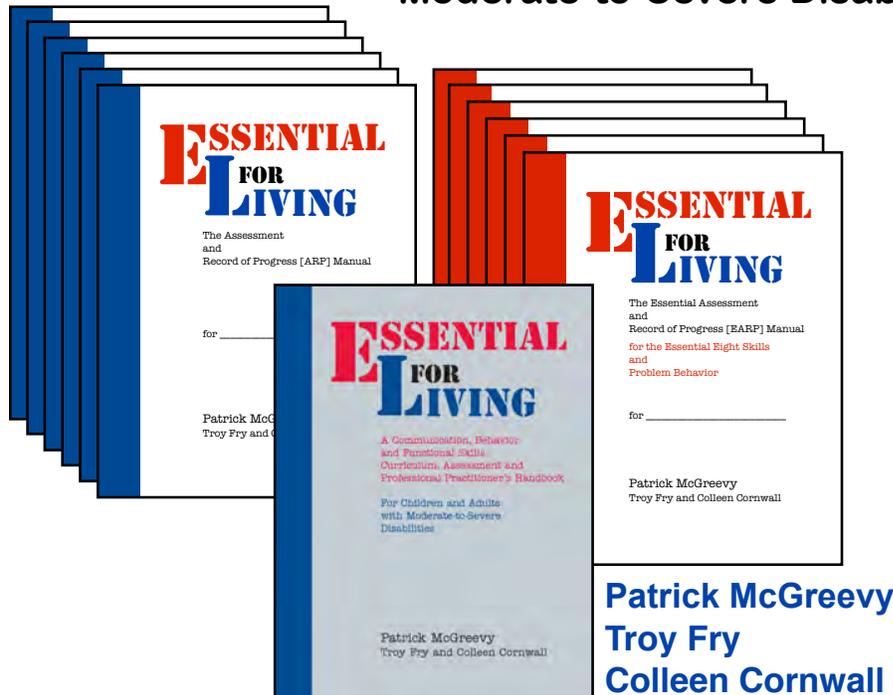


ESSENTIAL FOR LIVING

A Communication, Behavior
and Functional Skills
Curriculum, Assessment,
Skill-tracking Instrument, and
Professional Practitioner's Handbook
for Children and Adults with
Moderate-to-Severe Disabilities



An Introduction and User Guide

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ESSENTIAL FOR LIVING



An Introduction

Essential for Living (EFL) is the most innovative and comprehensive curriculum, assessment, skill-tracking instrument, and teaching manual available today for children and adults with moderate-to-severe disabilities

Examine your current curriculum for learners with moderate-to-severe disabilities and the advantages of Essential for Living that are highlighted below. How many of these advantages does your curriculum include?

- Includes 3,100 'functional skills that matter' in the everyday lives of children and adults with moderate-to-severe disabilities, including, but not limited to autism
- Includes the **Essential Eight Skills** that are often absent when problem behavior occurs
- Reaches learners with severe and multiple disabilities and very limited skill repertoires
- References skill deficits to 'quality of life', rather than typically-developing children
- Provides a systematic set of procedures for selecting and testing the effectiveness of an **Alternative Method of Speaking** for non-verbal learners
- Includes pragmatic language skills that teach learners 'what they want and need to say' and 'what they need to understand' without the burden of grammar and syntax
- Permits the seamless inclusion of skills into IEPs, transition plans, ISPs, program plans, and support plans
- Includes a diagram that can be used, when necessary, to link functional language and academic skills to the Common Core State Standards
- Includes easy-to-follow, evidence-based teaching procedures that describe 'when and how' to teach specific skills
- Permits the effortless tracking of small increments of learner progress from skill acquisition to fluency to maintenance to generalization
- Permits the effortless tracking of problem behaviors and the supports these behaviors require over extended periods of time
- Permits teachers to become comfortable using this sophisticated instrument with 1-2 days of training and a few days of practice
- Provides a platform for trans-disciplinary interactions
- Also provides a platform for fair, outcome-based teacher evaluations

Join an increasing number of school districts, private schools, ABA programs, supported living, supported employment, and residential programs who are using...



- 1- to select and prioritize functional, life skills that 'matter' for their IEPs, 'transition plans', ISPs, and program plans,**
- 2- to increase the effectiveness and efficiency of their instruction and behavior management, and**
- 3- to improve the quality of life for the children and adults they serve**

ESSENTIAL **FOR** **LIVING** was designed for children and adults of all ages with moderate-to-severe disabilities and limited skill repertoires, specifically...

- Children with autism or related disorders, who, after 3-4 years of intensive, behavioral intervention, have acquired only a limited repertoire of expressive and receptive language, continue to function as a speaker using pictures, have acquired few to no matching or imitation skills, have difficulty understanding abstract concepts, are not answering simple questions without scripts, have not begun to experience generalization, equivalence relations, or a 'burst' of novel responses, and are no longer making significant progress on a developmental curriculum, such as the VB-MAPP, the Early Start Denver Model (ESDM), the ABLLS, or the CABAS Curriculum
- Children and adults of all ages with Down Syndrome, Angelman Syndrome, Cornelia de Lange Syndrome, Hunter Syndrome, Cri du Chat (5p-) Syndrome, Smith-Magenis Syndrome, Prader-Willi Syndrome, Microcephaly, Tay-Sachs Disease, and other named and unnamed congenital disorders that consistently result in moderate-to-severe disabilities
- Children who are struggling to become vocal
- Non-verbal children or adults who have no effective method of speaking
- Children with limited skill repertoires or severe forms of disruptive, aggressive, or self-injurious behavior
- children or adults who 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

The Purpose of 'Essential for Living' is to help teachers, curriculum coordinators, speech-language pathologists, QIDPs, behavior analysts, and support coordinators...

- select functional, life skills for instruction and problem behaviors for management, and include these selections in IEPs, ISPs, program plans, and support plans
- manage these problem behaviors and teach these functional, life skills
- teach learners who exhibit echolalia or who have limited vocal skills
- select and confirm appropriate, alternative methods of speaking for non-verbal learners or learners with a limited spoken-word repertoire that endure throughout their adult lives
- track learner progress with respect to skills selected for instruction and problem behaviors selected for management, measure and document small increments of that progress through skill acquisition, maintenance, and generalization, and provide reasonable and fair measures of teacher performance based on that progress
- document specific supports that learners currently require, keep documentation of learner progress and required supports in one place, and make certain that this documentation 'makes it' to the learner's next classroom, residence, or program

'Essential for Living' can be used along with developmental curricula, such as the VB-MAPP, the Early Start Denver Model (ESDM), the ABLLS, and the CABAS Curriculum...

- when young learners exhibit severe problem behavior or barriers to learning
- when these learners have not acquired basic speaking, listening, daily living, and tolerating skills

The Structure and Content of Essential for Living

As shown below, and in chapter 1 of the *practitioner's handbook*, *Essential for Living (EFL)* includes seven skill domains and one domain on problem behavior. Skills are sequenced within domains from *less to more difficult* and *more to less functional*, and are designated as: *must-have*, *should-have*, *good-to-have*, and *nice-to-have*. The must-have skills are also known as **The Essential Eight Skills**, which are described on the following page and in chapter 1 of the handbook.

Essential for Living also includes an extensive chapter on **Facilitating and Teaching Spoken-word Communication and Selecting, Confirming, and Maintaining an Alternative Method of Speaking** for learners with limited or no verbal skills. This chapter helps users determine if a child or an adult should use spoken words as their primary method of speaking or if they need as alternative method. If an alternative method of speaking is required, a set of procedures guides the selection of a method designed to last a lifetime and the testing of its effectiveness, which is defined by the extent to which it is *continuously available*, *frequently used*, and results in *effortless requests (CAFE)*.

The Essential for Living Quick Assessment, another component of *EFL*, helps users begin to conduct an initial skills assessment and results in a list of possible skill deficits, which are confirmed later by direct observation.

The Essential Eight Skills	
Facilitating and Teaching Spoken-word Communication and Selecting, Confirming, and Maintaining an Alternative Method of Speaking	
The Essential for Living Quick Assessment	
How Children and Adults Interact with the World Around Them	The Domains of Essential for Living <i>Must-have, Should-have, Good-to-have, and Nice-to-have Skills sequenced from 'less to more difficult' and 'more to less functional'</i>
Speaking and Listening	Domain 1: Requests and Related Listener Responses (R) Domain 2: Listener Responses, Names, and Descriptions (LR, LRND) Domain 3: Answers to Questions and Conversations (AQ, C)
Doing	Domain 4: Daily Living and Related Skills (DLS) Domain 5: Functional Academic Skills <ul style="list-style-type: none"> • Responding to Text as a Listener and Reading (RTL, Rdg) • Schedules, Lists, and Time (SLT) • Math Skills (Mth) • Writing or Typing Skills (WT)
Tolerating	Domain 6: Tolerating Skills and Eggshells (T)
Inappropriate Behavior	Problem Behavior Domain (PB)
Tool Movements	Domain 7: Tool Skills and Component Skills (MM, M, Im)
Teaching Protocols	

Domains 1, 2, and 3 of *EFL* describe the teaching of pragmatic language, as separate speaking and listening skills that are part of everyday events. These skills begin with making requests, especially with peers, continue with recognizing, retrieving, and relocating items, along with completing activities when asked to do so, and conclude with answering questions and participating in conversations that commonly occur.

Domain 4 includes the teaching of daily living skills, including leisure and vocational skills. **Domain 5** describes the teaching of functional academic skills, which includes 'responding to text as a listener', which is often more functional than reading. Also included in this domain are picture schedules, the teaching of time with clocks and calendars, math skills including counting, measuring, and purchasing, and writing and texting skills.

Domain 6, unique to *EFL*, describes events and circumstances that many children and adults have difficulty tolerating, like physical prompts and changes in established routines. Then, a special domain describes the value of *standard measurement* and of managing **problem behavior** in the context of developing *skill repertoires*, rather than replacement behaviors.

And, finally, *Essential for Living* includes an extensive array of *evidence-based, step-by-step teaching protocols*, followed by an equally extensive list of references, which are the shoulders on which this instrument stands.

