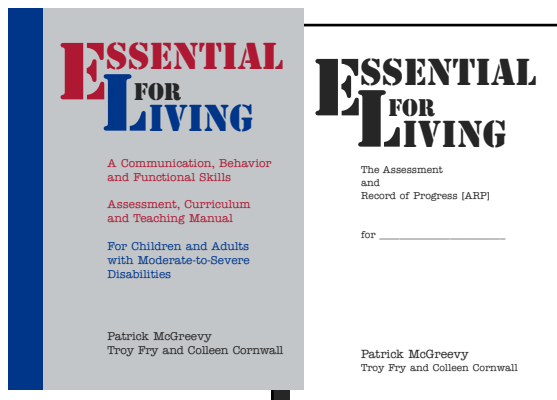


**A NEW Communication, Behavior, and Functional Skills
Assessment,
Curriculum,
Skill-Tracking, and
Teaching Manual**



**Patrick McGreevy
Troy Fry
Colleen Cornwall**

**Can be used in conjunction with the VB-MAPP, the ABLLS, the ABLLS-R,
the Murdoch Center Program Library, and the MOVE Curriculum
and 'was specifically designed for...'**

- non-verbal children who are struggling to become vocal
- non-verbal children or adults who have no effective method of speaking
- young children with autism who, because of problem behavior, are making limited progress on a developmental curriculum, such as the VB-MAPP or the ABLLS
- older children who are no longer making progress on a developmental curriculum, such as the VB-MAPP or the ABLLS, and who need a curriculum that includes more functional skills
- children or adults of all ages with moderate or severe disabilities and limited skill repertoires
- children or adults who currently require extensive supports or 1:1 supervision
- children or adults who cannot be instructed or integrated with peers or taken into the community without severe problem behavior

If you have difficulty...

- developing functional IEPs or ISPs for specific children or adults
- teaching learners who are echoic, echolalic, or who have limited vocal skills
- selecting appropriate, augmentative methods of speaking for specific learners
- tracking learner progress with respect to specific skills and problem behavior
- measuring and documenting very small increments of learner progress
- documenting specific supports that learners currently require
- keeping documentation of learner progress and required supports in one place and making certain that this documentation 'makes it' to the learner's next classroom, residence, or program
- managing problem behavior and teaching children or adults specific functional skills

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ESSENTIAL FOR LIVING

is an assessment, curriculum, and skill-tracking instrument for children and adults with moderate-to-severe disabilities, including autism. *Essential for Living* is not a developmental instrument and it is neither age, nor grade-referenced. That is, it does not include skills arranged in an order in which they are often acquired by typically developing children or groups of skills categorized by age or grade. *Essential for Living* is composed of functional skills, which are essential for effective daily living and which result in an improved quality of life. Specifically, this instrument includes speaking, listening, daily living, and functional academic skills:

- which are required in other settings,
- which are taught in circumstances similar to those which occur in those settings,
- in the absence of which, learners would require the assistance of other persons, or
- which result in access to preferred items, activities, people, and places.

Essential for Living also includes *Tolerating Skills* and procedures for tracking and managing *Problem Behavior*, not found in most other assessment instruments.

Essential for Living can be used with the VB-MAPP, the ABLLS, the Murdoch Center Program Library, or the MOVE curriculum and should be part of an assessment and curriculum for learners with moderate-to-severe disabilities that begins with early intervention and continues lifelong.

Essential for Living is used to determine the current performance level of each child or adult with respect to functional skills that are part of the instrument, to develop functional long-term goals and short-term objectives for individual education or support plans, and to track skill acquisition and the occurrence problem behavior, along with supports required to manage this behavior. This instrument is especially useful for learners with limited speaking and listening repertoires, very few daily living skills, problems tolerating frequently-occurring aspects of daily living, or severe problem behavior.

Unlike other instruments, *Essential for Living* emphasizes the learner as a speaker and includes a special chapter entitled *Methods of Speaking*. This chapter provides specific guidelines and procedures for facilitating and teaching spoken-word communication, and for selecting, confirming, and maintaining alternative methods of speaking for children and adults who have limited or no effective use of spoken words. This chapter was co-authored by Janine Shapiro, a speech-language pathologist and behavior analyst.

Essential for Living is based on concepts, principles, and empirically-validated procedures from Applied Behavior Analysis (ABA) and from B. F. Skinner's ground-breaking analysis of verbal behavior (Skinner, 1957). This instrument, however, is written in language familiar to most professionals in the fields of special education, developmental disabilities, and rehabilitation and requires no previous knowledge or experience with ABA or verbal behavior. Sections of the text, which describe specific concepts, principles, and procedures from ABA, Skinner's analysis of verbal behavior, and Speech and Language Pathology, are **printed in blue**. Just to the right of these sections, **printed in red**, are corresponding descriptions written in technical language familiar to most behavior analysts and speech-language pathologists.

Essential for Living was developed by Patrick McGreevy, Troy Fry, and Colleen Cornwall. Dr. McGreevy is a behavior analyst with more than 40 years of hands-on, clinical experience with children and adults with moderate-to-severe disabilities, including autism. Troy Fry and Dr. Colleen Cornwall are also behavior analysts with over 20 years of clinical experience.

THE STRUCTURE AND CONTENT OF ESSENTIAL FOR LIVING

As shown in Table 1, the assessment and curriculum is divided into five categories of skills describing how children and adults interact with the world around them, seven skill domains, and one domain on problem behavior. *Speaking and Listening* includes three domains: (1) Making Requests, (2) Responding as a Listener to the Requests of Others, along with Naming and Describing Items, Activities, People, and Places, and (3) Answering Questions and Participating in Conversations. *Doing*, in other words, completing activities when situations occur which require these activities without spoken-word cues, includes two skill domains: (4) Daily Living and Related Skills, which includes Leisure and Vocational Skills, along with (5) Functional Academic and Related Skills, which includes Responding to Text as a Listener, Reading, Schedules, Lists, Time, Math Skills, and Functional Writing or Typing Skills. *Tolerating*, in other words, remaining in unpleasant situations without exhibiting problem behavior until these situations have changed, is incorporated in a single skill domain: (6) Tolerating Skills and Eggshells. These skills are seldom included in assessment instruments. Tool movements are basic motor movements, along with matching and imitation, that, when taught until they occur without prompts and without hesitation, sometimes result in a more rapid acquisition of complex skills that include these movements. These movements are incorporated in a single skill domain: (7) Tool Skills and Component Skills. Social skills are included in each of the seven skill domains. There is also a domain on Problem Behavior. Skills within the seven skill domains are sequenced from less to more difficult and more to less functional and designated as *must-have*, *should-have*, *good-to-have*, or *nice-to-have*.

Table 1.
The Structure and Content of Essential for Living

<i>The Essential for Living Quick Assessment</i>	
Methods of Speaking: Facilitating and Teaching Spoken-word Communication Selecting, Confirming, and Maintaining an Alternative Method of Speaking	
<i>Essential for Living: The Assessment and Curriculum</i>	
How Children Interact with the World Around Them	The Skill Domains of <i>Essential for Living</i>
Speaking and Listening	1 Requests and Related Listener Responses 2 Listener Responses, Names, and Descriptions 3 Answers to Questions and Conversations
Doing	4 Daily Living and Related Skills 5 Functional Academic Skills <ul style="list-style-type: none"> • Responding to Text as a Listener and Reading • Schedules, Lists, and Time • Math Skills • Writing or Typing Skills
Tolerating	6 Tolerating Skills and Eggshells
Tool Movements	7 Tool Skills and Component Skills
Inappropriate Behavior	Problem Behavior
Teaching Protocols	

THE ESSENTIAL EIGHT

Skill Domains 1, 2, 4, and 6 include *must-have skills*, which we have designated as *The Essential Eight*. These skills, which are absolutely essential for a happy, fulfilling, and productive life as a child or an adult, are the central focus of *Essential for Living*. In the absence of these skills, children and adults are less likely to learn other functional skills, more likely to exhibit forms of problem behavior, less likely to have access to preferred items, activities, places, and people, and less likely to have contact and interaction with the community in which they live. These skills, along with their skill domains and skill numbers are displayed in Table 2. *Assessment and teaching should generally begin with these skills.*

Table 2.
Must-have Skills: The Essential Eight

The Essential Eight Skills	Skill Domain	Skill Numbers
One. MAKING REQUESTS for Preferred Items and Activities	1	R1-5, R6, R7-8, R14, R17-21
Two. WAITING	1	R9
Three. ACCEPTING REMOVALS -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns	1	R10, R12, R13
Four. COMPLETING REQUIRED TASKS -- 10 Consecutive, Brief, Previously Acquired Tasks	1	R11
Five. ACCEPTING 'NO'	1	R15-16
Six. FOLLOWING DIRECTIONS Related to Health and Safety	2	LR1-11
Seven. COMPLETING DAILY LIVING SKILLS Related to Health and Safety	4	DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8
Eight. TOLERATING SITUATIONS Related to Health and Safety	6	T-BHI-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6 T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1

THE ESSENTIAL FOR LIVING

QUICK ASSESSMENT

The initial administration of *Essential for Living* may require brief periods of time each day for 1-2 weeks. With some learners, especially those with no method of speaking and severe problem behavior, *The Essential for Living Quick Assessment* may be useful. This assessment can be conducted by interviewing one or more instructors or care providers and can generally be completed within 1-2 hours. Then, teaching skills and managing problem behavior can begin almost immediately. *The Essential for Living Quick Assessment* includes communication skills, the Essential Eight Skills, and other Functional Skills and Skill Domains. A portion of the *Quick Assessment* is included in Table 3.

