

ABA/VB Behavior Curriculum Goal Bank

- **A/VBC.A1** - When offered a known reinforcing item or activity, the student will take/ use the item or activity.
- **A/VBC.A2** - When offered one reinforcing item or activity and another non- reinforcing item or activity, the student will select the reinforcing item or activity.
- **A/VBC.A3** - Student will look at the track changes in location of a non- reinforcing item or presented by an instructor.
- **A/VBC.A4** - When offered a common object, the student will take the item.
- **A/VBC.A5** - When a specific tangible reinforcer is available and there is a clearly identified requirement for a known response to be performed, the student will approach the instructor and perform the required response (i.e., the student knows that there is a reinforcer available but that he will need to approach the instructor and do a simple task to get the reinforcer).
- **A/VBC.A6** - The student will work for instructor controlled reinforcement.
- **A/VBC.A7** - The student will be able to demonstrate and use skills learned with one instructor when working with other instructors.
- **A/VBC.A8** - When an instructor is attempting to engage the student in learning activities (at a table, while seated on the floor, or standing near materials for an activity), the student will wait calmly, remain generally oriented towards the instructor and materials, and will keep his hands away from the instructional materials until an instruction is presented.
- **A/VBC.A9** - When engaged in an obvious series of learning tasks, the student will scan the materials and look at the instructor to seek the instruction for the next task.
- **A/VBC.A10** - When an instruction is presented during a series of learning tasks that involve instructional materials, the student will attend to the instruction then scan the materials prior to responding to the instruction.
- **A/VBC.A11** - When engaged in a series of learning tasks, the student will respond quickly when an instruction is presented.
- **A/VBC.A12** - A variety of items and activities serve as reinforcers.
- **A/VBC.A13** - The student will work for intermittent reinforcement.
- **A/VBC.A14** - The student will work for reinforcement that involves fun interaction with the instructor.
- **A/VBC.A15** - After completing a task, when engaged in a series of learning activities, the student will orient to the instructor such as to observe the changes in instructor's facial expression and voice that provide feedback regarding the correctness of the response.
- **A/VBC.A16** - Praise will serve as an effective reinforcer for the student.
- **A/VBC.A17** - The student will be able to wait appropriately if a reinforcer is not delivered immediately following a behavior.
- **A/VBC.A18** - The student will seek recognition for his accomplishments.
- **A/VBC.A19** - Completion of a task serves as an effective reinforcer for the student.

- **A/VBC.B1** - When given single, uniquely- shaped pieces from an inset puzzle, the student will put the puzzle pieces into the puzzle frame.
- **A/VBC.B2** - When provided a form fox or shape shorter and its pieces, the student will be able to put the pieces into the corresponding holes in the form box.
- **A/VBC.B3** - When given an object, the student will match to an identical object in an array of three items.
- **A/VBC.B4** - When given an item, the student will match the object to one of three pictures in an array.
- **A/VBC.B5** - When given a picture, the student will match to an identical picture in an array of three pictures.
- **A/VBC.B6** - When given a picture of an item, the student will match the picture to one of three objects in an array.
- **A/VBC.B7** - When given a group of ten pictures of items, the student will match those pictures to an identical picture in an array of ten pictures in quick succession.
- **A/VBC.B8** - When given a variety of non- identical objects or pictures representing three items and given an array of sample items for each of the three items, the student will sort non- identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people).
- **A/VBC.B9** - When given a block design card, student will place the blocks in the appropriate location on the design card disregarding extra blocks.
- **A/VBC.B10** - When given uniquely-shaped, connecting puzzle pieces which fit into an irregularly shaped inset frame, the student will complete the puzzle.
- **A/VBC.B11** - When given a square-edged framed puzzle, the student will complete the puzzle.
- **A/VBC.B12** - When given a block design card, student will place blocks to make the design shown on the card.
- **A/VBC.B13** - When given a visual sequence pattern consisting of items (e.g., colored blocks), the student will arrange items to match the pattern.
- **A/VBC.B14** - When given irregularly-shaped, non-interlocking puzzle pieces, student will correctly juxtapose the pieces to form a picture.
- **A/VBC.B15** - When given a standard jigsaw puzzle (interlocking pieces without a frame), the student will correctly complete the puzzle.
- **A/VBC.B16** - Given an array of items or pictures, the student will be able to match an item that is associated with one of the items in the array (e.g., match a bat to picture of a ball).
- **A/VBC.B17** - When provided with a sample of two items that have a different functions and shown a demonstration of matching another item that has the same function, the student will be able to sort additional pictures that have the same functions with the correct sample items.
- **A/VBC.B18** - When provided with a sample of two of items that have different features/parts and shown a demonstration of matching another item that has the same feature/part, the student will be able to sort additional pictures that have the same features/parts with the correct sample items.
- **A/VBC.B19** - When provided with a sample of three different classes of items and shown a demonstration of matching another member of each class, the student will be able to sort additional pictures that match the class to which the item belongs.

- **A/VBC.B20** - After having been shown a model of items in a specific sequence and then having the model removed, the student will be able to replicate the sequence.
- **A/VBC.B21** - When shown a specific item and it is removed and five items are then presented (one being the same as the original item), the student will be able to find the initial item.
- **A/VBC.B22** - When given a model of items in a specific sequence (regular and irregular), the student will be able to continue adding items in the correct sequence (e.g., ABABAB, ABCABC, ABBABB, AABAAB, ABBCABBC).
- **A/VBC.B23** - Given a set of blocks or other items and a model of a simple 3-dimensional object (e.g., a house, car), the student will be able to arrange the blocks or other items to replicate the structure.
- **A/VBC.B24** - The student will be able to observe a person placing multiple identical objects on a table and then place a different item on each of those items immediately after each one of the first type of item has been placed.
- **A/VBC.B25** - When given a model of the start and end of a continuum, student will be able to arrange additional task stimuli in the appropriate order by size, quantity, shade of color, and sequence.
- **A/VBC.B26** - The student will be able to arrange a set of picture cards in the appropriate sequence.
- **A/VBC.B27** - The student will be able to draw a line from the start to the end of simple mazes.
- **A/VBC.C1** - Student will look at or come to a person when called his by name.
- **A/VBC.C2** - When given instructions to do a preferred activity in the context of the ongoing activity, the student will comply with the instructions.
- **A/VBC.C3** - Upon request, student will look at a reinforcing item held by an instructor.
- **A/VBC.C4** - Upon instruction, the student will touch a preferred item held in various positions.
- **A/VBC.C5** - Upon instruction, the student will touch a common item held in various positions.
- **A/VBC.C6** - The student will comply with instructions to do a preferred activity even though it is not occurring at that time.
- **A/VBC.C7** - The student will comply with the instructions to do a non- preferred activity when the activity is presently occurring.
- **A/VBC.C8** - The student will follow instructions which require him to give a named, non-reinforcing item.
- **A/VBC.C9** - The student will comply with instructions to do a simple motor task (e.g., clap, turn around, arms up).
- **A/VBC.C10** - When asked to touch an object that is being held and an empty hand is held out as a distracter (or the object is placed on a table with another neutral item such as styrofoam cube used as a distracter), the student will touch the named object.
- **A/VBC.C11** - When asked, the student will select a named reinforcing item from an array of two objects held or placed in any position in front of him.
- **A/VBC.C12** - Upon request, the student will be able to select an object named by the instructor from an array of two reinforcing objects held or placed in any position in front of him.
- **A/VBC.C13** - Upon request, the student will be able to select an object named by the instructor from an array of two common objects held or placed in any position in front of him.

