Essential for Living

Companion Teaching Manual I

"Hi Michael"
"Hi Michael"

Teaching Functional Spoken-word Language and Listener Responses to Children and Adults with Echolalia

Patrick McGreevy

To Michael and his mates

for reminding us of their plight…
spoken words without purpose or meaning

To Jack Michael, Mark Sundberg, and Doug Greer

for finding an answer

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January, 2017

Chapter 1: Echolalia and the Purpose of this Manual

Echolalia

Many thousands of children and adults with developmental or intellectual disabilities[1], including, but not limited to, autism, exhibit a variety of understandable words or phrases, but *only immediately after hearing the same*. These repetitions are often called echoic responses, or more commonly, *echolalia*. These learners tend to repeat all or the last part of what you say and to exhibit little or no spontaneous language. For example, if an instructor, therapist, care provider, or parent says "What do you want", they will say "What do you want", "you want", or simply "want", consistent with the typical length of their utterances. These repetitions significantly inhibit the development of spoken-word language.

As a young teacher, I first encountered this phenomenon in 1968.

> I met a six-year-old boy named Michael who was a student in a classroom across the hall from mine. Upon meeting him, I said "Hi, Michael" and he promptly said "Hi, Michael". I made several alterations in my greeting -- "Good morning, Michael" and "Hello, Michael" -- to find that he repeated each alteration word-for-word. With the permission of his teacher and his parents, I tried for several months to change this pattern of repetitive responding. I began by saying "Hi Michael, hi Pat", to which he responded "Hi Michael, hi Pat". I then inserted pauses, gestures, and changes in intonation, resulting only in continued, word-for-word repetitions. Then, I started saying "Hi Pat", waited for Michael's repetition, and repeated this sequence several times in rapid succession. Then, I quickly said "Hi Michael" instead of "Hi, Pat", hoping Michael would say "Hi Pat". But, instead, he said "Hi, Michael". After several months, I thanked his teacher and his parents and indicated that I did not know where to go from here or what to do. I searched the literature and contacted several colleagues to no avail.

Now, forty-eight years later, in a manual named after Michael, I will suggest and describe where to go and what to do.

The Purpose of this Manual

"Hi, Michael" "Hi, Michael" will describe a sequence of precise teaching procedures that will interrupt this pattern of repetitive responding in most children and adults and permit them to exhibit both functional spoken-word language and functional listener responses. These teaching procedures emerged from the field of Applied Behavior Analysis (ABA), from B. F. Skinner's ground-breaking analysis of verbal behavior (Skinner, 1957, 1992), and from the work of many behavior analysts including, Jack Michael, Ernest Vargas, A. Charles Catania, Genae Hall, Esther Shafer, Julie Vargas, Paul Touchette, David Palmer, Mark Sundberg, R. Douglas Greer, and Vince Carbone to name just a few. These procedures, or alternate forms thereof, have previously been described in *Teaching Language to Children with Autism or Other Developmental Disabilities* (Sundberg & Partington, 1998), *Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays* (Greer & Ross, 2007), and *Essential for Living* (McGreevy, Fry, & Cornwall, 2014). Readers are encouraged to obtain these primary and secondary sources, which are listed in the references section of both *Essential for Living* (McGreevy, Fry, & Cornwall, 2012, 2014) and this manual. *"Hi Michael" "Hi Michael"* will consolidate these and other scientifically-validated teaching procedures into a sequence that is useful for speech-language pathologists, teachers, residential care-providers and practicing behavior analysts.

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[1] In recent times, the term *intellectual disability* has been applied to many learners with developmental disabilities. Since this term is based on the nominal fallacy known as intelligence, and is deeply rooted in biological determinism (see *The Mismeasure of Man* by Stephen Jay Gould), it is no more meaningful or appropriate than *mental retardation* and will not be used any further in this manual.

Chapter 2: What Can Happen, but Often Does Not

What Often Happens, but Need Not Happen

Speech-language pathologists often describe *echolalia* accurately as non-functional language. And, with no procedures available for changing echoic responses to functional, spoken-word language, most set aside 'saying words' as a method of speaking and begin the process of choosing an alternative, non-vocal method.

With most sighted children and adults, speech-language pathologists recommend the Picture Exchange Communication System (Frost & Bondy, 1994) or a similar method that includes electronic, speech generation. With learners with visual impairments, they often recommend methods that include 'auditory scanning and selecting pic-symbols or photographs' with or without speech generation, or 'tactile scanning and selecting miniature objects'.

These alternative, non-vocal methods of speaking are sometimes effective. When compared with 'saying words', however, these methods tend to result in less spontaneity and fewer speaker interactions with teachers, care providers, family members, and peers. These methods also limit what a child or an adult can say, preclude 'reading', and result in a learner who must permanently rely on a device in order to function as a speaker.

With some children and adults, speech-language pathologists recommend forms of signing. The form that corresponds to the dominant vocal language of a region (e.g., Signed American English in the USA, Signed Queen's English in the UK) permits learners to function as much like speakers as those who use spoken words, but limits the size of their audience.