The Essential Eight Skills

As shown below (and in chapter 1 of the practitioner's handbook), the *must-have skills* are included in only four domains — **Domain 1**, **Domain 2**, **Domain 4**, and **Domain 6**, and are also known as **The Essential Eight Skills**.

These *skills* are absolutely essential for a happy, fulfilling, and productive life as an older child or an adult, and are the central focus of *Essential for Living*. In the absence of these skills, children and adults with moderate-to-severe disabilities will almost certainly exhibit forms of problem behavior, limiting their access to preferred items, activities, places, and people, limiting their participation in family activities, and limiting their interaction within the community in which they live.



Domain 1. Requests and Related Listener Responses (R)

R7. Makes requests for highly preferred snack foods, drinks, nonfood items, or activities... and 13 other skills that include making requests	One. Making Requests for Access to Highly Preferred Items and Activities and for the Removal or Reduction in intensity of Specific Situations
R9. Waits after making requests for each of the items and activities in R7 and R8 for... increasing periods of time	Two. Waiting
R13. Makes transitions from preferred items and activities to required tasks... and 2 other skills that include accepting removals	Three. Accepting Removals -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns
R11. Completes 10 consecutive, brief, previously acquired tasks	Four. Completing Required Tasks -- 10 Consecutive, Brief, Previously Acquired Tasks
R15 & R16. 'Accepts no' after making requests...	Five. Accepting 'No'

Domain 2. Listener Responses, Names, and Descriptions (LR, LRND)

LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so... and 10 other skills that include following directions	Six. Following Directions Related to Health and Safety
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Domain 4. Daily Living and Related Skills (DLS)

DLS-HS4. Fastens and remains in a seat belt... and 38 other skills that are part of daily living	Seven. Completing Daily Living Skills Related to Health and Safety
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Domain 6. Tolerating Skills and Eggshells (T)

T-BH15. Tolerates touch, physical guidance, or prompts... and 70 other skills that include tolerating specific situations	Eight. Tolerating Situations Related to Health and Safety
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Some of the Skills in Essential for Living

There are many hundreds of must-have, should-have, good-to-have, and nice-to-have skills which are included in the seven skill domains of *Essential for Living*. Some of these skills are listed below:

Domain 1: Requests and Related Listener Responses

- R1-5. Interests of the learner... as determined by instructors, parents, and care providers, and... as indicated by the learner
- R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available
- R9. Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time
- R15. 'Accepts no' after making requests for items and activities that were taught and are often honored (R7, R8, and R14)
- R17. Makes very forceful and repeated requests for a stranger, an intruder, a person teasing, threatening, bullying, or instigating a fight, or a person making sexual advances to 'go away'
- R18. Makes a generalized request for help in a threatening or dangerous situation, by yelling "help", screaming, or otherwise making contact with an audience, calling '9-1-1', or activating a medical alert device
- R19. Makes a generalized request for an audience, followed by requests for items or activities in R7 and R8
- R23. Makes requests for highly preferred items and activities that cannot be made either frequently or immediately available
- R28. Says "thank you" when requests are honored
- R33. Makes a second and a third generalized request for an audience after the first or second request was ignored
- R34. Makes a generalized request for affection
- R37. Makes a generalized request for 'help'... in situations that are not dangerous
- R38. Makes a request to delay the onset of a required activity
- R39. Makes a generalized request for a 'break' in required activities
- R43. Makes a request to use the toilet, to use a catheter, to be changed, to locate a restroom, or for assistance with toileting
- R44. Makes requests from peers
- R45. Honors requests from peers
- R47. Makes a request for assistance during menstruation
- R49. Makes a request for privacy and to increase personal space
- R54. Makes a request for others to clarify something they have said
- R59. Makes a request to perform an activity without assistance
- R72. Makes requests that require 2 words, 2 signs, or 2 pictures...
- R79. Makes requests that require 4 words, signs, or pictures
- R84. Makes requests for information, with 2-4 key words or signs... ['where' questions]

Domain 2: Listener Responses, Names, and Descriptions

- LR1. Holds and maintains contact with the hand of an instructor, care provider, or parent when directed to do so
- LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so
- LR10. Turns toward others when her/his name is called and makes two consecutive listener responses from LR1-9
- LR11. Fastens a seat belt while in a car, a car seat, or a mobility device and remains in the seat belt for gradually increasing periods of time when directed to do so
- LR12. Completes five activities of dressing and personal hygiene when directed to do so
- LRND1.1 Breakfast — Recognizes a spoon, a bowl, and a cup; Retrieves a spoon, a bowl, and a cup; Relocates a spoon, a bowl, and a cup (to the dishwasher);
- LRND1.2 Breakfast — Names a spoon; wipes the table; describes wiping the table

Domain 3: Answers to Questions and Conversations

- AQ.1.1 Breakfast -- When a spoon, bowl, or cup is missing, answers the question 'What do you need'
- C1.1 Breakfast -- Participates in a conversation with two exchanges

Domain 4: Daily Living and Related (Leisure and Vocational) Skills

- DLS-EDF1. Consumes thick or thickened liquids orally
- DLS-EDF4. Chews three soft foods
- DLS-EDF18. Wipes mouth and hands with a napkin
- DLS-EDF21. Feeds self cereal
- DLS-MM4. Administers own pills or vitamins using a weekly pill sorter
- DLS-Slp5. Remains in own bed throughout the night
- DLS-MT8. Walks with a gait trainer
- DLS-MT16. Rides a train, bus, or taxi to 5 specific locations
- DLS-Toil6. Urinates and defecates in the toilet
- DLS-BPH1. Washes hands
- DLS-BPH8. Applies and changes a sanitary napkin or tampon during menstruation
- DLS-AHS10. Does not plug in or touch an iron
- DLS-AHS12. Does not put harmful, non-nutritive items in their mouth
- DLS-SIT15. Returns to tasks after significant interruptions
- DLS-SIT16. Participates in instruction with 2-4 peers
- DLS-V3. Participates in supported employment
- DLS-RDA5. Cleans own room
- DLS-HS4. Fastens and remains in a seat belt for the duration of specific trips

Domain 5: Functional Academic Skills

Responses to Text as a Listener and Reading Skills

- RTL2. Responds appropriately to public safety, street, and emergency signs...
- RTL11. Selects items from restaurant menus that include printed-words or Braille letters...
- Rdg4. Reads the text on containers... that represent some risk of safety...
- Rdg14. Reads text from simple, printed-word or Braille recipes...

Schedules, Lists, and Time

- SLT1. Participates in events and activities slated to occur later that same day using a personal, daily, picture or tactile schedule
- SLT11. Names times on an analog or digital clock or watch to the nearest quarter hour

Math Skills

- Mth1. Counts a specified number of items from 1-10 using an inset counting jig
- Mth3. Counts a specified number of items from 1-10 using only backward counting
- Mth10. Makes purchases using a debit or credit card
- Mth12. Makes purchases with coins using a vending machine

Writing or Typing Skills

- WT7. Writes, types, or Braille writes words that often appear on shopping lists

Domain 6: Tolerating Skills and Eggshells

- T-EDF1. A gastrostomy or nasogastric tube
- T-EDF3. Thickened liquids
- T-DM9. Ventilation and suction
- T-BHI5. Touch, guidance, or physical prompts
- T-PTA9. AFOs
- T-DD1. Someone brushing your teeth
- T-Trp3. Seat Belt
- T-Toil9. Public restrooms
- T-PRM3. A corner chair
- T-BHI7. The word "no" or other indications of disapproval or incorrect responding
- T-BDA5. Not being first or first in line
- T-HC2. Vacuum cleaners

Domain 7: Tool Skills and Component Skills

- MM2. Reaches for items
- MM7. Grasps items
- M3. Matches items to corresponding containers or locations
- Im2. Imitates motor movements with items

ESSENTIAL FOR LIVING



A User Guide

Let's begin with a roadmap, which describes 'What to Expect' and 'How to Get Started'... from time to time you can come back to this page to 'regain your bearings'...

What to Expect

An assessment with *Essential for Living (EFL)* will result in...

- 1- a list of specific skill deficits and problem behaviors that can become **goals and objectives** in an **IEP**, an **ISP**, or a **behavior intervention or improvement plan**, rather than a numerical indication of performance levels with respect to typically-developing learners or published performance standards;
- 2- Targeted **skills and behaviors that MATTER** in people's lives; and,
- 3- Effective **alternative methods of speaking for non-verbal children and adults** that will last a lifetime.

Teaching with *EFL* will result in...

- 4- More effective **teaching procedures** and **behavior plans**, and more **meaningful outcomes**;
- 5- More efficient **IEP reviews** and **quarterly progress reports** which include small increments of learner progress; and,
- 6- Meaningful and achievable **performance standards for teacher or therapist self-evaluation**.

How to Get Started

Read the first four chapters of the *Professional Practitioner's Handbook*, use this guide, and watch EFL-Videos II and III, which will familiarize you with *Essential for Living* and teach you how to use it <https://www.essentialforliving.com/efl-training-video/>. Select a child or an adult and obtain a copy of the *Assessment and Record of Progress [ARP] Manual (blue)* [also called the *All Skills Learner Scoring Manual*] or an *Essential Assessment and Record of Progress [EARP] Manual (red)* [also called the *Essential Eight Skills Learner Scoring Manual*], or **create an account on the EFL APP** [eflapp.com] and **open a file for the child or the adult**.

Then, **complete the activities of an assessment of skill deficits** (*EFL handbook*, page 28-29)

- Activity 1- Complete all or part of The Quick Assessment and note the 'possible skill deficits' suggested by yourself or those you interviewed (**ARP**, p. 18; **EARP**, p. 5, or the **EFL APP**);
- Activity 2- Determine the learner's vocal profile, and, if necessary, select an alternative method of speaking for the learner (*EFL handbook*, chapter 6)
- Activity 3- [When you are just getting started with EFL, you will not need this activity; later, this activity can replace Activity 1 (*EFL handbook*, p. 28)]
- Activity 4- Determine the extent of 5-8 of the 'possible skill deficits' suggested by The Quick Assessment (*EFL handbook*, pp. 28-29)

If necessary, **assess problem behavior and the supports required** (*EFL handbook*, p. 241, **ARP**, p. 17, **EARP**, p. 4, or the **EFL APP**).

