

Unlocking the Doors to Independence: Life Beyond DTT



Presented by:
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How to ABA

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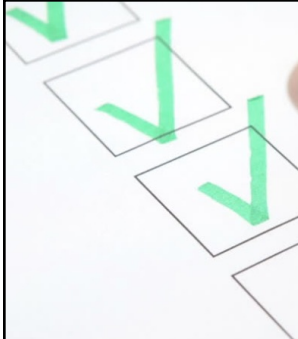
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Learning Objectives

Participants will:

- Identify which life skills program to prioritize in an ABA program
- Demonstrate effective prompting and prompt fading techniques for teaching life skills
- Learn at least 1 error correction procedure when individuals are not grasping the skill

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Overview:


1. Assessments
2. Programming
3. Task Analyses
4. Prompting and Prompt Fading
5. Visuals
6. Case Scenarios

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AFLS Assessment of Functional Living Skills

James Partington, Michael Mueller

Basic Living	Home skills	Community Participation
School Skills	Independent Living Skills	Vocational Skills

<https://partingtonbehavioranalysts.com/pages/afls> 

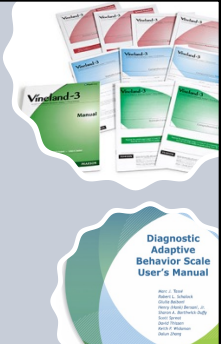
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Adaptive Measures Scales

Vineland-3

ABS (Adaptive Behavior Scale)

DABS (Diagnostic Adaptive Behavior Scale)



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Domains	Subdomains
Communication	Receptive Expressive Written
Daily Living Skills	Personal Domestic Community
Socialization	Interpersonal Relationships Play and Leisure Coping Skills
Motor Skills (Optional)	Fine Motor Gross Motor
Maladaptive Behavior (Optional)	Internalizing Externalizing Critical Items

Vineland-3

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Adaptive/Vineland-Adaptive-Behavior-Scales-%7C-Third-Edition/p/100001622.html>

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First Things First!



- Functional Communication Training (FCT)
- What is their ability to communicate like?
- Can they get their wants and needs met?
- Do people understand them?
- Are they fluent with requests?
- Do they need an augmentative communication device (AAC)?



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ABLLS-R	Learning Objectives
F1	Requests by indicating
F2	Requests by pointing
F3	Multiply controlled requests
F4	Requests when asked, "What do you want?" with item present
F5	Requests when asked, "What do you want?" (no item present)
F6	Spontaneous requests with items present (without having to be asked, "What do you want?")
F7	Spontaneous requests with items NOT present (without having to be asked, "What do you want?")
F8	Requests with eye contact
F9	Requests others to perform an action (e.g., "come here", "show me")
F10	Requests missing items needed for a task
F11	Requests using yes/no (and/or with head movements)
F12	Requests using sentences/multiple phrases (I would like... I want, I need, can I have, give me, etc.)
F13	Requests help
F14	Acquires novel requests without intensive training
F15	Requests attention (e.g., "look", "watch this", "can I show you something", etc.)
F16	Requests others to remove item or stop activity
F17	Requests using adjectives
F18	Requests using prepositions
F19	Requests using "what"
F20	Requests using "where"
F21	Requests using "who/whose"
F22	Requests using adverbs
F23	Requests using pronouns
F24	Requests using "which"
F25	Requests using "when"
F26	Requests using "how"
F27	Requests using "can/not/could/can't"
F28	Requests using "why"
F29	Makes spontaneous requests


**ABLLS-R:
F-Section**

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What's Next? How to Decide?

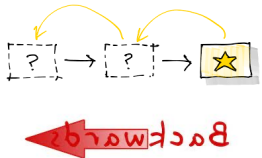



- Caregiver goals
- What does the individual want?
- Individual's level of ability
- Strengths, passions, interests
- Where do you think your client has the potential to be in ___ years?
 - 1 year
 - 2 years
 - 5 years
 - 10 years



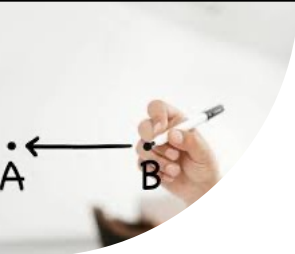
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Rule of Thumb: Work Backwards



