

Adaptation of ABLE Model for Use with Youth with Significant Disabilities

1. Describe how you know when the person likes something or is happy. What are their behaviors?
2. Describe the person's behavior when they dislike something or are unhappy.
3. Are there any specific texture characteristics of the things that this person touches or works with? For example, soft, rough, hard, or smooth/slick textures.
4. Are there any specific pressure or speed characteristics in the way that they touch or work with things? For example, light or deep pressure; short/staccato or slow, lingering touches.
5. Does the person respond differently to specific characteristics of sound? For example, high or low pitch, loud or soft tones, sharp or muted sounds, fast or slow sounds.
6. Does the person attend differently to specific visual characteristics? For example, shiny or dull surfaces; high or low contrast items; bright, light or dull, dark colors.



Adaptation of ABLE Model, *continued*

- 7. Is there a difference in the speed of the person's motor activity when they like something and when they do not like something?**

- 8. Is there a difference in the person's tone or body position when they like something and when they don't like something?**

- 9. Does the person need frequent physical changes, either location or action?**

- 10. Does the person respond differently during gross or fine motor activities?**

- 11. Does the person respond differently to characteristics in the physical atmosphere?**

- 12. How does the person respond to different social characteristics of his environment? For example, fast or neutral or slow environments; peers or staff, male or female.**

Adapted from Guy, B. Mulligan Ault, M. & Guess, D. (1993). Analyzing Behavior State and Learning Environments. University of Kansas Department of Education. Presented by B. Guy at 2011 Indiana Statewide Transition Forum.