With some adults, especially those who have never experienced an effective method of speaking, speech-language pathologists often recommend a method that includes 'leading others and/or pointing to preferred items'. These methods, while sometimes effective, preclude learners from making requests in unfamiliar environments and in the absence of what they are requesting.

What Can Happen

For *most* echoic learners, both children and adults, the teaching procedures described in this book will greatly reduce or eliminate the need for *pictures*, *electronic devices*, or *signs* and will permit learners to exhibit functional spoken-word communication and language, along with functional listener responses.

For *some very young children,* these procedures may result in language that, in both form and function, is reasonably similar to that of their non-disabled peers and that enables them to be effectively included in formal academic instruction.

For *many children and adults,* these procedures will likely result in a limited repertoire of spontaneous one-word or two-word requests, along with listener responses that involve health and safety and that are part of routine activities,

For *some children and adults,* these procedures may also result in listener responses that include recognitions, retrievals, and relocations of items, along with the completion of activities that are part of everyday events, and one-word names and two-word descriptions of items, activities, places, and people that are part of these same events. These skills will prepare these learners to answer questions and participate in limited conversations.

Chapter 3: How it can Happen

In 2012, *Essential for Living: A Communication, Behavior, and Functional Skills Curriculum, Assessment, and Professional Practitioners Handbook* for Children and Adults with Moderate-to-Severe Disabilities was first published (McGreevy, Fry, & Cornwall, 2012, 2014). This handbook, hereafter referred to as *The EFL Handbook*, is based on B. F. Skinner's analysis of language and includes a chapter on *Methods of Speaking*, which assists practitioners in making the following determinations:

1- if the primary method of speaking for a specific child or adult with developmental disabilities should be *saying words* or if an alternative method should be considered;

2- if an alternative method should be considered, which method should be selected;

3- how to effectively allocate resources between teaching a learner to improve their use of spoken words or teaching them to use an alternative method of speaking; and,

4- how an alternative method should be tested and when this method should be confirmed as the learner's primary method of speaking.

To help practitioners make determinations 1 and 3, Janine Shapiro, a speech-language pathologist and behavior analyst who co-authored this chapter of T*he Essential for Living Handbook* (chapter 6, page 47), developed six *Vocal Profiles*. Readers of this manual are strongly advised to review this chapter, especially *Profiles 1 and 2*, which are listed and described below:

Vocal Profile 1 -- Typical Spoken-word Interactions and Controlled Spoken-word Repetitions

Vocal Profile 2 -- Uncontrolled and Controlled Spoken-word Repetitions

Vocal Profile 1. This profile describes most children, including many with developmental disabilities, including but not limited to autism, who acquire 'spoken words' and communicate easily and effectively with a large number of listeners. They exhibit understandable spoken words, phrases, and sentences that function as requests, names, descriptions, and answers to questions. They also participate in conversations. While their utterances may include some errors in sound production (omissions, substitutions, or distortions), they are understood by both familiar and unfamiliar listeners. Their spoken-word repertoires may be extensive or, in the case of children with moderate-to-severe disabilities, may be limited to topics that include familiar items, activities, places, and people.

These learners also exhibit *controlled spoken-word repetitions*, that is, they repeat words or phrases when directed to do so without repeating the direction to repeat. For example, if an instructor says "say [pause] car", these learners tend to say "car", which makes it easy to teach them new words.

The spoken-word repertoires of these learners can be expanded to include additional requests, names, descriptions, and answers to questions, along with conversations within functional contexts.

To do this, their controlled repetitions must be converted into requests, names, and descriptions, which, in turn, must be converted into answers to questions and conversations.

Vocal Profile 2. This profile describes some children and adults with developmental disabilities, including but not limited to autism, who *frequently, reliably, and almost exclusively*, exhibit echoic responses, 1-3 words in length. While some of these responses may be controlled repetitions, as previously described, most are *uncontrolled*. That is, if an instructor, speech-language pathologist, care provider, or parent says "say [pause] car", these learners tend to say "say car". As in *Profile* 1, articulation errors may occur, but do not effect understandability.

For these learners, systematic instruction can result in spoken-word repertoires that include one or two-word requests. Some of these learners will also acquire names and descriptions, answers to questions, and conversations within functional contexts.

To do this, their uncontrolled repetitions must be converted into requests. Then, as additional requests are taught, their uncontrolled repetitions must be converted into controlled ones. Finally, their controlled repetitions must be converted into names and descriptions, which, in turn, must be converted into answers to questions and conversations.

When a child or an adult learner can be aligned with Vocal Profiles 1 or 2, 'saying words' should generally be selected as their primary method of speaking and all resources should be directed to making spoken words effective and efficient. If the procedures in this manual are applied accurately and consistently, and the learner exhibits *uncontrolled* or *controlled repetitions reliably*, these procedures generally result in functional, spoken-word language.

