


## Life After High School: What to Teach and How to Teach It

Kerry-Anne Robinson, M.Ed., BCBA  
Clinical Director  
Progressive Steps Training and Consultation



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## Who Am I ....

- Sister
- Board Certified Behaviour Analyst
- Research-Practitioner
- Teacher
- Clinical Coordinator of Progressive Steps Training and Consultation

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## Progressive Steps Training and Consultation

- Established in 2010
- Behaviour Analytic Services to Adolescents and Adults with Developmental Delays
- Life skills, Social Skills, Vocational Skills, Functional Academics, Behaviour Assessment and Intervention
- Increasing independence and community integration
- Direct 1:1 or Consultation

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## Who Are You?

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## Autism in Ontario

- 1 in 88 children are diagnosed with Autism
- Since there is no cure, 1 in 88 adults (will) have autism

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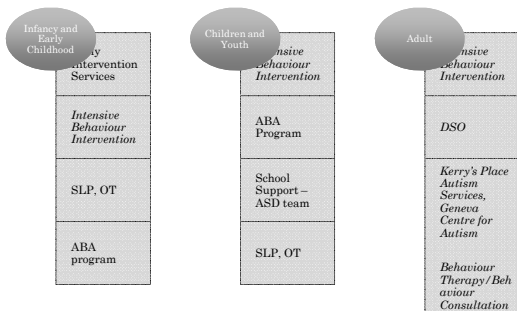
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## Specialized Autism Services Across the Life Span




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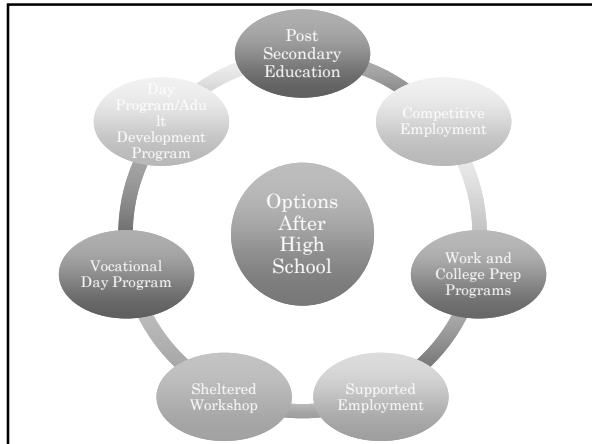
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Day Program/ADP			
Examples	Skills Required	Barriers	Supports

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Vocational Day Program			
Examples	Skills Required	Barriers	Supports

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Sheltered Workshop			
Examples	Skills Required	Barriers	Supports

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Supported Employment			
Examples	Skills Required	Barriers	Supports

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Work and College Prep			
Examples	Skills Required	Barriers	Supports

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## Competitive Employment

Examples	Skills Required	Barriers	Supports

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## Post Secondary Education

Examples	Skills Required	Barriers	Supports

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## Other Options....

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Based on your child's skills right now, what type of placement seems the most appropriate?

What are the barriers or challenges to a *better* placement for your child?

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### A little about Autism

- A neurological disorder that affects
  - Communication
  - Social skills
  - Reasoning
- Many individuals with ASD also have some level of developmental delay
  - Intellectual functioning
  - Adaptive functioning

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### Autism in Adulthood

- Many end up in residential placement facilities
- ASD + DD makes community integration and employment difficult
- Costs:
  - \$\$\$
  - Quality of life

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### Some Research

- Billstedt and colleagues (2005)
- Prospective follow-up study of 120 individuals with ASD
- Followed prospectively for 13 – 22 years
- Re-evaluated at ages 17 – 40 using a variety of different methods

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### Some Research

- Very Poor Outcome
  - Obvious severe handicap, unable to lead any kind of independent existence, no clear verbal or non verbal communication.
- Poor Outcome
  - Obvious severe handicap, no independent social progress, social clear verbal or non verbal communication skills
- Restricted but Acceptable Outcome
  - Similar to poor however individuals in this group had been accepted by peers or personnel to such an extent that their handicaps were not so readily obvious
- Fair Outcome
  - Either employed or in higher education/vocational training or they were living independently or they had two or more friends
- Good Outcome
  - Being employed as well as having friends or living independently

