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TuDOrs Training Course “Teaching Foreign Languages to Students with Learning Difficulties”



Module 2

Annex 3

Index

0	
Development of Functional Communication (DFC) – Steps for implementation	2

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| STEP 1 | In step 1, teachers identify inappropriate behaviour (hitting, grunting, throwing down) or an attempt at subtle communication that can be replaced by a more conventional form of communication. |
| STEP 2 | In Step 2, teachers implement two elements of the functional behavioural assessment (FBA) process. An FBA has many discrete steps related to identifying the interfering behaviour, collecting baseline data, developing a hypothesis statement, and testing the hypothesis that are useful when implementing functional communication training (FCT). An FBA provides teachers with a clear understanding of why learners have the interfering behaviour. Data collection provides baseline information that is essential for planning effective interventions. |
| STEP 3 | In step 3, teachers identify a replacement behaviour that fulfils the same function as the interfering behaviour and serves as a substitute. The replacement behaviour can be performed through verbalisations, signs, gestures, pointing, etc. The replacement behaviour should be simple enough to be taught in a short time and allow the learner to quickly acquire the behaviour and access reinforcement. The replacement behaviour must be appropriate to the learner's environment and be an activity that the learner is able or willing to perform. If the replacement behaviour is difficult to understand, the communicative partners may not provide the reinforcement consistently and the interfering behaviour may not decrease. |
| STEP 4 | In step 4, teachers design and then implement data collection procedures that are functional, meaningful and useful for the team. Data are collected prior to the implementation of the FCT and during the implementation of the FCT. This data collection will indicate whether the replacement behaviour is decreasing the incidence of the interfering behaviour. If a student has difficulties or continues to use the interfering behaviour instead of the replacement behaviour it may be necessary to modify certain aspects of the intervention. |
| STEP 5 | In step 5, teachers manipulate the environment, materials and/or activities to elicit the interfering behaviour and provide numerous opportunities for students to practice using replacement behaviours instead. |
| STEP 6 | In step 6, generalisation opportunities are planned so that learners can practice substitution behaviour in multiple settings and with multiple people. Teachers train communicative interlocutors to respond to learners' use of substitution behaviour. Varied vocabulary is also introduced for prompting, if appropriate to the learner's developmental level. |
| STEP 7 | In step 7, teachers use procedures to help learners use substitution behaviour when appropriate. The prompts will vary according to the abilities of the individual learner. Teachers will prompt learners to use the replacement behaviour. In all prompting procedures, the aim is error-free teaching. That is, the teacher may use a higher level of prompting to ensure that the learner produces the replacement behaviour rather than the interfering behaviour. |

STEP 8	In step 8, no reinforcement is provided for the interfering behaviour. In the case of dangerous behaviours and subtle communicative acts, teachers alter their reactions to decrease the effectiveness and efficiency of the interfering behaviour.
STEP 9	In step 9, it is critical that reinforcement of the replacement behaviour is provided quickly and consistently. All communicative partners consistently provide immediate reinforcement in response to the replacement behaviour.
STEP 10	In step 10, teachers focus on shaping students' responses into more complex communication.
STEP 11	In step 11, teachers fade out the use of prompts so that students become more independent in their use of substitution behaviours.
STEP 12	In step 12, as it is unrealistic that reinforcement is always given immediately after the request, teachers slowly increase the interval between the replacement behaviour and the delivery of reinforcement.
STEP 13	In step 13, the teacher continues to take data related to the learner's use of the replacement behaviour to measure progress and make plans related to the encouragement and reinforcement procedures required.