When a learner cannot be aligned with Vocal Profiles 1 or 2, an alternative method of speaking is almost always indicated and the goals and objectives in this manual do not apply. For these learners, readers should refer to *Teaching Protocols 1 and 3* in *The EFL Handbook* (pages 265 and 267).

Chapter 4: Making Plans for it to Happen

Spoken-word Language and Listener Responses: Goals, Objectives, and Skills

Children and adults who can be aligned with Vocal Profiles 1 or 2, can acquire functional, spoken-word language, along with functional listener responses. To convert their uncontrolled and controlled spoken-word repetitions into requests, names, and descriptions of specific items, activities, people, and places, and to teach them specific listener responses will require a copy of this manual, along with a copy of the *Essential for Living Professional Practitioner's Handbook* (*The EFL Handbook*) and either *The Assessment and Record of Progress* (ARP) *Manual* (*The ARP Manual*) *or The Essential Assessment and Record of Progress* (*EARP*) *Manual* (*The EARP Manual*) [http://www.essentialforliving.com and select STORE]. Begin by select-ing Goal 1 and proceed to each of the remaining goals as the previous goal is reached:

Goal 1. to make one-word requests and appropriate listener responses that involve health and safety

Goal 2. to make two-word requests and appropriate listener responses that are part of routine activities

Goal 3. to provide names and descriptions, and make additional, appropriate listener responses that prepare the learner to answer questions and participate in conversations

Then, to reach each goal, select the objectives shown below, along with the skills and procedures from *Essential for Living (EFL) which* are designed to achieve each objective:

Goal 1. to make one-word requests and appropriate listener responses that involve health and safety

Objective 1.1 will indicate highly preferred items and activities…….	**EFL Skills & Procedures R1-5**
Objective 1.2 will make spontaneous one-word requests for 10 specific items or activities, as uncontrolled one-word repetitions are transferred to requests…….	**EFL Skills R7-8** **EFL Teaching Protocol 1**
Objective 1.3 will exhibit controlled, one-word repetitions, and spontaneous one-word requests for 10 additional items or activities, as uncontrolled one-word repetitions are transferred to controlled ones and then to additional requests……	**EFL Skill R27** **EFL Teaching Protocol 1**
Objective 1.4 will respond appropriately as a listener in situations that involve health and safety, across two or more settings and in the presence of either of two people………………	**EFL Skills LR1-11** **EFL Teaching Protocol 6**
Objective 1.5 will make spontaneous one-word requests for 10 additional items, activities, or places, and make all of the requests previously acquired in two or more settings, in the presence of either of two people, and in the absence of what is requested………………………	**EFL Skills R22-23, R30-31, & R34-R70** **EFL Teaching Protocol 1**

Goal 2. to make two-word requests and appropriate listener responses that are part of routine activities

Objective 2.1 will respond appropriately as a listener
during routine activities of daily living
across two or more settings, and in the
presence of either of two people………………….. **EFL Skills LR12-17**
EFL Teaching Protocol 6

Objective 2.2 will exhibit controlled, two-word repetitions,
and spontaneous two-word requests for 10
pairs of items, activities, places, or people,
or items or activities with features or quantities,
as controlled one-word repetitions are
transferred to controlled two-word
repetitions and then to additional requests………… **Repetitions Procedure**
EFL Skills R71-76
EFL Teaching Protocol 1

Objective 2.3 will exhibit controlled, two-word repetitions,
and spontaneous two-word requests for 20
additional pairs of items, activities, places, or
people, or items or activities with features or
quantities, and make all of the two-word
requests previously acquired in two or more
settings, in the presence of either of two
people, and in the absence of what is requested… **EFL Skills R71-76**
EFL Teaching Protocol 1

Goal 3. to provide names and descriptions and to make additional listener responses that prepare the learner for beginning to answer questions and to participate in conversations

Objective 3.1 will respond appropriately as a listener by
recognizing, retrieving, and relocating
a limited number of items and familiar persons,
and by completing a limited number of activities,
that are part of three frequently-occurring events,
across two or more examples of each item and
in the presence of either of two people……………… **EFL Skills LRND1.1, 2.1. & 3.1**
rec/ret/rel/comp

Objective 3.2 will provide one-word names and two-word
descriptions of a limited number of items,
activities, and familiar persons that are part
of three frequently-occurring events, across
two or more examples of each item and in
the presence of either of two people………………… **EFL Skills LRND1.1, 2.1, & 3.1**
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Record learner progress on the EFL skills that are part of each objective using *The ARP Manual* or *The EARP Manual*, along with progress on the goals and objectives using **The Record of Learner Progress** on page 11 of this manual. Expect that some skills and objectives will require more time and effort than others. It is generally not advisable to skip skills or objectives unless otherwise indicated.

If you are using this manual with a young child with autism or a related disability, for whom a developmental curriculum and assessment is indicated, you can also begin conducting an assessment using *The VB-MAPP, The Early Start Denver Model,* or another developmental instrument, and teaching matching, motor imitation, play, and social skills. Then, as you reach any of the three goals specified in this manual, you can continue with a developmental instrument or move to a functional skills instrument like *Essential for Living* (see the discussion on page 7 of *The EFL Handbook*).

