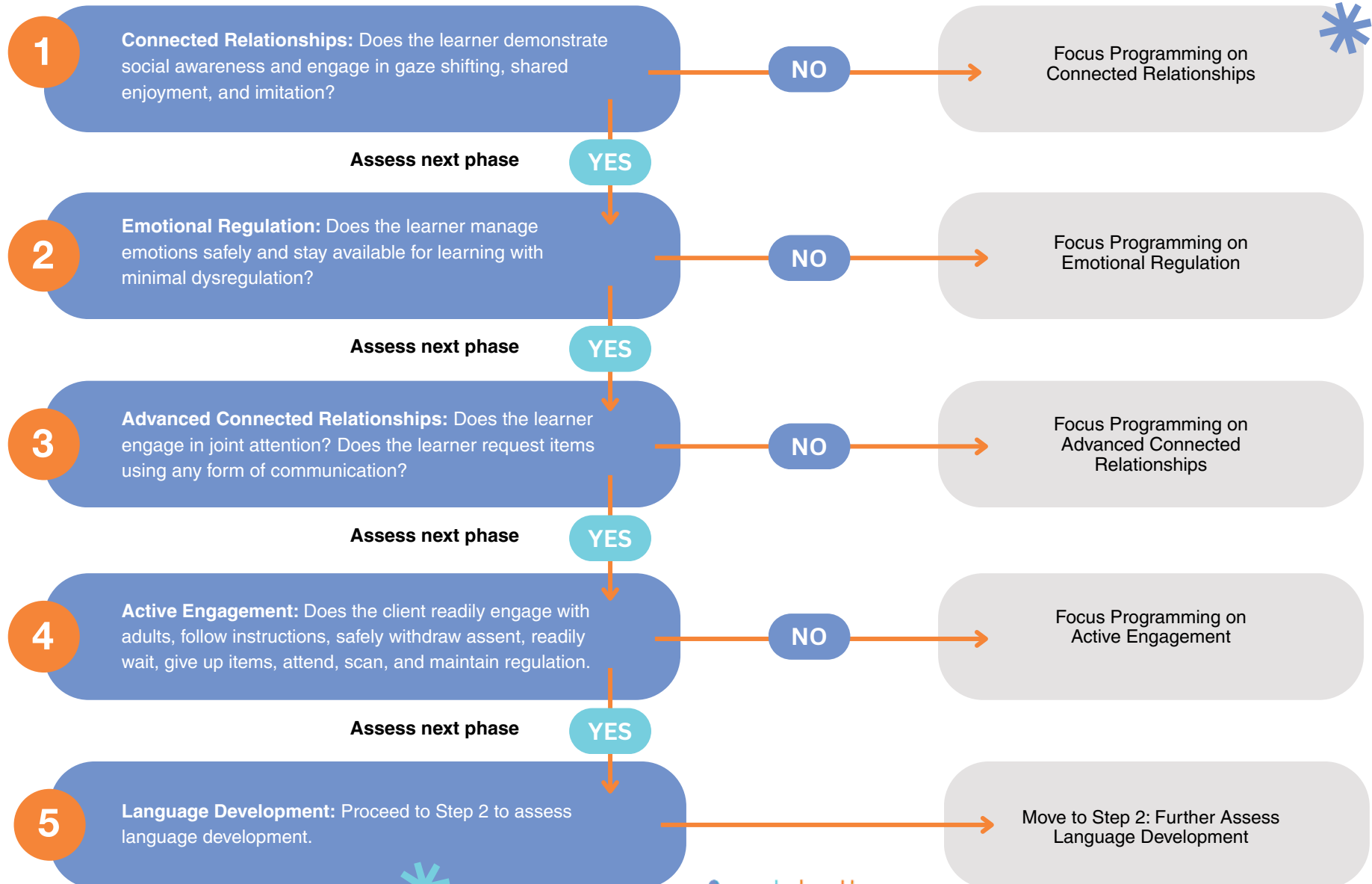




SERVICE DELIVERY AND LANGUAGE DEVELOPMENT FLOWCHART

STEP 1

IDENTIFY PHASE OF SERVICE DELIVERY IN SEQUENTIAL ORDER



STEP 2

LANGUAGE DEVELOPMENT

Advanced Language Profile

If the learner has a language repertoire close to or above their developmental age:

- Assess with PEAK Equivalence and Transformation.
- Address any areas of weakness in Equivalence-Based Teaching or Relational Frames using PEAK programming
- Phases of Derived Relational Responding (Ming, 2019)
 - Confirm Foundations of Generativity b. Confirm Early Derived Relational Responding (Coordination)
- Work on Equivalence based teaching.

Basic Language Profile

If the learner has a language repertoire that is below developmental level and emerging with some listener responding, tacting, and intraverbals:

- Assess with TARPA to evaluate more basic language and relational abilities.
 - If TARPA is passed, proceed to PEAK Equivalence and Transformation.
 - If TARPA is not passed, focus on skill- building within TARPA, possibly incorporating visual-perceptual based PEAK programs.
- Phases of Derived Relational Responding (Ming, 2019).
 - Build foundations of Generativity
 - Progress to Early DRR (Coordination)
 - Move to Equivalence Based Teaching

Visual Perceptual Profile

If the learner has strengths in visual perceptual performance over other areas of language:

- Use PEAK Equivalence Symmetry programs and other visually-based problem- solving programs.
- Continue to build labeling, receptive learning, and conditional discrimination skills.
- Assess with TARPA once foundational skills are strengthened.
- Phases of Derived Relational Responding (Ming, 2019).
 - Focus on Early Language Skills.
 - Maybe work on Foundations of Generativity using visually based programs.
 - Maybe progress to Early DRR using visually based programs
 - Maybe introduce Equivalence-Based Teaching using visually based programs.

No Language Profile

If the learner does not demonstrate visual perceptual strengths, basic, or advanced language skills:

- The learner is likely still in the Connected Relationships phase.
- Focus on building social communication skills and incorporate problem-solving opportunities tailored to the learner's unique strengths.
- Phases of Derived Relational Responding (Ming, 2019)
 - Focus on Early Learner Skills
 - Move to Early Language skills once social communication and a connected relationship is more established
 - Move through the rest of the hierarchy (Generativity, Early DRR, and Equivalence- Based Teaching) as progress is made in these skill areas