

Addressing Behavior Through Functional Communication Training

Overview: Experts in hearing loss and Autism Spectrum Disorders come together to explore the unique communication characteristics of students who are deaf with additional disabilities. The audience is introduced to a variety of strategies known to be effective with this complex population of students such as: compliance training, functional communication training, reinforcement, symbol systems, and PECS.

Quiz

[Here is the Powerpoint/Handouts](#)

[Here is the Video](#)

1. What does DWD stand for and what does it mean?
2. The communication characteristics of students with an ASD and hearing loss are different than typically developing children because they say what they know and know what they say. This occurs because _____.
3. What is compliance training?
4. If your student is not “ready to learn” you must teach them to “get ready”. What are the 5 steps and explain each of the steps.
5. What is functional communication training and what is it used for?
6. What does it mean to take reinforcement options out of rotation? Why is it important to do that?
7. How many repetitions are required to get new learning into working memory for student with an Autism Spectrum Disorder?
8. What is a symbol system? Describe some ways to modify or change a symbol system in order to accommodate differing needs of students.