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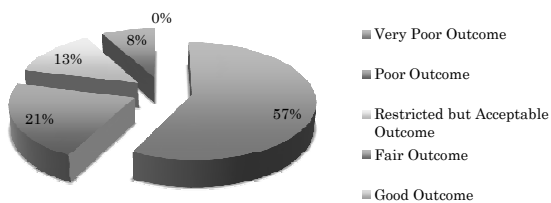
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### Outcomes of Individuals with ASD




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## Some more Research

- Bengt Perrson (2000)
- Placed 7 men with ASD and DD in two separate group homes



- ✓ Structured teaching
- ✓ Communication training
- ✓ Social Skills Training
- ✓ Behaviour Management




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## Outcomes

All men made progress in skills important for adult living, independence and quality of life




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## A Little Bit More Research

- Garcia-Villamizar, Wehman & Navarro (2002)
- Garcia- Villamizar and Hughes (2007)
- Examined the benefits of supported employment for individuals with ASD

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## A Little Bit More Research

- Study 1:
  - 26 individuals in sheltered workshop setting
  - 21 individuals in supported employment setting
  - Evaluated the effect of Quality of Life
- Study 2:
  - 22 individuals in supported employment
  - 22 individuals unemployed
  - Administered cognitive tests pre and post (30 months later)

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## Outcomes

- Study 1:
  - Supported employment group improved Quality of Life
- Study 2:
  - Supported employment group improved cognitive functioning




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## Autism in Adulthood

- Other benefits of employment opportunities:
  - Sense of being productive and keeping busy
  - Having a relationship and contact with coworkers
  - Feeling important
  - \$\$\$
  - Opportunities for Growth

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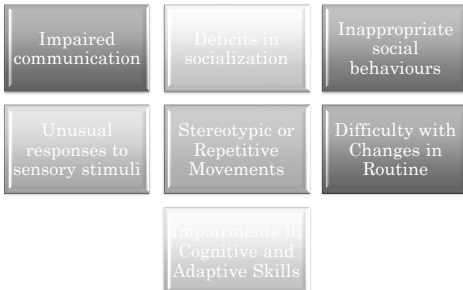
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## Barriers to Employment




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## Autism in Adulthood

- Research has shown that with training and support adults with ASD + DD can perform a variety of jobs in employment settings
- Supported employment opportunities increase quality of life and cognitive abilities of individual with ASD
- The same intervention that work with children, works with adults with ASD

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## Now What?

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### Defining Characteristics in Adulthood

- Career choices
- Where and how we live – lifestyle issues
- Leisure, recreation and hobbies
- Our public social circle
- Our private social circle
- Quality of life concerns
- Failure to attend to any one of these defining components may lead decreased quality of life

Gerhardt, 2007

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### Determining Goals

- Student and family input:
  - Where do they want to be in 1 yr, 5 yrs, 10 yrs, etc..
- Survey current and potential future environments
- Assess skill needed across environments
- Prioritize skills that occur across **multiple environments**
- Attend to safety skills
- Attend to skills that reduce dependence
- Attend to skills you will need to provide the typically developing individuals

Gerhardt, 2007

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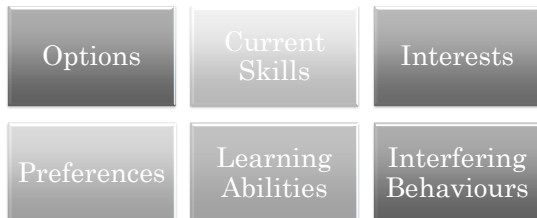
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### Determining Goals



Community Integration + Meaningful Activities = ↑ Quality of Life

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## Determining Goals

- Think about long - term goal first
  - Community integration
  - Meaningful activity
- What steps/skills are required to get there?