If you are using this manual with a child or adult for whom a functional skills curriculum and assessment is indicated, you can also begin conducting an assessment of daily living and tolerating skills using *Essential for Living* (pages 28-29 of *The EFL Handbook*). Then, you can begin teaching these skills using protocols which are provided on pages 265-278 of *The EFL Handbook*.

Chapter 5: Trying to Make it Happen

Now, if the child or adult with whom you are working can be aligned with Vocal Profiles 1 or 2, begin your instruction with Goal 1, Objective 1.1, along with the corresponding skills and procedures, and proceed to additional goals, objectives, skills, and procedures when guided to do so.

Goal 1. to make one-word requests and appropriate listener responses that involve health and safety

Objective 1.1 will indicate highly preferred items and activities......... **EFL Skills & Procedures R1-5**

Determine the learner's highly preferred items and activities by completing **R1-R5**, the first few must-have skills in Domain 1 of *Essential for Living* (*EFL Handbook*, pp. 115-119). Begin with skill R1 and use the ***Favorite Items and Activities Data Recording Form***, which is found in *The ARP Manual* (p. 21) and *The EARP Manual* (p. 7).

R1. Instructors, parents, and care providers begin to determine the interests of the learner. Begin by interviewing someone who knows the learner well and making a list of the learner's highly preferred items and activities. Then, proceed to the remaining skills as indicated on pages 115-119 of *The EFL Handbook*.

If the learner readily accepts items and activities from instructors, care providers, and parents without resistance, and your experience with the learner suggests that the list of items and activities from R1 is accurate, you can skip skills R2 and R3 and proceed to R4.

R2. [The learner] indicates interest in specific items and activities made available one at a time. On five occasions, make the items and activities from the R1 list available one at a time in the learner's environment without making direct contact with the learner. You can also add new items to this list at any time. Note with a circle each time the learner approaches, consumes, or 'interacts with' an item or activity on this list; also, note with a forward slash each time an item or activity is made available and this does not happen. Then, indicate with a ✔ the items and activities that the learner approached, consumed, or 'interacted with' four or more times. Then, when this R2 list contains four or more items or activities, proceed to skill R3.

R3. Indicates interest in items and activities from R2 given one at a time. On five occasions, give the learner the items or provide access to the activities from the R2 list one at a time and revise the list (as you did with R2) based on items and activities with which he interacts four or more times. When this new R3 list (items or activities with a ✔) contains four or more items or activities, proceed to skill R4.

R4. Indicates interest in items and activities from R1, R2, or R3 presented one at a time. On five occasions, present (i.e., offer) the items and activities from the R3 list one at a time to the learner and revise the list (as you did with R2 and R3) based on items and activities with which he interacts four or more times. When this new R4 list (items or activities with a ✔) contains four or more items or activities, proceed to skill R5 or begin teaching requests with skill R7 (p. 120 of *The EFL Handbook*). If you proceed to R7, come back and teach R5 at a later time.

R5. Indicates interest in specific items or activities presented two or more at a time (makes choices). Finally, again on five occasions, offer the items and activities that remain on the R4 list two or more at a time to the learner, and revise the list (as you did with R2, R3, and R4) based on the items and activities which he 'chooses' and with which he interacts three or more times. Then, with the items and activities from the R5 list (items or activities with a ✔), proceed to Objective 1.2 and skill R7 (p. 120 of *The EFL Handbook*).

Objective 1.2 will make spontaneous one-word requests for 10 specific items or activities, as uncontrolled one-word repetitions are transferred to requests………. **EFL Skills R7-8**
EFL Teaching Protocol 1

R7. **Makes requests for 10 highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available**. Begin teaching the learner to make spontaneous, one-word requests for those items and activities that were part of lists R4 or R5, using the guidelines for teaching R7 (*The EFL Handbook*, p. 120) and the procedures that are part of *Teaching Protocol 1* (*The EFL Handbook*, p. 265).

With items or activities on the learner's R4 or R5 list or with items or activities that have been added to his R7 list, begin to *convert the learner's repetitions of these words (Ech) into spontaneous requests (Ind)* by using *Teaching Protocol 1 — Step 1, the First Part of Step 2, and Step 3*. For example, when the learner indicates by gesture that he wants a cookie, say "cookie". If the learner's repetitions are controlled, say "say [brief pause] cookie". If the learner says "cookie" (Ech), give him a piece of the cookie. Contrive or capture additional opportunities and gradually wait longer and longer before saying "cookie" until the learner says it before you do (Ind). *Remember, this procedure will not be effective unless the learner's repetitions occur reliably*.

Avoid teaching generalized requests like *more*, *please*, *eat*, *drink*, *break,* or *finished*. *Also*, for the time being, even if the learner makes two-word or three-word repetitions, *avoid teaching requests that include more than one word*.