- **A/VBC.C14** - Upon request, student will select a picture named by the instructor from an array of two pictures of common items held or placed in any position in front of him.
- **A/VBC.C15** - The student will be able to follow directions to touch parts of his own body.
- **A/VBC.C16** - The student will select a specified object for at least 100 common objects when the object is presented in an array of six or more objects on a table in any position in front of the student.
- **A/VBC.C17** - The student will select a specified picture for at least 100 common objects when the picture is presented in an array of six or more pictures on a table in any position in front of the student.
- **A/VBC.C18** - The student will be able to acquire selection skills for many new common objects or pictures of items after being required to select the items less than five times.
- **A/VBC.C19** - The student will be able to point to or select known items from an array upon request when presented in quick succession.
- **A/VBC.C20** - The student will be able to select objects and pictures named by the instructor while using a variety of instructions to select those items (e.g. "Show me __", "Where is the __", "Can you find the __", "Touch the __").
- **A/VBC.C21** - The student will be able to follow directions to point to body parts of other people or touch pictures of body parts.
- **A/VBC.C22** - The student will be able to follow directions to touch clothing items on his own body.
- **A/VBC.C23** - The student will be able to follow directions to touch specified parts of items (e.g., door and window of a house, wheel and door of a car).
- **A/VBC.C24** - The student will be able to select between two similar items that vary on one dimension (i.e. adjectives).
- **A/VBC.C25** - The student will be able to select an item by attending to the eye orientation of another person.
- **A/VBC.C26** - The student will be able to follow hand signals from an adult to come, sit, stand, go to a location, and perform an action when signaled (e.g., stand up or clap hands when point to the child).
- **A/VBC.C27** - Student will be able to walk across the room to go to a specified person.
- **A/VBC.C28** - Student will be able to walk across the room to go to a specified place or person and place or deliver an item (e.g., give pen to Jim).
- **A/VBC.C29** - Student will be able to walk across the room to go to a specified place or person and get a requested item.
- **A/VBC.C30** - Student will be able to walk across the room to go to a specified person and perform a stated action (e.g., give Jim a hug).
- **A/VBC.C31** - The student will select common objects and pictures with a specific motor response when given a variety of instructions specifying the response required to select those items (e.g., "Touch", "Point to", "Give me", "Pick up", "Get the").
- **A/VBC.C32** - The student will comply with instructions to do a simple action when presented with several objects, one of which is used to perform the action.
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- **A/VBC.C33** - The student will be able to perform a specified action with a specific object, when several different objects are present that could be used to demonstrate the requested action.
- **A/VBC.C34** - The student will comply with instructions to do a pretend activity.
- **A/VBC.C35** - Upon request, the student will select a specified action picture from an array of three pictures on a table in any position in front of the student.
- **A/VBC.C36** - Given an array of items or pictures and asked, "What goes with his?, the student will be able to select the item which is used with the item being shown (e.g., select a bat when shown a picture of a ball).
- **A/VBC.C37** - Student will be able to select objects or pictures of items when told the item's function.
- **A/VBC.C38** - Student will be able to select objects or pictures of items when told the item's features or parts.
- **A/VBC.C39** - Student will be able to select objects or pictures of items when told the class to which the item belongs.
- **A/VBC.C40** - Upon request, the student will select two specified objects or pictures from a larger selection of objects on a table in front of the student.
- **A/VBC.C41** - Upon request, the student will select two specified objects or pictures in the order requested from a larger selection of pictures on a table in front of the student.
- **A/VBC.C42** - The student will be able to select pictures of common community helpers in his environment.
- **A/VBC.C43** - The student will be able to locate pictures of objects within a larger, complex picture.
- **A/VBC.C44** - The student will be able to locate objects when only shown parts of the objects within a larger, complex picture.
- **A/VBC.C45** - The student will select appropriate pictures when the sound which is paired with that item is heard.
- **A/VBC.C46** - The student will be able to follow directions to select all the examples of a specified them (e.g., all the cats).
- **A/VBC.C47** - Given a scene or a varied set of objects or pictures, the student will be able to select a specified item which has the two specified characteristics (e.g., "The big red ball", "The hot breakfast cereal").
- **A/VBC.C48** - Given a set of objects or pictures which vary only on a single characteristic, the student will be able to select all of the items which have a single specified characteristic (i.e., adjectives such as "The red ones").
- **A/VBC.C49** - Given a varied set of objects or pictures, the student will be able to select all of the items which have the two specified characteristics (e.g., adjectives, parts or other features, function, or class of the item).
- **A/VBC.C50** - The student will be able to select three items in a specified sequence.
- **A/VBC.C51** - The student will be able to follow instructions which include selections involving prepositions.
- **A/VBC.C52** - The student will be able to follow instructions which include selections involving pronouns.
- **A/VBC.C53** - Student will be able to select pictures of scenes or pictures of activities.
- **A/VBC.C54** - Student will be able to select pictures of faces depicting various emotions.
- **A/VBC.C55** - When the student is provided with a display of two items then shown a third item which matches one of the two displayed items and told to either "Find same", or to "Find different", he will select the corresponding item in the display.