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## Determining Goals

- Tempting to focus only on areas of strength
  - Avoid building towers before a broad base is established
  - E.g., six year old who could sight read 500 words, but not toilet trained and unable to dress self

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## Determining Goals

Each goal must pass the  
 “so what” test  
 to ensure it is  
**FUNCTIONAL**

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## Determining Goals

"he can put 100 pegs into a peg board, but can't put quarters into a vending machine"

"he can fold paper into halves and quarters with an 80% success rate, but he can't fold his clothes"

"he can put a cube in the box, under the box and beside the box, but needs help to put his garbage in the trash at MacDonald's"

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## Determining Goals

"he can label all of the letters of the alphabet, but can not discriminate the men's washroom from the women's"

"he can string beads and match patterns, but he can not lace his shoes"

"he can play Duck Duck Goose at school, but none of the other teenagers in the neighborhood want to play that"

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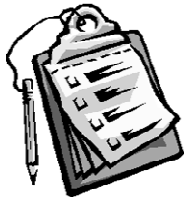
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## Assessment

- Behaviour
- Independent Living Skills
- Vocational Skills
- Social Skills
- Preferences




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## Why Assessment is Necessary

- Strengths
- Weaknesses
- Interests
- Preferences
- Suitability
- Supports Needed
- Develop Goals




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## Behaviour Assessment

- What is the problem behaviour?
- Why is it a problem?
  - Frequency
  - Intensity
  - Duration
  - Discrimination
- Consult a Board Certified Behaviour Analyst




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## Independent Living Skills Assessment

### Informal

- What does my child do by himself throughout the day?
- What do I do for my child throughout the day?
- What do (I, siblings, other children similar age) do for myself that my child does not do?

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Morning Routine Checklist		
Task	Independent	With assistance
Wakes up on time		I wake him up when it's time
Goes to bathroom	✓	
Prepare Breakfast		I prepare his breakfast
Plates Breakfast	✓	
Brings Breakfast to the table	✓	
Eats Breakfast		I cut food into small pieces
Cleans up after breakfast		I clean crumbs off table
Showers	✓	
Shaves		I double check
Brushes Teeth	✓	

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## Independent Living Skills Assessment

Standardized Tests

- Intelligence
- Academic skills
- Language Abilities
- Social Skills
- Vocational Abilities

• Ex.

- Vineland Adaptive Behavior Scale
- Scales of Independent Behavior – Revised

• Directly assesses a “snap shot” of skills

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Communication Domain			
<p>Response Options: 2 = Usually, 1 = Sometimes or Fairly, 0 = Never, 3K = Don't Know</p> <p><input checked="" type="checkbox"/> Understanding <input checked="" type="checkbox"/> Listening and Attending <input type="checkbox"/> Following Instructions</p>			
RECEIVING	1	Hears speech and nonverbal sound.	2 1 0 3K
	2	Looks toward parent or caregiver when hearing parent's or caregiver's voice.	2 1 0 3K
	3	Responds to his or her name spoken (for example, turns toward speaker, smiles, etc.).	2 1 0 3K
	4	Demonstrates understanding of the meaning of no or avoid or gesture with the same meaning (for example, stops current activity immediately).	2 1 0 3K
	5	Demonstrates understanding of the meaning of yes, or avoid or gesture indicates same meaning (for example, continues activity, smiles, etc.).	2 1 0 3K
	6	Listens to story for at least 5 minutes (that is, remains relatively still and directs attention to the story) or reader.	2 1 0 3K
	7	Listens to or looks at longer body parts when asked (for example, nose, mouth, hands, feet, etc.).	2 1 0 3K
	8	Listens to extended speech (for example, back or negative as they are named) (for example, dog, cat, car, key, etc.).	2 1 0 3K
	9	Listens to instructions.	2 1 0 3K
	10	Follows instructions with one action and one object (for example, "Bring me the book", "Close the door", etc.).	2 1 0 3K
EXPRESSING	11	Responds to others: the others look at him when asked (for example, "Angry, please, tooth, yes, etc.).	2 1 0 3K
	12	Follows instructions with two actions or an action and an object (for example, "Bring me the cup and the paper", "Sit down and eat your lunch", etc.).	2 1 0 3K
	13	Follows instructions in "If-then" form (for example, "If you want to play outside, then put on those shoes", etc.).	2 1 0 3K
	14	Listens to a story for at least 10 minutes.	2 1 0 3K
	15	Listens to a story for at least 10 minutes.	2 1 0 3K
	16	Follows three-part instructions (for example, "Brush your teeth, get dressed, and make your bed", etc.).	2 1 0 3K
	17	Follows instructions or directions heard 5 minutes before.	2 1 0 3K
	18	Understands, during that are not meant to be taken word-for-word (for example, "Listen your life", "It's the end", etc.).	2 1 0 3K
	19	Listens to an informational task for at least 15 minutes.	2 1 0 3K
	20	Listens to an informational task for at least 15 minutes.	2 1 0 3K