Table 3.
The Essential for Living Quick Assessment

THE ESSENTIAL EIGHT																	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Spoken Words	Alternative Method of Speaking	Making Requests	Waiting	Accepting Removals, Making Transitions, Sharing, Taking Turns	Completing 10 Consecutive, Brief, Previously Acquired Tasks	Accepting 'No'	Following Directions: Health and Safety	Completing Daily Living Skills: Health and Safety	Tolerating Situations: Health and Safety	Matching	Imitation	Other Daily Living Skills	Tolerating Other Situations	Naming and Describing	Following Directions, Recognizing, Retrieving	Answering Questions	Problem Behavior

Spoken Words: the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken-word repetitions occur

- 4 Exhibits many spontaneous, spoken-words, nearly typical spoken-word interactions, and spoken-word repetitions when asked to do so, all of which are understandable **6. MS-Profile 1**
- 3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable **6. MS-Profiles 2/3**
- 2 Exhibits occasional words or spoken-word repetitions, but neither are understandable **6. MS-Profiles 4/5**
- 1 Exhibits only noises and a few sounds **6. MS-Profile 6**

----- **THE ESSENTIAL EIGHT** -----

One. Making Requests – the tendency to make requests for highly preferred items and activities

- 4 Makes requests for 10 or more preferred items or activities without prompts using an effective method of speaking **7a. R14, R17-21, R22-24, R27-28, R30-31**
- 3 Makes requests for 1-3 preferred items or activities with or without prompts **7a. R7-8**
- 2 Makes requests by leading others to items **7a. R1-5, R6, R7-8**
- 1 Makes requests by exhibiting problem behavior **7a. R1-5, R6, R7-8**

Two. Waiting -- the tendency to wait when access to items or activities is delayed after a request

- 4 Waits for 20 minutes without complaints
- 3 Waits for 5 minutes without complaints **7a. R9**
- 2 Waits for 1 minute with complaints or other minor disruptions **7a. R9**
- 1 Exhibits problem behavior when access is delayed for a few seconds **7a. R9**

Matching: the tendency to match items-to-items, photographs-to-items, and text-to-items

- 4 Matches photographs or miniature items, but not text, with items or activities and vice versa **11. M12-13**
- 3 Matches a few photographs or miniature items with items or activities and vice versa **11. M6-11**
- 2 Matches only identical items **11. M2-11**
- 1 Does not match identical items **11. M1**

METHODS OF SPEAKING

Co-authored by: Janine Shapiro, M.S., CCC-SLP, BCBA

Most of us **communicate** by 'saying words', 'writing words', and 'typing words'. 'Saying words' is our **primary method of speaking**, as we use it frequently to converse with others, while 'writing words, typing words, and texting' are secondary methods, which we use less frequently to convey messages to those who are not within the sound of our voice.

function as a speaker
primary speaker
response form

'Saying Words'. This method of speaking has more advantages than any other method. It permits us to easily make contact with an audience, to convey an almost unlimited **number of messages** quickly and without environmental supports, and to achieve a wide variety of outcomes with a very large audience. Many children and adults with developmental disabilities use this method effectively or can be taught to do so.

forms of verbal
behavior across
verbal operants

Alternative Methods of Speaking. Many children and adults with developmental disabilities, however, cannot effectively communicate by 'saying words'. In order to function as effective speakers, these individuals require an alternative, primary method of speaking and, in many cases, one or more concurrent or secondary methods. Some of these individuals, whose primary method is understood by a small audience (e.g., methods that include 'signs'), may also require a back-up method to increase the size of that audience. Many alternative methods of speaking also require a separate method of contacting an audience.

This section contains a list of 46 alternative methods of speaking. The first part of the list contains methods that include specific response forms that correspond to words or letters conveyed (Michael, 1985). For example, 'forming signs' includes specific signs for 'ball', 'cookie', and 'juice' and 'writing words' includes specific letter combinations for each of the same words. The second part of the list contains methods that include non-specific response forms, such as, pointing, touching, activating an electronic switch or device, or depressing a key, which are used to select photographs, pic-symbols, printed words, or letters that correspond to 'ball', 'cookie', and 'juice', or parts thereof (Michael, 1985). Each part of the list begins with alternative methods that tend to be effective with a greater number of learners and tend to result in more extensive communication. The advantages of each method are described in this chapter. Some of these methods are listed in Table 4.

Table 4.

Alternative Methods of Speaking

Alternative Methods that Include Specific Responses that Correspond to Words or Letters Conveyed

- AMS 1:** Using the sign language of the deaf community
- AMS 2:** Forming standard signs (Signed English¹)
- AMS 3:** Forming a repertoire of standard, adapted, and idiosyncratic signs
- AMS 4:** Forming a repertoire of standard and adapted signs used with tactile signing

Alternative Methods that Include Non-specific Responses Which are Used to Select Photographs, Pic-symbols, Printed words, Letters, or Spoken Words

- AMS 9:** Visually scanning and pointing to or exchanging photographs using a small book worn by the learner
- AMS 10:** Visually scanning and pointing to or exchanging pic-symbols with printed words using a small book worn by the learner
- AMS 11:** Visually scanning and pointing to or exchanging printed words using a small book worn by the learner
- AMS 15:** Visually scanning and exchanging photographs using the Picture Exchange Communication System² and a PECS Binder
- AMS 18:** Scanning by touch and selecting items or miniature items attached to an object board
- AMS 22:** Visually scanning and selecting photographs on a large SGD by touching the screen, or by using one or two switches or eye-tracking
- AMS 29:** Scanning by listening and selecting spoken words on a large SGD by touching the screen, or by using one or two switches
- AMS 33:** Visually scanning and selecting photographs presented two at a time
- AMS 44:** Leading others to items or to familiar locations for items
- AMS 46:** Touching a photograph or printed words using a speech-generating device that contains only one message

¹ Signs from the sign language of the deaf community exhibited in the order of the spoken language of the region.

² The Picture Exchange Communication System (PECS) was developed by Lori Frost and Andrew Bondy and is a product of Pyramid Educational Consultants, Inc.

This chapter describes when to select 'saying words' as a learner's primary method of speaking, when to confirm this selection, and when and how to select and confirm an alternative primary method, a concurrent method, a back-up method, and a secondary method.

When to Select 'Saying Words' or an Alternative Primary Method of Speaking. Children and adults with moderate-to-severe developmental disabilities exhibit noises, sounds, and spoken words with varying degrees of understandability and functionality. Based on the extent of their spoken-word repertoires, these learners can be described using six profiles summarized in Table 5. Aligning specific learners with one of these profiles will help instructors, speech-language pathologists, and care providers determine (1) whether to select 'saying words' as a learner's primary method of speaking or to select an alternative method, and (2) realistic goals for each learner, (3) a plan of action for meeting those goals, and (4) a recommended allocation of resources relative to 'saying words' and/or an alternative method of speaking.

Table 5.
A Summary of Six Profiles of Learners with Moderate-to-Severe Developmental Disabilities Based on the Extent of their Spoken-word Repertoires

Vocal Profiles	Spoken Words			Spoken-word Repetitions		
	Frequent	Spontaneous	Understandable	Controlled	Uncontrolled	Understandable
Profile 1: Typical Spoken-word Interactions and Controlled Repetitions	●	●	●	●		●
Profile 2: Uncontrolled and Controlled Repetitions	●			●	●	●
Profile 3: Occasional Words and Phrases		●	●			
Profile 4: Uncontrolled or Controlled Repetitions that are not Understandable	●			●	●	
Profile 5: Occasional Words that are not Understandable		●				
Profile 6: Noises, a Few Sounds, and Syllables						

How to Select an Alternative, Primary Method of Speaking. As consultants to public and private schools, along with residential, vocational, and hospital programs, the authors have met many children and adults with no effective method of speaking and we continue to meet these individuals every week. It is particularly distressing to meet older children and adults who have spent their entire lives responding almost exclusively as listeners.

Typically, in these settings, the selection of an alternative method of speaking is based on one or more of the following:

- 1- the physical skills of the learner,
- 2- the size of the audience for specific methods,
- 3- the ease with which specific methods can be implemented by instructors, care providers, and parents, or
- 4- the potential, which specific methods seem to offer, for the teaching of advanced language.

For many of these learners, an alternative method is selected, followed by another method a year or two later, followed by another method or a return to the original method several years later, only to reach their eighteenth or thirtieth birthday with no effective method of speaking at all.

As shown in Table 6, our experience suggests that alternative methods of speaking tend to be more effective when learners exhibit specific sensory, skill, and behavioral repertoires. For example, some methods tend to be more effective for children and adults who are sighted and hearing, while others are more effective for those with limited or no hearing, limited or no vision, or both. Some methods tend to be more effective with learners who are ambulatory and active, while other methods tend to be more effective with those who are inactive or those who are mobile by wheelchair or MOVE device. Some methods permit the rapid acquisition of communication skills when fine motor coordination, motor imitation, or matching are part of the learner's skill repertoire. Others are more effective when these repertoires are absent. And, finally, the effectiveness of some methods is a function of the presence or absence of destructive, aggressive, or self-injurious behavior. The presence or absence of these sensory, skill, and behavioral repertoires in a specific learner will suggest several methods of speaking for consideration and help us select a specific method that may be more effective for that learner.

Table 6.
Alternative Methods of Speaking Tend to be More Effective When Learners Exhibit Specific Sensory, Skill, and Behavioral Repertoires

Specific Sensory, Skill, and Behavioral Repertoires	
H	Hearing
S	Sighted
HI	Hearing impaired
VI	Visually impaired
HVI	Hearing and visually impaired
Am	Ambulatory
NAm	Non-ambulatory
A	Active
I	Inactive
FM	Fine motor coordination
<FM	Limited or no fine motor coordination
MI	Motor imitation
<MI	Limited or no fine motor imitation
M	Matching
<M	Limited or no matching
PB	Moderate or severe problem behavior
-PB	No moderate or severe problem behavior

We have also found that specific, alternative methods which retain more advantages of 'saying words' with respect to behaving as a speaker and with respect to being understood by an audience tend to result in more effective speakers. As shown in Table 7, 'saying words' provides ten advantages with respect to functioning effectively as a speaker and one advantage with respect to being understood by an audience. While no alternative method provides all of these advantages, a method that retains more of these advantages tends to be more effective. The advantages of 'saying words' provide a second frame of reference, which will suggest several methods of speaking for consideration for a specific learner and help us select a specific method that may be more effective for that learner.

Table 7.
The Advantages of 'Saying words' as a Method of Speaking

The Speaker Advantages of 'Saying words'	
Portability	
P	Children and adults can convey messages at any place and time without need for environmental supports;
Effort	
E	Information can be conveyed with very little effort.
Complexity	
1S	In the beginning, only one-step (i.e., single-word) responses are required.
-CD	In the beginning, complex discriminations are not required. conditional discriminations are not required
Communication Skills	
Rq	Many requests can be easily conveyed. many mands can be expressed
ND	Many items, activities, people, and places can be clearly named or described. facts can be taught
AQ	Answers to questions can clearly and easily occur. intraverbals can occur
Con	Conversation can easily occur.
Rd	Reading can be taught. textual behavior can be taught
RA	Requests can be conveyed in the absence of what is being requested.
The Audience Advantage of 'Saying words'	
LA	The speaker can be understood by a large audience of instructors, care providers, parents, and peers with and without disabilities who do not require training.