Select 5-8 skills and problem behaviors for inclusion in the learner's IEP, ISP, or behavior improvement plan and **begin instruction and behavior management** using the Teaching Protocols (*EFL handbook*, pp. 265-278) or protocols of your own choosing

Track learner progress (*EFL handbook*, pp. 33-37) using your own data sheets or our self-graphing data sheets from <https://www.essentialforliving.com/data-sheets-2/>; then, periodically, transfer your data to the **ARP Manual** or the **EARP Manual**; the **EFL APP** will automatically transfer data from data sheets within the **APP** to **ARP** and **EARP** pages that are part of the **APP**.

As the learner acquires targeted skills or priorities change, resume the assessment and begin teaching new skills. When the learner acquires some of The Essential 8 skills that are applicable, also proceed to the should-have, good-to-have, and nice-to-have skills in each of the seven skill domains.



Conducting an Assessment

When you first begin working with a child or an adult (hereafter referred to as your learner), conduct an initial assessment with *Essential for Living (EFL)*. This assessment will permit you to identify deficits in functional, life skills and problem behaviors, and to develop goals and objectives for an IEP, ISP, behavior plan, program plan, or support plan. Conduct additional assessments when the learner has acquired several skills or when priorities change, necessitating the selection of additional skills or problem behaviors and the development of new goals and objectives. *If you follow the specific procedures for recording learner progress suggested by Essential for Living, re-assessments of previously assessed skills or problem behaviors are seldom necessary.*

Conducting an Assessment of Skill Deficits

Begin by obtaining a copy of The Assessment and Record of Progress [ARP] Manual (with the blue band on the left), also known as the All Skills Learner Scoring Manual, which includes all of the skills in *Essential for Living*. If your learner has an extremely limited skill repertoire or exhibits severe forms of problem behavior, you may want to obtain a copy of The Essential Assessment and Record of Progress [EARP] Manual (with the red band on the left), also known as the Essential Eight Skills Learner Scoring Manual, which includes only the Essential Eight Skills and Problem Behavior. Then, proceed to page 28 of the *EFL Handbook* where you will see the description below of the *four activities of an assessment of skill deficits*.

- Activity 1** -- Complete *The Essential for Living Quick Assessment (QA)*; see page 39 of the *EFL Handbook* or pages 18-20 of the **ARP** (*All Skills Learner Scoring*) Manual; or, for an abbreviated form, see pages 5-6 of the **EARP** (*Essential Eight Skills Learner Scoring*) Manual; or, use the **EFL APP**; this activity will suggest 'possible skills deficits' in the learner;
- Activity 2** -- Using Chapter 6 of the *EFL Handbook*, determine the learner's vocal profile, that is, the extent of the learner's intelligible spoken-word repertoire; if necessary, select and confirm an alternative, primary method of speaking; indicate this method on the inside front cover of the *ARP Manual* or the *EARP Manual*;
- Activity 3** -- If you are familiar with the learner and only if you are very familiar with *EFL*, you can skip Activity 1; and, using the *ARP Manual*, the *EARP Manual*, or the *EFL APP*, scan the Must-have Skills in Domain 1, Domain 2, Domain 4, and Domain 6 and circle 'possible skill deficits'; if there are no apparent 'must-have skill deficits', obtain an *ARP Manual* and proceed to the 'should-have' and 'good-to-have skills' in each of the seven Skill Domains;
- Activity 4** -- Confirm and determine the extent of some of the 'possible skill deficits' suggested by Activities 1 or 3, using the procedures described and illustrated on pages 28-29 of the *EFL Handbook*; and, indicate the learner's performance as shown on these pages and described on [page 15 of this User Guide](#).

Conducting Activity 1 of an Assessment of Skill Deficits — the Quick Assessment. Review the description of this assessment, beginning on page 39 of the *EFL Handbook*, and obtain a copy of an **ARP** or **EARP Manual**, or use the **EFL APP**. This activity is essentially an interview with one or more people who know your learner well. If you know your learner well, you can interview yourself. Responses during this interview suggest 'possible deficits' in functional, life skills and direct you to those specific deficits or to sections within *EFL* which address those deficits.

Complete the first two items as shown below and as many other items as seem to apply to your learner. Rephrase the description of each item as a question and ask that question of one or more of the people you interview or yourself. Then, determine which of the four options most closely resembles their or your response. For example, with the first item, ask the question "To what extent does your learner exhibit spontaneous, understandable spoken words and do spoken-word repetitions occur?". Then, determine which of the four options most closely resembles their or your response.

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** (Methods of Speaking)- **Vocal Profile 1**
- 3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable **6. MS** (Methods of Speaking)- **Vocal Profiles 2 or 3**
- ② Exhibits occasional words or spoken-word repetitions, but neither are understandable **6. MS** (Methods of Speaking)- **Vocal Profiles 4 or 5**
- 1 Exhibits only noises and a few sounds **6. MS** (Methods of Speaking)- **Vocal Profile 6**

Let's say that their or your response resembled option 2. Then, circle number two. Then, notice the bold print at the end this option, which suggests that you go to Chapter 6 and either Vocal Profile 4 or 5 and determine which of these profiles most closely describes your learner. Then, this profile will suggest whether or not your learner requires an alternative method of speaking. Then, if they or you selected options 1, 2, or 3, go on to the next item (otherwise, skip the next item) and ask the question "Does your learner have an effective, alternative method of speaking?". Again, determine which of the 4 options most closely resembles their or your response.

Alternative Method of Speaking: a method of speaking used by learners, who do not exhibit understandable spoken words or spoken-word repetitions

- 4 has been using an effective, alternative method of speaking for more than 6 months
 - 3 has been using an effective, alternative method of speaking for 1-6 months
 - 2 a new alternative method of speaking is being tested **6. MS (Methods of Speaking)- Tables 15,16**
 - ① Has no formal method of speaking or is using one or more ineffective methods
- 6. MS (Methods of Speaking)- AMS... Alternative Methods of Speaking 1-46**

Let's say that their or your response was best described by option 1. Then, circle number one. Again, notice the bold print at the end this option, which suggests that you go to Chapter 6, begin to select an alternative method of speaking for your learner, and test its effectiveness, *which is Activity 2 of an Assessment of Skill Deficits*. This activity, which is described on pages 10-13 of this guide, may take several months or longer to complete. If their or your response was best described by options 3 or 4, move on to the next item. Otherwise, skip the next item and complete other areas of the Quick Assessment that address listening, daily living, and tolerating skills that seem to apply to your learner. *Feel free to complete some or all of the remaining items.*

With the next item, ask the question "Does your learner make requests for highly preferred items and activities?". Again, determine which of the four options most closely resembles their or your response.

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

Let's say that their or your response was "He takes you to what he wants" and, as a result, option 2 was circled as shown. This response suggests that you proceed to **Chapter 7a., Domain 1**, and that skills **R1-5, R6, or R7-8**, represent 'possible skill deficits' for your learner. Like this item, the remaining items in the Quick Assessment will suggest 'other possible skill deficits' for your learner. While, the results of the Quick Assessment can be summarized using the grid shown below (see page 5 of the **ARP** manual, page 18 of the **EARP** manual, or the **EFL APP**)...

THE ESSENTIAL EIGHT																	
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	
②	2	②	②	2	②	2	2	②	②	2	③	③	2	2	2	2	
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

the most important outcome of the Quick Assessment is a list of 'possible skill deficits'. If you are using the **ARP** or **EARP** manual, assemble this list by noting the answers that were circled and the skill numbers that followed each of these answers — these are the 'possible skill deficits' relative to safe and effective living (see below). The **EFL APP** automatically selects and names these skills.

- Requests and Related Listener Responses** R1-5, R6, R7-8, R9, R10-13, R15-16
- Listener Responses** LR1-11
- Daily Living Skills** DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8, DLS-MT8, DLS-LAH6
- 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

Using the *EFL handbook*, become familiar with each of these skills. Then, select 5-8 skills that are important for your learner relative to safe and effective living, and complete Activity 4 (which completes an assessment of skill deficits).

If you would like to begin conducting a Quick Assessment for your learner, go to page 27 of this guide.

[Conducting **Activity 3** of an Assessment of Skill Deficits — *Scanning the ARP Manual, the EARP Manual, or the EFDL APP and looking for ‘possible skill deficits’*. This activity includes scanning either the **ARP** manual, the **EARP** manual, or the **EFL APP** and looking for ‘possible skill deficits’. Activity 3 may be more efficient than the Quick Assessment, and may replace it, but you should only do so if you are very familiar with both your learner and *Essential for Living*, and your learner exhibits an extensive skill repertoire with no problem behavior.]

Conducting Activity 2 of an Assessment of Skill Deficits — Determining your learner’s vocal profile and, when necessary, selecting and confirming an alternative, primary method of speaking. This activity, which is described in chapter 6 of the *EFL handbook*, was designed for children and adults with a limited repertoire of spoken words or no spoken words at all. This group of learners are often described as either echolalic or non-verbal and includes those who have been provided with an alternative method of speaking which is not effective, that is, a method which does not meet our **CAFE standard** — a method that is **Continuously Available** and permits the learner to **Frequently** and **Effortlessly** make requests for preferred items, activities, places, and people. Chapter 6 of the *EFL handbook* and Activity 2 were co-authored by Janine Shapiro, a speech-language pathologist and behavior analyst. *Essential for Living is the only manual or instrument on the market today that includes such a chapter.*

Activity 2 will help you **determine when to select ‘saying words’ as a learner’s primary method of speaking, when to select an alternative primary method, and how to allocate resources.** Making this decision is accomplished by aligning your learner with one of six Vocal Profiles based on that learner’s repertoire of spoken words and spoken-word repetitions and the extent to which these repertoires are understandable. And, when an alter-native method is necessary, these profiles help you decide how to allocate resources between increasing the learner’s spoken-word repertoire and selecting, confirming, and maintaining an alternative method of speaking.