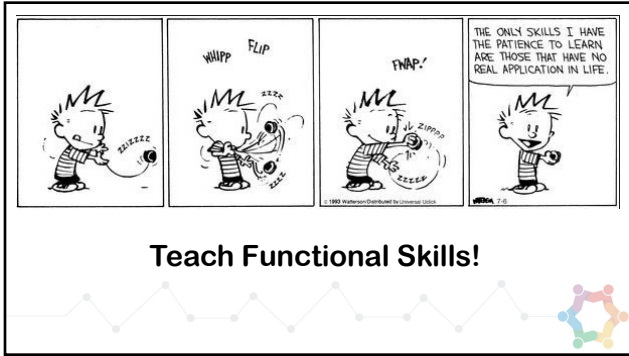
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Set Goals 10 Years From Now

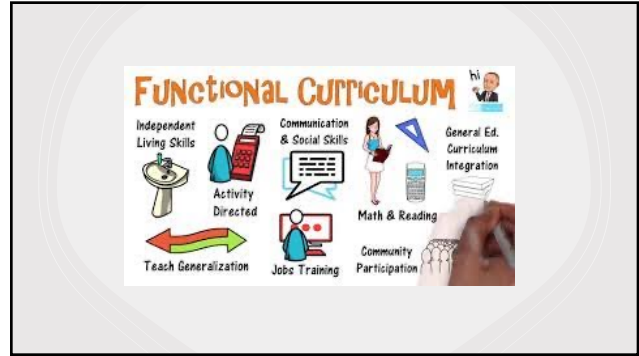


- What skills will they need to know in 10 years?
- Break those skills down into manageable goals

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Incorporating Academics?

- Academic and life skills can overlap
- E.g., Reading – learner may never read a book, but he has to read a grocery list, read store signs/logos, etc.
- Counting – counting out items at a grocery store
- \$ skills – What are your thoughts based on cashless society?

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http://www.bryteidea.com/Resources/Life_Skills_Program_Planner.pdf

Functional Academic Skills

LIFE SKILLS PROGRAM PLANNER

Writing	Reading	Math
<ul style="list-style-type: none"> • prints/writes lower/upper case letters • prints/writes name • prints/writes words (with or without model) • prints/writes sentences (with or without model) • prints/writes family names and friends • prints/writes address and phone number • prints/writes simple letter • prints/writes an address on an envelope • fills in forms (applications or banking) • prints/writes resume 	<ul style="list-style-type: none"> • own names • names of friends and family members • own address and telephone number • community signs/environmental phrases • menus • alphabetical order • labels on containers • transportation words • weather words • appliance words (on/off; hot/cold) • service providers (Laundromat, dry cleaners, video store) 	<ul style="list-style-type: none"> • number recognition • rote counting • simple addition • simple subtraction • use of a calculator • money/change • banking • time concepts/telling time • temperature • sorting and classifying • volume and capacity (more/less) • linear measurement (short/long) • weight

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Life Skills

Assessment

- Assessment of Functional Living Skills (AFLS)**
 The Assessment of Functional Living Skills by Dr. James Partington and Dr. Michael Mueller is typ...
- Life Skills Program Planner**
 The "Life Skills Program Planner" is a great resource for task analyses for older students.
- Task Analysis**
 A task analysis is a process of breaking down a larger tasks into a sequence of smaller tasks. Th...

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Independence Skills

- Where to start?
- Self-care!
- It's never too early to teach:
 - Anything that requires bodily exposure
 - Toileting
 - Dressing
 - Showering/Bathing

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LIFE SKILLS PROGRAM PLANNER	
Self-Care:	<ul style="list-style-type: none"> personal hygiene brushing teeth female hygiene dressing and undressing making bed human sexuality and relationships
Preparing, Planning and Serving Food:	<ul style="list-style-type: none"> nutritional/dietary shopping safety in cooking handling food preparing food table setting menu planning following a recipe following directions on packaged food after-meal cleanup
Operating Appliances:	<ul style="list-style-type: none"> toaster mixer blender electric can opener microwave oven washing machine dryer dishwasher vacuum litter
Household Maintenance:	<ul style="list-style-type: none"> dusting mopping cleaning sinks, tubs cleaning toilets wiping counters and tables washing windows
Use of Telephone:	<ul style="list-style-type: none"> social information access service demonstrates use of residential phone and pay phone
Additional Ideas:	

