

MODULE 7

Teaching Appropriate Replacement and Communication Skills

Trainer Outline

The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.

Time Required	Training Activities	Key Concepts	Materials *
30 minutes	<p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 6. Ask the teams to discuss refinements made to their behavior support plans based upon interventions identified to address contextual variables and antecedent-based hypotheses</p>	<p>The focus of antecedent-based strategies should be to address contextual variables that may prevent or reduce the occurrence of challenging behavior.</p> <p>Updates: Participants will be given an opportunity to provide feedback on Module 6. Team updates will include:</p> <ul style="list-style-type: none"> • A hypothesis related to the function of their focus person's behavior • Antecedent-based strategies identified to address the hypothesis • Plan for testing one of the hypotheses 	PWB6: Extension Activity: Antecedent and Setting Event Manipulations from Module 6
15 minutes	<p><u>II. Overview of Purpose and Goals</u></p> <p>Review agenda and time lines for session. Use competing behavior model to explain importance of replacement skills.</p>	<p>Goal: To identify replacement skills that serve the same function as the problem behavior and that allow the individual to more effectively cope with circumstances.</p>	<p>Purpose and objectives</p> <p>Agenda</p>

45 minutes	<p><u>III. Rationale for Teaching Replacement Skills</u></p> <p>Define and explain concepts of functional equivalence and response efficiency. Describe how functional assessment data can be used to identify skill development targets. Describe the importance of teaching communicative alternatives to problem behavior and possible outcomes for people with disabilities.</p>	<ul style="list-style-type: none"> • Replacement skills should be selected so that the behaviors achieve the function as the problem behavior and respond to the context. • Skills targeted should allow a person to meet their needs more effectively and efficiently. • Alternative skills include replacement skills but may also include general skills that alter the problem and prevent the need. • Coping and tolerance skills are taught to assist a person to deal with difficult situations. 	<p>OH 7.1: Module 7</p> <p>OH 7.2 “Competing Behavior Model”</p> <p>OH 7.3: “Criterion of Ultimate Functioning”</p> <p>OH 7.4: “Selecting Skills as Functional Alternatives”</p> <p>OH 7.5: “Selecting Skills to Enhance General Competence”</p> <p>OH 7.6: “Alternative Skills Taught (Examples)”</p> <p>OH 7.7: “Types of Replacement Skills”</p> <p>OH 7.8: “Self Check: Designing Support Plans”</p>
45 minutes	<p><u>IV. Curriculum Models</u></p>	<ul style="list-style-type: none"> • Activity-based curricula support a child to participate at what ever skill level they have. The readiness model promotes the idea that the student needs to learn a given set of skills BEFORE participating. • Discuss with teams the variety of systematic instructional methods. • Questions for Instructional problem solving are useful in determining whether behavior problems may be related to instructional issues. • The skills inventory is a simple matrix to remind teachers of the strategies used for each skill area. 	<p>OH 7.9: “Curriculum Models”</p> <p>OH 7.10: “Contexts for Instruction”</p> <p>OH 7.11: “Systematic Instruction Methods”</p> <p>OH 7.12: “Instructional Problem Solving”</p> <p>OH 7.13: “Skills Inventory”</p>

<p>45 minutes</p>	<p><u>V. Communicative Functions of Behavior</u></p> <p><i>Activity: Assign participants roles of verbal and nonverbal communicators and ask them to relay specific information to the listeners. Have them discuss their experiences.</i></p> <p>Describe communicative functions that behavior serves, including requesting and protesting functions. Contrast this with non-interactive functions behaviors may serve (e.g., self-regulation). Refer to the handout and provide additional examples.</p>	<ul style="list-style-type: none"> • Building communicative alternatives to problem behavior provides appropriate ways to achieve objectives. • Communication involves a variety of forms and achieves a variety of purposes. • Communication serves various functions, including requesting attention, activities, and tangibles and expressing protest. • Behaviors also serve educational and social objectives (e.g., mediating social environment, increasing independence). • Some behaviors are related to non-interactive or self-regulatory functions (e.g., self-stimulation) 	<p>OH 7.14: “Behavior Communicates”</p> <p>OH 7.15: “Non-Interactive Functions”</p> <p>OH 7.16: “Functional Communication Training”</p> <p>OH 7.17: “Milieu Teaching Procedures: Environmental arrangement”</p> <p>OH 7.18: “Setting up Communicatively Optimal Environment”</p> <p>OH 7.19: “Milieu Teaching Procedures: Strategies for teaching skills”</p> <p>OH 7.20: “Definition of Communication”</p> <p>OH 7.21: “What types of messages do people need to communicate?”</p> <p>OH 7.22: “Communicative Functions of Behavior”</p> <p>OH 7.23: “Communicative Functions of Problem Behavior”</p> <p>OH 7.24: “Teach Communicative Skills”</p> <p>OH 7.25: “Communication”</p> <p>OH 7.26: “Reject Offer of Undesired Item”</p> <p>OH 7.27: “Reject Offer of Undesired Item or Event (Cont.)”</p>
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<p>45 minutes</p>	<p><u>VI. Communication: Modes (Verbal and Nonverbal)</u></p> <p>Lead a brief discussion with participants in response to the question: “<i>What are the ways in which people communicate?</i>”</p> <p>Encourage the participants to consider all the ways they have to communicate their needs. Provide an overview of verbal and/ or non-speech communication forms).</p> <p>If appropriate, present some augmentative systems, explaining their importance for people who don’t communicate effectively with spoken language.</p> <p><i>Activity: Have participants complete the “Communication Dictionary,” included in the Participant Workbook to identify their focus person’s current modes of communication. Have them share one unique way their focus</i></p>	<ul style="list-style-type: none"> • Much of formal communication occurs through verbal modalities (i.e., speech, written materials) • For people with severe disabilities verbal forms of communication may be inaccessible or ineffective, causing them to rely more heavily on nonverbal communication. • Nonverbal/non-speech communication can include movements (e.g., gestures, expressions), representational items (e.g., pictures), and comprehensive communication systems (e.g., sign language, AAC systems). • People use a variety of verbal and non-verbal means of communication to meet their needs. • Selection of communication systems should be based on a person’s capacities and needs, as well as their social context. 	<p>OH 7.34: “What are the variety of ways in which people communicate?”</p> <p>OH 7.35: “Modes of Communication: Non-Verbal”</p> <p>OH 7.36: “Modes of Communication: Verbal”</p> <p>PWB: Communication Dictionary</p>