Review the six vocal profiles beginning on pages 47 and 48 of the *EFL Handbook*. These profiles are as follows:

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

Determine which profile most closely describes your learner. Sometimes your learner may be aligned with more than one profile. If your learner is clearly aligned with Vocal Profile 1, ‘saying words’ (that is, ‘spoken words’) should become or be retained as their primary method of speaking. If your learner is partly or clearly aligned with Vocal Profile 2, you can make the same decision, but only if you know or are willing to learn the *echoic-to-request teaching procedure* described on page 265 of the *EFL handbook*. Otherwise, you will need to select and confirm an alternative method of speaking for your learner. If your learner is clearly aligned with Vocal Profiles 3-6, you should begin the process of selecting and confirming an alternative method of speaking.

Activity 2 will also help you learn **how to select an alternative, primary method of speaking.** This task is accomplished by matching a learner with specific, alternative methods of speaking based on the learner’s sensory, skill, and behavioral repertoires and the extent to which these repertoires tend to occur when specific methods of speaking are effective. These repertoires include:

- | | |
|---|---|
| H hearing | S sighted |
| HI hearing impaired | VI visually impaired |
| HVI hearing & 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 | |

Selecting an alternative primary method of speaking is accomplished with *The Selection Diagram*, an acetate sheet which is enclosed with the *EFL handbook* and shown on the next page.

The Selection Diagram

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

In order to practice selecting an alternative method of speaking for a non-verbal learner, let's consider the following example:

A learner is...

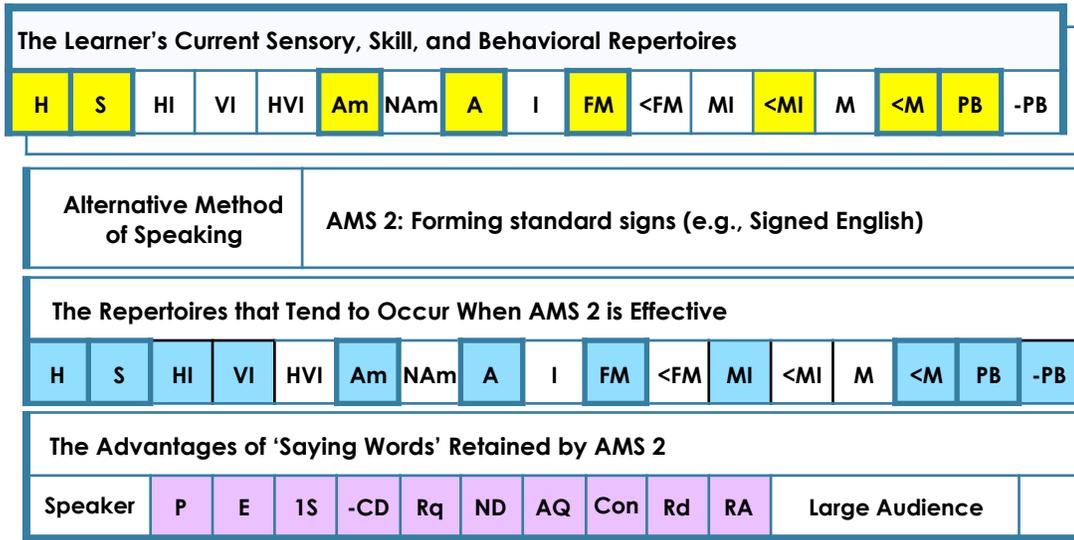
- hearing** and **sighted**,
- ambulatory** and **active**,
- with **good fine motor coordination**,
- has **limited or no motor imitation**,
- has **limited or no matching skills**,
- and exhibits **moderate or severe problem behavior**.

We fill out the diagram accordingly.....

The Selection Diagram

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

..... and then superimpose *The Selection Diagram* on the diagrams for each of the 46 alternative methods of speaking described in chapter 6. These 46 diagrams depict the repertoires that tend to occur when each of these methods is effective, along with the advantages of spoken words that each method retains. Shown on the next page is the Selection Diagram for this learner superimposed on the diagram for one of the 46 alternative methods — Alternative Method of Speaking 2 (AMS 2), Forming Standard Signs.



Superimposing *The Selection Diagram* on the diagram for *Alternative Method of Speaking 2 (AMS 2), Forming Standard Signs* indicates that there were seven 'repertoire matches' (see the boxes with bold borders), that is, there is substantial agreement between the learner's sensory, skill, and behavioral repertoire and the repertoire that tends to occur when AMS 2 is effective. This agreement suggests that AMS 2 should be set aside for consideration as an alternative, primary method of speaking for this learner. Then, after superimposing *The Selection Diagram* on the remaining alternative methods of speaking, 8-12 other methods with a similar number of 'matches' should also be set aside for further consideration.

Then, with the alternative methods of speaking that have been set aside, a second step in the selection process is added, which examines the extent to which these methods retain the advantages of 'spoken words' with respect to the speaker and the audience. These advantages are listed below and shown in the diagram above:

- P** Children and adults can convey messages at any place and time without need for environmental supports
- E** Information can be conveyed with very little effort
- 1S** In the beginning, only one-step (i.e., single-word) responses are required
- CD** In the beginning, complex discriminations are not required
- Rq** Many requests can be easily conveyed
- ND** Many items, activities, people, & places can be clearly named and described
- AQ** Answers to questions can clearly and easily occur
- Con** Conversation can easily occur
- Rd** Reading can be taught
- RA** Requests can be conveyed in the absence of what is being requested... and,
- 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

As shown in the diagram above, '*AMS 2: Forming standard signs*' retains all ten advantages of spoken words with respect to functioning as a speaker, but results in a much smaller audience.

From the methods that have been set aside, the one that retains for the learner a 'quality of life balance' between communication and language with the advantages of spoken words and the size of the learner's audience, is generally selected as the learner's alternative, primary method of speaking.

An alternative method of speaking can also be selected in a more efficient manner by entering the learner's sensory, skill, and behavioral repertoires into a computer program, *AMSCompare*, which is available at <https://www.essentialforliving.com>, click on the *EFL* menu and *Selecting an Alternative Method of Speaking*.

You can also select an alternative method of speaking in a still more efficient manner using the EFL APP.

Activity 2 will also help you learn **how to confirm an alternative, primary method of speaking**. To accomplish this task, the *EFL handbook* describes eight components that should be part of testing the effectiveness of an alternative method of speaking, always keeping in mind the **CAFE standard** (see page 8):

- making certain the alternative method is **C**ontinuously **A**vailable
- conducting frequent instruction for 2-6 months that includes 'making requests' for specific, highly preferred items and activities, NOT 'naming or describing' items, NOT 'commenting' on experiences, and NOT 'answering questions';
- teaching requests for specific items, activities, and persons (see **R6, R19, R20**, and, for some learners, **R13, R15, R16, R17**, and **R18**); NOT requests for 'more', 'food', or 'eat' and NOT requests with 'please', 'yes', or 'no';
- when requests are exhibited consistently without prompts, adding requests for new items and activities;
- providing **F**requent opportunities to make targeted requests each day;
- using empirically-validated teaching procedures, such as errorless teaching, so that requests are **E**ffortless
- collecting data to determine the extent and frequency of the targeted requests;
- recording and displaying the extent to which the learner requires prompts to make targeted requests -- collecting first opportunity of the day probe data using self-graphing data sheets as described and demonstrated in chapter 4; when the learner makes a request without prompts on 3 consecutive days, adding this request to a cumulative count of requests the learner makes consistently without prompts.

When you have initiated this testing and collected data for 2-3 months, you should begin to estimate the effectiveness of the selected, alternative method of speaking using the following criteria:

- An alternative method of speaking should be considered effective and should be confirmed as a learner's primary method of speaking, if the following five criteria are met:
- the alternative method is **C**ontinuously **A**vailable to the learner;
 - the requesting repertoire is improving rapidly, is continuing to improve gradually, or includes many of the learner's preferred items and activities;
 - the audience responds appropriately to the learner's requests;
 - the learner makes **F**requent, spontaneous, and **E**ffortless requests throughout the day;
 - the frequency of self-injurious, aggressive, destructive, or disruptive behavior has decreased significantly.
- If any of these five criteria are not met, *this method should be rejected*.

Activity 2 will also help you learn **how to maintain, expand, and extend the use of an alternative, primary method of speaking**. To make certain that a learner's alternative method of speaking endures into the future, expands the learner's speaking repertoire, and extends that repertoire to several environments, the following tasks must be accomplished, again keeping the **CAFE standard** in mind:

- making certain that the learner's method of speaking is as accessible and portable as possible (**CA**), insuring frequent responding as a speaker;
- capturing and contriving frequent (**F**) opportunities each day for the learner to respond as a speaker;
- learning to understand and respond as an effective listener to what the learner 'says', providing others who respond in the same manner, and, if necessary, training others to respond accordingly;
- learning to prompt the learner to exhibit new, effortless (**E**) speaker responses and fade prompts;
- completing the first four tasks in the learner's school, home or residence, and day activity or employment setting.

Activity 2, finally, will help you learn **how to select, confirm, and maintain concurrent, back-up, and secondary methods of speaking**. Some learners will require concurrent methods, that is, two methods at the same time; others will require back-up methods to increase the size of their audience, and still others will require secondary methods that increase the extent of the speaker repertoire. Procedures for selecting, confirming, and maintaining these methods are also described in the *EFL handbook*.

Conducting Activity 4 of an Assessment of Skill Deficits — Confirming and determining the extent of some of the 'possible skill deficits' suggested by Activities 1 or 3. This task begins with examining a list of 'possible skill deficits' suggested by the Quick Assessment, like the one below.....

Requests and Related Listener Responses	R1-5, R6, R7-8, R9, R10-13, R15-16
Listener Responses	LR1-11
Daily Living Skills	DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8 DLS-MT8, DLS-LAH6
Tolerating Skills	T-BHI1-5, 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

..... and, from that list, **selecting some skills for instruction** like the ones below.....

Skill Number	Skill Description
R7:	Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available
R9:	Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time
R15:	'Accepts no' after making requests for items and activities that were taught and are often honored (R7, R8, and R14)
LR2:	Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so
DLS-AHS12:	Does not put harmful, non-nutritive items in their mouth
DLS-MT8:	Walks with a gait trainer
DLS-LAH6:	Colors, draws, or paints pictures
T-BHI5:	Tolerating touch, physical guidance, or physical prompts
T-DD1:	Tolerating someone brushing your teeth

..... and then, completing Activity 4 and an initial assessment of skill deficits by placing your learner in situations in which these skills are expected to occur and recording their initial performance.