- **A/VBC.C56** - Student will be able to point to or select items which are non- examples of a specified category of items (e.g., not food, not yellow, not used to cook, does not have a tail).
- **A/VBC.C57** - The student will be able to select pictures representing a variety of social interactions (e.g., playing arguing).
- **A/VBC.D1** - Upon request, student will imitate a motor activity with an object.
- **A/VBC.D2** - Upon request, student will imitate a motor activity requiring a discrimination of an object.
- **A/VBC.D3** - Upon request, student will imitate a gross motor movement when provided with verbal prompts.
- **A/VBC.D4** - Upon request, student will imitate a gross motor activity involving foot and leg movements.
- **A/VBC.D5** - Upon request, student will imitate a gross motor activity involving arm and hand movements.
- **A/VBC.D6** - Upon request, student will imitate similar actions that require him to discriminate whether the action requires either a static (held position) or a kinetic (movement) motor movement.
- **A/VBC.D7** - The student will imitate actions when any of a variety of instructions are used to indicate that he is to imitate an action.
- **A/VBC.D8** - Upon request, student will imitate gross motor movements that he observes being modeled by others in a mirror.
- **A/VBC.D9** - Upon request, student will imitate a gross motor activity involving head movements.
- **A/VBC.D10** - Upon request, student will imitate a motor activity involving mouth and tongue movements.
- **A/VBC.D11** - Upon request, student will imitate facial/oral motor movements that he observes being modeled by others in a mirror.
- **A/VBC.D12** - Upon request, student will imitate a fine motor activity.
- **A/VBC.D13** - Upon request, student will imitate touching objects in a sequence at the same time as a person modeling the sequence.
- **A/VBC.D14** - Upon request, student will imitate both short and sustained blowing actions when modeled by others.
- **A/VBC.D15** - Upon request, student will imitate a motor activity involving manipulating an object matching the speed of the ongoing model.
- **A/VBC.D16** - Upon request, student will imitate a motor activity involving manipulating an object matching the speed of a recently modeled actions.
- **A/VBC.D17** - Upon request, student will imitate a gross motor activity matching the speed of the model.
- **A/VBC.D18** - Upon request, student will imitate touching objects in a sequence after the sequence of items to be touched has been demonstrated.
- **A/VBC.D19** - Upon request, student will imitate a sequence of motor actions along with a model immediately switching from one action to another following the lead of the model.
- **A/VBC.D20** - Upon request, student will imitate a sequence of motor activities.
- **A/VBC.D21** - Upon request, student will imitate a gross motor activity matching the intensity of the model.
- **A/VBC.D22** - Upon request, student will imitate a motor movement for the same number of repetitions as was just modeled.

- **A/VBC.D23** - Upon request, student will imitate a motor movement along with a corresponding vocalization.
- **A/VBC.C24_1** - Upon request, student will imitate a sequence of actions using multiple objects.
- **A/VBC.D25** - Without being told to imitate each action, student will imitate gross motor actions modeled by an individual, for the social recognition of being able to match the actions.
- **A/VBC.D26** - Student will spontaneously imitate a gross motor activity modeled by an individual who is not standing directly in front of the student.
- **A/VBC.D27** - Upon request or when labeling his own actions, student will be able to demonstrate actions which he observed several hours earlier in the day.
- **A/VBC.E1** - The student will imitate a sound when you say, "Say ___".
- **A/VBC.E2** - The student will be able to repeat a series of individual sounds presented in quick succession.
- **A/VBC.E3** - When a word is modeled for the student, he will be able to imitate the initial sounds of that word.
- **A/VBC.E4** - The student will be able to repeat a variety of separate sounds in combination in which the student must attend to both sounds.
- **A/VBC.E5** - The student will be able to repeat sounds matching the speed of the presented sound.
- **A/VBC.E6** - Upon request, student will imitate a sound for the same number of repetitions as was just modeled.
- **A/VBC.E7** - The student will be able to repeat sound combinations in which the model requires the student to hold or elongate the first sound and smoothly transition to a second sound (not merely say two separate sounds).
- **A/VBC.E8** - The student will be able to repeat sound combinations in which the model requires the student to repeat consonant - vowel and vowel consonant combinations (e.g., "eat", "up", "go", "me").
- **A/VBC.E9** - The student will be able to repeat sound combinations in which the model requires the student to repeat consonant - vowel - consonant - vowel combinations (e.g., "mama", "dada", "peepee", "meme").
- **A/VBC.E10** - The student will be able to repeat sound combinations (words) in which the model requires the student to repeat consonant - vowel - consonant combinations (e.g., "mom", "dad", "top", "pig").
- **A/VBC.E11** - When a word which contains consonant blends are modeled for the student, he will be able to accurately imitate the words.
- **A/VBC.E12** - The student will imitate a word when you say, "Say ___".
- **A/VBC.E13** - The student will imitate a phrase when you say, "Say ___".
- **A/VBC.E14** - The student will imitate a sequence of numbers when you say, "Say ___".
- **A/VBC.E15** - The student will be able to repeat words matching the speed of the presented word.
- **A/VBC.E16** - The student will be able to repeat words matching the volume of the presented word.
- **A/VBC.E17** - The student will be able to repeat words matching the pitch/tone of the presented word.
- **A/VBC.E18** - The student will be able to go to a person repeat a short statement that he was told to say to the person.
- **A/VBC.E19** - The student will spontaneously imitate words.
- **A/VBC.E20** - The student will spontaneously imitate phrases.

- **A/VBC.F1** - The student will be able to specifically indicate items and activities which he wants by pointing to, pulling to, or standing by the particular items or activities (without using words or sign language).
- **A/VBC.F2** - The student will ask for what he wants when the reinforcer is present and a word or a sign given.
- **A/VBC.F3** - The student will ask for what he wants with the reinforcer present using either words or signs.
- **A/VBC.F4** - The student will ask for items that he wants with no reinforcers present.
- **A/VBC.F5** - The student will spontaneously ask for at least 10 items that he wants using a specific response (Spoken word or with an American Sign Language sign) when the items are present.
- **A/VBC.F6** - The student will spontaneously ask for at least 10 items that he wants using a specific response (Spoken word or with an American Sign Language sign) when the items are not present.
- **A/VBC.F7** - The student will make eye contact when asking a person for items, actions or information.
- **A/VBC.F8** - The student will be able to ask others to perform specified actions.
- **A/VBC.F9** - When only given some of the items necessary to do an activity, the student will ask for the missing item.
- **A/VBC.F10** - Student will be able to ask for or reject offered items and activities using head movements to specify "Yes" or "No".
- **A/VBC.F11** - The student will ask questions in a sentence form to obtain items, actions, or information.
- **A/VBC.F12** - The student will ask for help when he needs assistance.
- **A/VBC.F13** - The student will be able to acquire new requests for many new objects, actions, or information after being required to request those items less than five times.
- **A/VBC.F14** - The student will be able to ask others to attend to his actions.
- **A/VBC.F15** - The student will be able to ask others to remove an item or stop an activity.
- **A/VBC.F16** - The student will be able to ask for items using adjectives (e.g., big horse).
- **A/VBC.F17** - The student will be able to ask for items using prepositions (e.g. in the box).
- **A/VBC.F18** - The student will be able to ask for items or actions which he may be able to obtain in the future.
- **A/VBC.F19** - The student will ask questions to obtain information using "What".
- **A/VBC.F20** - The student will ask questions to obtain information using "Where".
- **A/VBC.F21** - The student will ask questions to obtain information using "Who/Whose".
- **A/VBC.F22** - The student will be able to ask for actions using adverbs (e.g. push me fast, walk quietly).
- **A/VBC.F23** - The student will be able to ask for items using pronouns (e.g., I want your hat).
- **A/VBC.F24** - The student will ask questions to obtain information using "Which".
- **A/VBC.F25** - The student will ask questions to obtain information using "When".
- **A/VBC.F26** - the student will ask questions to obtain information using "How".
- **A/VBC.F27** - The student will ask questions to obtain information using "Can", "Do", "Does", or "Will".
- **A/VBC.F28** - The student will ask questions to obtain information using "Why".
- **A/VBC.F29** - The student will spontaneously request objects, actions, or information throughout the day.

