

# ESSENTIAL FOR LIVING



## An All-in-One: A Curriculum, An Assessment, A Skill-tracking Instrument, and A Professional Practitioner's Handbook (EFL) for Children and Adults with Moderate-to-Severe Disabilities

### What to Expect

An assessment with 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/therapist self-evaluation**.

### How to Get Started

**Read the first four chapters of the Professional Practitioner's Handbook** (the EFL handbook) **and watch EFL-Videos 2 and 3**, 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** with moderate-to-severe disabilities and problem behavior, or a limited skill repertoire, or both, and obtain a copy of the **Assessment and Record of Progress [ARP] Manual** (blue) or an **Essential Assessment and Record of Progress [EARP] Manual**; also, download the EFL Intro and User Guide <https://www.essentialforliving.com/wp-content/uploads/2017/11/EFL-Intro-UserGuideBest.pdf>



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);
- 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, p. 241, **ARP**, p. 17, **EARP**, p. 4).

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

**Track learner progress** (EFL, pp. 33-37) using your data sheets or those from <https://www.essentialforliving.com/data-sheets-2/> and periodically, transfer data to an **ARP** or **EARP**

**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.