The extent to which repertoires correspond and proposed alternative methods of speaking retain the advantages of 'saying words' can be displayed in a diagram shown in Table 8.

Table 8.
Comparing a Learner's Current Sensory, Skill, and Behavioral Repertoires with Those Repertoires that Tend to Occur When a Proposed Method of Speaking is Effective and Displaying the Extent to Which a Proposed Method of Speaking Retains the Advantages of 'Saying Words'

The Learner's Current Sensory, Skill, and Behavioral Repertoires																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB
Alternative Method of Speaking																
The Repertoires that Tend to Occur When This Method of Speaking is Effective																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB
The Advantages of 'Saying Words' Retained by This Method of Speaking																
Speaker	P	E	1S	-CD	Rq	ND	AQ	Con	Rd	RA	Large Audience			LA		

Forty-six specific alternative methods of speaking are described in this chapter. At the end of the description of each method, a diagram composed of the bottom three sections of Table 8 is provided, depicting the repertoires that tend to occur when this alternative method of speaking is effective and the extent to which this method retains advantages of 'saying words'. The diagram for Alternative Method 2 (AMS 2), 'forming standard signs', is depicted in Table 9.

Table 9.

'Forming Standard Signs': The Repertoires that Tend to Occur When This Method is Effective and the Extent to Which This Method Retains Advantages of 'Saying Words'

Alternative Method of Speaking		AMS 2: Forming standard signs														
The Repertoires that Tend to Occur When AMS 2 is Effective																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB
The Advantages of 'Saying Words' Retained by AMS 2																
Speaker	P	E	1S	-CD	Rq	ND	AQ	Con	Rd	RA	Large Audience			LA		

A diagram made of mylar, hereafter referred to as *The Selection Diagram*, is composed of the top section of Table 8 and is included with this instrument. As shown in Table 10, an instructor or care provider should indicate a learner's current sensory, skill, and behavioral repertoires on this diagram, using a wet-erase marker. Then, in order to select an alternative method of speaking that is likely to be effective for that learner, *The Selection Diagram* should be superimposed on each of the diagrams for the 46 alternative methods of speaking described in this chapter.

Table 10.

Using The Selection Diagram to Depict a Learner's Sensory, Skill, and Behavioral Repertoires

The Learner's Current Sensory, Skill, and Behavioral Repertoires																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB

As shown in Table 11, when *The Selection Diagram* from Table 10 is superimposed on the diagram for 'standard signs', there are seven repertoire matches, indicating that the learner's repertoire closely corresponds with the repertoire that tends to occur when this method is effective. Also, 'forming standard signs' retains all ten speaker advantages of 'saying words', but does not retain the audience advantage. This analysis suggests that 'forming standard signs' should be set aside for further consideration as an alternative, primary method of speaking.

Table 11.

Using The Selection Diagram to Compare a Learner's Current Sensory, Skill, and Behavioral Repertoires with Those Repertoires that Tend to Occur When 'Forming Standard Signs' is Effective and to Examine the Extent to Which 'Forming Standard Signs' Retains the Advantages of 'Saying Words'

The Learner's Current Sensory, Skill, and Behavioral Repertoires																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB
Alternative Method of Speaking		AMS 2: Forming standard signs														
The Repertoires that Tend to Occur When AMS 2 is Effective																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB
The Advantages of 'Saying Words' Retained by AMS 2																
Speaker	P	E	1S	-CD	Rq	ND	AQ	Con	Rd	RA	Large Audience			LA		

Comparisons with other alternative methods of speaking are made until a method is selected that closely corresponds with the learner's current sensory, skill, and behavioral repertoires and that retains many advantages of 'saying words'.

ESSENTIAL FOR LIVING: THE ASSESSMENT AND CURRICULUM

REQUESTS AND RELATED LISTENER RESPONSES

Requests permit a learner to respond as a speaker and to access the initial and most important outcome of communication and language -- **preferred items, activities, and people when the learner wants or needs the same**. Requests occur when (1) a learner indicates that he wants or needs specific items, activities, or persons, (2) says words, forms signs, selects pictures, or selects, types or writes words, and (3) gains access to specific items, activities, or persons. If the learner says a word, forms a sign, selects a picture, or selects, types or writes a word that matches the word or sign commonly used to designate that item, activity, place, or person, the request is considered 'correct' and the learner gains access to the item, activity, or person that he indicated he wanted. If not, the instructor, care provider, or parent prompts the learner to make the correct response before providing access to the item, activity, place, or person he wanted. For example, as shown in Table 1, an instructor **places a cookie in front of a learner two hours after his last meal**. If the learner reaches for the cookie and says or signs 'cookie', or selects 'a picture of a cookie', the request is correct and the care provider responds by providing access to the cookie. If the learner says or signs 'cracker', the request is incorrect and the care provider must prompt the learner to say or sign 'cookie', or select 'a picture of a cookie', before providing access to the cookie.

mands
reinforcers when motivating operations (MOs) related to those reinforcers occur.

contrives and captures a motivating operation.

Requests should be distinguished from **names or descriptions, also called labels or expressive object labels**, which permit a learner to describe her or his experiences as these experiences are occurring. Names occur when the learner is directed with spoken words, signs, or printed words to produce one or more spoken words or signs, or to select one or more printed words in the presence of **specific items, activities, or people, and result in praise or other forms of social approval**. For example, a teacher points to a 'cookie' or a picture of a 'cookie' and says 'what's that' or 'what do you see': the learner says or signs 'cookie' or selects the word 'cookie', and the teacher responds with an expression such as 'well done' or 'that's correct'. Requests should also be distinguished from comments, which are names, with a minor request component, that is, a request for very brief contact with an audience. Comments permit a learner to share information or an experience with someone else. For example, the learner says 'Look, it's a big dog' or 'Mom, [it's] raining'.

facts; not to be confused with the bi-directional naming relation described by Horne and Lowe

non-verbal stimuli, and result in forms of generalized, conditioned reinforcement

Requests should also be distinguished from listener responses, which permit the learner to honor the requests of others. Listener responses occur when the learner is directed with spoken words, signs, or written words to point to people, items, pictures, or written words, or to complete one or more activities; these responses are also called receptive IDs and receptive commands respectively, and, again, result in praise or other forms of social approval. For example, a teacher puts a 'cookie' or a picture of a 'cookie' in an array of three or more items or pictures and says or signs 'find the cookie' or 'where's the cookie'. The learner points to the 'cookie' and the teacher responds with an expression such as 'good' or 'that's right'. In another example, a teacher places a 'plate of cookies' on a table in the kitchen and proceeds to another room where the learner is sitting on a couch. The teacher says 'please go and get the plate of cookies in the kitchen'. The learner goes to the kitchen, retrieves 'the plate of cookies', and brings it to the other room. The teacher then responds by saying 'thank you'.

Finally, requests should be distinguished from **answers to questions**, which permit the learner to respond to the requests of others by describing items and persons that are not present and activities that are no longer occurring. Answers to questions also permit the learner to retain an audience and to engage in conversation. Answers to questions occur when the learner is requested with spoken words, signs, printed words, or written words to respond with words, signs, or printed words that do not match the original words or signs. These responses result in praise, other forms of social approval, or requests for additional responses. For example, a care provider says or signs 'where are your shoes'. The learner says, signs, or types 'in my room' and the care provider says 'let's get them so we can go outside'. Examples of items that are part of Requests and Related Listener Responses and the performance criteria used for these items are included on the next two pages. *Performance criteria for each skill result in very sensitive measures of learner performance and the conditions under which this performance occurs. These criteria permit instructors, care providers, and parents to detect progress that might otherwise go unnoticed and report this progress to administrators, regulatory agencies, and funding sources.*

intraverbals

Must-have Requests and Related Listener Responses

R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

1	ice cream	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2	a piggy back ride	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
3	a mini trampoline	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
6		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
7		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
8		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
9		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
10		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- IA** [the initial assessment of this skill has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without leaving the area
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and within two seconds
- 2S** in two or more settings
- 2P** in the presence of either of two people
- <M** when motivating events have occurred, but are weak
- NI** when the learner does not have sensory contact with the requested item or activity
(does not apply to some requests)
- Det** [requests are no longer occurring consistently]

R15. 'Accepts no' after making requests for items and activities that were taught and are often honored (R7, R8, and R14)

1	ice cream	IA	IM	-SA	-DC	2S	2P	>M	Det
2	a piggy back ride	IA	IM	-SA	-DC	2S	2P	>M	Det
3	a mini trampoline	IA	IM	-SA	-DC	2S	2P	>M	Det
4		IA	IM	-SA	-DC	2S	2P	>M	Det
5		IA	IM	-SA	-DC	2S	2P	>M	Det
6		IA	IM	-SA	-DC	2S	2P	>M	Det
7		IA	IM	-SA	-DC	2S	2P	>M	Det
8		IA	IM	-SA	-DC	2S	2P	>M	Det
9		IA	IM	-SA	-DC	2S	2P	>M	Det
10		IA	IM	-SA	-DC	2S	2P	>M	Det

When directed to do so, learners 'accept no' after making requests that were taught and are often honored' without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, and continue making other required responses on three consecutive occasions...