Record the learner's progress using the *EFL Self-graphing Data Sheet for Spoken-word Requests* which can be downloaded from the *Essential for Living* website:

http://www.essentialforliving.com/wp-content/uploads/2017/01/EFL-DS-R.RequestingEch.pdf,

along with procedures described and demonstrated on pages 34-36 of *The EFL Handbook*. When the learner exhibits a new level of performance for three or more consecutive days, transfer this progress to *The ARP Manual (p. 22) or The EARP Manual (p. 8)*.

When the learner exhibits 8-10 spontaneous, one-word *requests for specific items and activities,* proceed to Objective 1.3 and teach requests that are part of skill R27.

R8. **Requests the opportunity to entertain themselves or to reduce anxiety by making stereotypic movements with highly preferred items or by engaging in highly preferred stereotypic activities.** If the learner engages in frequent stereotypic behavior, has indicated interest in very few preferred items or activities, and has a very limited repertoire of requests, you may want to teach him to make requests for a few items and activities that result in this behavior. If you do this, be certain to follow the guidelines for this skill and teach only a few examples (*The EFL Handbook*, p. 121).

Objective 1.3 will exhibit 10 controlled, one-word repetitions, and spontaneous one-word requests for 10 additional items, activities, or places, as uncontrolled one-word repetitions are transferred to controlled ones and then to additional requests….
EFL Skill R27
EFL Teaching Protocol 1

R27. **Makes requests for less preferred foods, drinks, non-food items, activities, or places that can be made frequently and immediately available.** Teach the learner to make spontaneous, one-word requests for less preferred items and activities from the R4 or R5 list, items or activities that have been added to the R7 list, or items, activities, and places that have been assigned to the R27 list.

For a learner whose repetitions are uncontrolled: In the context of teaching this learner to make requests for new items, activities, and places, again using *Teaching Protocol 1 — Step 1, the First Part of Step 2, and Step 3*, **gradually convert these uncontrolled repetitions into controlled ones and then into spontaneous requests**.

For example, when a learner indicates by gesture that he wants a marker, instead of saying "marker", say very softly "say" [brief pause], then say with a typical volume "marker". If the learner says "marker" (Ech), give him a marker. Contrive or capture additional opportunities, initially increasing the volume of "say" until it approaches a typical volume, retaining the brief pause, and saying "marker". If the learner continues to say "marker", gradually wait longer and longer before saying "say [brief pause] marker" until the learner says "marker" before you say anything (Ind). If, as the word "say" is introduced or increased in volume, the learner begins to say "say", reduce the volume or reintroduce it later. Continue this pattern of responding as you teach requests for additional items, activities, and places. *As the learner acquires more requests in this manner, you are beginning to control their tendency to repeat what you say.*

For learner's whose repetitions are controlled: In the context of teaching this learner to make requests for new items, activities, and places, again using ***Teaching Protocol 1 — Step 1, the First Part of Step 2, and Step 3***, **gradually convert these controlled repetitions directly into spontaneous requests**. For example, when a learner indicates by gesture that he wants a marker, instead of saying "marker", say "say [brief pause] marker". If the learner says "marker" (Ech), gradually wait longer and longer before saying "say [brief pause] marker" until the learner says "marker" before you say anything (Ind). If the learner begins to say "say, marker", his repetitions are uncontrolled. You should use the procedures described at the top of this page.

When the learner exhibits 8-10 controlled one-word repetitions and 8-10 requests for additional items, activities, and places, proceed to Objective 1.4 and skills LR1-11.

Objective 1.4 will respond appropriately as a listener in situations that involve health and safety, across two or more settings and in the presence of either of two people….
EFL Skills LR1-11
EFL Teaching Protocol 6

LR1-11. Teach the learner the must-have listener responses in *Essential for Living*, Domain 2. **These skills include LR1-** '*holds and maintains contact with the hand of an instructor, care provider, or parent when directed to do so',* **and LR9-** '*stops moving or engaging in a dangerous activity when directed to do so'*. Use the guidelines from each of these skills (*The EFL Handbook*, pp. 148-151), and use ***Teaching Protocol 6*** (*The EFL Handbook*, p. 271). Also, proceed to Objective 1.5 and work on skills R22-23 and R30-31, and skills R34-R70 that are functional for the learner.

Objective 1.5 will make spontaneous one-word requests for 20 additional items, activities, people, and places, and make all of the requests previously acquired in two or more settings, in the presence of either of two people, and in the absence of what or whom is requested …………………………………………………… **EFL Skills R22-23,**
R30-31,& R34-R70
EFL Teaching Protocol 1

R22-23, R30-31, & R34-70. Teach the learner to make one-word requests for additional items, activities, people, and places that are part of **R22-23** and **R30-31**. Also, teach requests from skills **R34-70** that are functional for the learner. Use the guidelines for these skills, along with ***Teaching Protocol 1, Step 1, the Second Part of Step 2, and Step 3***. Gradually conduct the instruction for these 'new' requests, along with requests that are already part of the learner's repertoire, in one or more additional settings, with one or more additional instructors, and in the absence of what or whom is requested.