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Daily Living Skills Domain, continued		Response Options: 2 = Usually, 1 = Sometimes or Initially, 0 = Never, DK = Don't Know				✓
		☑ Telephone Skills	☑ Money, Rights, and Safety	☑ Food and Eating	☑ Info Skills	☑ Competency Skills
		☑ Money Skills	☑ Restaurant Skills	☑ Infection and Rules	☑ Going Places Independently	☑ Check for Competency below
COMMUNITY	1	1	1	1	1	1
	2	1	1	1	1	1
	3	1	1	1	1	1
	4	1	1	1	1	1
	5	1	1	1	1	1
	6	1	1	1	1	1
	7	1	1	1	1	1
	8	1	1	1	1	1
	9	1	1	1	1	1
	10	1	1	1	1	1
	11	1	1	1	1	1
	12	1	1	1	1	1
	13	1	1	1	1	1
	14	1	1	1	1	1
	15	1	1	1	1	1
	16	1	1	1	1	1
	17	1	1	1	1	1
	18	1	1	1	1	1
	19	1	1	1	1	1
	20	1	1	1	1	1
	21	1	1	1	1	1
	22	1	1	1	1	1

Socialization Domain, continued		Response Options: 2 = Usually, 1 = Sometimes or Initially, 0 = Never, DK = Don't Know				✓
		☑ Playing	☑ Sharing and Cooperating	☑ Making Friends	☑ Going Places with Friends	☑ Check for Competency below
		☑ Playing Games	☑ Making Friends	☑ Making Friends	☑ Making Friends	☑ Making Friends
PLAY AND FRIENDSHIP	1	1	1	1	1	1
	2	1	1	1	1	1
	3	1	1	1	1	1
	4	1	1	1	1	1
	5	1	1	1	1	1
	6	1	1	1	1	1
	7	1	1	1	1	1
	8	1	1	1	1	1
	9	1	1	1	1	1
	10	1	1	1	1	1
	11	1	1	1	1	1
	12	1	1	1	1	1
	13	1	1	1	1	1
	14	1	1	1	1	1
	15	1	1	1	1	1
	16	1	1	1	1	1
	17	1	1	1	1	1
	18	1	1	1	1	1
	19	1	1	1	1	1
	20	1	1	1	1	1
	21	1	1	1	1	1
	22	1	1	1	1	1

## Independent Living Skills Assessment

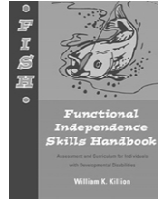
### Criterion Referenced

- Functional Independence Skills Handbook (FISH)
- The AFLS: The Assessment of Functional Living Skills



## Functional Independent Skills Handbook

- Used for determining a person's ability to perform certain functional activities from daily life.
- An assessment instrument and sample lesson plans
- Criterion-referenced series of 421 tasks
- 7 domains:
  - Adaptive Behavior Skills
  - Affective (or Emotional) Skills
  - Cognitive Skills
  - Sensorimotor Skills
  - Social Skills
  - Speech and Language Skills
  - Vocational Skills




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**Functional Independence Skills Handbook**  
**FISH Assessment Booklet**

Student \_\_\_\_\_ (Independent)  
 Examiner \_\_\_\_\_

**Summary Bar and Graph**

Date Baseline \_\_\_\_\_ Date Follow-Up \_\_\_\_\_

	Baseline	%	Follow-Up	%
Adaptive Behavior Skills (ADT)		%		%
Affective Skills (AFF)		%		%
Cognitive Skills (COG)		%		%
Sensorimotor Skills (SEN)		%		%
Social Skills (SOC)		%		%
Speech and Language Skills (S&L)		%		%
Vocational Skills (VOC)		%		%