- IA** [the initial assessment of this skill has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- 2S** in two or more settings
- 2P** in the presence of either of two people
- >M** when motivating events have occurred and are strong
- Det** ['accepting no' is no longer occurring consistently]

Should-have Requests and Related Listener Responses

R23. Makes requests for highly preferred foods, drinks, non-food items, or activities that cannot be made either frequently or immediately available														
1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
6	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
7	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
8	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
9	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
10	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

R24. Faces or looks toward an audience as the learner makes a generalized request for that audience, followed by requests for items or activities in R7-8 and R22-23														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def	

R39. Makes a generalized request for a 'break' in required activities														
1	[I'm] finished... [may I take a] break	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def
2	[May I take a] break	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def

R43. Makes a request to use the toilet, to use a catheter, to be changed, to locate a restroom, or for assistance with toileting														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

R47. Makes a request for assistance during menstruation														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Def		

Good-to-have Requests and Related Listener Responses

R61. Makes a request to return a highly preferred item to its original location or to restore a situation to its preferred condition														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def	

R63. Makes a generalized request to increase the amount of a preferred item or the duration of a preferred activity, some of which has already been received or experienced														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def	

R69. Makes a request for a special item or activity from a special person														
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

Nice-to-have Requests and Related Listener Responses

R78. Makes requests that require 3 words, signs, or pictures and that include items, activities, features and quantities, people, and places, for which requests were not previously acquired														
1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

LISTENER RESPONSES, NAMES, AND DESCRIPTIONS

Listener responses permit learners to do what others ask them to do. Listener responses occur when an instructor, care provider, parent, or peer directs a request toward a learner and the learner responds by pointing toward or retrieving one or more items or pictures, or completing one or more activities. The request can include spoken words, signs, or written, typed, or selected words. If the learner's response is consistent with the request, the response is considered correct or appropriate and is followed by verbal praise or other forms of approval, confirmation, or appreciation. If not, an instructor, care provider, or parent, and sometimes a peer, may prompt the learner to make the correct response before providing approval or confirmation.

Listener responses come in several forms:

- Following directions to make responses consistent with maintaining learner safety,
- Following directions to complete routine activities of daily living,
- Recognizing items, familiar persons, places, items with features, or pictures of the same, and
- Retrieving and relocating items, familiar persons, or items with features, often from and to specific places or locations

Following directions is taught in the context in which these directions are given. *Recognizing, retrieving, and relocating* are taught in the context of activities which occur daily or weekly.

Names permit learners to talk about **items, familiar persons, places, and activities** as they encounter them or as they are occurring in their environment. Descriptions permit learners to talk about **features of items and locations** (among other things). As shown in Table 3, names and descriptions (nd) occur when a learner is in sensory contact with (i.e., sees, hears, touches, smells, or tastes), but does not want, specific items, persons, places, locations, activities, or pictures of the same, and, says words, forms signs, or selects, types, or writes words. If the learner's response matches the word or sign commonly used to designate that item, person, place, location, or activity, the name or description is considered 'correct' and is followed by verbal praise or other forms of approval or confirmation. If not, an instructor, care provider, or parent, and sometimes a peer, may prompt the learner to make the correct response before providing approval or confirmation. Names and descriptions may also occur with some learners when they experience **sensations of pain or discomfort, or feelings of happiness, sadness, or anger** only they can feel and observe, and say words, form signs, or select, type, or write words that may correspond to what they are experiencing. Examples of names and descriptions are provided in Table 4.

public, nonverbal stimuli

private, non-verbal stimuli

Other than occasional comments (e.g., "look, it's an airplane or "it's time to go back to work"), spontaneous names or descriptions of items, familiar persons, places, locations, and activities, or photographs of the same seldom occur in everyday living. As a result, readers might conclude that naming and describing are not functional skills. **Names and descriptions, however, can be transformed into following directions, recognitions, retrievals, and relocations using specific teaching procedures.** In fact, teaching names and descriptions prior to listener recognitions can increase the rate of acquisition of recognitions, retrievals, and relocations. *Names and descriptions can also be transformed into meaningful, rather than rote, answers to commonly occurring questions. And, names and descriptions of photographs of items, familiar persons, places, locations, and activities can help a learner use a daily picture schedule or a shopping list composed of pictures. Finally, learners' descriptions of pain and discomfort, and feelings of sadness, happiness, and anger may increase the efficiency and effectiveness of subsequent requests for information or assistance.*

Using the joint control procedure, stimulus control can be transferred from facts to listener responses.

Names come in many forms:

- naming an item -- a child sees a spoon and says 'spoon' or a child with a visual impairment touches a napkin and says 'napkin',
- naming a familiar person -- an adult hears a familiar voice and selects a card with 'boss' printed on it,
- naming a place or location -- a child gestures toward the kitchen and signs 'kitchen', or opens a dresser drawer, points to an item, and says 'in the drawer',
- naming an activity -- an adult says 'washing dishes' as he or someone else is doing so,
- describing a feature of an item -- a child points to a big ball and writes 'big ball',
- describing sensations -- an adult bends forward, points to his stomach, and says 'hurts', and
- naming feelings -- an adult, who has accidentally spilled his favorite beverage, signs 'mad'.

Naming and describing are generally taught along with *recognizing, retrieving, and relocating* in the context of activities which occur daily or weekly. *Descriptions of pain and discomfort, and feelings of sadness, happiness, and anger, however, are taught when these sensations or feelings are presumed to be occurring.*

Examples of listener responses in the context of following directions and listener responses, names, and descriptions in the context of frequently-occurring activities are included on the following three pages.

Must-have Listener Responses

Following Directions Related to Health and Safety

LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	-----	-----	-----	----	----	----	-----	----	----	-----

When directed to do so, learners follow directions and complete a required activity on three consecutive occasions...

IA	[the initial assessment of this listener response has been completed]
IM	[instruction or management has begun]
-SA	without self-injurious, aggressive, or destructive behavior
-DC	without disruptive behavior or complaining
-RP	without resistance to prompts and without elopement
FP	with a full physical or full demonstration prompt
PP	with a partial physical or partial demonstration prompt
MP	with a minimal touch or minimal gestural prompt
Ind	without prompts and without hesitation
2S	in two or more situations
2p	In the presence of either of two people
Det	[this listener response is no longer occurring consistently]

Should-have Listener Responses

Following Directions to Complete Routine Activities

LR12. Completes five activities of dressing or personal hygiene when directed to do so

1 shoes on	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
2 jacket off	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
3 washes hands	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det

Good-to-have Listener Responses, Names, and Descriptions

Recognizing, Retrieving, Relocating, Naming, Describing, and Following Directions to Complete Activities

Event 1: Snack (Break) Time (LRND1.1)

Preferred Item		cookies											Preferred Item		orange juice										
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det

Item		cup											Item		napkin										
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det

Event 1 (cont.): Snack (Break) Time (LRND1.2)

Item												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

Item												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

Activity												
comp	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Activity												
comp	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Familiar Person												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Place												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Familiar Person												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Place												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

Event 1 (cont.): (LRND1.3)

Location												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

2 Items												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

Location												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Def

2 or More of the Same Item												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

One Item with a Feature												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

2 Items with a Feature												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Def

Event 1 (cont.): (LRND1.3 cont.)

One Item with 2 Features													2 Items with 2 Features												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	ret/rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	rec-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det	nd-p	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
Items to a Place/Location													Person from a Place/Location												
rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	ret	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Items from a Place/Location													Person to a Place/Location												
ret	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	rel	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det

When directed to do so, learners (1) 'point toward', 'go and get', 'bring with them', 'name', or 'describe' items or familiar persons, (2) point to or name specific places or locations, specific parts of their body, physical sensations, or specific feelings, or (3) complete routine activities on three consecutive occasions...

- IA** [the initial assessment of this listener response has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaining
- RP** without resistance to prompts and without elopement
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts and without hesitation
- 2E** with two or more examples of each item (**does not apply to activities, persons, places, or locations**)
- 2p** In the presence of either of two people
- Det** [this listener or speaker response is no longer occurring consistently]

Nice-to-have Listener Responses, Names, and Descriptions

Recognizing and Naming or Describing Physical Sensations or Emotions

Event 14: 'Indicating the Presence and Location of Pain or Discomfort' (LRND14)													Event 15: Indicating the Presence of Feelings of Sadness, Happiness, or Anger (LRND15)												
Pain and Location													Situation and Feeling												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Preferred Item or Activity													Preferred Item or Activity												
req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Preferred Person or Place													Preferred Person or Place												
req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Pain and Location													Situation and Feeling												
rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	rec	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	nd	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Preferred Item or Activity													Preferred Item or Activity												
req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det
Preferred Person or Place													Preferred Person or Place												
req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det	req	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind		2P	Det

ANSWERS TO QUESTIONS AND CONVERSATIONS

Answers to questions permit learners to respond to the requests of others for information. Answers to questions occur when an instructor, care provider, parent, or peer directs a request for information toward a learner and the learner provides information. Requests and answers may occur in the same or different forms, that is, using the same or different methods of speaking. Answers to questions cannot occur, however, if a learner's method of speaking includes selecting pic-symbols, drawings, or photographs, as these selections cannot be distinguished from listener responses.

Answering questions and eventually participating in conversations is something all parents, instructors, and care providers would like their children and adults to do. *Answering questions, however, is the most difficult speaker behavior for learners with moderate-to-severe disabilities to acquire.* As a result, instructors, care providers, and parents must consider the following issues when teaching this skill:

- (1) learners should acquire **a large repertoire of requests, along with a repertoire of names** *a large repertoire of mands and tacts* and descriptions, that are part of commonly occurring events (see the previous section of this chapter), so that their answers to questions can be based on these repertoires and can be more meaningful to them and those with whom they are speaking;
- (2) **answers to questions should be taught within commonly occurring events,** *intraverbal responses should be taught in familiar contexts* as suggested for names and listener responses in the previous section of this chapter, so that more guided practice is available, answers are more meaningful, and, at least the beginnings of conversation, are more likely to occur.
- (3) learners should be exposed to **questions that commonly occur in everyday conversations,** *functional exemplars* rather than questions that are likely to occur only during academic instruction or language training, so that **generalization** will not be required in order *stimulus generalization* for them to respond effectively to questions they encounter in daily living;
- (4) learners should be exposed initially to types of questions which require **simpler answers** *intraverbal responses with fewer components* (e.g., 'do', 'can', and 'what' questions) and gradually exposed to types which tend to require more complex answers (e.g., 'which', 'where', 'who', and 'when' questions);
- (5) learners should be expected initially to provide **answers that include only 1-3 words or signs** *intraverbal responses with a brief mean length of utterance* and gradually expected to increase the length of answers to include 5 or more words or signs
- (6) learners should be exposed initially to **situations in which factors, other than the question, at least in part, control the answer** (see Situations 1, 2, and 3 later in this section), **and gradually exposed to situations in which the answer is controlled entirely by the question** (see Situations 4 and 5); *answers to questions that are initially multiply-controlled responses and eventually 'pure' intraverbals*
- (7) learners should be exposed initially to questions which require few to no **complex discriminations,** *conditional discriminations* and gradually exposed to questions that require more of these discriminations; and,

Answers to questions are generally taught along with *naming and describing* in the context of activities which occur daily or weekly. Examples of answers to questions in the context of these activities follow.