- **A/VBC.G1** - The student will label reinforcing items.
- **A/VBC.G2** - The student will label at least 100 objects which are commonly found in his environment.
- **A/VBC.G3** - The student will label people in his environment.
- **A/VBC.G4** - The student will label at least 100 pictures of items which are commonly found in his environment.
- **A/VBC.G5** - The student will label common body parts on himself or others.
- **A/VBC.G6** - The student will be able to label clothing items.
- **A/VBC.G7** - The student will label common actions.
- **A/VBC.G8** - The student will label pictures of common actions.
- **A/VBC.G9** - The student will be able to label known items in quick succession.
- **A/VBC.G10** - The student will be able to acquire labels for many new common items or pictures of items after only hearing the name of those items used by others (no direct training).
- **A/VBC.G11** - The student will be able to use a variety of carrier phrases when labeling items, and will frequently use those carrier phrases without prompting.
- **A/VBC.G12** - The student will be able to label the parts or features of objects.
- **A/VBC.G13** - The student will be able to use adjectives that describe objects.
- **A/VBC.G14** - When presented with an array of items or pictures and then shown another item or picture and asked, "What goes with this?", the student will be able to label one of the items which is associated with the item being shown (e.g., says "chair" when shown picture of a table and a set of pictures including a chair, shoe and a set of keys).
- **A/VBC.G15** - The student will be able to label items when only told the function of the item.
- **A/VBC.G16** - The student will be able to label items when only told the feature of the item.
- **A/VBC.G17** - The student will be able to label items when only told the class of the item.
- **A/VBC.G18** - The student will be able to label a set of items given to him.
- **A/VBC.G19** - The student will be able to label more than one item presented on a picture card.
- **A/VBC.G20** - The student will be able to use a variety of carrier phrases when labeling multiple items, and will frequently use those carrier phrases without prompting.
- **A/VBC.G21** - The student will be able to label a noun and a verb in combination.
- **A/VBC.G22** - The student will be able to label an adjective and a noun in combination.
- **A/VBC.G23** - The student will be able to answer "Yes" or "No" or move his head to indicate "Yes" or "No" to identify the name of an item or to identify if an item or activity meets a pre-specified criterion.
- **A/VBC.G24** - The student will be able to label the function of items when asked, "What do you do with this?"
- **A/VBC.G25** - The student will be able to label the class of an individual item.
- **A/VBC.G26** - The student will be able to discriminate whether he is being asked to label the name, function, color, or ownership of an item.
- **A/VBC.G27** - The student will be able to look at a picture or set of actual items and be able to label the class of the set of items.

- **A/VBC.G28** - The student will be able to label parts of items of a given picture which are either missing or obviously incorrect (e.g., a car without wheels).
- **A/VBC.G29** - When presented with a set of items in which all except one of the items belongs to a specified category of items (can be based on functions, features or class), the student will be able to name the item which does not belong with that particular set of items.
- **A/VBC.G30** - The student will be able to identify an obvious problem or emergency.
- **A/VBC.G31** - The student will be able to label pictures of common community helpers in his environment.
- **A/VBC.G32** - The student will be able to label significant objects located at a distance when others point to the item.
- **A/VBC.G33** - The student will label common sounds in his environment.
- **A/VBC.G34** - The student will use a carrier phrase when labeling combinations of nouns with verbs or adjectives and will frequently use those carrier phrases without prompting.
- **A/VBC.G35** - The student will be able to label the position of an item in relation to other items.
- **A/VBC.G36** - The student will be able to use a carrier phrase when using prepositions and will frequently use those carrier phrases without prompting.
- **A/VBC.G37** - The student will be able to label pronouns.
- **A/VBC.G38** - The student will be able to use a carrier phrase when using pronouns and will frequently use those carrier phrases without prompting.
- **A/VBC.G39** - When shown a picture of a scene or an activity and asked to "tell me about this picture", the student will be able to label and describe the event, items, and activities presented in the scene.
- **A/VBC.G40** - When provided with information regarding a certain part of a scene, the student will be able to label specified parts of pictures.
- **A/VBC.G41** - The student will label a variety of adverbs.
- **A/VBC.G42** - Student will be able to label ongoing facial and behavioral examples of emotions and pictures of faces depicting various emotions.
- **A/VBC.G43** - The student will be able to label internal events and emotions which are not directly observable by others.
- **A/VBC.G44** - The student will emit labels containing at least three separate components.
- **A/VBC.G45** - The student will be able to use a variety of carrier phrases when using labels containing at least three separate components and will frequently use those carrier phrases without prompting.
- **A/VBC.G46** - The student will be able to label the nature of ongoing social interactions (e.g., playing, arguing).
- **A/VBC.G47** - The student will spontaneously label items and events throughout the day.
- **A/VBC.H1** - While others are singing a song, the student will be able to fill in some words and phrases of songs.
- **A/VBC.H2** - The student will be able to complete an open-ended phrase by supplying the missing word(s) regarding fun items and activities.

- **A/VBC.H3** - The student will be able to provide a sign (American Sign Language - ASL) when given an English word.
- **A/VBC.H4** - The student will be able to provide the name of the animal when given the animal sound or vice versa.
- **A/VBC.H5** - The student will be able to provide answers to questions regarding personal information.
- **A/VBC.H6** - The student will be able to fill in the remaining word of a phrase describing an ongoing activity.
- **A/VBC.H7** - When asked "What goes with (___)?", the student will be able to say some items which is associated (related) with the stated item (e.g., says "bed" when hears "What goes with a pillow?").
- **A/VBC.H8** - The student will be able to fill in the remaining word naming the item in a phrase related to the function of an item.
- **A/VBC.H9** - The student will be able to fill in the remaining word in a phrase naming the function of an item.
- **A/VBC.H10** - The student will be able to answer "What" questions regarding items found in home.
- **A/VBC.H11** - The student will be able to answer "What" questions regarding the function of items.
- **A/VBC.H12** - The student will be able to answer "Where" questions regarding items found in home or classroom.
- **A/VBC.H13** - The student will be able to answer "Where" questions regarding activities done at home or school.
- **A/VBC.H14** - The student will be able to fill in the remaining word of a phrase to name an item/example of a specified class of items.
- **A/VBC.H15** - The student will be able to verbally provide members of specific categories.
- **A/VBC.H16** - When told the name of the item, the student will be able to fill in the remaining word in a phrase naming a feature of the item.
- **A/VBC.H17** - When told a feature of an item, the student will be able to fill in the remaining word in a phrase to name the item.
- **A/VBC.H18** - The student will be able to fill in the remaining word of a phrase to specify the class of a given item/example.
- **A/VBC.H19** - The student will be able to name items which had previously been observed.
- **A/VBC.H20** - The student will be able to name an activity that he has recently observed.
- **A/VBC.H21** - The student will be able to name people who had previously been observed.
- **A/VBC.H22** - The student will be able to make a variety of related comments (not including naming of items) regarding pictures of items or activities.
- **A/VBC.H23** - The student will be able to give single response answers regarding questions concerning what he might see in various locations in his community.
- **A/VBC.H24** - The student will be able to give single response answers regarding questions concerning what he could do in various locations in his community.
- **A/VBC.H25** - The student will be able to answer "Where" questions regarding activities and items found in the community.