Percentage

Domain

KEY  
 □ Baseline  
 ■ Follow-Up

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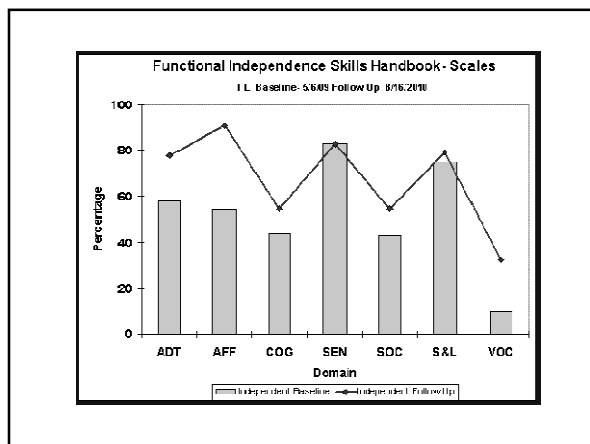
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Domain	Adaptive Behavior Skills	Baseline	Follow-Up
Goal	Program	Independent	After App/Book
ADT 18	Identify items that are wet.		
ADT 19	Wash and rinse one item.		
ADT 20	Wash hair.		
ADT 21	Comb hair.		
ADT 22	Dry hair with blow-dryer.		
ADT 23	St on toilet.		
ADT 24	Distinguish between wet and dry.		
ADT 25	Use toilet paper.		
ADT 26	Brush teeth when taught.		
ADT 27	Shower or bathe when waiting.		
ADT 28	Showering a child.		
ADT 29	Successfully make whole person.		
ADT 30	Use toilet if the time.		
ADT 31	Use washcloth.		
ADT 32	Look in a mirror.		
ADT 33	Use all or hairbrush.		
ADT 34	Use soap, hairbrush.		
ADT 35	Blow and wipe nose.		
ADT 36	Tell time in morning.		
ADT 37	Prepare and dress for lunch.		
ADT 38	Brush teeth.		
ADT 39	Tell time being done.		
ADT 40	Answer questions.		
ADT 41	Identify difference between a car and a car.		
ADT 42	Tell time to hour.		
ADT 43	Tell time to half hour.		
ADT 44	Tell time to quarter hour.		
ADT 45	Tell time to 5 minute intervals.		
ADT 46	Tell time using clock with hands.		
ADT 47	Tell time using digital display.		
ADT 48	Accurately state own age.		
ADT 49	Answer question of the time of the week.		
ADT 50	Identify names of the days of the week.		
ADT 51	Repeat names of the months of the year.		
ADT 52	Repeat the months of the year.		
ADT 53	Remember the names year.		

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Domain	Cognitive Skills	Baseline	Follow-Up
Goal	Program	Independent	After App/Book
COG 17	Identify printed first name.		
COG 18	Respond to first name.		
COG 19	Respond to last name.		
COG 20	Repeat a common sentence.		
COG 21	Classify objects.		
COG 22	Copy figure (arrow).		
COG 23	Copy letter (letter).		
COG 24	Copy colored words.		
COG 25	Nonfiction.		
COG 26	Print letters.		
COG 27	Write name in sentence.		
COG 28	Write center letters.		
COG 29	Nonfiction.		
COG 30	Do basic addition.		
COG 31	Do basic subtraction.		
COG 32	Do basic multiplication.		
COG 33	Do basic division.		
COG 34	Spell first and last names.		
COG 35	Read simple words.		
COG 36	Recognize simple words.		
COG 37	Recognize meaning signs.		
COG 38	Recognize information signs.		
COG 39	Recognize words (phonics).		
COG 40	Read 10 sentences words.		
COG 41	Read 1 full sentence.		
COG 42	Read simple sentences.		
COG 43	Read simple paragraphs.		
COG 44	Answer questions about reading.		
COG 45	Answer general questions about reading.		
COG 46	Answer questions about reading about a story that is read.		
COG 47	Answer questions about reading about a story that is read.		
COG 48	Answer questions about reading about a story that is read.		
COG 49	Answer questions about reading about a story that is read.		
COG 50	Answer questions about reading about a story that is read.		
COG 51	Answer questions about reading about a story that is read.		
COG 52	Answer questions about reading about a story that is read.		
COG 53	Answer questions about reading about a story that is read.		
COG 54	Answer questions about reading about a story that is read.		
COG 55	Answer questions about reading about a story that is read.		
COG 56	Answer questions about reading about a story that is read.		
COG 57	Answer questions about reading about a story that is read.		
COG 58	Answer questions about reading about a story that is read.		
COG 59	Answer questions about reading about a story that is read.		
COG 60	Answer questions about reading about a story that is read.		

