Teaching Communication Checklist

☐ Review the students major communication skills and how he or she indicates wants and needs from the functional behavioral assessment

☐ Choose a communication strategy that will replace problem behavior

☐ Make sure the communication response is as easy or easier to engage in than the problem behavior

☐ Identify problematic routines where you will begin teaching communication

☐ Observe the student to discover the average length of time between the antecedent (triggering event) and the problem behavior

☐ Spend time building rapport by associating yourself with activities, people and things the student values

☐ Make sure that when problem behavior occurs it is more effortful and less efficient than the new communication skill

☐ Plan to expand the communication intervention across settings and people as part of a long-term plan