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HOW TO ABA THE BY RESOURCE

Independent Living Skills – Sample Planning Sheet

	Level 1	Level 2	Teaching Method
Personal Care	Grooming <ul style="list-style-type: none"> Brush hair Checks appearance Blows/wipes nose 		Task analysis
	Hygiene 1 <ul style="list-style-type: none"> Toothbrushing Handwashing 	Hygiene 2 <ul style="list-style-type: none"> Rinsing mouthwash Deodorant Cuts nails 	Task analysis
		Dressing <ul style="list-style-type: none"> Dress for weather Clean Dress for occasion 	BST and discrete teaching
		First aid <ul style="list-style-type: none"> Band-aid Takes pill Identify pain source Seeks assistance 	Discrete teaching
		Puberty <ul style="list-style-type: none"> Public vs private 	

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Life Skills

Assessment

- Assessment of Functional Living Skills (AFLS)**
The Assessment of Functional Living Skills by Dr. James Partington and Dr. Michael Mueller is typically used to assess the functional skills of individuals with developmental disabilities.
- Life Skills Program Planner**
The "Life Skills Program Planner" is a great resource for task analyses for older students.
- Task Analysis**
A task analysis is a process of breaking down a larger task into a sequence of smaller tasks. This process is used to teach complex skills.

Life Skills Planning

- Introduction**
What are Life Skills? Skills an individual needs for life. Specifically, to: Live as indep...
- Sample Planning**
Acquires some sample planning sheets to give you ideas of how you can program plan and break...

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How to Teach

- Create a task analysis of the skill you want to teach
- You can break down ANY skill

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Task Analyses

Change Happens One Step at a Time

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Creating Task Analyses

Think of the smaller steps – but not too small

- Turn on tap
- Wet hands
- Get soap
- Scrub
- Etc.
- Turn on faucet 3 turns
- Put hands under tap
- Wet hands for the count of 3
- Take hands out from under water
- Put left hand under soap pump
- Pump soap with right hand 3 times
- ETC.

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Examples

Brushes Hair	Face Washing	Checks Appearance
1. Brushes bangs	1. Get towel	1. Retrieves box with items in it
2. Brushes right side of head	2. Get soap	2. Goes to bathroom
3. Brushes back of head	3. Get pad	3. Brushes bangs
4. Brushes left side of head	4. Turn on faucet	4. Brushes right side of hair
	5. Pump soap onto pad (2 pumps)	5. Brushes back right side of hair
	6. Rub pad on left cheek	6. Switches hands
	7. Rub pad on right cheek	7. Brushes left side of hair
	8. Rub pad on forehead	8. Brushes back of hair
	9. Rub pad on nose	9. Brushes back of hair
	10. Rub pad on under eye	10. Requests for adult to put in pony tail
	11. Rinses face with water	11. Hands hair/reties to adult
	12. Turns off faucet	12. Gets washcloth/paper towel
	13. Get towel	13. Wets cloth
	14. Dry face	14. Wipes around with cloth
	15. Put away pad and soap	15. Puts cloth away
	16. Tosses towel in tray	16. Puts items back in container
	17. Throws pad in garbage	17. Taken container back to room/class


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USE OF WASHING MACHINE

	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to the faucet)				
4. Independently				
1. Lifts lid of washing machine				
2. Picks up measuring cup with left hand				
3. Grasps container of detergent with right hand				
4. Pours detergent until measuring cup is full				
5. Sets detergent down on counter				
6. Pours detergent into bottom of washing machine				
7. Sets cup down on counter				
8. Takes clothes from laundry basket				
9. Places clothes in the bottom of washing machine				
10. Closes lid				
11. Grabs dial with right hand				
12. Pushes dial to				
13. Turns dial to #14 on the dial				
14. Pulls out the dial				
15. When the machine stops, lifts lid				
16. Takes clothes out of washing machine				
17. Places clothes in laundry basket				
18. Closes lid				

