

Checklist of Skills to Directly Teach

Skill Area	Skills to Directly Teach	Notes
Appropriate Replacement Behaviors	<p>Skills to teach depend on the function of the problem behavior.</p> <p><u>Attention</u>: Say/sign/push button/hand card for attention (e.g. raising their hand, saying a person's name, help, play, look at me, come here, watch this, etc.)</p> <p><u>Escape / Avoid</u>: Say/sign/push button/hand card for what they want/need (e.g. break, too hard, bored, etc.)</p> <p><u>Access to Tangible / Activity</u>: Say/sign/push button/hand card for the specific item or activity they want</p> <p><u>Sensory</u>: Say/sign/push button/ hand card for the specific sensory item/activity they want/need (e.g. too loud, bright, want music, trampoline, vest, disc, etc.)</p> <p>Steps to teaching appropriate replacement behaviors:</p> <ol style="list-style-type: none"> <li>1) Identify how the learner can get what they want more appropriately that is also more effective than the problem behavior?</li> <li>2) Model, practice, and reinforce the appropriate way to get what they want during times when problem behavior is NOT occurring</li> <li>3) Immediately reinforce all attempts at the appropriate replacement behavior (remember not to expect perfection)</li> <li>4) After the student is consistently using the appropriate replacement behavior rather than the problem behavior, slowly fade your reinforcement</li> </ol>	
Functional Communication	<p>Request – The ability to request allows the student to express the desire for an item, assistance, break etc.</p> <p>Reject/Protest – This allows the student to indicate he/she does not want an item.</p> <p>Comment – This allows the student to convey information about a topic. An example would be using an assistive device to make a statement about what he/she did at home the previous night.</p> <p>Greeting – The student is able to interact socially.</p> <p>Asking for help</p>	

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	Asking for a break – a student who is able to request a “break” when needed, is less likely to have a behavioral “meltdown”	
	Indicate “yes” and “no”– this is important when the object/action is not immediately present e.g. “Do you want to go to the gym?”	
	Indicate “like” or “dislike” of an item	
	Other:	
Ready to Learn	“Wait” / “Stop”	
	“Come here”	
	“Give” / “My turn”	
	“Sit”	
	“Ready hands”	
	Accepting, “No”	
	Following simple task completion instructions (e.g., “Put in”)	
	Other:	
Visual Supports	Communication needs	
	Schedules	
	Rules and Routines	
	Reinforcers (“First/Then”, choice menus, token boards, etc.)	
	Visual structure / supports to tasks	
	Other:	
Social Skills	Parallel play and joint attention	
	Sharing	
	Conversation skills (initiating, maintaining, and ending)	
	Finding friends (look for common interests)	
	Good sportsmanship	

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	Perspective taking	
	Group cooperation	
	Handling conflict	
	Other:	
Rules and Routines	Lining up	
	Using the restroom	
	How to gain attention (e.g. raising your hand, etc.)	
	Expected noise level	
	Teacher signals	
	Behavior expectations (classroom, hallway, lunch, recess, specials, etc.)	
	Other:	
Executive Functioning Skills	Emotions and Emotional Regulation Strategies	
	Sensory Regulation Strategies	
	Flexible Thinking	
	Working Memory	
	Self-Monitoring	
	Planning, Prioritizing, and Task Initiation	
	Organization	
	Other:	

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### References

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