

Module 7
Teaching Appropriate Replacement Skills/Communication

Participant Workbook

Contents

Communication Dictionary

Capability Assessment for Communication Systems

Communicative Alternatives

Competing Behavior Model

Skills Inventory

Instructional Plan

Extension Activity: Teaching Appropriate Replacement and Communication Skills

Communication Dictionary

Type of Skill	What it is...	What it means...	How to Respond...
Facial Expressions			
Sounds			
Movements			
Signs			
Symbols			

Capability Assessment for Communication Systems

Individual Characteristics

Motor Skills

- How freely does the person move around the environment?
- How well does the person use their hands to manipulate objects?
- How strong and balanced is the person in their movements?

Sensory/Perceptual (Parameters: Acuity, distance, breadth, focus)

- Are there limitations in the person's vision?
- Are there limitations in the person's hearing?
- Are there limitations in the person's tactile sensitivity?

Cognitive Abilities

- What is the extent of the person's receptive ability? (e.g., can they respond to verbal instructions, nonverbal cues?)
- Can the person match and categorize items based on groupings?
- Can the person imitate behaviors that are modeled for them?
- Can the person remember meanings/placements of items?
- Can the person remember meaning/placements of items?

Communication

- How does the person currently communicate their needs? (e.g., gestures, vocalizations, speech, objects)
- What does the person want to communicate about? (e.g., preferences, interests, goals)
- Why does the person want to communicate? (e.g., functions maintaining their behavior)

Environmental Characteristics

Partners

- Who does the person communicate with (or want to communicate with)?
- How do people in the social environment currently communicate?
- What are the communication partners preferences for modalities?

Contexts

- Where and under what circumstances does the person communicate?
- What resources are available for making or purchasing materials?