LIFE SKILLS PROGRAM PLANNER

A FRAMEWORK FOR THE DEVELOPMENT OF PROGRAMS FOR PUPILS WHO EXPERIENCE DEVELOPMENTAL DELAYS

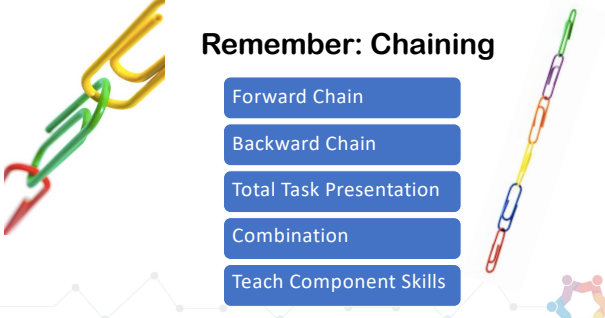


http://www.brynteida.com/Resources/Life_Skills_Program_Planner.pdf

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Remember: Chaining

- Forward Chain
- Backward Chain
- Total Task Presentation
- Combination
- Teach Component Skills



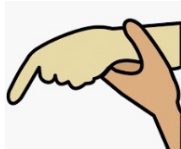
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Prompting and Prompt Fading

- Rule: Don't embed yourself in the teaching interaction if you want to teach true independence
- Verbal / Gestural prompts
- vs.
- Physical prompts / Graduated guidance

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Rules for Prompt Fading




- Plan it out from the start
- Individualize it for the learner
- Train staff
- Fade gradually
- Use data – Be systematic!
- If incorrect responding occurs, return to the last prompt level
- Use differential reinforcement

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Washing Hands



Going to the Toilet



Use Visuals

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Examples

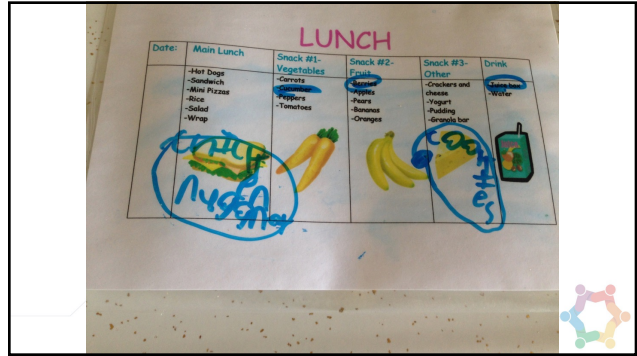
Before I leave this house

1. Brush my teeth
2. Wipe my face
3. Comb my hair
4. Put on deodorant
5. Do up the zipper on my pants
6. Make sure my clothes are clean

Stove and Oven Safety

- Take everything out of the oven before cooking
- Always wear oven mitts when working with the oven
- NEVER leave the kitchen when something is cooking
- Make sure the oven is **TURNED OFF** when you are done
- NEVER put paper, cookbooks or towels on the stove

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Meal Planning

Week of: _____

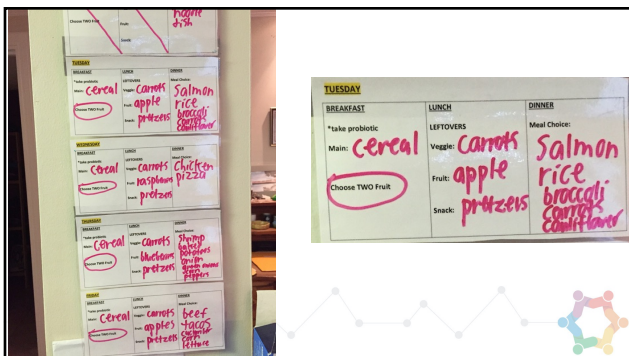
Monday		Tuesday		Wednesday		Thursday		Friday	
Lunch	Dinner	Lunch	Dinner	Lunch	Dinner	Lunch	Dinner	Lunch	Dinner
Main:	Protein:	Main:	Protein:	Main:	Protein:	Main:	Protein:	Main:	Protein:
Vegetable:	Carb:	Vegetable:	Carb:	Vegetable:	Carb:	Vegetable:	Carb:	Vegetable:	Carb:
Fruit:	Vegetable:	Fruit:	Vegetable:	Fruit:	Vegetable:	Fruit:	Vegetable:	Fruit:	Vegetable:
Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:
Drink:	Drink:	Drink:	Drink:	Drink:	Drink:	Drink:	Drink:	Drink:	Drink:
Snack #1:		Snack #1:		Snack #1:		Snack #1:		Snack #1:	
Snack #2:		Snack #2:		Snack #2:		Snack #2:		Snack #2:	
Snack #3:		Snack #3:		Snack #3:		Snack #3:		Snack #3:	

