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 effective teaching procedures and behavior plans, and more meaningful outcomes;

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 handbook) [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)

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

Activity 1- Complete all or part [REALLY] of The Quick Assessment and note the ‘possible skill deficits’ suggested by yourself or those you interviewed (ARP, p. 18; EARP, p. 5);

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

Activity 3- [When you are just getting started with EFL, you will not need this activity; later, this activity can replace Activity 1 (EFL handbook, p. 28)]

Activity 4- Determine the extent of 5-8 of the ‘possible skill deficits’ suggested by The Quick Assessment (EFL handbook, pp. 28-29)

If necessary, assess problem behavior and the supports required (EFL, p. 241, along with 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) or protocols of your own choosing

Track learner progress (EFL, pp. 33-37) using your data sheets or those from https://www.essentialforliving.com/data-sheets-2/ 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 some of The Essential 8 skills that are applicable, also proceed to the should-have, good-to-have, and nice-to-have skills in each of the seven skill domains.