

# 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** or **ISP**, rather than a numerical indication of performance levels with respect to other learners or published performance standards;
- 2- Targeted skills and behaviors **that MATTER in people's lives**;
- 3- Effective **alternative methods of speaking for non-verbal children and adults** that last a lifetime;

Teaching with EFL will result in...

- 4- More meaningful and more effective **teaching procedures** and **behavior plans**.
- 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 (EFL)**

[this will take about 1-2 hours]...

**and/or...** watch two videos that 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 a limited skill repertoire, problem behavior, or both and **obtain an All Skills Learner Scoring Manual [blue] (ARP)** or an **Essential Eight Skills Learner Scoring Manual [red] (EARP)**



or



Then, complete the activities of an assessment of skill deficits (EFL, page 28-29)

- Activity 1- Complete The Essential for Living Quick Assessment and note the 'possible skill deficits' suggested by the interviewees (ARP, p. 18; EARP, p. 5) or conduct Activity 3
- 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 'possible skill deficits' (ARP, p. 21; EARP, p. 7); if there are no apparent must-have skill deficits, proceed to the should-have and good-to-have skills in each of the seven skill domains, using the First Things First Diagram (EFL, pp. 16-17)
- Activity 4- Determine the extent of the 'skill deficits' suggested by The Quick Assessment or Activity 3 (EFL, 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)

**Track learner progress** (EFL, pp. 33-37) using your data sheets or those from [www.essentialforliving.com](http://www.essentialforliving.com) 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 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.