Good-to-have Answers to Questions

Event 1: Snack (Break) Time (AQ1.1)										
Q.	What do you want to eat?									
A.	cookies (crackers)	IA	IM	FP	PP	MP	Ind	2E	2P	Det
Q.	Your hands are messy. What do you need?									
A.	napkin	IA	IM	FP	PP	MP	Ind	2E	2P	Det
Q.										
A.		IA	IM	FP	PP	MP	Ind	2E	2P	Det
Q.										
A.		IA	IM	FP	PP	MP	Ind	2E	2P	Det
Q.										
A.		IA	IM	FP	PP	MP	Ind	2E	2P	Det

During selected events, learners provide answers to questions that are part of these events on three consecutive occasions...

- IA** [the initial assessment of this speaker response has been completed]
- IM** [instruction or management has begun]
- FP** when there is contact with a specific item or activity
- PP** when there is brief contact with a specific item or activity
- MP** when there is very brief contact with a specific item or activity
- Ind** without prompts and without hesitation
- 2E** with two or more variations of each question
- 2P** in the presence of either of two people
- Det** [this speaker response is no longer occurring consistently]

Conversations are composed of two or more exchanges of primarily but, not exclusively, speaker responses between learners and instructors, care providers, parents, and peers. Specifically, these exchanges include requests and answers to questions interspersed with occasional mands, intraverbals, and listener responses. Most of these answers are based on previously acquired requests, occasional listener responses, names, and descriptions. Conversations should always occur in the context of the events in which listener responses, names and descriptions, and answers to questions were taught. And, learners should be taught to participate in conversations only after names and descriptions and answers to questions that are part of each event have been acquired. An example of a brief conversation with two exchanges follows.

Marianne (a young adult learner with moderate disabilities) is just sitting down to have a snack, when her care provider enters the room...

Marianne: "[May I have] some some cheese crackers" *request*

Care Provider: [retrieves Cheerios]

Care Provider: "What else do you need"

Marianne: "A napkin" *answer to a question*

Care Provider: [retrieves a napkin]

Good-to-have Conversations

Event 1:	(C1.1)	IA	IM	2E	2T	2F	Det						
Event 1 (cont.):	(C1.2)	IA	IM	2E	3E	4E	2T	2F	Det				
Event 1 (cont.):	(C1.3)	IA	IM	2E	3E	4E	5E	6E	2T	2F	Det		

During selected events, learners alternately answer questions, make requests, or respond as a listener without prompts and without hesitation during ___ conversational exchanges that are part of Events 1-13 on three consecutive occasions...

- IA** [the initial assessment of this speaker response has been completed]
- IM** [instruction or management has begun]
- 2E** with two consecutive exchanges
- 3E** with three consecutive exchanges
- 4E** with four consecutive exchanges
- 5E** with five consecutive exchanges
- 6E** with six consecutive exchanges
- 2T** in the presence of either of two instructors, care providers, supervisors, or parents
- 2F** in the presence of either of two friends or peers
- Det** [these listener or speaker responses are no longer occurring consistently]

DAILY LIVING AND RELATED SKILLS

Daily living skills are among the most functional of all skills. 'Washing our hands', 'brushing our teeth', 'going to the toilet', 'changing a sanitary napkin', 'taking medication', 'eating meals', 'doing laundry', 'putting a coat on', and 'mopping a floor' are examples of daily living skills that occupy a significant portion of our lives. These skills permit children and adults with moderate-to-severe disabilities to achieve a measure of independence. Daily living skills occur when children or adults (1) encounter situations that require specific responses, (2) exhibit part or all of those responses, and (3) either receive a form of social approval or experience completion of a task.

Daily living skills should be distinguished from listener responses and tolerating skills. For example, 'permitting someone to wash your hands without exhibiting problem behavior' is a tolerating skill, 'washing your hands before a meal' is a daily living skill, and 'washing your hands when directed to do so' is a listening skill. Skills such as 'washing

your hands' may begin as tolerating skills, evolve into daily living skills, and, when directions are added, become listening skills. Sometimes the difference between a tolerating skill and a corresponding daily living skill may be difficult to distinguish. For example, the only difference between 'tolerating a sippy cup' and 'consuming liquids from a sippy cup' may be that, in the daily living skill, the learner, not a care provider, is holding and tipping the cup.

Some daily living skills are composed of a single response, such as, *drinks from a cup or glass or indicates the need to use a restroom*, while others are composed of multiple responses or steps (MR), such as *washes your hands, brushes your teeth, or puts on a pullover shirt or blouse*. These responses or steps are defined by a procedure known as a *task analysis*.

Children and adults with moderate-to-severe disabilities generally do not acquire daily living skills without **very specific prompting, prompt-fading, and chaining** procedures. These skills, however, are often not emphasized in classrooms, or in day activity, residential, or vocational programs. Without a repertoire of basic, daily living skills, our children and adults will not experience a level of independence they deserve and will require the frequent and ongoing assistance of care providers and parents. As a result, these skills are a central part of *Essential for Living*.

errorless prompting, prompt-fading, and forward, backward, and total task chaining

In addition to skills and activities generally categorized as Daily Living Skills, this section also includes leisure and vocational skills. Examples of *Daily Living Skills* follow.

Must-have Daily Living Skills Related to Health and Safety

Eating, Drinking, and Feeding

DLS-EDF1. Consumes thick or thickened liquids orally														
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def

When they encounter situations that require specific responses, learners exhibit single-response daily living skills on three consecutive occasions...

- IA** [the initial assessment of this skill has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without leaving the area
- FP** with a full physical or full demonstration prompt
- PP** with a partial physical or partial demonstration prompt
- MP** with a minimal touch or minimal gestural prompt
- Ind** without prompts and within two seconds
- PPA** [performance of this task requires permanent partial assistance]
- APD** [performance of this task requires an environmental adaptation or prosthetic device]
- CO** [the critical outcome of this skill has occurred]
- 2S** [the skill and the critical outcome have occurred in two or more settings]
- 2P** [the skill and the critical outcome have occurred in the presence of either of two people]
- Def** [this daily living skill or its critical outcome are no longer occurring consistently]

DLS-EDF2. Consumes three thin liquids orally, including water															
1 broth	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def
2 juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def
3 water	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def

Sleeping

DLS-Slp1. Goes to sleep at bedtime														
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def

Other Activities Related to Health and Safety

DLS-HS4. Fastens and remains in a seat belt for the duration of specific trips														
IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Def

Should-have Daily Living and Related Skills

Bathing and Personal Hygiene

DLS-BPH1. Washes hands

MR

IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det
----	----	-----	-----	-----	-----	-----	----	-----	-----	----	----	----	-----

When they encounter situations that require specific responses, learners exhibit...[some or all of the responses (steps) of a multiple-response daily living skill]... on three consecutive occasions without exhibiting problem behavior, without complaining, and without resisting or requiring prompts

IA	[the initial assessment of this skill has been completed]
IM	[instruction or management has begun]
1st	one response (step) without prompts
1/4	one fourth of the responses (steps) that are part of the skill without prompts
1/2	one half of the responses (steps) that are part of the skill without prompts
3/4	three fourths of the responses (steps) that are part of the skill without prompts
Ind	all of the responses (steps) that are part of the skill without prompts
_m	all of the responses (steps) that are part of the skill without prompts and within _ minutes
PPA	[some or all of the responses (steps) that are part of this skill require permanent partial assistance]
APD	[some or all of the responses (steps) that are part of this skill require an environmental adaptation or prosthetic device]
CO	[the critical outcome of this skill has occurred]
2S	[the skill and the critical outcome have occurred in two or more settings]
2P	[the skill and the critical outcome have occurred in the presence of either of two people]
Det	[some or all of the responses (steps) that are part of this skill or its critical outcome are no longer occurring consistently]

Good-to-have Daily Living Skills

Laundry

DLS-L5. Washes loads of dark-colored clothes

MR

IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det
----	----	-----	-----	-----	-----	-----	----	-----	-----	----	----	----	-----

FUNCTIONAL ACADEMIC SKILLS

Functional academic skills include: (1) *Responding to Text as a Listener and Reading*, (2) *Schedules, Lists, and Time*, (3) *Math Skills*, and (4) *Writing or Typing Skills*. Reading, as the term is generally used by educators, includes transforming text (i.e., printed words or words written in Braille) into your method of speaking and then responding in a way that suggests comprehension. More specifically, reading includes 'seeing words, letters, or letter combinations, or touching braille letters or letter combinations and performing three activities:

- 1 - saying sounds and blending sound combinations into words, saying words, or forming signs that correspond to these words,
- 2 - saying, writing, typing, or Braille writing a response that suggests comprehension of what was read, and
- 3 - selecting or retrieving an item, activity, person, or a picture, or performing an activity that corresponds to these words, suggesting some understanding of the words.

It is important to note that the third activity does not require acquisition of either of the first two.

Personal, daily schedules and task lists help some learners with moderate-to-severe disabilities (1) participate in a sequence of events or activities, (2) make transitions from one event or activity to another, (3) retrieve items on shopping trips, (4) complete errands, or (5) complete routine tasks, in the absence of close supervision, with less anxiety, and with fewer instances of problem behavior. Prior to the introduction of schedules and lists, learners should be exposed to specific items and events, begin to participate in specific activities, complete routine tasks, and complete at least some of the steps of complex routine tasks that will eventually appear on schedules and lists. If this exposure or instruction does not occur, neither schedules nor lists will help learners respond more consistently.

Counting, the most fundamental and functional of all skills with numbers, permits children and adults to complete many tasks of daily living. For example, learners can retrieve three forks or empty two waste baskets when directed to do so. They can also make four sandwiches, one for themselves and three for their housemates. And, they can put six quarters in a vending machine to purchase a beverage or a snack. Counting also permits adults to complete some vocational tasks. For example, learners can count and place four bolts and four nuts in a plastic bag or place three 'fragile stickers' on a carton. Measuring quantities and making purchases which include counting or

using numbers, also permit learners to complete many daily living and vocational tasks. For example, learners can measure 1/2 cup of milk and pour it into a mixing bowl as part of preparing pancakes. They can purchase a loaf of bread and a half-gallon of milk with money or a debit or credit card. They can also accumulate the amount of purchases while grocery shopping using a calculator.