- **A/VBC.H26** - The student will be able to provide several answers to questions concerning his immediate community.
- **A/VBC.H27** - The student will be able to identify the class when told two or more items from the class.
- **A/VBC.H28** - The student will be able to answer "Who/Whose" questions.
- **A/VBC.H29** - The student will be able to answer "When" questions.
- **A/VBC.H30** - When discussing an item or activity, the student will be able to discriminate whether he is being asked a "What, Where, Who", or "When" questions.
- **A/VBC.H31** - The student will be able to answer "Which" questions.
- **A/VBC.H32** - The student will be able to answer "How" questions.
- **A/VBC.H33** - The student will be able to answer "Why" questions.
- **A/VBC.H34** - The student will be able to state the steps in sequence of a daily activity.
- **A/VBC.H35** - The student will be able to state the activity being described when told a sequence of actions.
- **A/VBC.H36** - The student will be able to give the name of an item after being provided with multiple aspects of the item (e.g., its functions, features, class).
- **A/VBC.H37** - The student will be able to move his head or say "Yes" or "No" to answer questions about an item or activity which is not present.
- **A/VBC.H38** - The student will be able to provide multiple answers to questions which contains two critical stimuli.
- **A/VBC.H39** - The student will be able to provide multiple answers to questions which contain three critical stimuli.
- **A/VBC.H40** - The student will be able to describe items by identifying what you do with the item, some of its features and/or its classification.
- **A/VBC.H41** - The student will be able to state the steps which occur before and after a given step in sequence of a daily activity.
- **A/VBC.H42** - The student will be able to answer questions which require a single response concerning his past and upcoming events.
- **A/VBC.H43** - The student will be able to maintain a conversation on a single topic for at least five verbal exchanges.
- **A/VBC.H44** - The student will be able to answer questions asked in a different way than was originally taught.
- **A/VBC.H45** - The student will be able to answer questions concerning current events.
- **A/VBC.H46** - The student will be able to provide several answers to questions concerning current events.
- **A/VBC.H47** - The student will be able to provide several answers to questions regarding a variety of topics in a group discussion.
- **A/VBC.H48** - The student will be able to tell a story or describe an event concerning a single topic relating at least five separate components.
- **A/VBC.H49** - The student will spontaneously add or make appropriate related comments during an ongoing conversation or discussion.

- **A/VBC.I1** - The student will make a variety of spontaneous vocalizations which include speech sounds.
- **A/VBC.I2** - The student will spontaneously say a variety of words or approximations to words.
- **A/VBC.I3** - The student will spontaneously say a variety of phrases.
- **A/VBC.I4** - The student will spontaneously sign songs while others are singing, while watching videos or listening to other sources.
- **A/VBC.I5** - The student will spontaneously sing songs without models.
- **A/VBC.I6** - The student will spontaneously repeat words said by others.
- **A/VBC.I7** - The student will spontaneously request items, actions or activities.
- **A/VBC.I8** - The student will spontaneously label items, actions, or events.
- **A/VBC.I9** - The student will spontaneously add or make appropriate related comments during an ongoing conversation or discussion.
- **A/VBC.J1** - The student will be able to speak in phrases or sentences of up to at least five words.
- **A/VBC.J2** - The student will be able to combine words in phrases or sentences using correct word order (e.g., adverb + noun, adjective + noun, noun + verb).
- **A/VBC.J3** - The student will be able to include articles (e.g., a, an, the) when speaking in phrases or sentences.
- **A/VBC.J4** - The student will be able to indicate regular present tense by adding "ing" to the end of verbs (e.g., running, jumping).
- **A/VBC.J5** - The student will add an "s" (or "es") sound at the end of words to indicate plurals (e.g. shoes, glasses).
- **A/VBC.J6** - The student will be able to indicate past tense by changing the form of verbs (e.g., swim-swam, run-ra, sign-sang, fall-fell, sleep-slept, break-broke, keep-kept).
- **A/VBC.J7** - The student will be able to use contractions (e.g., can't, won't, didn't) when speaking in phrases or sentences.
- **A/VBC.J8** - The student will be able to indicate present tense by combining "am" and "is" with verbs (e.g. am writing, is jumping) when speaking in phrases or sentences.
- **A/VBC.J9** - The student will be able to indicate regular past tense by adding "d", or "ed" (e.g., hiked, jumped).
- **A/VBC.J10** - The student will be able to indicate possession by adding "s" to nouns and pronouns (e.g., yours, theirs, daddy's hat).
- **A/VBC.J11** - The student will be able to indicate negation (e.g., didn't, won't, doesn't, isn't, not, no more, all gone) when speaking in phrases or sentences.
- **A/VBC.J12** - The student will be able to indicate location (e.g., here, there) when speaking in phrases or sentences.
- **A/VBC.J13** - The student will be able to indicate future tense (e.g., I will go home) when speaking in phrases or sentences.
- **A/VBC.J14** - The student will use conjunctions to combine words and phrases (e.g., and, but, if, given, nor, or, because, then, only).
- **A/VBC.J15** - The student will be able to use irregular plurals (e.g., mouse- mice, foot-feet, goose-geese).

- **A/VBC.J16** - The student will be able to add suffixes to words to indicate comparisons (e.g., ?er as in bigger, ?est as in biggest).
- **A/VBC.J17** - The student will be able to indicate specific items (e.g., this, that, these, those) when speaking in phrases or sentences.
- **A/VBC.J18** - Student will use words or phrases to describe his certainty of his responses (e.g., I think, ?guess, ?know, ?believe).
- **A/VBC.J19** - Student will use words or phrases to quantify a verbal response (e.g., all, some, sometimes, never, a, the, always).
- **A/VBC.J20** - Student will use words or phrases to describe an emotional state related to a statement (e.g., I regret to inform you?, I'm sorry, but?, I'm happy to say?).
- **A/VBC.K1** - The student will actively explore a variety of toys in the environment.
- **A/VBC.K2** - The student will be able to allow adults and children to be near them while they are playing with toys and allow others to occasionally manipulate the toys during the interactions.
- **A/VBC.K3** - The student will be able to engage in appropriate independent outdoor activities.
- **A/VBC.K4** - The student will be able to engage in appropriate independent indoor leisure activities.
- **A/VBC.K5** - The student will actively play with toys as designed.
- **A/VBC.K6** - The student will talk while engaging in independent play activities.
- **A/VBC.K7** - The student will play with toys consistent with an identifiable theme (e.g., cooking implements, dolls, action figures).
- **A/VBC.K8** - The student will engage in interactive play activities with other students.
- **A/VBC.K9** - The student will engage in interactive play activities with a variety of peers.
- **A/VBC.K10** - The student will act out roles of characters or activities while playing.
- **A/VBC.K11** - The student will ask for items and actions, label items and actions, and make other related comments while engaging in play activities.
- **A/VBC.K12** - The student will be able to independently play simple games involving rolling, throwing, kicking and bouncing a ball to a peer for at least 5 exchanges.
- **A/VBC.K13** - The student will be able to allow peers to guide a coordinated play activity (follow directions from peers).
- **A/VBC.K14** - The student will be able to play interactive games that require him to attend to the actions of others and adjust his participation based on his peers' behavior.
- **A/VBC.K15** - The student will be able to play board games with peers.
- **A/VBC.L1** - The student will engage in appropriate physical interaction behavior while in close physical proximity with peers or siblings.
- **A/VBC.L2** - When offered a preferred item, the student will take the item from both peers and adults.
- **A/VBC.L3** - The student will respond appropriately (i.e., not cry or attempt to physically get away from a person) to positive physical interactions initiated by others (e.g., take and hold his hand, "high 5", physically help him get onto a swing).

