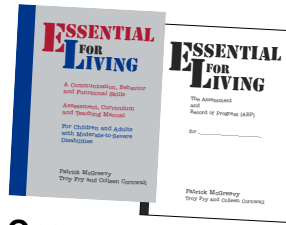


ESSENTIAL FOR LIVING



An All-in-One:
A Curriculum, An Assessment, and
A Professional Practitioner's Handbook
for Children and Adults with Moderate-to-Severe Disabilities

What to Expect

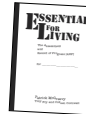
- 1- More meaningful **functional assessments** or **FBA**s and more effective **behavior plans**
- 2- Functional **IEP** and **ISP** goals and objectives
- 3- Effective **alternative methods of speaking for non-verbal children and adults** (go to www.essentialforliving.com and become part of the Speaker Initiative)
- 4- Effective **teaching and behavior management procedures** for classrooms and residential settings
- 5- More efficient **IEP reviews** and **quarterly progress reports**
- 6- Meaningful and achievable **performance standards for teacher self-evaluation**

How to Get Started

The purpose of a functional skills curriculum and assessment is to select skill deficits and problem behaviors for inclusion in an IEP, ISP, behavior plan, or instructional program.

Read the first four chapters of the Professional Practitioner's Handbook (EFL) [this will take about one hour]

Select a child or an adult with problem behavior, a limited skill repertoire, or both and obtain a Learner Scoring Manual (ARP)



Then, complete Four Assessment Activities...

Activity 1- Complete The Essential for Living Quick Assessment and note the 'skill deficits' suggested by the interviewees (EFL, chapter 5 & ARP, page 4)

Activity 2- Determine the learner's vocal profile, and, if necessary, select an alternative method of speaking for the learner (EFL, chapter 6)

Activity 3- Scan the Must-have Skills in Domains 1, 2, 4, and 6 (The Essential Eight), looking for additional 'skill deficits'

Domain 1 (EFL, page 115 & ARP, page 7), **Domain 2** (EFL, page 148 & ARP, page 30), **Domain 4** (EFL, page 188 & ARP, page 76), **Domain 6** (EFL, page 231 & ARP, page 123)

Activity 4- Determine the extent of the 'skill deficits' suggested by The Quick Assessment and Activity 3 (EFL, pages 28-29)

Also assess problem behavior and the supports required (EFL, page 241 & ARP, page 138)

Select 5-7 skills with deficits 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, pages 265-278)

Track learner progress using your data sheets or those from www.essentialforliving.com and periodically, transfer data to the Learner Scoring Manual (ARP)

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