## Table of Contents

Section		Page Nos.
1.	Getting Started with This Teaching Manual	1
11.	Our First Principle, Our Premise and Raison d'Etre, and Our Mission	t sood nomen en
III.	Our Values	2
IV.	Getting to Know the Learner, the Staff, and the Family	2
٧.	Our Foundation and Supporting Evidence	3
	Our Comprehensive Approach	4
	Our Points of Inflection, Reflection, and Direction	
	Recognizing Functional, Life Skills	3,4,62
	The Essential Eight Skills and the Necessary Nine	1,2,5,8,23
	☐ Function-over-form without Exception	5
	Considering Forty-six Alternative Methods of Speaking	5,8,9,10,35
	Establishing an Effective and Enduring Method of Speaking	8,9,10
	Tolerating as a Separate Skill Domain	15,23,44
	Recording First-opportunity Probe Data	26,41,70
	Recording Small Increments of Progress	40
	Recording with Dimensional Quantities and without Percent	6,41
	The Eight Elemental Teaching Procedures	33
	Teaching in the Context of Frequently-occurring Events	3,5,7,8
	Go-together Matching as an Alternative to Reading	17, 21,22,57,58
	Retrieving and Relocating as Contexts for Joint Control	8,56
	Teaching without Non-echoic, Vocal Prompts	6,43
	Recording and Teaching to Fluency and Generalization	3,4,8,18,40
	Teaching with Shared Skills, Partial Participation, and Engagement	7,65
	Teaching Component Skills	7,8,13,18

VII. UpFront Considerations	4
VIII. Helping a Learner Become an Effective Speaker	9
IX. First Things First: First Skills to Teach and Issues to Resolve	
[What to Teach]	13
X. What IEPs, Instructional Objectives, and ISPs might look like	25
XI. Next Things Next: The Behavior of Teaching [How to Teach]	26
XII. Teaching Guides for Specific Skills	42
XIII. Your First Few Weeks	62
XIV. Cases, Considerations, and Recommendations	63
XV. References	66
XVI. Links to Data Sheets	68