**	**AEPS**
3.1	Makes simple patterns	
3.2	Places objects from a continuum in order ■ Size ■ Part to whole	3–6 Cognitive C 2.0—Places objects in series according to length or size
3.3	Sequences pictures to tell a story	3–6 Cognitive C 3.1—Completes sequence of familiar story or event
3.4	Recalls and retells past events	3–6 Cognitive D 1.0—Recalls events that occurred on same day, without contextual cues
4.	**Emergent literacy**	**AEPS**
4.1	Makes comments and asks questions while looking at picture books	0–3 Cognitive G 4.2—Makes comments and asks questions while looking at picture books
4.2	Answers factual questions at the end of a familiar story	3–6 Social-Communication A 2.4—Responds to contingent questions
4.3	Answers questions related to a story that requires inference	3–6 Cognitive E 2.3—Gives possible cause for some event

C. COGNITIVE *(continued)*

DATA

4.	**Emergent literacy (*continued*)**	**AEPS**
4.4	Makes predictions when reading a story	3–6 Cognitive E 2.2—Makes prediction about future or hypothetical events
4.5	Identifies letters—receptively	3–6 Cognitive H 3.1—Identifies letter names
4.6	Identifies letters—expressively	3–6 Cognitive H 3.1—Identifies letter names
5.	**Emergent math**	**AEPS**
5.1	Demonstrates concept of one	0—3 Cognitive G 2.0—Demonstrates functional use of one-to-one correspondence
5.2	Counting objects with one-to-one correspondence	3–6 Cognitive G 1.1—Counts at least 10 objects

D. COMMUNICATION

DATA

1.	Following directions	AEPS
1.1	Follows one-step directions without contextual cues	0–3 Social-Communication C 2.2—Carries out one-step direction without contextual cues
1.2	Follows one-step directions related to safety	
1.3	Follows directions to give an item to a person	
1.4	Follows two-step directions without contextual cues	0–3 Social-Communication C 2.0—Carries out two-step directions without contextual cues
2.	**Responding**	**AEPS**
2.1	Gestures or vocalizes to greet others	0–3 Social-Communication B 1.3—Gestures or vocalizes to greet others 3–6 Social A 1.5—Responds to affective initiations from others
2.2	Chooses item when asked to make a choice	3–6 Social D 1.2—Selects activities or objects
2.3	Responds to question "What do you want?" when items are not present	3–6 Social-Communication A 2.4—Responds to contingent questions
2.4	Responds to a variety of questions ■ What ■ Where ■ Who ■ Why ■ When	3–6 Social-Communication A 2.4—Responds to contingent questions
2.5	Responds with a yes or no answer ■ When asked, "Do you want ___?" ■ When asked, "Is this a cow?"	3–6 Social-Communication A 2.4—Responds to contingent questions
3.	**Initiating**	**AEPS**
3.1	Uses gestures to initiate a request	
3.2	Initiates with words or gestures to greet others	0–3 Social-Communication B 1.3—Gestures or vocalizes to greet others 3–6 Social A 1.4—Initiates greetings to others who are familiar
3.3	Requests items and activities that are in sight	3–6 Social-Communication A 1.5—Uses words, phrases, or sentences to make commands to and requests of others
3.4	Requests items and activities that are out of sight	3–6 Social-Communication A 1.5—Uses words, phrases, or sentences to make commands to and requests of others
3.5	Requests the end of an activity	
3.6	Makes comments	3–6 Social-Communication A 1.7—Uses words, phrases, or sentences to inform
3.7	Uses sentence stems such as "I want _____," "It's a _____," "I see _____," and "I have _____" to comment and request	3–6 Social-Communication A 1.5—Uses words, phrases, or sentences to make commands to and requests of others 3–6 Social-Communication A 1.7 Uses words, phrases, or sentences to inform

D.   COMMUNICATION *(continued)*

DATA

3.	Initiating (*continued*)	AEPS
3.8	Asks a variety of questions to gain more information	3–6 Social-Communication B 3.0—Asks questions
	■ What	
	■ Where	
	■ Who	
	■ Why	
	■ When	

4.	Comprehension and expression of words and sentences	AEPS
4.1	Identifies at least 50 common nouns in pictures and the environment	0–3 Social-Communication C 1.0 (receptively, criteria is 20)—Locates objects, people, or events without contextual cues 0–3 Social-Communication D 1.4 (expressively, criteria is 15)—Uses 15 object or event labels
4.2	Identifies at least 15 actions in pictures and the environment	0–3 Social-communication D 1.2 (expressively, criteria is 5)—Uses five action words
4.3	Uses pronouns	0–3 Social-Communication D 1.3 (expressively, criteria is 2)—Uses two pronouns 3–6 Social-Communication B 4.0 (expressively)—Uses pronouns
4.4	Identifies at least 10 functions across a variety of common objects or pictures	
4.5	Identifies at least 10 features across a variety of common objects or pictures	
4.6	Identifies at least five categories across a variety of common objects or pictures within each category	
4.7	Identifies and uses a variety of attributes	0–3 Social-communication D 1.1 (expressive)—Uses five descriptive words
	■ Colors	3–6 Cognitive A 1.0—Demonstrates understanding of color, shape, and size concepts
	■ Sizes	3–6 Cognitive A 2.0—Demonstrates understanding of qualitative and quantitative concepts
	■ Shapes	
	■ _____	3–6 Social-Communication B 5.0 (expressive)—Uses descriptive words
4.8	Identifies and uses prepositions	3–6 Cognitive A. 3.1—Demonstrates understanding of 12 different spatial relations concepts 3–6 Social-communication B 5.4 (expressive)—Uses prepositions