When the learner exhibits 50 spontaneous, one-word requests in two or more settings, in the presence of either of two people, and in the absence of what is requested, proceed to Goal 2, Objective 2.1 and EFL Skills LR12-17.

Goal 2. to make two-word requests and appropriate listener responses that are part of routine activities

Objective 2.1 will respond appropriately as a listener during routine activities of daily living, across two or more settings, and in the presence of either of two people….

EFL Skills LR12-17
EFL Teaching Protocol 6

LR12-17. Teach the learner additional listener responses in *Essential for Living*, Domain 2. These skills include **LR12 —** '*completes five activities of dressing or personal hygiene when directed to do so',* and **LR16 —** '*performs five household chores or chores at work when directed to do so'*. Use the guidelines for each of these six skills (*The EFL Handbook*, p. 152), along with **Teaching Protocol 6** (*The EFL Handbook,* p. 271).

Objective 2.2 will make 20 spontaneous two-word requests for pairs of items, activities, people, and places, or items or activities with features or quantities, as controlled one-word repetitions are transferred to controlled two-word repetitions and then to two-word requests….

Repetitions Procedure
EFL Skills R71-76
EFL Teaching Protocol 1

Begin teaching the learner to exhibit two-word, controlled repetitions. This can be done in the context of making requests, using a procedure we call the ***Repetitions Procedure***. For example, when the learner has not eaten for a while, place several varieties of cracker in front of him that are known to be preferred. Do not include his favorite variety (e.g., Cheez It), but, keep this variety nearby. As soon as he indicates by gesture or spoken word that he wants a cracker, say "say [brief pause] cracker". As soon as he says 'cracker', say "say [brief pause] cracker" again. If the learner repeats 'cracker' both times (i.e., exhibits two repetitions of the same word in close proximity to one another) give him a cracker. Then, hold two crackers in front of him and say "say [brief pause] cracker, cracker". If he repeats 'cracker, cracker' (i.e., exhibits a repetition of the same word said twice), give him two crackers. Then, put the favorite variety of cheese crackers in front of him and say "say [brief pause] cheese cracker". If he exhibits this two-word repetition, give him two of these crackers. You can also use this same procedure with two previously acquired one-word requests for items or activities that *go together*, like 'juice [and] cracker' or 'up [and] tickles'. If this procedure results in two-word repetitions, teach two-word requests as guided by skills **R71-76**. If not, consult a speech-language pathologist for suggestions.

For some learners (children and adults), two-word repetitions may be a barrier, which cannot be overcome.

R71-76. Proceed slowly and deliberately through **R71**, **R72**, **R73**, **R74**, **R75**, and **R76,** *teaching functional two-word requests*. Do not add a second word to a request that is not functional — for example, 'want' coffee or 'eat' crackers. Even with a young child, it is too early to be concerned about parts of speech and the process of 'building a sentence'. And, with an older child or an adult, this process emphasizes form over function and interrupts the acquisition of functional (i.e., pragmatic) language.

These procedures, along with **Teaching Protocol 1 — Step 1, the Second Part of Step 2, and Step 3** (*The EFL Handbook*, p. 265), and the guidance of skills **R71-76**, should result in functional two-word requests like: '*juice [&] cookies*', '*up [&] tickles*', '*strawberry milk', 'Coke [with] ice', '2 cookies', 'coffee [with] Mum'*, and '*soap [&] towel'*.

When the learner exhibits 20 controlled, two-word repetitions, and 20 spontaneous two-word *requests for specific items, activities, people, and places, along with items or activities with features and quantities,* proceed to Objective 2.3 and continue with skills R71-76.

Objective 2.3 will make 10 additional, spontaneous two-word requests for pairs of items, activities, people, or places, or items or activities with features or quantities, and make all of the two-word requests previously acquired in two or more settings, in the presence of either of two people, and in the absence of what is requested......

EFL Skills R71-76
EFL Teaching Protocol 1

R71-76. Continue teaching the learner to make spontaneous, two-word requests for additional items, activities, people, places, or items or activities with features or quantities that are part of R71-76. Use the guidelines for these skills, along with **Teaching Protocol 1 — Step 1, the Second Part of Step 2, and Step 3** (*The EFL Handbook*, p. 265). Gradually conduct the instruction for these 'new' requests, along with requests that are already part of the learner's repertoire, in one or more additional settings, with one or more additional instructors, and in the absence of what or whom is requested.

When the learner exhibits 30 or more spontaneous, two-word requests in two or more settings, in the presence of either of two people, and in the absence of what is requested, proceed to Goal 3, Objective 3.1 and skills EFL Skills LRND1.1, 2.1. & 3.1—rec/ret/rel/comp.

Goal 3. to provide names and descriptions and to make additional listener responses that prepare the learner for beginning to answer questions and participate in conversations

Objective 3.1 will respond appropriately as a listener by recognizing, retrieving, and relocating a limited number of items and familiar persons, and by completing a limited number of activities, that are part of three frequently-occurring events, across two or more examples of each item and in presence of either of two people....