Most instructors and care providers are inclined to teach child and adult learners to 'copy' and later 'write, type, or Braille write their name' and later, 'their address and phone number'. While (1) learners' interest in the task, (2) emergency situations, (3) job application forms, and (4) legal documents are often mentioned as part of the rationale for teaching these skills, only the first two make the case for designating these skills as functional. For almost all of our learners, additional *writing, typing, or Braille writing skills are extremely difficult to acquire and are only occasionally functional in their daily lives.* Examples of functional academic skills follow.

Responses to Text as a Listener and Reading Skills

Good-to-have Responses to Text as a Listener

RTL1. Approaches and enters the appropriate restroom when designated by the text 'Women' and 'Men', 'Ladies' and 'Gentlemen', the female and male stick figures, the international symbols for female and male, Braille letters, and one other text or symbol variation											
1	'Women' or 'Men' or Braille letters	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
2	'Ladies' or 'Gentlemen' or Braille letters	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
3	Female or male stick figures	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
4	International symbols for female or male	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det

When one or more printed words or words written in Braille is presented or encountered, learners make an appropriate listener response on three consecutive occasions...

IA	[the initial assessment of this skill has been completed]
IM	[instruction or management has begun]
-SA	without self-injurious, aggressive, or destructive behavior
-DC	without disruptive behavior or complaints
-RP	without resistance to prompts and without leaving the area
FP	with a full physical or full demonstration prompt
PP	with a partial physical partial demonstration prompts
MP	with a minimal touch or minimal gestural prompt
Ind	without prompts and without hesitation
Det	[this skill is no longer occurring consistently]

Good-to-have Reading Skills

Rdg4. Reads the essential text on containers of common food and non-food items that represent some risk to safety, including 'ant and roach spray', 'furniture polish', 'Mr. Clean' or 'Windex', 'vinegar' or 'vegetable oil', 'Tabasco Sauce', and others											
1		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
2		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
3		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det

When one or more printed words or words written in Braille is presented or encountered, learners read these words on three consecutive occasions...

IA	[the initial assessment of this skill has been completed]
IM	[instruction or management has begun]
-SA	without self-injurious, aggressive, or destructive behavior
-DC	without disruptive behavior or complaints
-RP	without resistance to prompts and without leaving the area
FP	with a full physical, full demonstration, or full echoic prompt
PP	with a partial physical, partial demonstration, or partial echoic prompts
MP	with a minimal touch, minimal gestural, or minimal echoic prompt
Ind	without prompts, without scrolling, and without hesitation
Det	[this skill is no longer occurring consistently]

Schedules, Lists, and Time

Good-to-Have Schedules and Lists

SLT1. Participates in events and activities slated to occur later that same day using a personal, daily, picture or tactile schedule											
1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
6	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
7	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	
8	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	

In the presence of a picture or tactile schedule or list, a clock or watch, or a calendar, learners begin to participate in an event or activity, respond to inquiries by pointing, or name an event or activity...or...in the presence or absence of a picture or tactile schedule or list, a clock or watch, or a calendar, respond to inquiries by answering questions on three consecutive occasions...

- IA** [the initial assessment of this skill has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without leaving the area
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompts
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts, without scrolling, and without hesitation
- Det** [this skill is no longer occurring consistently]

Nice-to-Have Time Skills

SLT12. Participates in events and activities slated to occur at specific times later that same day using a clock or watch											
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det	

Math Skills

Good-to-have Math Skills

Mth1. Counts a specified number of items from 1-10 using an inset counting jig												
	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	Det

When they encounter situations that require specific responses, learners exhibit single-response Math skills on three consecutive occasions...

- IA** [the initial assessment of this skill has been completed]
- IM** [instruction or management has begun]
- SA** without self-injurious, aggressive, or destructive behavior
- DC** without disruptive behavior or complaints
- RP** without resistance to prompts and without leaving the area
- FP** with a full physical, full demonstration, or full echoic prompt
- PP** with a partial physical, partial demonstration, or partial echoic prompt
- MP** with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind** without prompts and within two seconds
- PPA** [this skill requires permanent partial assistance]
- APD** [this skill requires an environmental adaptation or prosthetic device]
- Det** [this Math skill is no longer occurring consistently]

Writing or Typing Skills

Good-to-have Writing or Typing Skills

WT5. Writes or Braille writes phrases such as 'hi', 'sincerely', 'all my love', or 'I love you' when signing greeting cards

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
----	----	-----	-----	-----	----	----	----	-----	-----

When directed to do so or when appropriate situations occur, learners 'write', 'type', or 'Braille write' specific words on three consecutive occasions...

IA	[the initial assessment of this skill has been completed]
IM	[instruction or management has begun]
-SA	without self-injurious, aggressive, or destructive behavior
-DC	without disruptive behavior or complaints
-RP	without resistance to prompts and without leaving the area
FP	with a full physical or full demonstration prompt
PP	with a partial physical or partial demonstration prompt
MP	with a minimal physical or minimal gestural prompt
Ind	without prompts and without hesitation
Det	[the skill is no longer occurring consistently]

TOLERATING SKILLS AND EGGSHELLS

Most of the skills in this instrument involve physically interacting with items, activities, or persons. Some, however, involve tolerating situations, rather than interacting with anyone or anything. These skills are functional for many of our child and adult learners, especially those with complex medical conditions, adaptive equipment, limited skill repertoires, autism, or severe problem behavior.

Some of these situations are required for the learner's health and safety (e.g., pureed foods, a hearing aide, a seat belt, AFOs, or a helmet). Others are part of everyday life and are impossible to avoid (e.g., a vacuum cleaner, socks, lights off, or hearing the word 'no'). Others can be avoided for periods of time (e.g., a blood pressure cuff, needles and the drawing of blood, and a dental examination), but must eventually be confronted in order to insure proper medical and dental care. Still others could be avoided, but doing so would result in substantial disruptions in the lives of family members, fellow students, fellow workers, roommates, instructors, and care providers (e.g., changes in a picture schedule, driving past a fire station, or a video playing on a monitor in a store). And, still others, if avoided, would interfere with or interrupt the acquisition of functional skills (e.g., a bus, an apron, or background music). When exposed to specific situations, some of our learners 'cry', 'scream', 'leave the immediate environment', or 'exhibit problem behavior'. In other words, they *do not tolerate* one or other of these situations. *Learning to tolerate situations is one of the Essential 8, is defined as not exhibiting any of these behaviors when exposed to specific situations*, and should be taught as soon as these behaviors begin to occur.

If learners exhibit moderate or severe problem behavior when exposed to specific situations, instructors, parents, and care providers tend to avoid these situations in the future, and, as a result, avoid the problem behavior. This previously unnamed phenomenon is quite common and quite disruptive to the lives of our learners, their peers, their parents, their instructors, their care providers, and those around them. We refer to this phenomenon as **Eggshells** and the avoidance of these situations as **Walking on Eggshells**.

Eggshells can also be defined in plain language as '*places you don't go, things you don't come near, words you don't say, and things you don't do, for fear of what will happen*'. As a child becomes older and eventually becomes an adult, a life with many situations which the learner does not tolerate or many eggshells is a very restricted life. Failure to learn to tolerate these situations restricts the places a learner can go, the items a learner can access, the activities in which a learner can participate, and the people with whom a learner can interact. On the other hand, a life with a substantial repertoire of tolerating skills and few to no eggshells results in few of these restrictions, and, as a result, a much fuller, richer, and happier life. This domain provides a list of situations which many children and adults have difficulty learning to tolerate.

Must-have Tolerating Skills Related to Health and Safety

Basic Human Interaction

T-BHI5. Touch, physical guidance, or physical prompts

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

After exposure to this situation, learners resume ongoing activities for ___ (seconds/minutes) or complete ___ (1/4, 1/2, 3/4, or all of) these activities, without prompts, without self-injurious, aggressive, destructive, or disruptive behavior, without complaints, and without leaving the area on three consecutive occasions...

- IA [the initial assessment of this skill has been completed]
- IM [instruction or management has begun]
- Egg [situations are avoided because problem behavior occurs]
- Egg [situations are no longer avoided because problem behavior occurs]
- 10s for 10 seconds
- 1m for 1 minute
- 1/4 for 5 minutes or 1/4 of the required duration of an activity
- 1/2 for 10 minutes or 1/2 of the required duration of an activity
- 3/4 for 20 minutes or 3/4 of the required duration of an activity
- Ind for 1 hour or the required duration of an activity
- Det [this tolerating skill is no longer occurring consistently]

Daily Medical Procedures and Medication Administration

T-DM1. Medication hidden in food

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Prosthetic, Therapeutic, and Adapted Equipment

T-PTA2. A hearing aide or cochlear implant

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-PTA9. AFOs

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Protective Equipment and Mechanical Restraints

T-PEMR1. A helmet

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-PEMR7. A jumpsuit

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-PEMR9. Arm splints

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Bathing and Personal Hygiene

T-BPH2. Someone washing your face

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-BPH3. Someone washing your ears

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-BPH7. A tub bath

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Daily Dental Procedures

T-DD1. Someone brushing your teeth

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Should-have Tolerating Skills

Clothing and Accessories

T-C1. Someone putting on your clothes

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-C3. Undershirts

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Transportation

T-Trp7. Elevator

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Basic Human Interaction

T-BHI7. The word “no” or other indications of disapproval or incorrect responding

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

T-BHI11. Someone talking on the phone

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

Basic Daily Activities

T-BDA5. Not being first or first in line

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

TOOL SKILLS AND COMPONENT SKILLS

Basic gross and fine motor movements were originally described by Eric Haughton as *tool skills* (Haughton, 1980). Later, Kent Johnson and Joe Layng again described *tool skills*, along with *component skills* and *composite skills* (Johnson and Layng, 1992). Many of the functional communication and daily living skills in this instrument are composite skills, that is, skills that include many specific movements. For example, feeding yourself with an adapted teaspoon (**DLS-EDF-20**), removing socks from the dryer, folding them, and putting them in a drawer (**DLS-L10**), and making a request for candy (**R7**) are composite skills. Tool skills are basic motor movements, matching skills, or imitation skills, such as, 'grasping', 'matching identical items', and 'imitating hand movements'. These skills are not functional in isolation, but are part of many functional daily living and communication skills. Component skills, on the other hand, tend to be part of specific composite skills. For example, 'grasping an adapted teaspoon' is part of feeding yourself with an adapted teaspoon (**DLS-EDF-20**), 'matching pairs of socks' is part of removing socks from the dryer, folding them, and putting them in a drawer (**DLS-L10**), and 'imitating someone make the standard sign for candy' is part of making a request for candy (**R7**).

