

# 11 EVIDENCE-BASED WAYS TO TEACH DAILY LIVING SKILLS

1

## ANTECEDENT-BASED INTERVENTIONS

Antecedent-based interventions (ABIs) include a variety of modifications to the learner's environment to change or shape a learner's behavior. It involves making tiny changes to the environment that help increase the probability of success, before than likely you're already using some antecedent strategies at home, and in the classroom since they're popular and easy to implement.

2

## BEHAVIORAL MOMENTUM

Behavioral Momentum involves structuring tasks that are less effortful right before those requiring more effort. Thus, a student "gains momentum" through completing the more manageable tasks and then finds it easier to get right into the more complex tasks.

3

## EXERCISE AND MOVEMENT

Exercise and movement interventions incorporate physical exertion and/or mindful movement to target a variety of skills and behaviors. Exercise and movement interventions have been shown to boost foundational communication skills (e.g., asking for help, expressing wants and needs, social engagement) and improve executive functioning skills.

4

## FUNCTIONAL COMMUNICATION TRAINING (FCT)

FCT is one of the most effective ways to address problem behaviors in learners who struggle with communication. Functional Communication Training (FCT) is a set of practices that replace challenging behaviors with a more appropriate and effective form of communication.

5

## MODELING

Modeling or demonstrating the desired behavior for the learner is one of the most common ways we teach new skills. It's simple, efficient, and often all some students need to pick up on new DLS. Often, we combine modeling with other evidence-based strategies on this list, like prompting and reinforcement.

6

## PROMPTING

Prompting procedures include support given to learners that assist them in demonstrating a DLS behavior. There are many different types of prompts, some more effective for particular learners than others. When we use prompting we select a combination of verbal, gestural, or physical assistance to help them acquire or engage in a targeted behavior or skill. Prompts can be delivered by parents, teachers, and even by peers.

7

## REINFORCEMENT

Reinforcement can be used in lots of different ways. In general, it involves arranging certain consequences after a learner demonstrates a behavior that increases the likelihood the learner will display the same behavior in the future.

8

## SELF-MANAGEMENT

Self-management is an intervention package that teaches learners to regulate their behavior independently. With self-management strategies, learners (the difference between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reinforce themselves for behaving appropriately.

9

## SOCIAL SKILLS TRAINING

Social Skills Training is a group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions. Often social skills sessions include teaching the learner the social concept, role-play and practice of the skills, and providing feedback to help learners acquire and practice the skill.

10

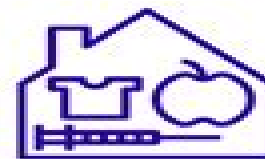
## VIDEO MODELING

Video modeling is a method of instruction that uses video technology to record and demonstrate a DLS. The learner watches the video and then has an opportunity to perform the target behavior. Skills are shown either right away or in the future. Videos can be made with an adult or peer as a model, or even having the learner record themselves and watch their own performance of the skill at a later time.

11

## VISUAL SUPPORTS

Visual supports are concrete cues that provide information about an activity, routine, or expectation. They're added to the environment to help and support skill demonstration. Some examples of common visual supports are visual schedules, activity checklists, work systems, graphic organizers, visual cues, and scripts.



Source: Reichow, D. R., Hume, K., Davis, S. L., Smith, A. L., Wood, S. H., Thompson, B., Wendrich, K., Wehman, A. S., Hickey-Coxson, J., & Sigafoos, J. M. (2019). Evidence-based practices for children, youth, and young adults with autism. *Autism Research Center, University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice, Research Team.*

# Skills For Living

**J Dewey**



## Skills For Living:

Skills for Living Frances Baynor Parnell, Joyce Honeycutt Wooten, Parnell, 1997 Skills for Living is a comprehensive text designed to help you meet the challenges of daily life with confidence It provides you with the basic information you need to balance work and family life in today's world It will help you develop a range of skills related to interpersonal and family relationships getting and keeping a job management healthy living foods and nutrition clothing and housing Introduction

**Creative Living Skills** Sue Couch, McGraw-Hill, Ginny Felstehausen, Glencoe, Patricia Clark, 2004-09-01 Creative Living Skills is a major revision of Creative Living that repositions the program to appeal to a wider audience It is still the book for comprehensive courses at grades 10-12 but is also appropriate for management or independent living courses This edition places additional emphasis on personal development interpersonal skills and relationships parenting resource management consumer skills and daily choices related to food clothing housing and transportation When used with upper level students or independent living classes pair Creative Living Skills with the new worktext LIFE On Your Own 0 07 861584 4 This worktext presents real life situations students will encounter and provides practice dealing with them Students work through this consumable book and then keep it for future reference LIFE On Your Own can also be used as the primary text for a semester independent living course