Domain	Vocational Skills	Baseline	Follow-Up
Goal	Program	Independent	After App/Book
VOC 17	Wash dishes by hand.		
VOC 18	Dry dishes with a towel.		
VOC 19	Operate an automatic dishwasher.		
VOC 20	Fill items.		
VOC 21	Wash dishes.		
VOC 22	Dishwasher, laundry or iron.		
VOC 23	Fill bath.		
VOC 24	Shower when taught.		
VOC 25	Dry after bath.		
VOC 26	Group work area floor.		
VOC 27	Map work area floor.		
VOC 28	Observe work area.		
VOC 29	Observe work area system.		
VOC 30	Use a mirror.		
VOC 31	Use a mirror, hand and feet.		
VOC 32	Turn a room heater on and off.		
VOC 33	Check room temperature.		
VOC 34	Check room.		
VOC 35	Check bath.		
VOC 36	Check room items.		
VOC 37	Check room items.		
VOC 38	Check room items (from front mirror).		
VOC 39	Check room items.		
VOC 40	Check room items.		
VOC 41	Check room items.		
VOC 42	Check room items.		
VOC 43	Check room items.		
VOC 44	Check room items.		
VOC 45	Check room items.		
VOC 46	Check room items.		
VOC 47	Check room items.		
VOC 48	Check room items.		
VOC 49	Check room items.		
VOC 50	Check room items.		
VOC 51	Check room items.		
VOC 52	Check room items.		
VOC 53	Check room items.		
VOC 54	Check room items.		
VOC 55	Check room items.		
VOC 56	Check room items.		
VOC 57	Check room items.		
VOC 58	Check room items.		
VOC 59	Check room items.		
VOC 60	Check room items.		

ADDITIONAL SKILLS

## Lesson ADT 20

**Task:** Eat neatly and slowly.

**Prerequisites:** ADT 1, ADT 3, ADT 4, ADT 11, ADT 12, ADT 14, SEN 11, SEN 12

**Concept:** This skill creates a certain measure of subjectivity because the terms *neat* and *slowly* are difficult to define. The measure of success is whether or not the action of eating is more deliberate (the dominant thing noticed) than the act of eating itself. It is critical to ensure that the reinforcement is not contributing to the behavior. Excessive noise or the need to rush can be primary contributors to this problem. Soft background music can assist in setting a pace and tone for the environment. Adaptive equipment such as special handled spoons or plate guards to reduce spillage may be needed.

**Behavioral Objectives:** The student will eat at a mutually agreed-upon pace and neatness level for 10 consecutive mealtimes.

**Materials:** Normal mealtime items and adaptive equipment, if needed.

**Task Analysis:**

1. Discuss with the student the concepts of eating at a reasonable pace and neatness level. Demonstrate some examples of "right or wrong" behavior and ask the student to identify which behaviors are correct. Attempt to reach agreement as to proper pace and neatness.
2. During mealtime, remain in proximity to the student. Very gently provide some physical guidance and capitalize on previously learned skills (see the prerequisite list). Use verbal praise for any successful 1-minute example of the agreed-upon behavior.
3. Continue with Step 2, modifying the prompt level to ground and verbal corrections. Extend praise to every 2 minutes of successful activity.
4. Modify Step 3 to only verbal prompts and a 3-minute praise rate.
5. Reduce prompting to zero and praise to once per meal.

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ADDITIONAL SKILLS

## Lesson VOC 46

**Task:** Sweep work area floor.

**Prerequisites:** ADT 117

**Concept:** This lesson is an expansion of the prerequisite of sweeping with a broom (ADT 117). In this sample lesson, the tool used is changed from a regular broom to a push broom, the area to be swept is larger, and the tasks are more complex than in the prerequisite. In addition, because a work setting can pose more hazards, the student needs to be made aware of potential problems.

**Behavioral Objective:** When given a push broom and requested to sweep an area identified by the "supervisor," the student will sweep the area, place the debris that is collected into a dustpan, and dispose of the debris in a trash can that has been lined with a plastic bag to a 90% accuracy level for 20 trials.