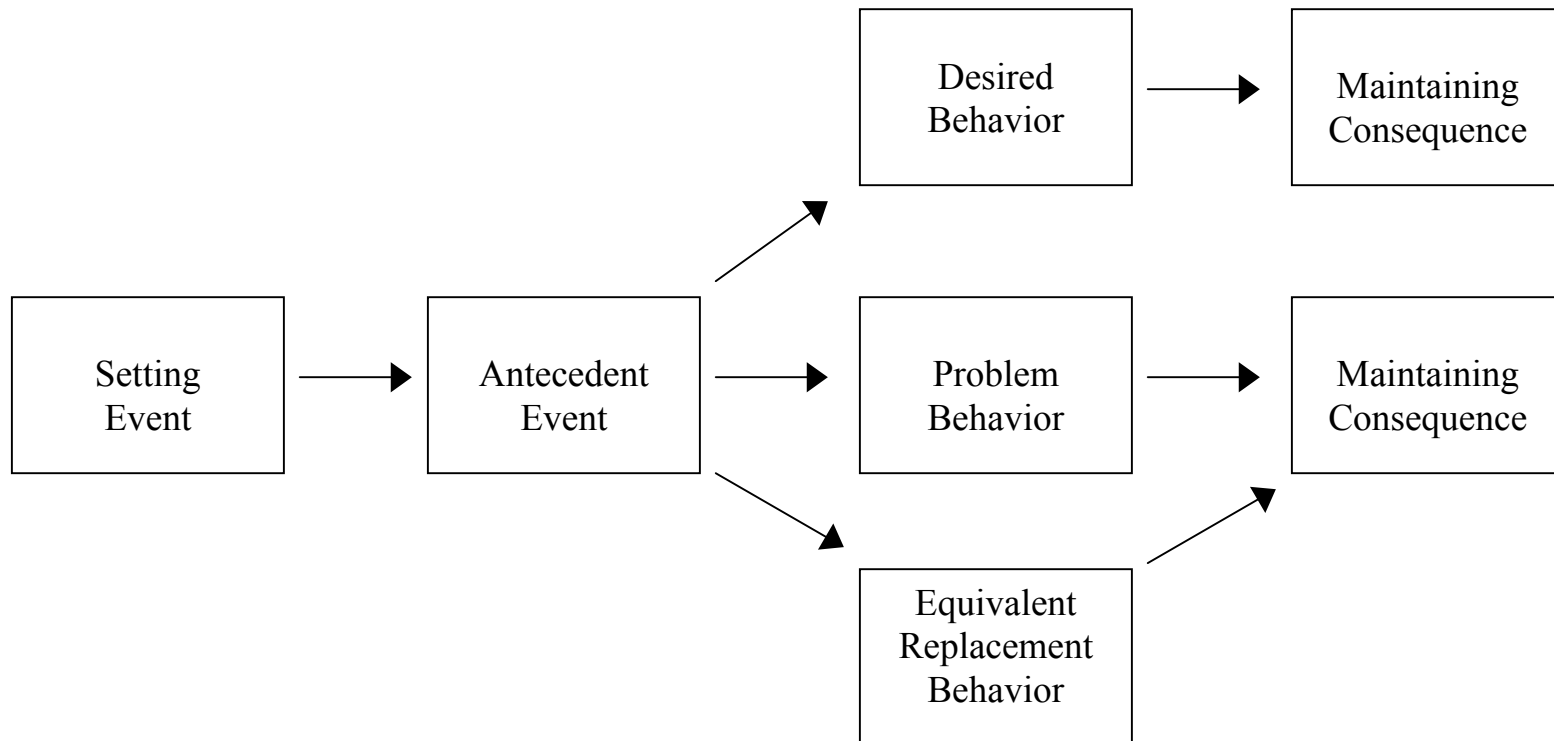
System Characteristics

- How durable, adaptable, and portable does the system need to be?
- What vocabulary should be included/how complex can the system be?
- What modes of communication best address the individual's need?

Communicative Alternatives

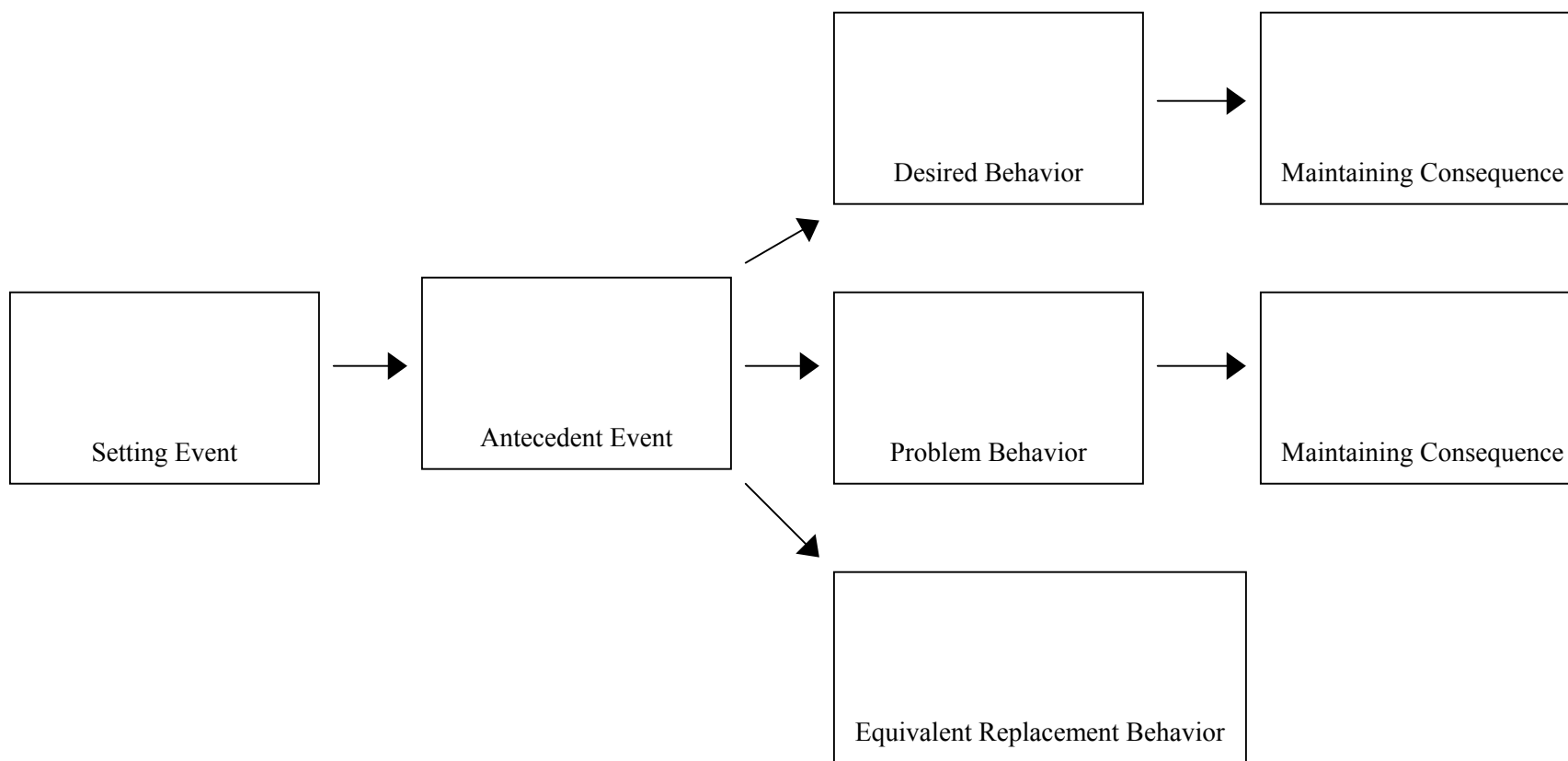
Problem Behavior	Communicative Message of Behavior	Communicative Alternative	Strategies for Promoting Communicative Alternatives