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Choice List for Meals

Lunch Ideas	Dinner Ideas
<ul style="list-style-type: none"> • Nachos with cheese • Pita <ul style="list-style-type: none"> ◦ Chicken ◦ Ham ◦ Turkey • Pita pizza • Salad 	<ul style="list-style-type: none"> • Ham • Pork chops • Pork tenderloin • BBQ <ul style="list-style-type: none"> ◦ Hamburger ◦ Chicken ◦ Sausage • Spaghetti
Side Dishes	Side Dishes
<ul style="list-style-type: none"> • Carrots and celery sticks • Cucumbers 	<ul style="list-style-type: none"> • Rice • Potato wedges • Green beans • Broccoli • Carrots • Corn • Plain lettuce

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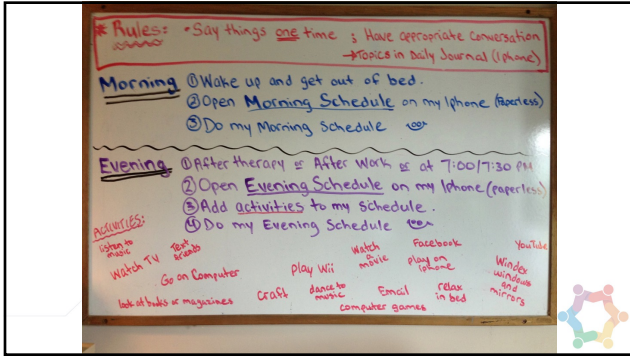
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Weekly Chore List

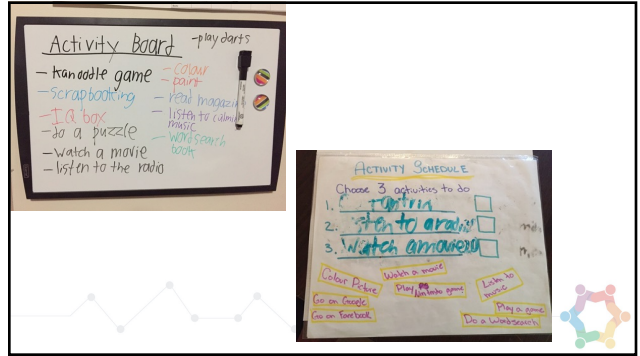
Week of: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Early Morning	HOME	HOME	Eat breakfast Wash dishes	Eat breakfast Wash dishes	Eat breakfast Wash dishes	Eat breakfast Wash dishes	HOME
Morning	HOME	Bath Clean out fridge Wipe fridge Meal planning Grocery Shopping Food prep	Brighten				Brighten
Afternoon	HOME						Elean bathroom Wipe appliances Clean out microwave
Early Evening	HOME	Cook Eat	Cook Eat	Cook Eat	Brighten	Change Sheets Laundry Vacuum Dusting Tidy up apartment	HOME
Overnight	HOME	Make lunch Wipe counters Tidy up Wash dishes Sweep	Make lunch Wipe counters Tidy up Wash dishes Sweep	Make lunch Wipe counters Tidy up Wash dishes Sweep	Cook Eat	HOME	HOME
		Windex windows and mirrors Check bathroom supplies	Tidy up apartment Clean bathroom	Wipe down appliances Check and cut nails Check balance	Clean bathroom		