The acquisition of complex daily living and communication skills does not require the prior acquisition of either tool skills or component skills. *If, however, some tool skills or component skills are taught until they occur without prompts and without hesitation, some of our learners will acquire composite skills with minimal or no instruction* (Johnson and Layng, 1992; Binder, 1996). For example, if examples of 'matching items, activities, people, places, and locations to corresponding photographs' or 'matching highly preferred items or activities to corresponding photographs' are taught to some of our learners until these examples occur without prompts and without hesitation and their method of speaking includes selecting *photographs* (**AMS 9, 12, 15, 19, 22, 31, 36**), they may experience a rapid increase in the extent of their requesting repertoire with much less formal instruction.

If, however, some tool or component skills are taught to fluency, some of our learners will acquire composite skills with minimal to no instruction.

In many early intervention programs, especially those for children with autism, basic gross and fine motor movements, along with matching and imitation skills, are emphasized from the beginning. Some younger learners acquire many examples of gross and fine motor movements, along with matching and imitation skills, and, after doing so, begin to experience the outcomes previously described. Many of our younger and older learners, however, even with extended practice on examples of these tool skills, do not achieve these outcomes. Instead, at best, they acquire a few examples of motor movements, matching skills, or imitation skills. And, if these examples are not components of functional daily living or communication skills, they are not functional for these learners. As a result, we recommend that if examples of gross and fine motor movements, along with matching and imitation skills, are

taught, these skills should be components of functional daily living or communication skills from the beginning. Examples of tool and component skills follow.

Should-have Basic Motor Movements

MM1. Reaches for a device or a person											
1	reaches for a spoon	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
2	reaches for the handle of a door	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
3		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def

When directed to do so, learners make gross or fine motor movements, or when an item, photograph, symbol, text, person, place, or location is presented or encountered and learners make identical or arbitrary matches, or when a motor movement is exhibited by an instructor, parent, or care provider and learners make the same movement on three consecutive occasions...

- IA [the initial assessment of this skill has been completed]
- IM [instruction or management has begun]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without leaving the area
- FP with a full physical or full demonstration prompt (with imitation skills, a full physical prompt only)
- PP with a partial physical or partial demonstration prompt (with imitation skills, a partial physical prompt only)
- MP with a minimal physical or minimal gestural prompt
- Ind without prompts, without scrolling, and without hesitation
- Def [the skill is no longer occurring consistently]

Good-to-have Matching Skills

M2. Matches essential items to other items that are part of an activity											
1	matches a bowl, spoon, and napkin	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
2		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
3		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def

Good-to-have Imitation Skills

Im2. Imitates motor movements with items											
1	imitates scooping food with a spoon	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
2		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
3		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Def

PROBLEM BEHAVIOR

Some of our children and adults with moderate-to-severe disabilities exhibit forms of behavior that result in short-term outcomes that present substantial problems for themselves, their immediate environment, and those around them. If these behaviors occur frequently and with high intensity, the long-term outcomes also present problems. In light of these short and long-term outcomes, problem behavior must be part of an assessment, curriculum, and teaching manual for children and adults with moderate-to-severe disabilities.

We assess the extent to which learners exhibit problem behavior and the supports that are provided because of this behavior. Extent includes the type of each problem behavior, a precise definition of the form, and an estimate of the frequency and intensity. Supports include protective equipment (**PE**) or mechanical restraint (**MR**), crisis stabilization procedures (**CS**), and psychoactive medications (**Med**). Supports also include forms of self-restraint (**SR**) which some learners exhibit.

Problem Behavior

PB1 (Problem Behavior 1): hits own head with his fist									
IA	IM	Instance	Episode	SIB	Agg	Des	Dis	Rep	
						Sev	Mod	Mild	
Med3+>	Med3+	Med3+<	Med2>	Med2	Med2<	Med1>	Med1	Med1<	-Med
MRA	MRC		MR>2	MR>1	MR	MR<1	MR<2	MR<3	-MR
PEA	PEC		PE>2	PE>1	PE	PE<1	PE<2	PE<3	-PE
			CS>5hW	CS 2-5hW	CS 1-2hW	CS 30m-1hW	CS<30mW	-CS	
			SR>2	SR>1	SR	SR<1	SR<2	SR<3	-SR
>100D	50-100D	20-50D	10-20D	1-10D	<1D	<1W	<1M	<1Y	

PB1 occurs in the absence of these skills:

R7 R9 :	
Type of Problem Behavior: SIB: Self-injurious Agg: Aggressive Des: Destructive Dis: Disruptive Rep: Repetitive	Psychoactive Medications: Med 3+> Three or more medications with some increases in dosage Med 3+ Three or more medications Med 3+< Three or more medications with some reductions in dosage Med 2> Two medications with some increases in dosage Med 2 Two medications Med 2< Two medications with some reductions in dosage Med 1> One medication with some increases in dosage Med 1 One medication Med 1< One medication with some reductions in dosage -Med No medications
Intensity of Problem Behavior: Sev: Severe Mod: Moderate Mild: Mild	
Mechanical Restraints: MRA -continuous MRC -contingent MR>2 have been increased twice MR>1 have been increased once MR at the time of the initial assessment MR<1 have been partially faded once MR<2 have been partially faded twice MR<3 have been partially faded three times -MR are not required	Protective Equipment: PEA - continuous PEC - contingent PE>2 has been increased twice PE>1 has been increased once PE at the time of the initial assessment PE<1 has been partially faded once PE<2 has been partially faded twice PE<3 has been partially faded three times -PE is not required
Crisis Stabilization Procedures: CS>5hW are used more than 5 hours per week CS2-5hW are used 2-5 hours per week CS1-2hW are used 1-2 hours per week CS30m-1hW are used 30 minutes to 1 hour per week CS<30mW are used less than 30 minutes per week -CS are not required	Self-restraints: SR>2 have been increased twice SR>1 have been increased once SR at the time of the initial assessment SR<1 have been partially faded once SR<2 have been partially faded twice SR<3 have been partially faded 3 times -SR self-restraints are not occurring
Frequency of Occurrence: >100D -- more than 100 instances (or episodes) per day 50-100D -- 51-100 per day 20-50D -- 21-50 per day 10-20D -- 11-20 per day 1-10D -- 1-10 per day <1D -- less than once per day <1W -- less than once per week <1M -- less than once per month <1Y -- has not occurred for one year	

THE SCOPE AND SEQUENCE OF 'ESSENTIAL FOR LIVING'

The skills that are part of *Essential for Living*, a suggested teaching sequence, the extent to which problem behavior occurs, and the supports this behavior may require are summarized in the diagram below.

ESSENTIAL FOR LIVING

The Scope and Sequence Across Skill Domains

Nice-to-have Answers to Questions: AQ14-15	Good-to-have Conversations: C1-3.3 & C4-6.2	Nice-to-have Time Skills: SLT11-17	Nice-to-have Writing or Typing Skills: WT7-12	
Nice-to-have Requests for Information and Other Advanced Requests : R84-90	Good-to-have Conversations: C1-3.2 & C7-13	Good-to-have Reading Skills: Rdg1-14	Good-to-have Writing or Typing Skills: WT1-6	
Nice-to-have Listener Responses, Names, and Descriptions: LRND14-15			Nice-to-have Imitation Skills: Im3	
	Nice-to-have Advanced Requests: R80-83	Good-to-have Conversations: C1-3.1 & C4-6.1	Good-to-have Schedules and Lists: SLT6-10	Good-to-have Math Skills: Mth8-16
Good-to-have Requests with 2-4 Words, Signs, or Pictures: R71-79		Good-to-have Answers to Questions: AQ1-3.3 & AQ4-6.2	Good-to-have Daily Living Skills: DLS-RDA1-9, DLS-LAC1-12, DLS-L1-14, DLS-C1-16, DLS-TC1-7, DLS-PF1-25	
	Good-to-have Responses to Text as a Listener: RTL1-14		Good-to-have Math Skills: Mth1-7	
Good-to-have Special Requests: R49-70	Good-to-have Answers to Questions: AQ1-3.1 & AQ4-6.1	Nice-to-have Matching Skills: M12-13	Should-have Daily Living Skills: DLS-EDF10-28, DLS-MM1-9, DLS-Slp3-6, DLS-MT6-16, DLS-AHS16-19, DLS-Toil1-11, DLS-BPH1-21, DLS-D1-39, DLS-LAH1-13, DLS-SIT1-25, DLS-DAS1-6, DLS-V1-47	
	Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.3 & LRND4-6.2			
Should-have Requests and Related Listener Responses: Making Requests, Waiting, Accepting Removals, Completing Previously Acquired Tasks, and Accepting 'No' R22-48	Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.2 & LRND7-13	Should-have Tolerating Skills: T-C1-15, T-Trp1-9, T-Slp6-8, T-DD2-4, T-BPH9-13, T-SIT1-9, T-EDF13-18, T-BH16-12, T-BDA1-10, T-Toil7-9, T-ORM1-10, T-ORD1-4, T-HC1-11	Good-to-have Imitation Skills: Im1-2	
	Good-to-have Listener Responses, Names, and Descriptions: LRND1-3.1 & LRND4-6.1			Good-to-have Schedules and Lists: SLT1-5
	Should-have Listener Responses: Following Directions to Complete Routine Activities LR12-17			Good-to-have Matching Skills: M1-11

Problem Behaviors: Self-injurious, Aggressive, Destructive, Disruptive, or Repetitive ● Severe, Moderate, or Mild The Extent to which ● Psychoactive Medications, ● Protective Equipment, ● Mechanical Restraints, and ● Crisis Stabilization Procedures are used. The Extent to which ● Self-restraint Occurs and the Extent to which ● the Problem Behaviors Occur.

Must-have Requests and Related Listener Responses: Making Requests, Waiting, Accepting Removals, Making Transitions, Sharing, and Taking Turns, Completing 10 Consecutive, Brief, Previously Acquired Tasks, and Accepting 'No' R1-21	Must-have Listener Responses Related to Health and Safety: LR1-L11	Must-have Tolerating Skills: T-BH1-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1	Must-have Daily Living Skills: DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8
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SUMMARIZING LEARNER PERFORMANCE

The performance of individual learners on skills that are part of *Essential for Living*, the extent to which they exhibit problem behavior, and the supports this behavior requires can be summarized using the diagram below.