- **A/VBC.L4** - The student will attend to or show an interest in the physical and verbal behavior of peers.
- **A/VBC.L5** - The student will look at others (peers and adults) in such a manner as to initiate a social interaction.
- **A/VBC.L6** - The student will approach and attempt to physically engage others in interactions even when the other person does not have a reinforcing item.
- **A/VBC.L7** - The student will be able to look a person (in anticipation(just before the person is to complete an action that will produce a desired outcome?
- **A/VBC.L8** - The student will be able to follow simple known directions provided by another individual.
- **A/VBC.L9** - The student will attend to and imitate the physical and verbal behavior of peers.
- **A/VBC.L10** - The student will return greetings from others.
- **A/VBC.L11** - The student will approach and attempt to physically prompt others to do a specific activity.
- **A/VBC.L12** - The student will respond appropriately to the attempts of peers to engage the student in an interaction (e.g., play with a toy or game, participate in an outdoor activity).
- **A/VBC.L13** - The student will allow others to use items which he is using / possesses.
- **A/VBC.L14** - The student will try to locate a significant person when that person leaves the child's visual field.
- **A/VBC.L15** - The student will be able to initiate an interaction with others and then look to see who is watching him before engaging in an action.
- **A/VBC.L16** - The student will spontaneously label items for both adults and peers.
- **A/VBC.L17** - The student will make appropriate eye contact when interacting with others.
- **A/VBC.L18** - The student will ask peers for (single) items.
- **A/VBC.L19** - The student will ask others to share their items (multiple) with him.
- **A/VBC.L20** - The student will offer to share items with others.
- **A/VBC.L21** - The student will appropriately initiate greetings to others.
- **A/VBC.L22** - The student will be able to approach peers and join an ongoing activity.
- **A/VBC.L23** - The student will be able to attend to peers' orientation to items and events.
- **A/VBC.L24** - The student will be able to follow directions from peers to adjust his behavior to be more socially acceptable.
- **A/VBC.L25** - During a task-related activity, the student will be able to observe changes in a peer's behavior and adjust his actions to correspond to the peer.
- **A/VBC.L26** - When others indicate that they are unable to get to something or unable to see or hear something, the student will arrange the materials so the peer can participate in the activity.
- **A/VBC.L27** - The student will be able to state items and activities that are enjoyed by others and state which people like a particular item or activity.
- **A/VBC.L28** - The student will be able to know what activities, news, or items would be of interest to specific individuals and will direct their attention to those items.
- **A/VBC.L29** - The student will be able to attend to and respond to feedback from others that indicate their interest in a topic or activity.

- **A/VBC.L30** - The student will be able to go to a person repeat a short message that he was asked to say to the person.
- **A/VBC.L31** - The student will be able to wait for a break in an ongoing conversation before attempting to speak with one of the people involved in the conversation.
- **A/VBC.L32** - The student will converse with adults and peers for up to three exchanges.
- **A/VBC.L33** - The student will spontaneously ask both peers and adults for information.
- **A/VBC.L34** - The student will be able to get and maintain another individual's attention prior to presenting an instruction to that individual.
- **A/VBC.M1** - The student will sit without engaging in disruptive behavior during small group instruction (small group).
- **A/VBC.M2** - The student will sit without engaging in disruptive behavior during group instruction (large group).
- **A/VBC.M3** - The student will attend to a teacher during small group instruction.
- **A/VBC.M4** - The student will attend to the responses given by other students during small group instruction.
- **A/VBC.M5** - The student will follow instructions presented to a group of students.
- **A/VBC.M6** - The student will follow instructions presented to a group of students which require the student to make a discrimination.
- **A/VBC.M7** - The student will raise his hand to respond to questions presented to the group of students regarding who would like to do an activity.
- **A/VBC.M8** - The student will be able to raise his hand to answer simple questions.
- **A/VBC.M9** - The student will be able to raise his hand and name an item being displayed.
- **A/VBC.M10** - The student will be able to raise his hand to answer simple questions.
- **A/VBC.M11** - The student will appropriately take turns with other students during group instruction activities.
- **A/VBC.M12** - The student will readily acquire new academic skills during group instruction activities.
- **A/VBC.N1** - The student will independently follow daily classroom routines.
- **A/VBC.N2** - The student will work independently on non-educational or leisure-type activities.
- **A/VBC.N3** - When seated during classroom transitions, the student will wait appropriately for the next activity to begin.
- **A/VBC.N4** - The student will make appropriate transitions while following directions to move from one area to another in the classroom to change educational activities.
- **A/VBC.N5** - The student will wait appropriately for his turn during classroom activities.
- **A/VBC.N6** - The student will follow instructions to form a line and wait appropriately while standing in the line.
- **A/VBC.N7** - The student will work independently on known educational activities.
- **A/VBC.N8** - The student will follow instructions to get and return his own educational materials.
- **A/VBC.N9** - The student will follow instructions to complete a task and bring the work to the teacher or return his own educational materials.