EFL Skills LRND1.1, 2.1. & 3.1 — rec/ret/rel/comp

Events 1-3 (LRND1.1-3.1). Begin teaching the learner additional listener responses in *Essential for Living*, Domain 2 (*The EFL Handbook*, p. 153) These responses include recognizing(**rec**), retrieving(**ret**), and relocating(**rel**) a limited number of items, along with completing(**comp**) a limited number of activities, when directed to do so. These items and activities should be part of three events that occur almost everyday. Use the guidelines for these three events, along with **Teaching Protocol 9** (*The EFL Handbook*, p. 277). Continue with this skill until the learner makes all of the appropriate listener responses for each item and activity in each of three events.

Objective 3.2 will provide one-word names and two-word descriptions of a limited number of items, activities, and familiar persons that are part of three frequently-occurring events, when directed to do so with a variety of questions, across two or more examples of each item and in the presence of either of two people...
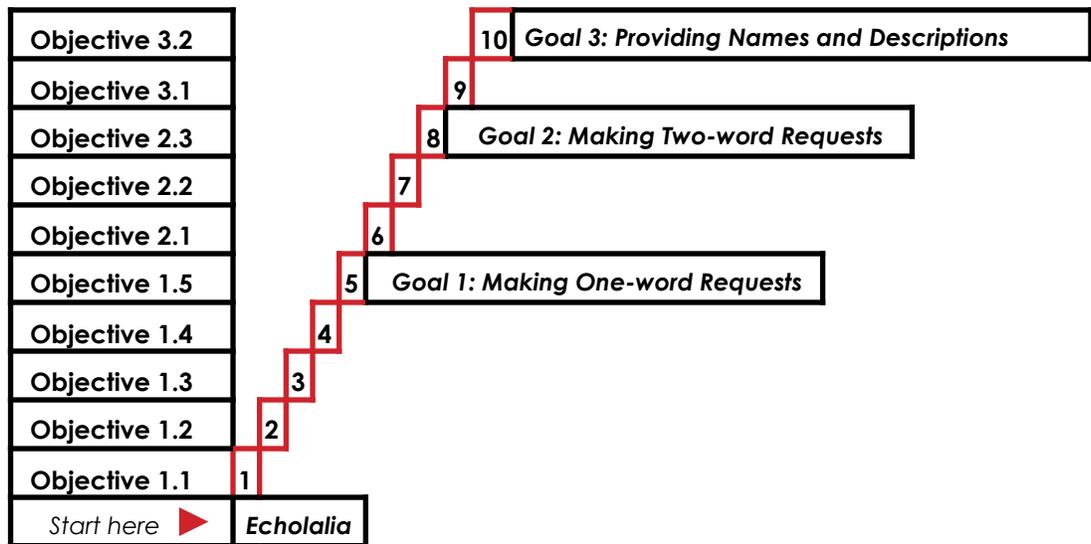
EFL Skills LRND1.1, 2.1, & 3.1 — nd

Events 1-3 (LRND1.1-3.1). Begin teaching the learner to provide one-word names and two-word descriptions (**nd**) for the items and activities that are part of the same three events as those that were part of the previous objective (3.1). Use the guidelines for these three events and begin with **Teaching Protocol 9, WITHOUT Step 2**. That is, begin by pointing to specific items and activities, such as *napkin* and prompting him to name or describe the item by saying "say[pause]napkin" or "say[pause]paper napkin". Make certain that the learner's repetitions are controlled, that is, when you say "say[pause]napkin" or "say[pause]paper napkin" he says "napkin" or "paper napkin" and not "say napkin" or "say paper napkin".

When the learner is providing one-word names and two-word descriptions without repeating "say", begin using *Teaching Protocol 9, WITH Step 2*. That is, begin by pointing to specific items and activities, such as *napkin* and prompting him to name the item by saying "what's this"[brief pause]"say, napkin (or paper napkin)". If the learner says "napkin (or paper napkin)" without repeating 'what's this' or 'say', provide an opportunity to make a request. If not, gradually introduce 'what's this' at a lower volume (as you did with 'say' if the learner started with uncontrolled repetitions). Then, if repetitions of 'what's this' do not occur, gradually increase the volume as you did with 'say'.

Continue with this skill until the learner names or describes each item and activity that is part of each of the three events when directed to do so (i.e., when someone points to an item or activity and says "what's this", to which the learner responds by providing a name or a description without repeating 'what's this').

Gradually introduce alternatives to 'what's this' — for example, 'What do you see' or 'What do you call this'.