Since *Essential for Living* includes a lot of material to 'unpack', you may be feeling 'overwhelmed'. Before you begin to record your learner's initial performance on these skills, you may decide to...



[that is, 'hit the pause button' on this User Guide]

and begin recording their performance using a method with which you are familiar.

You can always return to this Guide at a later time, pick up where you left off... and learn to record incremental performance levels on these and other skills, to conduct an assessment of problem behavior, to use the teaching protocols that part of *Essential for Living*, and to record small increments of learner progress using the those same performance levels.

When you return to Activity 4, review Tables 2 and 3 on pages 28 and 29 of the *EFL handbook*, the next few pages of this guide, or *EFL Video III* [<https://essentialforliving.sharefile.com/d-s3e4c8a717664382b>]. Then, begin to complete an initial assessment of skill deficits by recording incremental performance levels in an **ARP** or **EARP** manual or in the **EFL APP** for each of the skills selected for instruction. These levels begin with *problem behavior and resistance to prompts, and proceed to prompting, prompt-fading, skill acquisition, fluency generalization, and skill maintenance over time.*

For example, let's take the first skill selected for instruction from the list on page 14:

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

Let's assume that you are already aware that a specific type of crackers and grape juice are highly preferred by your learner. Let's further assume that your learner has an effective method of speaking [AMS 3 — Forming a Repertoire of Standard, Adapted, and Idiosyncratic Signs] and a small repertoire of requests that does not yet include the crackers or grape juice. Begin Activity 4 by making the crackers available to your learner. When your learner reaches for the crackers, prevent access and wait for a response. If your learner does not exhibit any form of self-injurious, aggressive, destructive, or disruptive behavior, or intense complaining, mark the -SA and -DC boxes (see the diagram below) and give your learner a piece of cracker. Then, initiate a full prompt of the adapted sign for 'crackers' [a demonstration prompt if the learner imitates motor movements, a full physical prompt if not]. If your learner responds to the prompt without significant resistance, mark the -RP and FP boxes and give your learner another piece of cracker. Then, initiate a partial demonstration or partial physical prompt. If your learner does not respond with the sign, you will have come to the PP box, which you cannot mark. Then, go back and mark the IA box to indicate that the initial assessment of this skill with this item has been completed.

Later, make grape juice available to your learner. If, after several seconds, your learner reaches for the grape juice, prevent access and wait for a response. If your learner does not exhibit any form of self-injurious behavior, but screams and yells loudly and starts pounding the table with his fist, mark the -SA box to indicate there was no self-injurious, aggressive, or destructive behavior, but not the -DC box (without disruptive behavior or complaints), because disruptive behavior or intense complaining had occurred (see the diagram below). Since you have come to the -DC box and cannot mark it, go back and mark the IA box to indicate that the initial assessment of this skill with this item has been completed.

Review other examples from Tables 2 and 3 on pages 28 and 29 of the *Essential for Living handbook*. You will notice that there are additional, incremental performance levels used with other skills. These 22 levels are described on page 25 of the *Essential for Living handbook*. When you complete this activity with the remaining skills selected for instruction, **you will have completed an initial assessment of skill deficits for your learner.**

R7. Makes requests for highly preferred snack foods, drinks, non-food items, ...														
1 crackers	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2 grape juice	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]

Conducting an Assessment of Problem Behavior

As you are completing Activity 1 (*The Essential for Living Quick Assessment*), note the responses of yourself or those you interviewed *that were scored as '1'*. Then, interview others, observe the learner directly, determine if the learner is exhibiting behaviors that result in a significant problem, and determine if it would be helpful to collect data on the extent of its occurrence. Then, define these problem behaviors as instances or episodes of specific movements as described in the *Essential for Living handbook*. Then, designate each movement as self-injurious (SIB), aggressive (Agg), destructive (Des), disruptive (Dis), or repetitive (Rep). Using the *Problem Behavior Direct Observation and Interview Form*, as shown below, or your own data recording form...

- record the daily frequency of instances or episodes of these behaviors for part or all of the day
- record the intensity of these behaviors (**Sev, Mod, Mild**);
- determine if the learner is taking psychoactive medications, along with the name of the medications and the current dosage (**Med**);
- record the extent to which protective equipment or mechanical restraints are used and specify whether either is continuous (**PEA** or **MRA**) or contingent (**PEC** or **MRC**);
- record the extent to which crisis stabilization procedures(**CS**) are used; and,
- record the extent to which the learner exhibits self-restraint (**SR**).

ESSENTIAL FOR LIVING

Problem Behavior Direct Observation and Interview Form

Learner: (*learner's name*)

Environment(s): (*classroom*)

Date: *Feb. 27*

Observer or Person Interviewed: (*teacher*)

Counting Period: *6 hours*

Definition of Problem Behavior 1 — <i>hits his own head with his fist</i>						Definition of Problem Behavior 2 --							
Instance	Episode	SIB	Agg	Des	Dis	Rep	Instance	Episode	SIB	Agg	Des	Dis	Rep
Medications: <i>Risperdal (.5mg BID), Tenex (1.0 mg)</i>													

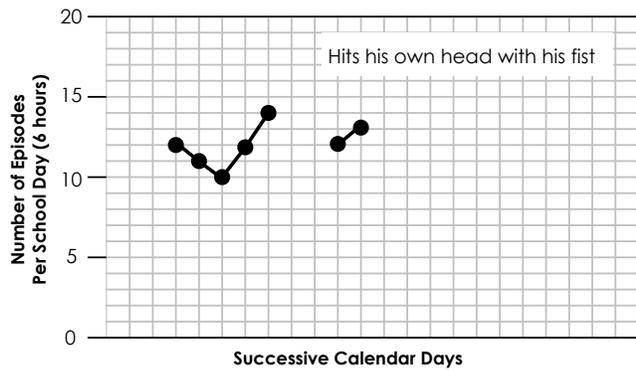
Direct Observation

PB1	Intensity	MRA	MRC	PEA	PEC	CS (min)	SR	PB2	Intensity	MRA	MRC	PEA	PEC	CS (min)	SR
1	Sev-Mod-Mild			helmet		11		1	Sev-Mod-Mild						
2	Sev-Mod-Mild			helmet		8		2	Sev-Mod-Mild						
3	Sev-Mod-Mild			helmet				3	Sev-Mod-Mild						
4	Sev-Mod-Mild			helmet		12		4	Sev-Mod-Mild						
5	Sev-Mod-Mild			helmet				5	Sev-Mod-Mild						
6	Sev-Mod-Mild			helmet				6	Sev-Mod-Mild						
7	Sev-Mod-Mild			helmet		6		7	Sev-Mod-Mild						
8	Sev-Mod-Mild			helmet				8	Sev-Mod-Mild						
9	Sev-Mod-Mild			helmet		12		9	Sev-Mod-Mild						
10	Sev-Mod-Mild			helmet				10	Sev-Mod-Mild						
11	Sev-Mod-Mild			helmet				11	Sev-Mod-Mild						
12	Sev-Mod-Mild			helmet				12	Sev-Mod-Mild						
13	Sev-Mod-Mild							13	Sev-Mod-Mild						
14	Sev-Mod-Mild							14	Sev-Mod-Mild						

Interview

<p>This behavior occurs <i>30-40</i> per day ___ per week ___ per month ___ per year and the intensity is: <i>x</i> sev ___ mod ___ mild The learner wears, requires, or exhibits:</p> <p>MRA or MRC: <i>none</i> PEA or PEC: <i>soft, karate helmet</i> CS: <i>40-50 minutes</i> per day ___ hours per week SR: <i>none</i></p>	<p>This behavior occurs ___ per day ___ per week ___ per month ___ per year and the intensity is: ___ sev ___ mod ___ mild The learner wears, requires, or exhibits:</p> <p>MRA or MRC: _____ PEA or PEC: _____ CS: ___ minutes per day ___ hours per week SR: _____</p>
--	--

In the example on the previous page, a learner, on the first day of the problem behavior assessment, exhibited twelve episodes of self-injurious behavior, specifically, *hitting his own head with his fist*, and wore a protective helmet throughout the school day (PEA). Episodes were recorded during a six-hour school day, rather than instances, as 'hits' often occurred in rapid succession, making them difficult to record. Each episode was severe in intensity (Sev), but only five episodes required crisis stabilization procedures (CS) from 6-12 minutes in duration. Continue collecting these data. After 6-10 days, transfer the data to a graph like the one shown on the right, the Standard Celeration Chart, or the Adapted Standard Celeration Chart. Then, transfer these data to the diagram shown below, (see the **ARP** Manual, page 17, or the **EARP** Manual, page 4, or the **EFL APP**).



PB1: hits own head with his fist.... occurs in the absence of Skills R7 and R9									
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<30m W		-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
Type of Problem Behavior: SIB: Self-injurious Agg: Aggressive Des: Destructive Dis: Disruptive Rep: Repetitive					Psychoactive Medications: Med 3+> 3 + medications with some increases in dosage Med 3+ 3 + medications Med 3+< 3 + medications with some reductions in dosage Med 2> 2 medications with some increases in dosage Med 2 2 medications Med 2< 2 medications with some reductions in dosage Med 1> 1 medication with some increases in dosage Med 1 1 medication Med 1< 1 medication with some reductions in dosage -Med No medications				
Intensity of Problem Behavior: Sev: Severe Mod: Moderate Mild: Mild					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 3 times -PE is not required				
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 3 times -MR 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				
Crisis Stabilization Procedures: CS>5hW are used more than 5 hrs./week CS2-5hW are used 2-5 hrs./week CS1-2hW are used 1-2 hrs./week CS30m-1hW are used 30 mins. -- 1 hr./week CS<30mW are used < 30 mins./week -CS are not required									

Then, begin conducting *a traditional functional assessment, a synthesized functional assessment* (as suggested by Hanley and colleagues), or begin *managing problem behavior in the context of skill development* (see *EFL handbook*, page 249). **We would strongly suggest the second or third of these options.** The third option includes estimating which of the Essential Eight Skills are not occurring when problem behaviors occur (see PBI on the previous page). As shown in the table below, this option may *indirectly estimate one or more functions* of the problem behaviors, while suggesting *specific teaching procedures, appropriate replacement skills, and, more importantly, replacement skill repertoires* (also, see the *the Essential for Living Companion Teaching Manual IV*).