Competing Behavior Model



In R. O'Neil, et. al. (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove, CA: Brooks/Cole Publishing Company

Blank Competing Behavior Model



In R. O'Neil, et. al. (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove, CA: Brooks/Cole Publishing Company

Skills Inventory

Domain Area	Skills Needed
Eating and food preparation	
Grooming and dressing	
Hygiene and toileting	
Safety and health	
Assisting and taking care of others	
Budgeting and planning/scheduling	
Household maintenance	
Outdoor maintenance	
Classroom/school, job, and community-based work	

Neighborhood jobs	
Community jobs	
School and extra-curricular activities	
Activities to do alone	
Activities to do with family and friends	
Physical fitness	
Eating out	
Using services	
Shopping	

Scope and sequence adapted from Ford, Schnorr, Meyer, Davern, Black, & Dempsey (1989). The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities (pp. 323-340). Baltimore: Paul H. Brookes Publishers.

Instructional Plan

Goal/Target Skill:

Instructional Contexts:

Steps/Components of Skill:

Teaching Strategies

Presentation

Prompting/Fading

Reinforcement

Error Correction

<p style="text-align: center;">Extension Activity: Teaching Appropriate Replacement and Communication Skills</p>
--

Communicative functions (e.g., requesting or protesting) may be fulfilled through a variety of verbal and non-verbal means including verbalizations, gestures, signs, and pictorial and object systems. In building functional alternatives, it is important to identify options that are functionally-equivalent to the problem behavior, appropriate given the individual's capabilities, and more "efficient" than the current form used by the person to express their needs. This extension activity will require the following:

- Complete a 'communication dictionary' to include the variety of different models that your focus individual currently has for expressing their needs. The dictionary will include the person's communicative behavior, what it appears to mean, and how people respond.
- Identify appropriate adaptive skills that would meet the same communicative functions as the focus individual's problem behavior in more positive ways.
- Revise the behavior support plan to incorporate additional methods for facilitating functional communication within daily activities.

NOTES