"Hi Michael" "Hi Michael": The Record of Learner Progress

Objective 3.2	**10** *Goal 3: Providing Names and Descriptions*
Objective 3.1	**9**
Objective 2.3	**8** *Goal 2: Making Two-word Requests*
Objective 2.2	**7**
Objective 2.1	**6**
Objective 1.5	**5** *Goal 1: Making One-word Requests*
Objective 1.4	**4**
Objective 1.3	**3**
Objective 1.2	**2**
Objective 1.1	**1**
Start here ▶	*Echolalia*

Chapter 6: What to do Now

When the skills which correspond to each objective are taught using the protocols and procedures from this manual and from *Essential for Living*, many children and adults will accomplish one or more of the three goals. Some young children with autism or language delays will accomplish all three goals quickly, will experience rapid progress on a developmental curriculum, such as *The VB-MAPP* or *The Early Start Denver Model,* and will eventually be mainstreamed into academic environments. Of this same group of young children, others will accomplish Goal 1, but will struggle with Goals 2 and 3, and may also experience slow progress over two or more years on a developmental curriculum. After two years, instruction for these children should be guided by a functional skills curriculum, such as *Essential for Living*. Some young children with pervasive developmental disorders or specific syndromes (with or without autism), which result in moderate-to-severe disabilities, may also struggle with Goals 2 and 3. From the beginning, instruction for these children should be guided by a functional skills curriculum, such as *Essential for Living*.

Some older children, along with many adults, will also struggle with Goals 2 and 3 and may experience slow progress on a functional skills curriculum. Instruction for these learners should continue to be guided

by a functional skills curriculum such as *Essential for Living*, and should include specialized teaching procedures from Applied Behavior Analysis and B. F. Skinner's Analysis of Verbal Behavior. A. Some children and adults will achieve only a few objectives and will not accomplish Goal 1. An alternative method of speaking should be selected and confirmed for these learners using procedures described in *The Essential for Living Handbook* (p. 45). Instruction for these learners should be guided by a functional skills curriculum such as *Essential for Living* and should include the aforementioned specialized teaching procedures.

A more detailed description of 'what to do now', specific to the accomplishment of each goal, is provided below. This description also includes 'what this learner has accomplished', 'what this learner is prepared to do now', and, based on the learner's age, type of disability, and history of progress, 'what skills should be emphasized' and 'what type of curriculum should guide future instruction'.

If your learner has reached Goal 3, he has progressed…

from a verbal repertoire of — almost exclusively echolalic responses
to a verbal repertoire of — one and two-word requests, functional listener responses,
            and one-word names and two-word descriptions,
            with controlled and reduced echoic responding.

and is prepared to — *begin answering questions,*
            respond as a listener in more situations,
            and participate in brief conversations.

If this learner — is 3-7 years of age and has been diagnosed with
            autism or a delay that involves primarily language
            and social skills; especially, if all three goals
            were reached within six months

then, instruction should focus on — improving the repertoires of naming, describing,
            answering questions, and responding as a listener
            along with other skills from the *VB-MAPP*

If this learner — is 8 years old or older and has made very little progress
            on the VB-MAPP for the past two years; especially if it took
            over one year to reach all three goals
                           or
If this learner — is a child or an adult of any age with a pervasive developmental
            disorder or a specific syndrome which effects communication,
            language, daily living skills, and tolerating skills

then, instruction should focus on — improving the repertoires of requesting and responding as a listener
            other functional skills from *Essential for Living*

If your learner has reached Goal 1, he has progressed…

from a verbal repertoire of — almost exclusively echolalic responses
to a verbal repertoire of — spontaneous one-word requests with
            controlled and reduced echoic responding

If this learner — is 3-7 years of age and has been diagnosed with
            autism or a delay that involves primarily language
            and social skills; especially, if all five objectives
            were reached within 2-3 months

then, instruction should focus on — reaching Goal 2 quickly
            strengthening echoic and requesting responses
            other developmental skills from the *VB-MAPP*

If this learner — is 8 years old or older and has made very little progress
            on the VB-MAPP for 2 or more years; especially if it took
            over six months to reach all five objectives

or
If this learner — is a child or an adult of any age with a pervasive developmental
disorder or a specific syndrome which effects communication,
language, daily living skills, and tolerating skills

then, instruction should focus on — improving the repertoires of requests and listener responses
other functional skills from *Essential for Living*

If this learner — has not reached Goal 1 within 6-8 months

then, instruction should focus on — selecting and confirming an alternative method of speaking
other functional skills from *Essential for Living*

If your learner has reached Goal 2, he has progressed…

from a verbal repertoire of — almost exclusively echolalic responses
to a verbal repertoire of — spontaneous one-word and two-word requests
with controlled and reduced echoic responding

If this learner — is 3-7 years of age and has been diagnosed with
autism or a delay that involves primarily language
and social skills; especially, if all three objectives
were reached within 2-3 months

then, instruction should focus on — reaching Goal 3 quickly
improving the repertoires of names and descriptions
other developmental skills from the *VB-MAPP*

If this learner — is 8 years old or older and has made very little progress
on the VB-MAPP for 2 or more years; especially if it took
over six months to reach all three objectives
or
If this learner — is a child or an adult of any age with a pervasive developmental
disorder or a specific syndrome which effects communication,
language, daily living skills, and tolerating skills

then, instruction should focus on — improving the repertoires of requests and listener responses
other functional skills from *Essential for Living*

If this learner — has not reached Goal 2 within one year

then, instruction should focus on — improving the repertoires of one-word requests and listener responses
other functional skills from *Essential for Living*

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