11 EVIDENCE-BASED WAYS TO TEACH DAILY LIVING SKILLS

1 ANTECEDENT-BASED INTERVENTIONS

Antecedent-based interventions (ABI) 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. More 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 roll 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

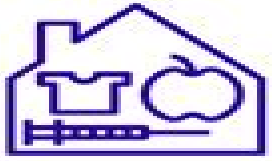
Social Skills Training is a group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions. Often social skills sessions include teaching the learner the social concept, role-play and practice of the skills, and providing feedback to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



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