ESSENTIAL FOR LIVING

A Summary of a Learner's Assessment and Subsequent Progress

AQ14 15	C5.2 2 3 4 5 6 C6.2 2 3 4 5 6 C3.3 2 3 4 5 6 C4.2 2 3 4 5 6 C1.3 2 3 4 5 6 C2.3 2 3 4 5 6	SLT15 16 17 SLT11 12 13 14	WT7 8 9 10 11 12
R89 90 R84 85 86 87 88	C12 2 3 4 5 6 C13 2 3 4 5 6 C10 2 3 4 5 6 C11 2 3 4 5 6 C8 2 3 4 5 6 C9 2 3 4 5 6 C3.2 2 3 4 5 6 C7 2 3 4 5 6 C1.2 2 3 4 5 6 C2.2 2 3 4 5 6	Rdg9 10 11 12 13 14 Rdg1 2 3 4 5 6 7 8	WT1 2 3 4 5 6
LRND15nd LRND15rec LRND14nd LRND14rec	C5.1 2 3 4 5 6 C6.1 2 3 4 5 6 C3.1 2 3 4 5 6 C4.1 2 3 4 5 6 C1.1 2 3 4 5 6 C2.1 2 3 4 5 6	SLT6 7 8 9 10	Mth13 14 15 16 Mth8 9 10 11 12
R80 81 82 83	AQ4.2 5.2 6.2 AQ1.3 2.3 3.3	DLS-TC1 2 3 4 5 6 7 DLS-L1 x x x x x 14 DLS-RDA1 x x x x x 9	DLS-PF1 x x x x x 25 DLS-C1 x x x x x 16 DLS-LAC1 x x x x x 12
R76 77 78 79 R71 72 73 74 75	AQ7 8 9 10 11 12 AQ1.2 2.2 3.2	RTL9 10 11 12 13 14 RTL1 2 3 4 5 6 7 8	Mth5 6 7 Mth1 2 3 4
R69 70 R68 R61 62 63 64 65 66 67 R60 R57 58 59 R49 50 51 52 53 54 55 56	AQ4.1 5.1 6.1 AQ1.1 2.1 3.1 LRND4.2 5.2 6.2 nd LRND4.2 5.2 6.2 rec ret rel LRND1.3 2.3 3.3 nd LRND1.3 2.3 3.3 rec ret rel	T-HC4 5 6 7 8 9 10 11 T-ORD3 4 T-HC1 2 3 T-ORM9 10 T-ORD1 2 T-ORM1 2 3 4 5 6 7 8 T-BDA9 10 T-Toil7 8 9 T-BDA1 2 3 4 5 6 7 8 T-BHI6 7 8 9 10 11 12 T-EDF13 14 15 16 17 18 T-SIT1 2 3 4 5 6 7 8 9 T-BPH9 10 11 12 13 T-Slp6 7 8 T-DD2 3 4 T-Trp1 2 3 4 5 6 7 8 9 T-C10 11 12 13 14 15 T-C1 2 3 4 5 6 7 8 9	DLS-V34 x x x x x 47 DLS-V17 x x x x x 33 DLS-V1 x x x x x 16 DLS-DAS1 2 3 4 5 6 DLS-SIT14 x x x x x 25 DLS-SIT1 x x x x x 13 DLS-LAH1 x x x x x 13 DLS-D27 x x x x x 39 DLS-D14 x x x x x 26 DLS-D1 x x x x x 13 DLS-BPH11 x x x x x 21 DLS-BPH1 x x x x x 10 DLS-Toil1 x x x x x 11 DLS-AHS16 17 18 19 DLS-MT6 x x x x x 16 DLS-Slp3 4 5 6 DLS-MM1 x x x x x 9 DLS-EDF20 x x x x x 28 DLS-EDF10 x x x x x 19
R46 R47 48 R43 R44 45 R40 R41 R42 R33 34 35 36 37 38 39 R30 31 R32 R27 28 R29 R25 R26 R22 23 24	LRND7 8 9 10 11 12 13 nd LRND7 8 9 10 11 12 13 rec ret rel LRND1.2 2.2 2.3 nd LRND1.2 2.2 3.2 rec ret rel LRND4.1 5.1 6.1 nd LRND4.1 5.1 6.1 rec ret rel LRND1.1 2.1 3.1 nd LRND1.1 2.1 3.1 rec ret rel LR15 16 17 LR12 13 14	SLT1 2 3 4 5	Im1 2 MM6 7 8 9 10 11 MM1 2 3 4 5

SIB Agg Des Dis Rep ● Sev Mod Mild ● Med3+> Med3+ Med3+< Med2> Med2 Med2< Med1> Med1 Med1< -Med
 ● PE>2 PE>1 PE PE<1 PE<2 PE<3 -PE ● MR>2 MR>1 MR MR<1 MR<2 MR<3 -MR
 ● CS>5hW CS2-5hW CS1-2hW CS30m-1hW CS<30mW -CS ● SR>2 SR>1 SR SR<1 SR<2 SR<3 -SR
 ● >100D 50-100D 20-50D 10-20D 1-10D <1D <1W <1M <1Y

R16 R17 18 19 20 21 R14 R15 -1 2 3 4 5 6 7 8 9 10 R13 -1 2 3 4 5 6 7 8 9 10 R12 -1 2 3 4 5 6 7 8 9 10 R11 -1 2 3 4 5 6 7 8 9 10 R10 -1 2 3 4 5 6 7 8 9 10 R8 -1 2 R9 -1 2 3 4 5 6 7 8 9 10 R1 2 3 4 5 R6 R7 -1 2 3 4 5 6 7 8 9 10	LR10 LR11 LR7 LR8 LR9 LR4 LR5 LR6 LR1 LR2 LR3	T-BPH1 2 3 4 5 6 7 8 T-DD1 T-PEMR1 2 3 4 5 6 7 8 9 10 T-PTA1 2 3 4 5 6 7 8 9 10 11 T-PRM1 2 3 4 5 6 T-Slp1 2 3 4 5 T-Toil1 2 3 4 5 T-DM1 2 3 4 5 6 7 8 9 T-EDF1 2 3 4 5 6 7 8 9 10 11 T-BHI1 2 3 4 5	DLS-HS5 6 7 8 DLS-HS1 2 3 4 DLS-AHS11 12 13 14 15 DLS-AHS6 7 8 9 10 DLS-AHS1 2 3 4 5 DLS-MT1 2 3 4 5 DLS-EDF8 9 DLS-Slp1 2 DLS-EDF1 2 3 4 5 6 7
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TEACHING PROTOCOLS

This chapter includes teaching protocols for each of the *Essential Eight* skills, along with listener responses in the form of recognitions, retrievals, and relocations, and corresponding names, descriptions, and answers to questions. These protocols include teaching procedures that have been validated in the scientific literature. It is generally advisable to follow these protocols *exactly as they are written without additions, deletions, or substitutions* until data suggest that alternative procedures may be necessary.

ESSENTIAL FOR LIVING

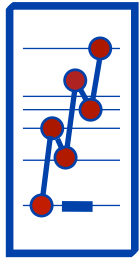
Teaching Protocol 1. Making Requests (**R7-8, R14, R17-21**)
 [this protocol includes the **echoic-to-request teaching procedure** and can be used with any skill that includes making requests]

the **echoic-to-mand transfer procedure**

What to Do	What Not to Do
1. Make items and activities available that are highly preferred; wait for the learner to indicate by gesturing what he 'wants' at that moment; proceed to step 2 or 3	
2. For learners aligned with Vocal Profiles 1 or 2 (i.e., learners who reliably repeat spoken words) immediately provide an echoic prompt -- say the word or phrase that corresponds to the item or activity the learner wants (e.g., "cookie"); if a learner's repetitions are controlled, also provide a vocal cue to do so (e.g., "say, (pause) cookie") For learners who use an alternative method of speaking, provide an immediate full demonstration prompt or a full physical prompt of the sign, picture or word selection, or typed word until the learner makes the appropriate response; then, proceed to step 4	2. Say part of the word or phrase, or provide a partial demonstration or partial physical prompt
3. If the learner makes the appropriate response several consecutive times, begin to fade the prompts; fade echoic prompts all-at-once, fade demonstration prompts all-at-once or gradually, and fade full physical prompts gradually; proceed to step 4	
4. If the learner exhibits the appropriate word, forms the appropriate sign, selects the appropriate picture or printed word, or types the appropriate word, say the word and provide access to the requested item or activity; if a learner who uses an alternative method of speaking, says part or all of the word, provide an additional amount or duration of the item or activity; proceed to steps 1 and 3 until all prompts have been completely faded; continue returning to step 1 until the learner is making 10 requests from R7, R8, R14, and R17-21	
5. If the learner makes several additional responses (scrolls), return to step 2 or 3 and provide a prompt until only the appropriate response occurs	
6. If problem behaviors occur, manually interrupt them or wait until they are no longer occurring; then, wait an additional period of time specific to each learner, ranging from 5 seconds to several minutes; if problem behaviors occur during this period of time, restart the time period and continue until these behaviors no longer occur during the entire period of time; then, proceed to step 1	6. Provide access to the requested item or activity, talk with the learner or acknowledge what he is doing, or permit him to engage in other activities

1. Capture or contrive a motivating operation (MO) related to a targeted mand
2. Prompt a vocal-verbal mand using an errorless echoic prompt; or prompt a sign or a selection mand using an errorless, full demonstration or full physical prompt; do not use partial echoic prompts; do not begin with partial demonstration or partial physical prompts; proceed to step 4
3. If the learner makes the appropriate response several consecutive times, fade an echoic prompt by time delay, a demonstration prompt by topography or time delay, or a physical prompt by topography and proceed to step 4
4. If the learner makes the appropriate response, say the word and provide access to the requested item or activity; if a learner who uses an alternative response form, exhibits the word or an approximation, provide an additional amount or duration of the item or activity; proceed to steps 1 and 3 until all prompts have been faded; continue returning to step 1 until the learner is making 10 requests from **R7, R8, R14, and R17-21**
5. If the learner scrolls or does not make the appropriate response, return to step 2 or 3 and provide an errorless prompt
6. If problem behaviors occur, provide continuous, response interruption or social extinction until these behaviors have not occurred for a few seconds; implement a brief timeout from all preferred items and activities and all forms of attention and recycle this procedure if problem behaviors occur; then, proceed to step 1

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