**Life Skills 101** Tina Pestalozzi, 2004 Provides basic knowledge and practical information that will help people survive and make a living on their own Life-Skill Lessons: Independent Living Words, **'MI' Skills for My Life** Arti Chopra, 2019-07-12 No education is complete without skills Respecting differences among children which is a concern of equity in education is as important as equality in terms of opportunities Engaging and motivating the minds of students in a bid to accommodate their diverse learning styles the book provides ample scope for the development of personality inculcating leadership and the capacity for independent moral decision It is the first of its kind an attempt to make a difference to the lives of students A trailblazer for the educationists who wish to enhance the performance of students by better understanding their multiple intelligences a savior for the parents whose children find it difficult to learn the conventional way yet must learn to become a part of the society Be engaged enthused and empowered by this endeavor

*Life Skills, Grades 5 - 8* Mark Twain Media, 2009-02-19 Guide students toward a healthy lifestyle both physically and financially This revised and expanded edition adds much more information on work ethic nutrition and exercise updates the sections on sexually transmitted diseases and drugs and includes completely new sections on preparing financially for the future Graphic organizers self inventories puzzles real life situations and cloze activities provide creative opportunities for students to assess their own lifestyles and make good choices for the future The CEO Mindset- Leading with Skills, Living with Soul (Volume 1) Dr. Yogesh J. Deshmukh (h.c.), 2025-09-18 The CEO Mindset Leading with Skill Living with Soul by Dr Yogesh Jayant Deshmukh h c redefines leadership as purpose driven authentic and human centered Drawing on nearly three decades of leading India's largest infrastructure and Metro rail projects Dr Deshmukh blends executive insight with

neuroscience reflective tools and real world stories to offer a roadmap that is both strategic and soulful From building trust based cultures and mastering decision making under uncertainty to aligning values with vision and sustaining resilience this book speaks to CEOs founders professionals and next gen leaders alike It is a practical yet profound guide to leading with clarity integrity and impact

**Historical Villages** Jeri Freedman,2015-12-15 Re creating life in past times to educate the public and the historical villages where role playing takes place can provide teens with the opportunity to learn skills from bygone times such as blacksmithing or cabinetmaking and earn a living Historical villages give people the chance to bring another time to life using historical tools and wearing period clothing Costume design set building and makeup artistry among other jobs are explored as well as how the experience gained at a historical village can be applied to careers within the tourism and museum industries and in carpentry and acting

*Education And Personality Development* P.k.manoharan,  
**Life-Skill Lessons: Money Management Words** , *Surviving, Existing, or Living* Pamela R. Fuller,2013-06-26 For professionals working with people who experience severe psychosis increasing empirical evidence for the benefits of psychotherapy for psychosis has been especially welcome Given the limitations of medication only approaches and the need for an expanded perspective including for those diagnosed with schizophrenia *Surviving Existing or Living* takes a fresh look at severe psychosis offering a heuristic model for understanding psychosis along a continuum of severity from the extreme experience of acutely impairing psychosis to a more enriched life experience Pamela Fuller emphasizes that facilitating recovery from psychosis requires appropriately and effectively matching the type and timing of interventions to client readiness and capabilities The need to consider each individual according to which of three primary issues phases preoccupy the person with psychosis is essential for tailoring treatment She identifies these phases as Surviving Phase preoccupation with survival Existing Phase preoccupation with restriction of life experiences in order to cope Living Phase preoccupation with quality of life and relationships *Surviving Existing or Living* examines the rationale for these three phases and provides details of phase specific treatment interventions as well as a how to guide for facilitating engagement and for determining what to do when including with those experiencing acute severe psychosis Rich clinical case examples are provided to highlight concepts and the types of interventions Trauma specific and group interventions for psychosis are also described as well as ways to foster resilience in the professional who works with individuals with psychosis *Surviving Existing or Living* offers a detailed guide to help individuals experiencing psychosis move from suffering to recovery beyond surviving or existing toward more fully living The book will be essential reading for professionals in the fields of psychology psychiatry counseling medicine social work nursing occupational recreational and vocational therapies experience based experts and students

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