

# **ADAPTIVE BEHAVIOR INTERVENTION MANUAL: 4-12 Years**

## **Goals, Objectives, and Intervention Strategies for Adaptive Behavior**

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# *Adaptive Behavior Intervention Manual: 4-12 Years*

This manual of adaptive behavior interventions is based on the most common adaptive behavior problems identified by educators (McCarney, *Adaptive Behavior Evaluation Scale-Revised*, 1995). For the purpose of organization, the manual has two main sections: Goals, Objectives, and Interventions and the Appendix. Goals, objectives, and a compilation of interventions are provided for each of the 55 adaptive behavior problems identified. The Appendix includes samples of materials referred to throughout the manual.

The goals and objectives serve as samples which may be used in writing IEPs for identified disabled children and youth. Criteria for measuring the success of the child's or youth's attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the child's or youth's current abilities and program recommendations.

The interventions listed under each adaptive behavior problem should serve as a guide for program development or change for any child or youth in need of behavior improvement. Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. Professional judgment should dictate the choice of interventions for any particular child or youth. The child's or youth's disability, age, gender, grade level, and local community standards are all to be considered in selecting appropriate intervention procedures. Vision, hearing, general health, nutrition, and family case history should also be considered in order not to overlook any historical or contemporary determinants of behavior. The interventions have been found appropriate for

special education as well as regular education classroom environments.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the child or youth. Use of the same interventions and consistent application of these interventions by all educators in all settings greatly facilitates the likelihood of success for children and youth in the educational environment. These interventions lend themselves particularly well to creating continuity across all educational settings in which the child or youth functions.

In order to respond to the broad spectrum of implications related to adaptive behavior problems, the interventions contained in this manual are designed to represent strategies which are both preventive and reactive. Some interventions in this manual apply to most children and youth and should be considered first in order to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for children and youth based on the appropriateness of the intervention for the situation.

For any adaptive behavior problem exhibited by children and youth, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful or inappropriate behavior.

My thanks go to the many persons who suggested ideas for interventions used in the manual.

S.B.M.

# Using the *Adaptive Behavior Intervention Manual: 4-12 Years* in Conjunction with the *Adaptive Behavior Evaluation Scale: 4-12 Years*

\*NOTE: If the *Adaptive Behavior Intervention Manual: 4-12 Years* is not being used in conjunction with the *Adaptive Behavior Evaluation Scale: 4-12 Years*, the following procedural steps need not be followed.

- Step 1: The child or youth is rated with the school version of the *Adaptive Behavior Evaluation Scale: 4-12 Years*.
- Step 2: Conversions of raw scores on the *Adaptive Behavior Evaluation Scale: 4-12 Years* are made. Subscale standard scores, domain quotient and percentile scores, and the adaptive skills quotient and percentile are determined; and the *Adaptive Behavior Evaluation Scale: 4-12 Years Profile Sheet* is completed.
- Step 3: Determine on which of ten characteristics (subscales) the child or youth scores one or more standard deviations below the mean (subscale score below 7).
- Step 4: For each of the characteristics (subscales) on which the child or youth scored one standard deviation or more below the mean, determine which adaptive behaviors constitute primary concern in the educational environment (the behaviors with the lowest ratings).
- Step 5: Find goals and objectives from the *Adaptive Behavior Intervention Manual: 4-12 Years* which represent each adaptive behavior indicated as a primary concern on the *Adaptive Behavior Evaluation Scale: 4-12 Years*.
- Step 6: Determine those interventions from the *Adaptive Behavior Intervention Manual: 4-12 Years* which are most appropriate in facilitating the child's or youth's success in meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any adaptive behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those adaptive behaviors as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the child or youth with all personnel involved in the child's or youth's educational program.

# III. Goals, Objectives, and Interventions

## 1 Comprehends typical verbal communications

### Goal:

1. The student will comprehend typical verbal communications.

### Objectives:

1. The student will follow verbal directions in correct sequential order on \_\_\_\_ out of \_\_\_\_ trials.
2. The student will comprehend \_\_\_\_ out of \_\_\_\_ verbal communications.
3. The student will demonstrate the ability to comprehend verbal communication by listening carefully and summarizing the information with \_\_\_\_% accuracy.
4. The student will follow verbal directions with teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
5. The student will independently follow verbal directions on \_\_\_\_ out of \_\_\_\_ trials.
6. The student will follow one-step verbal directions on \_\_\_\_ out of \_\_\_\_ trials.
7. The student will demonstrate the ability to comprehend a conversation by listening carefully and responding appropriately on \_\_\_\_ out of \_\_\_\_ trials.
8. The student will demonstrate the ability to comprehend a question stated verbally by listening carefully and making an appropriate response on \_\_\_\_ out of \_\_\_\_ trials.
9. The student will repeat what is said with \_\_\_\_% accuracy.

### Interventions:

**1.** Provide the student with a written copy of verbal communications (e.g., directions, questions, announcements, etc.).

**2.** When the student is required to recall information, remind him/her of the situation in which the material was originally presented (e.g., “Remember yesterday when we talked about . . .”).

**3.** Allow the student to speak without being interrupted or hurried.

**4.** Follow a less desirable task with a highly desirable task. Make following of verbal directions and completion of the first task necessary to complete the second task.

**5.** Communicate clearly to the student when it is time to listen to verbal communications.

**6.** Use pictures, diagrams, and gestures when delivering information verbally.

**7.** Communicate in a variety of ways to facilitate the student’s understanding (e.g., if the student fails to understand verbal directions, present them in written form).

**8.** Use multiple modalities (e.g., auditory, visual, tactile, etc.) when presenting verbal communications to the student.

**9.** Work through steps of the verbal directions as they are delivered to make certain the student follows the directions accurately.

**10.** Maintain a consistent format of verbal communications with the student.

**11.** Have the student question any verbal communications he/she does not understand.

**12.** Reinforce the student for attending to verbal communications based on the length of time the student can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

**13.** Teach the student context cues to determine the meaning of words he/she hears.

**14.** State directions, questions, comments, etc., to the student individually.

**15.** Tape record information for the student to replay and repeat as necessary.