- **A/VBC.N10** - During classroom transitions, the student will stand and wait appropriately for the next activity to begin.
- **A/VBC.P1** - Does the student use skills acquired with one item emit the same response with a similar example of that item?
- **A/VBC.P2** - The student will be able to use skills learned with one instructor with other instructors.
- **A/VBC.P3** - The student will be able to use skills acquired in training situations in other situations.
- **A/VBC.P4** - The student will be able to use skills acquired in individual teaching sessions when in group situations with peers.
- **A/VBC.P5** - The student will be able to use other appropriate responses after learning a response to a given situation.
- **A/VBC.P6** - The student will be able to use words acquired during one type of language skill to other types of language skills.
- **A/VBC.Q1** - The student will be able to receptively identify upper and lower case letters.
- **A/VBC.Q2** - The student will be able to name upper and lower case letters.
- **A/VBC.Q3** - The student will be able to select the corresponding letter when given the sounds associated with letter.
- **A/VBC.Q4** - The student will be able to give the sounds associated with letters.
- **A/VBC.Q5** - The student will be able to match words to pictures.
- **A/VBC.Q6** - The student will be able to match word cards to those same words written in different fonts presented in a display of three-word cards.
- **A/VBC.Q7** - The student will be able to name the letters of words reading from left to right across the word.
- **A/VBC.Q8** - The student will be able to match individual letters to the letters on cards with single 5-letter words.
- **A/VBC.Q9** - Given a picture of an object and two of three letters provided, the student will be able to add a small letter card to complete three-letter words.
- **A/VBC.Q10** - The student will be able to read words.
- **A/VBC.Q11** - The student will be able to decode unknown words.
- **A/VBC.Q12** - The student will be able to read phrases.
- **A/VBC.Q13** - The student will be able to read sentences.
- **A/VBC.Q14** - The student will be able to choose a word from a selection of words to fill in a missing word when given an incomplete sentence.
- **A/VBC.Q15** - The student will be able to read and follow simple instructions to perform an action.
- **A/VBC.Q16** - The student will be able to read and follow simple instructions on worksheets.
- **A/VBC.Q17** - The student will be able to read sentences and answer questions regarding the sentence.
- **A/VBC.R1** - The student will be able to continue counting to 10 when the counting sequence is started for him.
- **A/VBC.R2** - The student will be able to rote count to 100.

- **A/VBC.R3** - The student will be able to continue counting objects to 10 when the counting sequence is started for him.
- **A/VBC.R4** - The student will be able to count the number of items given to him even if the items are not arranged in a straight row.
- **A/VBC.R5** - The student will be able to count-out a specified number of items from a larger set of items.
- **A/VBC.R6** - The student will be able to name the numerals on a number line.
- **A/VBC.R7** - The student will be able to name numbers to 100.
- **A/VBC.R8** - The student will be able to match numbers with the same amount of items and vice versa.
- **A/VBC.R9** - The student will be able to receptively identify and label examples of the word "more".
- **A/VBC.R10** - The student will be able to receptively identify and label examples of the word "less".
- **A/VBC.R11** - The student will be able to receptively identify and label examples of the word "some".
- **A/VBC.R12** - The student will be able to receptively identify and label examples of the word "all".
- **A/VBC.R13** - The student will be able to receptively identify and label examples of the word "zero/none".
- **A/VBC.R14** - Given a set of items, the student will be able to get the correct number of additional items to make a set of a specified quantity.
- **A/VBC.R15** - The student will be able to receptively identify and label examples of the word "same".
- **A/VBC.R16** - The student will be able to receptively identify and label examples of the word "different".
- **A/VBC.R17** - The student will be able to receptively identify and label examples of the word "greater".
- **A/VBC.R18** - The student will be able to receptively identify and label examples of the word "add".
- **A/VBC.R19** - The student will be able to walk at least 10 feet and count-out a specified number of identical items (up to 10 items) from a larger set and return with those items.
- **A/VBC.R20** - The student will be able to add numbers with carrying.
- **A/VBC.R21** - The student will be able to tell time to the nearest minute.
- **A/VBC.R22** - The student will be able to identify all coins by name.
- **A/VBC.R23** - The student will be able to identify the values of all coins.
- **A/VBC.R24** - The student will be able to interchange coins to arrive at equal values.
- **A/VBC.R25** - The student will be able to receptively identify and label examples of the word "equal".
- **A/VBC.R26** - The student will be able to receptively identify and label examples of the word "unequal".
- **A/VBC.R27** - The student will be able to receptively identify and label examples of the word "minus".
- **A/VBC.R28** - The student will be able to receptively identify and label examples of the word "plus".
- **A/VBC.R29** - The student will be able to receptively identify and label examples of the word "subtract/take away".
- **A/VBC.S1** - The student will be able to make marks on papers.
- **A/VBC.S2** - The student will be able to color within lined areas.
- **A/VBC.S3** - The student will be able to trace lines and shapes.

- **A/VBC.S4** - The student will be able to trace letters and numbers.
- **A/VBC.S5** - The student will be able to copy simple straight lines.
- **A/VBC.S6** - The student will be able to copy simple curved lines.
- **A/VBC.S7** - The student will be able to copy letters.
- **A/VBC.S8** - The student will be able to copy numbers
- **A/VBC.S9** - The student will be able to print letters without a model.
- **A/VBC.S10** - The student will be able to print numbers without a model.
- **A/VBC.T1** - The student will be able to match individual letters to the letters on cards with single 5-letter words.
- **A/VBC.T2** - Given a picture of an object and two of three letters provided, the student will be able to add a small letter card to complete three-letter words.
- **A/VBC.T3** - The student will be able to copy 6-letter words by writing or typing.
- **A/VBC.T4** - Given a picture of an object and two of three letters provided, the student will be able to write-in the missing letter to complete three-letter words.
- **A/VBC.T5** - The student will be able to spell words vocally.
- **A/VBC.T6** - The student will be able to write or type dictated words.
- **A/VBC.T7** - The student will be able to spell his own name both vocally and by writing or typing.
- **A/VBC.U1** - The student will be able to pull up and down his pants without assistance for toileting.
- **A/VBC.U2** - The student will be able to put-on (tying laces not required) and remove his shoes without assistance.
- **A/VBC.U3** - The student will be able to put-on and remove pullover shirts without assistance.
- **A/VBC.U4** - The student will be able to put-on (fastening buttons not required) and remove buttoning types of shirts without assistance.
- **A/VBC.U5** - The student will be able to put-on (fastening buttons, snaps and zippers not required) and remove his pants without assistance.
- **A/VBC.U6** - The student will be able to put-on and remove his socks without assistance.
- **A/VBC.U7** - The student will be able to put-on (fastening buttons, snaps and zippers not required) and remove his coat (requires unfastening buttons or snaps, or unzipping) without assistance.
- **A/VBC.U8** - The student will be able to unzip zippers on clothing, backpack or similar items without assistance.
- **A/VBC.U9** - The student will be able to fasten zippers on a backpack or similar items without assistance.
- **A/VBC.U10** - The student will be able to zip and unzip zippers on clothing without assistance.
- **A/VBC.U11** - The student will be able to fasten buttons on his clothing without assistance.
- **A/VBC.U12** - The student will be able to undo and fasten snaps on clothing without assistance.
- **A/VBC.U13** - The student will be able to undo and fasten belts without assistance.
- **A/VBC.U14** - The student will be able to adjust clothing when needed.
- **A/VBC.U15** - The student will be able to tie his shoes without assistance.