E. SOCIAL

DATA

1.	Joint attention	AEPS
1.1	References communicative partner during a social-communicative interaction	0–3 Social-Communication A 1.0—Turns and looks toward person speaking 3–6 Social-Communication A 3.2
1.2	Follows pointing gesture to establish joint attention	0–3 Social-Communication A 2.1—Follows person's pointing gesture to establish joint attention
1.3	Follows gaze to establish joint attention	0–3 Social-Communication A 2.0—Follows person's gaze to establish joint attention
1.4	Initiates gestures to establish joint attention	0–3 Social-Communication B 1.2—Points to an object, person, or event
1.5	Initiates gaze to establish joint attention	
1.6	Maintains a social-communicative interaction with an adult for two exchanges	0–3 Social A 2.0—Initiates and maintains interaction with familiar adult
2.	Pragmatic rules	AEPS
2.1	Maintains appropriate proximity to conversation partner	3–6 Social-Communication A 3.2—Uses socially appropriate physical orientation
2.2	Orients body towards speaker	3–6 Social-Communication A 3.2—Uses socially appropriate physical orientation
2.3	Maintains eye contact	0–3 Social-Communication A 1.0—Turns and looks toward person speaking 3– Social-Communication A 3.2—Uses socially appropriate physical orientation
2.4	Uses voice volume appropriate to setting	3–6 Social-Communication A 3.1—Varies voice to impart meaning
2.5	Responds appropriately to common facial expressions and gestures (e.g., head nod and shake)	0–3 Social A 1.0 (expressions)—Responds appropriately to familiar adult's affect
2.6	Appropriately interjects	
2.7	Ends the conversation appropriately	
3.	Interactions with peers	AEPS
3.1	Maintains proximity to peers	0–3 Social C 1.3—Plays near one or two peers 3–6 Social A 1.2—Establishes and maintains proximity to peers
3.2	Imitates peer	
3.3	Takes turns with peers	3–6 Social A 1.3—Takes turns with others
3.4	Responds to interactions from peers	0–3 Social C 1.2—Responds appropriately to peer's social behavior 3–6 Social A 1.5—Responds to affective initiations from others

E. SOCIAL *(continued)*

DATA

3.	Interactions with peers (*continued*)	AEPS
3.5	Initiates interactions towards peers	0–3 Social C 1.1—Initiates social behavior toward peer
		3–6 Social A 1.0—Interacts with others as play partners
3.6	Takes turns during unstructured activities	3–6 Social A 1.3—Takes turns with others
3.7	Demonstrates acceptable ways of joining an activity	3–6 Social A 2.1—Joins others in cooperative activity
3.8	Maintains a conversation with a peer	0–3 Social C 2.0—Initiates and maintains communicative exchange with peer
3.8	Gives assistance to peers	3–6 Social A 1.1—Responds to others in distress or need

F. PLAY

1.	Play fundamentals	AEPS
1.1	Activates cause and effect toys	0–3 Cognitive C 1.0—Correctly activates mechanical toy
1.2	Uses play materials appropriately	0–3 Cognitive F 1.2—Uses functionally appropriate actions with objects
		0–3 Cognitive F 1.3—Uses simple motor actions on different objects
1.3	Demonstrates functional play with toys related to play theme	0–3 Cognitive F 1.2—Uses functionally appropriate actions with objects
1.4	Uses representational actions with objects	0–3 Cognitive F 1.1—Uses representational actions with objects
		3–6 Cognitive F 1.3—Uses imaginary props
1.5	Completes a sequence of pretend play actions related to play theme	3–6 Cognitive F 1.2—Plans and acts out recognizable event, theme, or storyline
1.6	Narrates play	
2.	**Independent play**	**AEPS**
2.1	Entertains self by playing appropriately with toys for at least 5 minutes	0–3 Social C 1.5—Entertains self by playing appropriately with toys
2.2	Completes puzzles	
2.3	Colors or draws	
2.4	Begins and completes at least three different age appropriate activities independently	3–6 Social B 1.0—Initiates and completes age-appropriate activities
3.	**Interactive play**	**AEPS**
3.1	Engages in parallel play	
3.2	Engages in associative play	
3.3	Makes comments about own play to peers	0–3 Social C 2.1—Initiates communication with peer
3.4	Organizes play by suggesting a play plan	3–6 Cognitive F 1.2—Plans and acts out recognizable event, theme, or storyline
		3–6 Cognitive F 1.1—Enacts roles or identities
3.5	Follows a peer's play idea	
3.6	Plays cooperatively	3–6 Cognitive F 1.0—Engages in cooperative, imaginary play
		3–6 Social A 2.2—Maintains cooperative participation with others
3.7	Plays games with rules until end of game	3–6 Cognitive F 2.0—Engages in games with rules