**Materials:** A push broom, a dustpan, a hand-held brush, plastic bags, and a trash can designed so that it can be lined with a plastic bag.

**Task Analysis:**

1. Review with the student the action involved in sweeping with a broom.
2. Demonstrate to the student the total process that will be requested. Also use this step to define to the student the area that will be swept.
3. Using step-by-step verbal requests, guide the student in the process of using the push broom.
4. Continue Step 3, adding verbal encouragement to sweep the entire designated area and to gather the debris into a pile.
5. Prompt the student to place a plastic bag as a liner into a trash can.
6. Combine the concepts of Steps 4 and 5 into one total activity and add the use of a dustpan and hand-held brush, still using step-by-step verbal cues.
7. Continue Step 6, reducing the step-by-step cues until only the total-task verbal request of "please sweep" an area is needed. Continue until the objective is met.

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## The AFLS: The Assessment of Functional Living Skills

- Partington and Mueller
- Over 900 skills in 32 functional areas
- Examples:
  - Traveling in the community
  - Making purchases
  - Seeking assistance as required
  - Preparing meals
  - Helping with household chores
  - Participating in social and leisure activities



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- **The Basic Living Skills Assessment Protocol**
  - Basic self-help, self-care, self-management, hygiene, routines, and core communication skills
  - Prerequisite for any functional skills program
  - Essential Skills!
- **The Home Skills Assessment Protocol**
  - Provides an essential review of skills required for living in a home.
- **The Community Participation Assessment Protocol**
  - “Participating in the community begins with learning to physically navigate safely around all the common aspects of sidewalks, streets, signs along with people encountered while walking or while being transported. To be able to shop independently in grocery and department stores, shop at the mall, and eat at fast-food or sit-down restaurants requires a wide variety of skills. The ability to tell time and use time-related concepts, making and keeping appointments, using a phone, and other skills to help learners stay connected and interact with others in the community are also assessed in this module.”

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The Assessment of Functional Living Skills - The AFLS™							
Health, Safety & First Aid (Continued)							
TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	COMMENT	REMARKS
HS 7	0-2	Thermometer use	Learner will correctly check temperature of sources of heat and state if they are hot.	Does learner check to see if things are hot when touching them?	Place hand near a household hot water pipe to touching it.	Can correctly check temperature of sources of heat if they are hot. In some cases, if items are hot after positioning hand close to items, learner may be able to feel with only intuitive and/or verbal prompts.	NEEDS CLOSE SUPERVISION
HS 8	0-2	Identify dangerous household materials	Learner will receptively identify at least 6 perimeters or dangerous household products.	Can learner receptively identify perimeters or dangerous household products?	Common: poison, spray, household chemicals, household cleaners, window cleaner, lamp oil, gasoline, paint supplies, etc.	Can receptively identify at least 6 perimeters or dangerous products. In-2 performance or dangerous products. In-2 performance or dangerous products. In-2 performance or dangerous products.	NEEDS CLOSE SUPERVISION
HS 9	0-2	States difference between a friend, acquaintance, and a stranger	Learner will state characteristics of a friend, acquaintance, and a stranger.	Does learner know the difference between a friend, acquaintance, and a stranger?		Can state characteristics of a friend, acquaintance, and a stranger. In-2 state as friend or stranger when asked.	
HS 10	0-2	Keeps doors shut and locked when people that are known to be safe.	Learner will only open a door for people that are known to be safe.	Does learner keep doors shut and locked when dangerous?		Can determine if it is safe to open door. In-2 determine if it is safe to open door. In-2 determine if it is safe to open door. In-2 determine if it is safe to open door.	NEEDS CLOSE SUPERVISION
HS 11	0-2	States various dangerous situations in different situations or settings.	Learner will state common dangerous situations in various settings.	Can learner describe common dangerous situations in various settings?	Bathrooms: slipping on water, drowning, electricity in tub, kitchen: knives, burns, poisons, under sink, fire, car safety, traffic, strangers, swimming pool, drinking, driving, shallow water, etc.	Can state 4 dangerous situations in 3 different settings. In-2 state 2 dangerous situations in 3 different settings. In-2 state 2 dangerous situations in 3 different settings. In-2 state 2 dangerous situations in 3 different settings.	