The Essential Eight Skills and the Likely Functions of Problem Behaviors that Occur in the Absence of These Skills

The Essential Eight: Eight Must-have Skills that are part of Skill Domains 1, 2, 4, and 6		
One. MAKING REQUESTS for an audience	One. MAKING REQUESTS for the removal or reduction in intensity of non-preferred situations	One. MAKING REQUESTS for preferred items and activities
One. MAKING REQUESTS for companionship	Two. WAITING	
One. MAKING REQUESTS for affection	Three. ACCEPTING REMOVALS -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns	
One. MAKING REQUESTS for feedback, approval, or confirmation	Four. COMPLETING REQUIRED TASKS -- 10 Consecutive, Brief, Previously Acquired Tasks	
One. MAKING REQUESTS for acknowledgment	Five. ACCEPTING 'NO'	
	Six. FOLLOWING DIRECTIONS Related to Health and Safety	
	Seven. COMPLETING DAILY LIVING SKILLS Related to Health and Safety	
	Eight. TOLERATING SITUATIONS Related to Health and Safety	
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> ▽ ▽ ▽ </div>		
The Likely Functions of Problem Behaviors that Occur in the Absence of The Essential Eight		
attention	avoidance or escape from demands, and, possibly, attention as well	access to tangible items or activities, and, possibly, attention as well

Teaching and Recording Learner Progress

Teaching Functional Skills and Managing Problem Behaviors

After conducting an assessment of skill deficits and problem behavior, begin reducing the extent of those deficits, along with the intensity and frequency of specific problem behaviors, by using teaching protocols and procedures with which you are familiar or *the Teaching Protocols that begin on page 265* of the *EFL handbook*. Each of these protocols includes procedures that have been validated in the scientific literature. The first part of Teaching Protocol 1 is shown below.

Teaching Protocol 1. Making Requests (Skills R7-8, R14, R17-21 and other skills that include making requests) [*includes the echoic-to-request teaching procedure*]

What 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")

What Not to Do

1. Say, "What do you want?"

As shown on the previous page, the learner continued to require a full prompt (in the learner’s case, a full physical prompt) on the first three days of instruction. On the first day of the following week, however, on the first opportunity of that day, the learner requested crackers with only a partial, physical prompt. Then, on Wednesday and Thursday of that week, he repeated that same performance. As a result of three consecutive instances of improved performance on the first opportunity of the day, the teacher recorded this performance in the **ARP** or **EARP** manual by shading the **PP** box in green as shown below or this performance is automatically recorded in that section of the **EFL APP**.

R7. Makes requests for highly preferred snack foods, drinks, non-food items, ...														
1 crackers	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2 grape juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det

Additional improvements in performance on this and other skills during the same school year were indicated by the color green on the data sheets and the **ARP** or **EARP** manual, or the **EFL APP**. Improvements in performance in subsequent years were indicated by other colors, while additional assessments continued to be indicated in yellow.

R7. Makes requests for highly preferred snack foods, drinks, non-food items, ...														
1 crackers	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2 grape juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det

R9. Waits after making requests for each of the items and activities in R7 and R8 ...														
1 crackers	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det	
2 grape juice	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det	

Sometimes learners experience a deterioration in their performance. As shown in the data sheet below with the same example, the learner, who was responding with a partial prompt, on the first opportunity on Friday, waited for a full prompt (FP). After filling in the data sheet, as shown below, the teacher circled the **Det** box in the **ARP** or **EARP** manual with a pencil and drew an arrow from that box to the box that indicated the deteriorated performance (see below). In the **EFL APP**, the performance deterioration would have been automatically transferred from the data sheet to that section of the **APP**.

Specific Request	Day/Date and First Opportunity of the Day Probe													
	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	R7. Requesting crackers	NI												
	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M
	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P
	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S
	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind
	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP
	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP
	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC
	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

R7. Makes requests for highly preferred snack foods, drinks, non-food items, ...														
1 crackers	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2 grape juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det

As shown below, the learner's performance then returned to its previous level for 3 consecutive days and the teacher erased the pencil marks, which would have been erased automatically in the **EFL APP**.

Specific Request	Day/Date and First Opportunity of the Day Probe																	
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
R7. Requesting crackers	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI	NI
	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M	<M
	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P	2P
	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S	2S
	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind
	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP	MP
	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP	-RP
	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC	-DC
-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	-SA	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

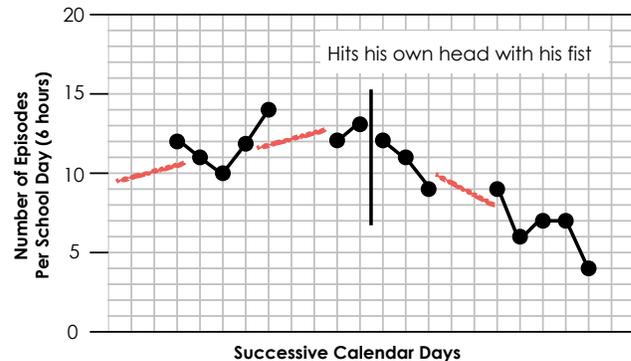
R7. Makes requests for highly preferred snack foods, drinks, non-food items, ...														
1 crackers	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
2 grape juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def

Recording Learner Progress on Problem Behavior

You can record learner progress on problem behavior using your own graphs (shown on the right). You are encouraged to use the Standard Celeration Chart, or the Adapted Standard Celeration Chart by opening an account and accessing **Chartlytics...**

<https://app.chartlytics.com/login>

You can also record the supports this behavior requires over extended periods of time using the diagram below, which is found on page 17 of the **ARP** manual, page 4 of the **EARP** manual, or in the **EFL APP**.



PB1 (Problem Behavior 1): hits his 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	
PEA	PEC	PE>2		PE>1	PE	PE<1	PE<2	PE<3	-PE	
MRA	MRC	MR>2		MR>1	MR	MR<1	MR<2	MR<3	-MR	
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		

By the end of the first school year, our learner was exhibiting fewer episodes of head-hitting per day (indicated by the **1-10D** box shaded in green), but with the same intensity (indicated by no box shaded in green in the second row of the diagram). He continued to wear the same helmet continuously (indicated by no box shaded in green in the fourth row of the diagram) and required the same two medications, but with a dosage reduction (indicated by the **Med2<** box shaded in green). In addition, he required only 30 minutes to one hour of crisis stabilization procedures per week (indicated by the **CS 30m-1hW** box shaded in green).

By the end of the second school year (indicated by the boxes shaded in pink), our learner was exhibiting less than one episode of head-hitting per day with less intensity, was taking only one medication, and was wearing the helmet continuously, although it had been reduced in size 3 times. And, our learner no longer required crisis stabilization procedures. In summary, over a two-year period of time, our learner demonstrated substantial improvement with respect to both problem behavior and the supports that behavior required.

Summarizing Learner Progress across All Targeted Skills

As has been shown in the past few pages, the learner's performance on all skills that have been assessed can be precisely documented. And, on skills in which instruction has begun, small increments of progress or deterioration can also be documented. In the **ARP** and **EARP** manuals and in the **EFL APP**, performance on these skills can also be summarized *by skill number* or *by skill number and current performance level*. These summary pages are shown on the next two pages of this guide. The first diagram is a summary *by skill number*.

As you can see in this summary diagram on page 23, only one box is provided for each skill and the scoring is yes/no (binary). As a result, our learner's performance on Skill R7, item 1, *requesting crackers*, can only be summarized during an assessment or during skill acquisition when prompts are not required. The occurrence of problem behavior (if any), the extent to which prompts are required, the extent to which generalization has occurred, and the extent to which deterioration may have occurred, will all be absent from this summary.

The second diagram is a summary *by skill number and current performance level* and is shown below. This time, the learner's performance during an assessment and after instruction has begun, can easily be summarized before, during, and after prompts are required. And, as shown on page 24, this summary will include all of the components absent from the first summary.

ESSENTIAL FOR LIVING: MY NOTES

(a place for some of my notes)

ESSENTIAL FOR LIVING

A Summary of the Learner's Assessments and Subsequent Progress on The Essential Eight Skills (SAP)

Must-have Indications of interest, Requests, and Related Listener Responses.... Part of Domain 1 (R)

Indications of Interest and Initial Requests	R1	R2	R3	R4	R5	R6	R7	1	2?	3?	4	5	6	7	8	9	10			
Special Requests and Waiting							R8	1	2	R9	1	2	3	4	5	6	7	8	9	10
Accepting Removals									R10	1	2	3	4	5	6	7	8	9	10	
Completing Required Tasks, Sharing and Taking Turns							R11	R12	1	2	3	4	5	6	7	8	9	10		
Making Transitions									R13	1	2	3	4	5	6	7	8	9	10	
Requests for Removal or Reduction and Accepting No	R14	R15	1	2	3	4	5	6	7	8	9	10	R16	1	2	3				
Additional Requests and Polite Refusals									R17	R18	1	2	3	R19	R20	R21				

Must-have Listener Responses: Following Directions Related to Health and Safety.... Part of Domain 2 (LR)

Following Directions Related to Health and Safety	LR1	LR2?	LR3	LR4	LR5	LR6	LR7	LR8	LR9	LR10	LR11
---	-----	------	-----	-----	-----	-----	-----	-----	-----	------	------

Must-have Daily Living Skills Related to Health and Safety.... Part of Domain 4 (DLS)