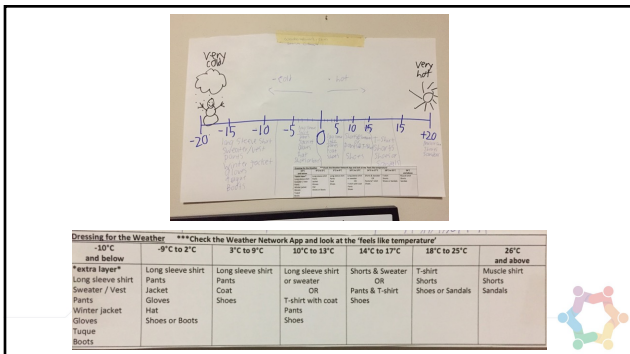
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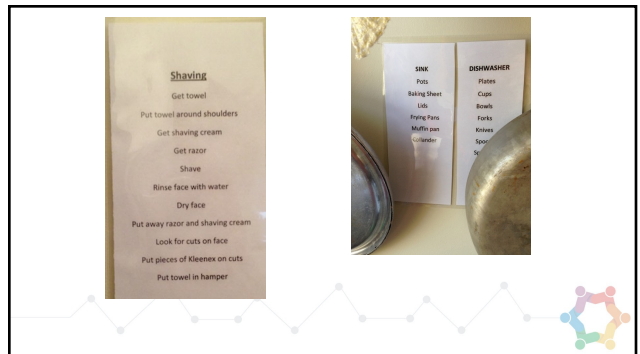
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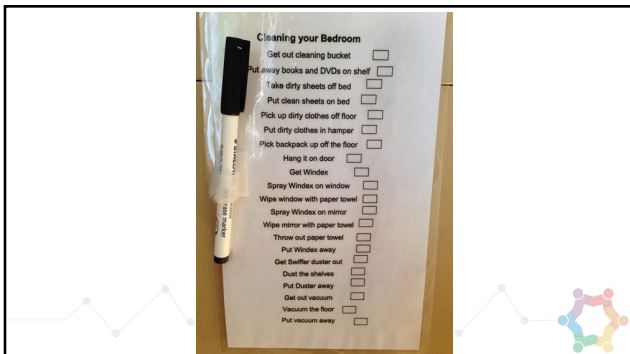
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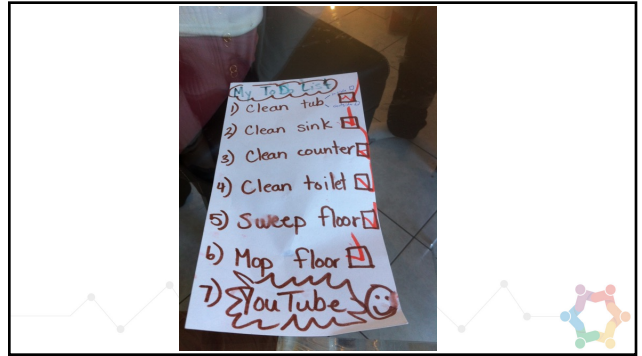
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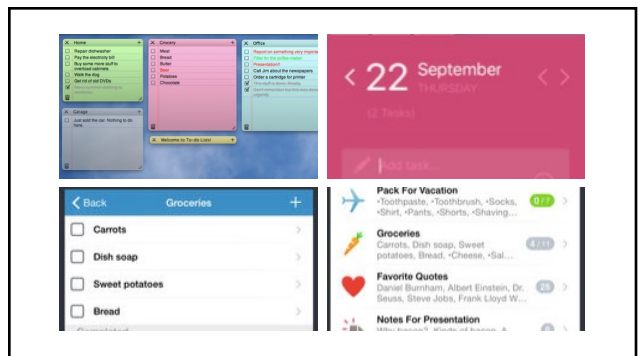
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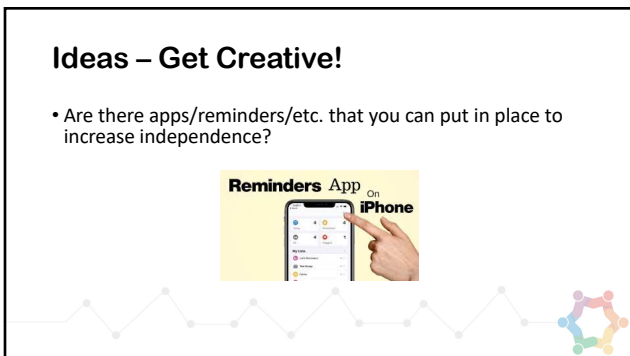
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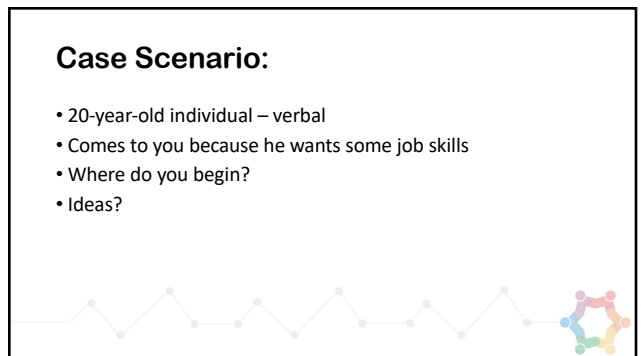
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Ideas:

- He's verbal – ask him what his goals are
- What does he like?
- What is he good at?
- What does he hate?
- Brainstorm possible jobs
- Break down job skills and train to fluency
- Include interview skills, transit training, showing up on time, etc.



