

## Essential for Living: “It’s in There or Not”

(Our Version of an Index)

People often ask us questions about what’s in *Essential for Living* and to their surprise the answer is often “it’s in there”, that is, “**It’s in Essential for Living**”, or “its in one of our EFL Companion Teaching Manuals”. Sometimes, however, “it’s not there at all”.

Scan the following questions (they are in alphabetical order by key words); see if one or more correspond to questions you’ve had and get some answers. From time to time we will add new questions. If this list doesn’t help — plan B — register for an online training session (at no charge).

*Patrick McGreevy and Troy Fry*

	Question	“It’s in There or Not”	EFL Handbook	‘All Skills’ Learner Scoring Manual	‘Essential Eight Skills’ Learner Scoring Manual	EFL Companion Teaching Manual
A b c d	Does EFL include <b>academic skills</b> ?	<b>No</b> and <b>Yes</b>	[EFL <i>does not include</i> formal academic skills like addition and spelling] EFL <i>does include</i> academic life skills like using a shopping list and a debit card: see Domain 5	pp. 121-139	not here	
A b c d	How do I go about teaching a learner to <b>answer questions</b> when their naming repertoire is limited?	<b>yes</b>	see Domain 3; then, go to Domain 2			
a b C d	Can I use multiple <b>curricula</b> at the same time with a specific learner?	<b>yes</b>	read p. 7 (written by Patrick McGreevy & Mark Sundberg)			
a b C d	What issues should be considered when selecting a <b>curriculum</b> for specific children or adults?	<b>yes</b>	read p. 7 (written by Patrick McGreevy & Mark Sundberg)			Companion Manual 2
a b c D	I am working with a three-year-old child with <b>Down Syndrome</b> . Which curriculum should I use?	<b>yes</b>	read p. 7 (written by Patrick McGreevy & Mark Sundberg); <i>without doubt, use EFL</i>			Companion Manual 2
E f g h	Can EFL help with a child or an adult with <b>echolalia</b> ?	<b>yes</b>	read chap. 6, pp. 47-49; also read Teaching Protocols 1, 9, & 10 (p. 265)			Companion Manual 1
e f G h	What role should parts of speech or <b>grammatical function words</b> (often autoclitics) play in a life skills curriculum?	<b>yes</b>	scan Domains 1 & 2; <i>there is no mention of parts of speech; they play almost no role in a life skills curriculum</i>			Companion Manual 3

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e f g H	I have a list of skills in mind for a specific learner, but am unsure of <b>how and when to teach</b> them.	<b>yes</b>	scan and read the descriptions of many of the skills in the seven skill domains			
I j k l	Must a child or an adult have motor <b>imitation</b> skills to become an effective signer?	<b>yes</b>	read p. 73, which specifies what is required to be an effective signer; <i>motor imitation skills are not mentioned and are not necessary</i>			
i j k L	How do I go about establishing effective speaking and listening repertoires for learners with otherwise <b>limited repertoires</b> ?	<b>yes</b>	scan and read the descriptions of the must-have skills (Domains 1, 2, 4, & 6); see the Teaching Protocols, beginning on p. 265			
M n o p	To what extent can <b>matching</b> be a useful repertoire?	<b>yes</b>	see Domains 5 & 7; matching can enable a learner to make requests, retrieve an item, complete a task, or use a 'to do' or shopping list			
M n o p	How can I begin to develop an IEP for a <b>medically-fragile learner</b> with very little voluntary movement?	<b>yes</b>	scan and read the descriptions of the must-have skills (Domains 1, 2, 4, 6)		all the skills in this manual	
M n o p	How do I determine if a learner should use 'spoken words' as their primary <b>method of speaking</b> ?	<b>yes</b>	read chap. 6, pp. 47-53			
M n o p	What are the factors that should be considered when selecting an alternative <b>method of speaking</b> for a non-verbal learner?	<b>yes</b>	read chap. 6, beginning on page 45, along with the acetate Selection Diagram included with the handbook			
M n o p	How can I confirm the effectiveness of an alternative <b>method of speaking</b> ?	<b>yes</b>	read chapter 6, pp. 65-67			

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M n o p	Does EFL include <b>money skills</b> like counting money and making change?	<b>No and Yes</b>	[EFL <i>does not include</i> counting money or making change] EFL <i>does include</i> making purchases using the next dollar amount: see Domain 5			
m n o P	I have a number of learners with severe <b>problem behavior</b> . Can EFL help me?	<b>yes</b>	see the Problem Behavior Domain & Teaching Protocols			
R s t u	How can I make <b>receptive IDs</b> more functional?	<b>yes</b>	see Domain 2, pp. 153-159			
R s t u	How can I make the <b>RFFCs and TFFCs</b> more functional?	<b>yes</b>	read the first part of Domain 3 (answering questions)			
r S t u	Can EFL help me with children and adults with extreme forms of <b>self-stimulatory behavior</b> ?	<b>yes</b>	see the Problem Behavior Domain; p. 121; & Teaching Protocols, p. 265			
r S t u	What <b>skill repertoires</b> should I consider teaching when problem behavior appears to have multiple functions?	<b>yes</b>	see pp. 249-255 and the work of Hanley <a href="https://practicalfunctionalassessment.com/about-2/">https://practicalfunctionalassessment.com/about-2/</a>			
r S t u	Can EFL help me with a four-year-old child with several, emerging <b>speech sounds</b> (phonemes)?	<b>yes</b>	see pp. 51-53; and consult a speech-language pathologist			
r S t u	How can I track the <b>supports</b> provided for individuals <b>with</b> severe <b>problem behavior</b> (e.g., medications, crisis stabilization procedures, protective equipment, and mechanical restraints)?	<b>yes</b>	read pp. 241-248	p. 17	p. 4	
r s T u	Can EFL help with a child who does not <b>tolerate changes</b> in his picture schedule?	<b>yes</b>	read pp. 211-214; Teaching Protocol 8, p.276	p. 151	not here	

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r s T u	Can EFL help me with a child or an adult who does not <b>tolerate</b> physical guidance or <b>physical prompts</b> ?	<b>yes</b>	Teaching Protocol 8, p. 276	p. 140	p. 20	
r s T u	Can EFL help me with <b>transition planning</b> ?	<b>yes</b>	scan and read the descriptions of the must-have skills (Domains 1, 2, 4, 6)		all the skills in this manual	
V w x y z	I am working with an eight-year-old child who is on the <b>VB-MAPP, level 2</b> , but no longer making progress? I’m not sure where to turn?	<b>yes</b>	read p. 7 (written by Patrick McGreevy & Mark Sundberg); conduct the Quick Assessment (see chap. 5) & conduct Activity 4 (p. 28)	pp. 18-20	pp. 5-6	Companion Manual 2