Eating, Drinking, and Feeding	DLS-	EDF1	EDF2	1	2	3	EDF3	1	2	3	EDF4	1	2	3	EDF5	1	2	3				
							EDF6	1	2	3	EDF7	1	2	3	EDF8	EDF9						
Sleeping																	DLS-	Slp1	Slp2			
Mobility and Transportation																	DLS-	MT1	MT2	MT3	MT4	MT5
Avoiding Harm	DLS-	AHS1	AHS2	AHS3	AHS4	AHS5	AHS6	AHS7	AHS8	AHS9	AHS10	AHS11	AHS12	AHS13	AHS14	AHS15						
Other Activities Related to Health and Safety							DLS-	HS1	HS2	HS3	HS4	HS5	HS6	HS7	HS8							

Must-have Tolerating Skills Related to Health and Safety.... Part of Domain 6 (T)

Basic Human Interaction																	T-	BHI1	BHI2	BHI3	BHI4	BHI5			
Eating, Drinking, and Feeding	T-	EDF1	EDF2	EDF3	EDF4	EDF5	EDF6	EDF7	EDF8	EDF9	EDF10	EDF11													
Daily Medical Procedures and Medication Administration	T-	DM1	DM2	DM3	DM4	DM5	DM6	DM7	DM8	DM9															
Sleeping																	T-	Slp1	Slp2	Slp3	Slp4	Slp5			
Toileting																	T-	Toil1	Toil2	Toil3	Toil4	Toil5			
Positioning and Range of Motion																	T-	PRM1	PRM2	PRM3	PRM4	PRM5	PRM6		
Prosthetic, Therapeutic, and Adapted Equipment	T-	PTA1	PTA2	PTA3	PTA4	PTA5	PTA6	PTA7	PTA8	PTA9	PTA10	PTA11													
Protective Equipment and Mechanical Restraints	T-	PEMR1	PEMR2	PEMR3	PEMR4	PEMR5	PEMR6	PEMR7	PEMR8	PEMR9	PEMR10														
Bathing and Personal Hygiene																	T-	BPH1	BPH2	BPH3	BPH4	BPH5	BPH6	BPH7	BPH8
Daily Dental Procedures																	T-	DD1							

Legend

(enter a designated symbol or color in each box)

This skill is not appropriate or necessary for this learner (NA) The learner's performance during an assessment
Changes in the learner's performance during successive periods of time after the initial assessment...
(circle one) **one quarter**, **six months**, **one year**, **one school year**, or _____

 1st. period	 2nd. period	 3rd. period	 4th. period	 5th. period	 6th. period
 7th. period	 8th. period	 9th. period	 10th. period	 11th. period	 12th. period

Using a pencil, circle a skill or performance level in which a deterioration in performance has occurred.
Erase this circle when performance has been re-established.

Suggestions for Effective Implementation

Whether you are beginning to use *Essential for Living* with a single child or adult, or in a classroom, a group home, a small agency, a school district, a special school, a hospital, or a large private agency, successful implementation is often dependent on the following components:

- Familiarity with *Essential for Living* and Functional, Life Skills**
- Strategic Planning and Sufficient Resources**
- Stakeholder Support of Goals and Proposed Outcomes**
- Competency-based Staff Training**
- Execution and Outcomes**

Familiarity with *Essential for Living* and Functional, Life Skills

- Review the first three chapters of the EFL practitioners handbook (the gray manual).
- Contact Patrick McGreevy or Troy Fry to provide an in-person or online training... or... complete the following activities...
- Review 'What to Expect and How to Get Started' (across from page 1 of the handbook or <https://www.essentialforliving.com/wp-content/uploads/2017/11/EFL-WhatandHow-BEST.pdf>).
- Download the 'EFL Intro and User Guide' <https://www.essentialforliving.com/wp-content/uploads/2019/05/EFL-Intro-UserGuideNew.pdf> and EFL Video III <https://essentialforliving.sharefile.com/share/view/s65c7ff5ee7d41d2a> and conduct your first Quick Assessment (also see the practitioner's handbook, chapter 5).
- As you have questions, attend one or more of the EFL Online Q and A Sessions (for which there is no charge) <http://www.essentialforliving.com/workshops-online-trainings/upcoming-online-trainings-and-workshops/>.
- Prioritize goals by determining if this learner requires an alternative method of speaking, by selecting the First Five (or more) Skills to teach, and by specifying problem behaviors to manage (see the practitioner's handbook, chapter 6); be reasonable with your initial goals, focusing on those skills that will have the most impact on the learner, the family, the classroom, and the community.
- Read and become familiar with the content of domains 1-7 and the problem behavior domain in the practitioner's handbook.
- Decide whether to complete your assessment by using recording procedures with which you are familiar or using those suggested by EFL (see the 'EFL Intro and User Guide' <https://www.essentialforliving.com/wp-content/uploads/2019/05/EFL-Intro-UserGuideNew.pdf> and EFL Video III <https://essentialforliving.sharefile.com/share/view/s65c7ff5ee7d41d2a>).
- If you decide on the recording procedures suggested by *Essential for Living*, use either of two learner scoring manuals — the *All Skills Learner Scoring Manual* (the blue and white ARP manual) or the *Essential Eight Skills Learner Scoring Manual* (the red and white EARP manual) — or the *EFL APP* (elfapp.com); refer to pages 25-29 of the practitioner's handbook, along with the 'EFL Intro and User Guide' <https://www.essentialforliving.com/wp-content/uploads/2019/05/EFL-Intro-UserGuideNew.pdf> and EFL Video III <https://essentialforliving.sharefile.com/share/view/s65c7ff5ee7d41d2a>.
- Begin using *Essential for Living* with other learners. As you have more questions, attend one or more of the EFL Online Q and A Sessions <http://www.essentialforliving.com/workshops-online-trainings/upcoming-online-trainings-and-workshops/>, an *EFL APP* training session (elfapp.com), or schedule a follow-up session with Patrick McGreevy (patrick@essentialforliving.com) or Troy Fry (troy@essentialforliving.com).

Strategic Planning and Sufficient Resources

- Examine the goals of the services you provide and determine if *Essential for Living* necessitates a change in those goals in terms of learners served, staff trained, and outcomes expected. We highly recommend that your staff participate in this examination.

Strategic Planning and Sufficient Resources (cont.)

- Evaluate resources needed to effectively implement *Essential for Living*. This will include (1) additional instructional materials, which will now be composed of items that are part of activities of daily living, (2) changes to facilities in which instruction takes place, which should approximate those in which activities of daily living take place, (3) any logistical changes that functional skills might require, (4) additional staff, (5) staff training and supervision, and (6) data collection on learner progress and system performance.
- Develop a plan to ensure that these resources are in place.

Stakeholder Support of Goals and Proposed Outcomes

- Meet with parents and professionals to secure support for the implementation of *Essential for Living* — it will be critical that the stakeholders support the goals and outcomes of this instrument, namely functional skills that enhance quality of life, by keeping individuals safe, increasing opportunities for effective participation in community living, and providing as independent a life as possible. For some stakeholders, including many parents of children with autism, this will mean a gradual withdrawal from instruments like the ABLLS and the VB-MAPP and abandonment of previous goals of 'catching up to typically-developing peers' and 'formal, academic functioning'. For other stakeholders, it will mean abandonment of full inclusion and accommodations relative to Alternate Assessment and the Common Core State Standards. For all stakeholders, it will be a move to uncharted territory — functional, life skills. Some stakeholders will view these changes as a 'setback' or 'treatment failure', and your job will be to demonstrate for them, that these changes, after intensive intervention with developmental skills resulted in limited progress, are simply more realistic expectations for the future. Ultimately, you will be asking these stakeholders to 'take your hand and share your values' for their learner — a safer, more participative, and more independent life... and future decisions will be based on where the data (their learner's performance) takes us...
- You will find resources to guide these conversations in the *Essential for Living* practitioners manual, the Companion Teaching Manual II <https://www.essentialforliving.com/wp-content/uploads/2019/03/EFL-CM2-DecidingWhatSkills.pdf> and the *Essential for Living* Overview document <https://www.essentialforliving.com/an-overview-of-efl/>.

Competency-based Staff Training

- Define the competencies that your staff will require to include stimulus-stimulus pairing, errorless prompting and rapid prompt-fading, differential reinforcement and extinction, collecting probe data, teaching more than one skill at a time, and teaching more than one learner at a time.
- Estimate the type and amount of training that you and your staff will require.
- Make certain that the training is 'hands on' and results in a high level of practitioner competence and confidence.

Execution and Outcomes

- Identify at least one or more persons who will supervise staff performance and the implementation of *Essential for Living*.
- Provide ongoing feedback on learner and overall agency progress; and, make adjustments as needed
- Make certain that outcomes include skills like...

<p>she is beginning to tolerate soft foods, he lets me prompt him, he doesn't pick up knives, we can eat in a restaurant, she can use a public restroom, he tolerates ventilation and suction, he can go places without his iPad, he takes his medications without a fight, she contacts me effortlessly when she has something to say, and he has bowel movements on the toilet and not behind the couch...</p>	<p>he can ask me for what he wants, I feel comfortable having a sitter, she can wait in line or after making a request, I don't have to watch him every minute, he accepts no without a tantrum, we don't have to take his helmet to church, she tolerates being re-positioned, he shares toys with his sister,</p>
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Conclusion

This concludes the *Essential for Living Introduction and User Guide*. *Now, if you like, and you are currently attending an Essential for Living workshop, you can go to the next page and begin using Essential for Living by conducting Activity 1, a Quick Assessment, for a learner with whom you or an available colleague are quite familiar. After completing the Quick Assessment, you can begin to select and prioritize skills for instruction.*

Then, later, when you are with the learner, you can secure a copy of an *All Skills Learner Scoring Manual* (the ARP) or an *Essential Eight Skills Learner Scoring Manual* (the EARP), or access to the *EFL APP*, and proceed to page 15 of this guide. Then, you can complete an assessment of skill deficits by conducting Activity 4 with the possible skill deficits suggested by Activity 1, *the Quick Assessment, and selected for instruction.*

Then, you can use this guide, along with EFL Video III, along with an, as you complete this and your first few assessments with children and adults, and as you begin to teach functional skills, record learner progress, and manage problem behavior.

Have fun teaching functional, life skills. Along the way, make some new speakers, and enjoy preparing children and adults for the next chapters in their lives.

Recognize and reinforce your efforts, your outcomes, and those of your staff. You are doing meaningful work!