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<https://www.rempub.com/independent-living-6-book-bundle>

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Pre-Vocational Skills

LIFE SKILLS PROGRAM PLANNER




- Concept of time (understands length of workday, punctuality, attendance)
- Follows instructions/directions
- Personal appearance - grooming/hygiene
- To communicate effectively - ask appropriate questions
- Displays appropriate social skills
- Accepts/learns from constructive criticism
- Task oriented - task completion
- Motivation - self-starting
- Confidence
- Health and safety issues
- Co-operating with others
- Ability to problem-solve in a variety of situations
- Dexterity - fine motor skills
- Transportation - can find way to and from work, access bus transportation/taxi
- Understands what quality of work means
- Understands what supervision/boss means
- Demonstrates dependability

http://www.bryteidea.com/Resources/Life_Skills_Program_Planner.pdf

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Vocational Skills

LIFE SKILLS PROGRAM PLANNER



- Store setting - stock shelves, clean shelves, use of pricing gun, sweep floors
- Hairdressing salon - wash/dry/fold towels, sweep floors, clean sinks, sort curlers, clean Combs/brushes
- Veterinarian clinic - water/feed animals, groom animals, clean cages
- Office setting - collates/folds/staples papers, stuffs envelopes
- Restaurant - wipe tables, sweep floors, restock food containers
- Assembly work - assembles objects with 2, 3 or more parts

http://www.bryteidea.com/Resources/Life_Skills_Program_Planner.pdf

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HOW TO ABA

Pre-Vocational Skills - Sample Planning Sheet

	Level 1	Level 2	Teaching Method
Time	Time management <ul style="list-style-type: none"> • Passage of time • Alarms, alerts Calendar		Discrete teaching Role play
		Attendance and punctuality	BST
Job search		Writing a resume	Discrete teaching
		Interviews	BST
Activity skills	Task initiation		Visuals Prompting and prompt fading
	Task completion		Prompting and prompt fading
	Following instructions		Prompting and prompt fading
		Problem solving	BST
		Organizational skills	Visuals

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Case Scenario:

- 15-year-old individual
- Parents are looking to continue ABA as long as possible
- Zero-to-low rates of negative behavior
- Moderate ASD – understands some things, but only speaks in 2-3-word phrases
- Where do you begin?
- Ideas?

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Ideas:

- FCT
 - How fluent are her requests?
 - Can she request in a variety of ways?
- Independent Life Skills
 - Is she completely independent in bathroom, bedroom?
 - If not, what is missing?

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Ideas Continued:

- Community Skills
 - Do you think she will always be assisted in the community?
 - If so – can she keep pace with an adult, does she walk beside instead of running off, does she stop at the curb, does she follow directions to stop/wait
- Home Skills
 - Will she always have someone living with her, or is the goal to move out?
- Functional Academics
 - How well can she read? What is functional at this point?
 - Functional math skills?

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Case Scenario:

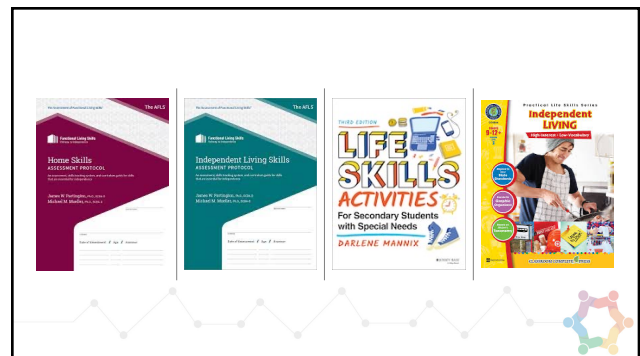
- 25-year-old individual
- Getting ready to move out (Semi-Independent Living – SIL)
- Moderate ASD, but has functional communication and some independent life skills
- Ideas?