	<i>person currently communicates.</i>		
45 minutes	<p><u>VII. Considerations in Selecting Modes and Vocabulary for Communication</u></p> <p>Review considerations for selecting appropriate modes of communication</p> <p><i>Activity: Have the participants review a capability assessment and consider modes of communication and vocabulary that may be appropriate to supplement or replace their focus person's existing options for communication.</i></p>	<p>Words used to communicate needs should be functionally linked to the person's needs and therefore serve to replace behaviors of concern.</p>	<p>OH 7.37: "Considerations in Selecting Modes of Communication"</p> <p>OH 7.38: "Techniques to Use in Routines to Support Communication"</p> <p>PWB: Capability Assessment for Communication Systems</p> <p>PWB: Communicative Alternatives</p>
30 minutes	<p><u>VIII. Rationale for Teaching Life Skills</u></p> <p><i>Activity: Ask the participants to write the name of a skill they have developed that achieves an important need in their lives. Have them consider how it was achieved.</i></p> <p>Using the participants' examples, present the criterion of ultimate functioning and ask the participants to identify key issues within the definition. Discuss implications in terms of what we do to educate people with severe disabilities.</p> <p><i>Activity: Have the participants review their focus person's behavior support plan (and IEP and/or ISP, if available) and hypothesis statements and: 1) identify skills that would allow their focus person to achieve the functions of their problem behavior more effectively and efficiently in their natural</i></p>	<p>Effective teaching involves developing skills that are individualized, achieve a broad range of functions, apply across typical settings and circumstances, and enhance an individual's independence and productivity.</p> <p>A broad range of skills are needed for a person to participate fully in typical daily activities and to achieve their needs.</p> <p>Selection of skills should be based on the functions of a person's behavior as well as the contexts in which they participate.</p>	<p>OH 7.39: "Why is communication important in behavior support"</p> <p>OH 7.40: "Rationale for Enhancing Communications in Behavior Support"</p>

	<i>contexts and 2) identify skills that would allow their focus person to participate more fully in the activities included in their daily schedule.</i>		
45 minutes	<p><u>IX. Case Study Assignments</u></p> <p>Review the materials in the Participant Workbook.</p> <p><i>Extension Activity: Have participants begin incorporating the replacement skills identified into their focus person's plan. Prior to the next session, the teams should have reviewed the focus individual's plans (e.g., IEP, ISP) and made necessary changes or additions.</i></p>	<p>Goal: Based on the focus individual's existing communication skills and the current circumstances.</p> <p>Incorporate the following into the focus person's behavior support plan (and in Action Plan #2):</p> <ul style="list-style-type: none"> • Alternative behaviors that may include replacement, general, or coping approaches • Communicative alternatives to achieve the functions of their problem behavior • Skills needed to promote independence and quality of life in natural contexts 	<p>PWB: Competing Behavior Model</p> <p>PWB: Skills Inventory</p> <p>PWB: Instructional Plan</p> <p>PWB5: Action Plan #2 from Module 5</p> <p>PWB: Extension activity: Teaching Appropriate Replacement and Communication Skills</p>
15 minutes	<p><u>X. Review and Preview of Next Module</u></p> <p>Provide a summary of what was covered during this module and introduce the topic for the next session. Draw participants' attention to the readings for Module 8.</p> <p>Remind the teams that they will be presenting on the final day of the training and are encouraged to invite guests (e.g., from their family, agency, school, community)</p>	<p>This time: identified communicative alternatives and other replacement skills to meet the same function as the problem behavior; identified skills to enhance the focus person's general competence.</p> <p>Next time: Arranging effective consequences for alternative behaviors and challenging behaviors.</p>	<p>Readings for Module 8 (select from Module 8 references)</p>