

An Overview of the EFL Program Analysis Tool (P.A.T.) and Review of Early Results

Troy Fry and Patrick McGreevy

Essential for Living is the only life skills curriculum that is based on B. F. Skinner's analysis of the function of language as a speaker and a listener (verbal behavior] (Skinner, 1957; Catania, 1998; Michael, 2004; Sundberg, 2007; Greer & Ross, 2007), along with the pragmatic implications of this analysis for language intervention with children and adults with limited repertoires (Sundberg & Partington, 1998; Sundberg & Michael, 2001; Greer & Ross, 2007; McGreevy, 2009). In the context of this analysis, Essential for Living is also the only life skills curriculum based on the radical behaviorism of Skinner (Skinner, 1974)

The Essential For Living Program Analysis Tool (P.A.T.) is an indirect and comprehensive measurement tool for understanding, evaluating, and modifying intervention; informed by the EFL curriculum and guided by Skinner's analysis of verbal behavior.

The P.A.T. consists of five domains: skill (speaking and listening repertoires), challenging behavior, support (resources), health issues, and medication. The P.A.T. is currently being evaluated across multiple programs in Italy and early results suggest the need to prioritize the must have speaker and listener repertoires over the more common programming targets if we are to effectively and efficiently establish repertoires related to a high quality of life and solve for problem behavior. The prioritization of necessary repertoires, allocation of resources, and continuous evaluation of effectiveness is especially critical for learners and families who have limited access to competent behavioral services.

Objectives

Learning Objective 1: Participants will describe the specific FL values and aspects of Skinner's analysis of verbal that guided the development of the Tool.

Learning Objective 2: Participants will identify the 5 domains of the PAT.

Learning Objective 3: Participants will describe how the traditional path of language intervention for individuals with developmental disabilities, including autism, needs to be reconsidered for learners with limited skill repertoires and problem behavior.

Learning Objective 4: Participants will describe how the instrument can be used to inform intervention and resource allocator.