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Ideas:

- Think of all the skills one would need to move out
- Example: Meals
 - Meal planning
 - Grocery shopping
 - Money skills / Budgeting? (or at least paying)
 - Cleaning out fridge regularly
 - Putting away food
 - Meal prep
 - Cooking
 - Etc.

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LIFE SKILLS PROGRAM PLANNER

SEVEN COMPONENTS OF A DEVELOPMENTAL PROGRAM

A FRAMEWORK FOR THE DEVELOPMENT OF PROGRAMS FOR PUPILS WHO EXPERIENCE DEVELOPMENTAL DELAYS



http://www.bryteidea.com/Resources/Life_Skills_Program_Planner.pdf

- Functional Academic Skills
- Communication Skills
- Interpersonal Skills
- Independent Living Skills
- Leisure Skills
- Pre-Vocational Skills
- Vocational Skills

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LIFE SKILLS PROGRAM PLANNER

IEP Planning Goals – Example

FUNCTIONAL ACADEMIC SKILLS	COMMUNICATION SKILLS	INTERPERSONAL SKILLS	INDEPENDENT LIVING SKILLS	LEISURE SKILLS	PRE-VOCATIONAL SKILLS	VOCATIONAL SKILLS
Jane will recognize 10 words from a restaurant menu: 1. Spaghetti 2. Hamburger 3. French Fries 4. Chef salad 5. Beverage 6. Milk 7. Pepsi 8. Ice cream 9. Chocolate 10. Sundaes	Jane will say, "May I have a _____, please?" when asking for an item, (i.e., during meals, in the classroom, at a restaurant)	Jane will say please and thank you in appropriate situations.	Jane will make a bed independently.	Jane will play the card game, "Go Fish" independently with another person.	Jane will tell time by the hour and the half hour and relate those times to her own daily schedule.	Jane will stock shelves in a grocery store.
Jane will identify the names and values of the following coins: penny, nickel, dime, quarter, loonie, toonie.	Jane will say, "Excuse me, please," when interrupting a conversation.	When introducing herself to a visitor in the classroom, Jane will say, "Hello. My name is Jane Smith," and shake hands with that person.	Jane will use a washing machine independently.	Jane will order a meal at a restaurant independently.	Jane will follow three-step directions.	Jane will sweep the floor in the grocery store.

http://www.bryteidea.com/Resources/Life_Skills_Program_Planner.pdf

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HOW TO ABA
HOW TO ABILITY AND ADAPTATION

Life Skills Unit Plan

Unit Name: _____

Standards/Skills: _____

Timeline: _____

Summary of Objectives: _____

Prerequisite Academic Skills:

- Reading
- Writing
- Numeracy

Essential Learning Skills Focus:

- Working memory
- Inhibit control
- Flexible thinking
- Sustained attention
- Task initiation
- Persistence
- Planning
- Organization
- Time management
- Metacognition
- Emotional control

Resources and materials needed (books, online resources): _____

Lesson Names and Description (in classroom or on life application): _____

Individual Student Goals (Set by student): _____

Adaptations and Modifications: _____

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Programs/Data Collection/Graphing


Community Skills

- Personal Space**
This is a topic that often depends on the context and the age/development of the learner. The task...
- Cell Phone Use**
This program is designed to teach necessary phone skills. Answers the phone when someone calls. Answers At...
- Staying with Adult**
This program is designed to teach on teaching a child to stay with an adult when out in public. Walk...
- Stranger Danger**
This program is a modified Circle of Friends program. Goal is teach our students wh...
- Restaurant Skills**
This is a program that uses video modeling in order to teach a student to greet a server, a...
- Uses a Public Bathroom**
This program is designed to teach the use of a public bathroom. If your learner is older, we also have...
- Road Safety**
This program is designed to teach the use of a public bathroom. If your learner is older, we also have...

Home Skills

- Task Analysis**
The "Life Skills Program Planner" is a great resource for task analyses for older students...
- Task Analyses of Various Recipes**
Here are various Task Analyses for recipes that we've taught over the years. A...

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The Bx Resource

<https://www.members.howtoaba.com>

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Quiz Link

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Questions/Comments



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