ESSENTIAL FOR LIVING: MY NOTES

(a place for more of my notes)

THE ESSENTIAL FOR LIVING QUICK ASSESSMENT (QA)

Learner: _____

Date: _____

THE ESSENTIAL EIGHT																	
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		
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		
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 (Methods of Speaking)-(Vocal) Profile 1**
- 3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable **6. MS (Methods of Speaking)-(Vocal) Profiles 2/3**
- 2 Exhibits occasional words or spoken-word repetitions, but neither are understandable **6. MS (Methods of Speaking)-(Vocal) Profiles 4/5**
- 1 Exhibits only noises and a few sounds **6. MS (Methods of Speaking)-(Vocal) Profile 6**

Alternative Method of Speaking: a method of speaking used by learners, who do not exhibit understandable spoken words or spoken-word repetitions

- 4 Has been using an effective, alternative method of speaking for more than 6 months
- 3 Has been using an effective, alternative method of speaking for 1-6 months
- 2 A new alternative method of speaking is being tested **6. MS (Methods of Speaking)-Tables 15,16**
- 1 Has no formal method of speaking or is using one or more ineffective methods **6. MS (Methods of Speaking)-AMS (Alternative Methods of Speaking) 1-46**

----- **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. Domain 1. R14, R17-21, R22-24, R27-28, R30-31**
 - 3 Makes requests for 1-3 preferred items or activities with or without prompts **7a. Domain 1. R7-8**
 - 2 Makes requests by leading others to items **7a. Domain 1. R1-5, R6, R7-8**
 - 1 Makes requests by exhibiting problem behavior **7a. Domain 1. 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. Domain 1. R9**
 - 2 Waits for 1 minute with complaints or other minor disruptions **7a. Domain 1. R9**
 - 1 Exhibits problem behavior when access is delayed for a few seconds **7a. Domain 1. R9**
- Three. Accepting Removals, Making Transitions, Sharing, and Taking Turns** -- the tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones
 - 4 Accepts the removal of items and activities, transitions, shares, and takes turns without complaints
 - 3 Complains when preferred items or activities are removed, during transitions, or when required to share or take turns, but only when motivating events are strong **7a. Domain 1. R10, R12-13**
 - 2 Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a. Domain 1. R10, R12-13**
 - 1 Exhibits problem behavior when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a. Domain 1. R10, R12-13**

- Four. Completing 10 Consecutive, Brief, Previously Acquired Tasks** – the tendency to complete previously acquired tasks when directed to do so between opportunities to make requests
- 4 Completes 10 or more consecutive, brief, previously acquired tasks of varying durations and requiring varying degrees of effort without complaints
 - 3 Completes 4-6 consecutive, brief, previously acquired tasks without complaints **7a. Domain 1. R11**
 - 2 Completes 1-3 consecutive, brief, previously acquired tasks without disruptive behavior **7a. Domain 1. R11**
 - 1 Exhibits problem behavior when directed to complete a brief, previously acquired task **7a. Domain 1. R11**
- Five. Accepting 'No'** - the tendency to accept 'no' when access to items or activities is denied following requests that were taught and requests for dangerous items and activities that were not taught
- 4 Readily accepts "no" by continuing with ongoing activities
 - 3 Complains when motivating events are strong **7a. Domain 1. R15-16**
 - 2 Complains when told "no" **7a. Domain 1. R15-16**
 - 1 Exhibits problem behavior when told no **7a. Domain 1. R15-16**
- Six. Following Directions Related to Health and Safety** – the tendency to follow directions from others that insure safety and that permit safe movement throughout the community
- 4 Follows all directions that involve matters of health and safety and can be taken anywhere with minimal supervision
 - 3 Follows many directions related to safety and can be taken most places in a group of three with one supervisor **7b. Domain 2. LR1-11**
 - 2 Follows only a few directions and requires "hands on" supervision at all times **7b. Domain 2. LR1-11**
 - 1 Does not follow any directions that involve matters of safety and cannot be taken most places within the community without problem behavior or risking safety **7b. Domain 2. LR1-11**
- Seven. Completing Daily Living Skills Related to Health and Safety** – the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner
- 4 Completes most daily living skills related to health and safety
 - 3 Completes 4-6 daily living skills related to health and safety **8a. Domain 4. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
 - 2 Completes 1-3 daily living skills related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a. Domain 4. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
 - 1 Does not complete any daily living skills related to health and safety without prompts, resistance to prompts, or problem behavior **8a. Domain 4. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
- Eight. Tolerating Situations Related to Health and Safety** – the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner
- 4 Tolerates most routine activities related to health and safety without problem behavior
 - 3 Tolerates 4-6 routine activities related to health and safety **9. Domain 6. T-BH11-5, 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**
 - 2 Tolerates 1-3 routine activities related to health and safety with some complaints or problem behavior **9. Domain 6. T-BH11-5, 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**
 - 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities related to health and safety **9. Domain 6. T-BH11-5, 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**
-

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. Domain 7. M12-13**
- 3 Matches a few photographs or miniature items with items or activities and vice versa **11. Domain 7. M6-11**
- 2 Matches only identical items **11. Domain 7. M2-11**
- 1 Does not match identical items **11. Domain 7. M1**

Imitation: the tendency to imitate motor movements made by others

- 4 Imitates finger, hand, and arm movements and motor movements with items, but does not copy words that have been written, typed, or Braille-written **11. Domain 7. Im3**
- 3 Imitates many finger, hand, arm movements and a few motor movements with items **11. Domain 7. Im2**
- 2 Imitates some finger, hand, arm movements, but not motor movements with items **11. Domain 7. Im1-2**
- 1 Does not imitate any movements **11. Domain 7. Im1**

Other Daily Living Skills: the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner

- 4 Completes most daily living skills not related to health and safety
- 3 Completes 4-6 daily living skills not related to health and safety **8a. Domain 4. DLS-___**
- 2 Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a. Domain 4. DLS-___**
- 1 Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts, or problem behavior **8a. Domain 4. DLS-___**

Tolerating Other Situations: the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner

- 4 Tolerates most routine activities not related to health and safety without problem behavior
- 3 Tolerates 4-6 routine activities not related to health and safety **9. Domain 6. T-___**
- 2 Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behavior **9. Domain 6. T-___**
- 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities not related to health and safety **9. Domain 6. T-___**

Naming and Describing: the tendency to name and describe items, activities, people, places, locations, and items with features that are part of routine events

- 4 Names or describes many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b. Domain 2. LRND11-13 or LRND14-15**
- 3 Names many items, activities, familiar people, and places that are part of 4-6 routine events **7b. Domain 2. LRND7-13**
- 2 Names some items and activities that are part of 1-3 routine events **7b. Domain 2. LRND1-3.1, 1-3.2, 1-3.3**
- 1 Does not exhibit any names or descriptions **7b. Domain 2. LRND1-3.1, 1-3.2, 1-3.3**

Following Directions, Recognizing, and Retrieving: the tendency to follow directions, to recognize items, activities, people, places, locations, and items with features, and to retrieve items, people, and items with features that are part of routine events

- 4 Recognizes and retrieves many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b. Domain 2. LRND11-13 or LRND14-15**
- 3 Recognizes and retrieves many items, activities, familiar people, and places that are part of 4-6 routine events **7b. Domain 2. LRND7-13**
- 2 Follows directions to complete routine activities, and recognizes and retrieves some items that are part of 1-3 routine events **7b. Domain 2. LRND1-3.1, 1-3.2, 1-3.3**
- 1 Does not follow directions to complete routine activities and does not recognize or retrieve any item that is part of a routine activity **7b. Domain 2. LR1-11, LR12-17, LRND1-3.1, 1-3.2, 1-3.3**

Answering Questions: the tendency to answer questions that occur before, during, or after routine events

- 4 Answers many questions like "What are you going to do after lunch?", "Where did you put your blue pants?", and "Who is driving you to the movies?" that are a part of 7 or more routine events **7c. Domain 3. AQ11-13 or AQ14-15**
- 3 Answers many questions like "Where are the napkins?", "Who is that?", "What are you going to do?", "What are you going to get at the mall?", "Who is helping you?", "Where are you going?", and "When do you want your cigar?" that are a part of 4-6 routine events **7c. Domain 3. AQ7-13**
- 2 Answers some questions like "Do you want juice?", "Can you help me?", "What do you want?", or "Which one do you want?" that are part of 1-3 routine events **7c. Domain 3. AQ1-3.1, 1-3.2, 1-3.3**
- 1 Cannot answer any commonly occurring questions **7c. Domain 3. AQ1-3.1, 1-3.2, 1-3.3**

Problem Behavior: the tendency to exhibit problem behavior

- 4 Does not exhibit problem behavior
- 3 Exhibits disruptive behavior or frequent complaining that presents a problem **10. Problem Behavior Domain**
- 2 Exhibits infrequent and less intense self-injurious, aggressive, or destructive behavior **10. Problem Behavior Domain**
- 1 Exhibits frequent and intense self-injurious, aggressive, or destructive behavior **10. Problem Behavior Domain**

Possible Skills Deficits

[suggested by Activity 1, the *Essential for Living Quick Assessment*]

Learner: _____

Date: _____

Skill Domain	Possible Skill Deficits

Skills Selected for Instruction

[from *Essential for Living*]

Skill Number	Skill Description

Problem Behaviors

Problem Behavior	Missing Skill(s)

ESSENTIAL FOR LIVING: MY NOTES

(a place for even more of my notes)

The **ESSENTIAL**
FOR
LIVING Speaker Initiative

There are many thousands of children and adults
with moderate-to-severe disabilities and

No Effective Method of Speaking

As a direct result, many of these individuals exhibit problem behavior,
which limits their participation in community activities

The goal of 'The Essential for Living Speaker Initiative' is to provide a method of speaking for as many of these children and adults as possible and to expand their speaking repertoires to include requests for a wide variety of preferred items and activities.

To accomplish this goal, we need to...

- 1- **Identify** these children and adults one at a time,
- 2- **Select** a method of speaking for each of them, and
- 3- **Teach** each one of them to make requests for their most preferred items and activities.

Essential for Living will help you accomplish these goals and become part of this initiative.

www.essentialforliving.com