- **A/VBC.V1** - The student will be able to eat food using fingers.
- **A/VBC.V2** - The student will be able to drink from a straw.
- **A/VBC.V3** - The student will be able to drink from a cup without spilling.
- **A/VBC.V4** - The student will be able to feed self with a spoon and fork when given cut food.
- **A/VBC.V5** - The student will be able to spread with a knife.
- **A/VBC.V6** - The student will be able to pour liquid from a pitcher into a cup without spilling.
- **A/VBC.V7** - The student will be able to cut his own food with a knife.
- **A/VBC.V8** - The student will be able to get a prepared lunch and take to table without physical prompts or assistance.
- **A/VBC.V9** - The student will be able to clean up table after lunch without assistance.
- **A/VBC.V10** - The student will be able to keep immediate table area clean while eating.
- **A/VBC.W1** - Student will be able to wash his hands without assistance.
- **A/VBC.W2** - Student will be able to dry his hands without assistance.
- **A/VBC.W3** - Student will be able to wash his face without assistance.
- **A/VBC.W4** - Student will be able to dry his face without assistance.
- **A/VBC.W5** - Student will be able to comb or brush his hair without assistance.
- **A/VBC.W6** - Student will be able to brush his teeth using toothpaste without assistance.
- **A/VBC.W7** - Student will be able to independently blow his nose as needed.
- **A/VBC.X1** - The student will urinate in the toilet at least 2 times per day.
- **A/VBC.X2** - The student will remain dry throughout the day when taken to the toilet on a regular schedule.
- **A/VBC.X3** - The student will be able to independently use a familiar restroom for urination.
- **A/VBC.X4** - The student will request to use the toilet as needed both in a familiar setting and when in public.
- **A/VBC.X5** - The student (female) will be able to wipe self after urinating.
- **A/VBC.X6** - The student will have at least two bowel movements in the toilet per week.
- **A/VBC.X7** - the student will not have more than 2 instances of soiled pants per week at home and school when taken to the toilet on a regular schedule.
- **A/VBC.X8** - The student will be able to wipe self after bowel movement.
- **A/VBC.X9** - The student will be able to independently use a familiar restroom for bowel movements.
- **A/VBC.X10** - The student will be able to independently use the toilet.
- **A/VBC.Y1** - The student will be able to walk forward with an appropriate gait.
- **A/VBC.Y2** - The student will be able to get into and out of a kneeling position.
- **A/VBC.Y3** - The student will be able to run smoothly.
- **A/VBC.Y4** - The student will be able to roll sideways.
- **A/VBC.Y5** - The student will be able to jump forward using two feet.
- **A/VBC.Y6** - The student will be able to jump down from an object (1 ft.).

- **A/VBC.Y7** - The student will be able to walk backward.
- **A/VBC.Y8** - The student will be able to hop on two feet.
- **A/VBC.Y9** - The student will be able to throw from chest or overhand and 8-inch ball four feet to a person.
- **A/VBC.Y10** - The student will be able to roll a ball 6 feet to another person.
- **A/VBC.Y11** - The student will be able to climb a ladder 5 feet using reciprocal motion.
- **A/VBC.Y12** - The student will be able to creep on his stomach at least 3 feet.
- **A/VBC.Y13** - The student will be able to get into and out of a squatting position.
- **A/VBC.Y14** - The student will be able to walk across a balance beam or other narrow board for up to 8 feet without falling.
- **A/VBC.Y15** - The student will be able to catch an 8-inch ball thrown from 4 feet (including trapping ball to chest with arms).
- **A/VBC.Y16** - The student will be able to peddle a tricycle at least 20 feet.
- **A/VBC.Y17** - The student will be able to walk sideways.
- **A/VBC.Y18** - The student will be able to gallop.
- **A/VBC.Y19** - The student will be able to balance on one foot for at least 3 seconds.
- **A/VBC.Y20** - The student will be able to kick an 8-inch ball at least 6 feet to a person or other target.
- **A/VBC.Y21** - The student will be able to support his suspended weight when using playground equipment (hang).
- **A/VBC.Y22** - The student will be able to catch an 8-inch ball with his hands only (i.e., not trap to chest with arms) when it is thrown from 4 feet.
- **A/VBC.Y23** - The student will be able to throw (underhand) an 8-inch ball four feet to a person.
- **A/VBC.Y24** - The student will be able to toss a ball in the air and catch it in his hands.
- **A/VBC.Y25** - The student will be able to bounce a ball at least three times.
- **A/VBC.Y26** - The student will be able to kick a slowly rolling 8-inch ball in the direction of a specified target area.
- **A/VBC.Y27** - The student will be able to pump his legs while swinging.
- **A/VBC.Y28** - The student will be able to skip.
- **A/VBC.Y29** - The student will be able to do jumping jacks.
- **A/VBC.Y30** - The student will be able to ride and stop a bicycle.
- **A/VBC.Z1** - The student will be able to mark on paper with a crayon.
- **A/VBC.Z2** - The student will be able to place objects of various shapes in a form box.
- **A/VBC.Z3** - The student will be able to put single-piece inset puzzle pieces into frames.
- **A/VBC.Z4** - The student will be able to manipulate to place multiple puzzle pieces into a frame.
- **A/VBC.Z5** - The student will be able to accurately place blocks on block design cards.
- **A/VBC.Z6** - The student will be able to transfer objects from one hand to the opposite hand.

- **A/VBC.Z7** - The student will be able to place pegs in a peg board.
- **A/VBC.Z8** - The student will be able to turn one page of a book at a time.
- **A/VBC.Z9** - The student will be able to put spring-type clothespins on a line.
- **A/VBC.Z10** - The student will be able to color within boundaries.
- **A/VBC.Z11** - The student will be able to open "Ziploc"-type bags to get to food items.
- **A/VBC.Z12** - The student will be able to snip paper with scissors.
- **A/VBC.Z13** - The student will be able to stack blocks.
- **A/VBC.Z14** - The student will be able to string beads which have a 1/8-inch hole.
- **A/VBC.Z15** - The student will be able to remove lids of jars.
- **A/VBC.Z16** - The student will be able to cut across paper with scissors.
- **A/VBC.Z17** - The student will be able to trace lines with a finger.
- **A/VBC.Z18** - The student will be able to squeeze glue from a bottle.
- **A/VBC.Z19** - The student will be able to remove wrappers to get to food items.
- **A/VBC.Z20** - The student will be able to roughly copy simple shapes and line patterns.
- **A/VBC.Z21** - The student will be able to paste cut out pieces of paper in appropriate positions on an outlined picture to make the picture match a sample art project (e.g., make a clown face) using outlined picture.
- **A/VBC.Z22** - The student will be able to paste cut out pieces of paper in appropriate positions on an outlined picture to make the picture match a sample art project (e.g., make a clown face) using plain paper.
- **A/VBC.Z23** - The student will be able to put objects (rings) on pegs.
- **A/VBC.Z24** - The student will be able to replace lids of jars.
- **A/VBC.Z25** - The student will be able to pick up small items using a pincer grip.
- **A/VBC.Z26** - The student will be able to watch someone fold a piece of paper in half and then imitate the model.
- **A/VBC.Z27** - The student will be able to cut out shapes with scissors.
- **A/VBC.Z28** - The student will be able to accurately copy simple shapes and line patterns, including correct orientation and size of figures.

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