## Assessment of Vocational Skills

- General Assessment of Vocational Skills
  - Standardized tests
  - Criterion-referenced assessment
    - FISH, the AFLS
- Job/Task Specific Assessment
  - Vocational tasks are broken down into steps
  - Performance data is taken for each step
  - On-site and off-site

### Delivering Papers

Task	Independent	With assistance
Stuff papers with flyers	✓	
Puts Papers in cart	✓	
Goes to correct houses on list	✓	
Safely crosses the street		Doesn't look both ways %100
Puts newspapers in mailbox	✓	

Collecting Money from Customers		
Task	Independent	With assistance
Goes to correct house on list	✓	
Knocks on door	✓	
Introduces self/says why he's there	✓	
Accepts money	✓	
Provides correct change		Needs lots of help
Provide coupon or receipt	✓	
Says thank you	✓	
Safely crosses the street		Does not look %100

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## Social Skills Assessments

- Standardized Tests
  - Vineland Adaptive Behavior Scale
  - SIB-R
- Criterion Referenced
  - FISH
  - The AFLS

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## Work Related Social Skills

- [www.Do2learn.com](http://www.Do2learn.com)
- JobTIPS – FREE assessment tool!
- Contain 31 questions relating to socialization and communication skills
  - Self Assessment
  - Assessment by a Trusted Person




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## Assessing Preferences

- Interview/Questionnaire
- Paired-item preference assessment
  - Repeatedly pairing job tasks with each other
  - Which job task is selected most frequent
  - Time-consuming
- Multiple-stimulus preference assessment
  - Repeated opportunities to select an item or task from 3+ alternatives
  - Which job task is selected most frequent
  - Less time-consuming

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### Interests Quiz

This quiz will ask you about your general interests. There are a variety of jobs all over the world that are suited for all types of people. Sometimes it can be difficult to decide what type of job you should look for and apply for. Everybody has certain hobbies and activities that they like to do regularly. To help you choose the type of the job you may be interested in, you can take the Interests Quiz.

Name: \_\_\_\_\_

1. Are you interested in how transportation vehicles work?  
Almost Always   Often   Sometimes Rarely   Almost Never

2. Are you interested in working with animals?  
Almost Always   Often   Sometimes Rarely   Almost Never

3. Do you like to paint (e.g., rooms, walls)?  
Almost Always   Often   Sometimes Rarely   Almost Never

4. Do you enjoy analyzing information that you've read (e.g., answering questions about it, summarizing information, identifying main points)?  
Almost Always   Often   Sometimes Rarely   Almost Never

5. Do you enjoy using things like small handheld tools?  
Almost Always   Often   Sometimes Rarely   Almost Never

6. Do you like learning and memorizing facts?  
Almost Always   Often   Sometimes Rarely   Almost Never




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### Procedure for Conducting Preference Assessment

#### TO USE A FORCED-CHOICE PREFERENCE ASSESSMENT:

1. Interview persons who know the student to identify ten different objects or things that might be rewarding or motivating for the identified student. Such objects or things could be easily repeated; the kinds; elicit specific the kinds; or objects (e.g., light, hearing, tick, books). Do not select activities (such as going for a walk) because that activity cannot be tested.
2. Write the ten objects or things in the ten numbered spaces provided at the top of the "Forced Choice Preference Assessment Data Sheet."
3. Collect the ten items.
4. Take the student and the items to the testing room or area.
5. Using the "Forced Choice Preference Assessment Data Sheet", implement the preference procedure:
  - a. Put items 1 and 2 on the table in front of the student, approximately 18 inches apart;
  - b. Get the student's hands folded in lap
  - c. Get the student's attention;
  - d. (when attending) ask, "which do you want?"
    - i. allow 10 seconds for student to touch one object or name one object;
    - e. circle the number of the object touched (or named);
    - f. record the duration the student engaged with the activity
    - g. write "N/A" if no response or no choice was made within 10 seconds
    - h. go through each of the following steps "d" through "g"
6. Upon completion of all 90 trials, tally the number of times each of the ten stimuli were selected by the student.
7. At the bottom of the "Forced Choice Preference Assessment Data Sheet", write in the "Preferred Stimulus" the stimulus picked the largest number of times in 10.

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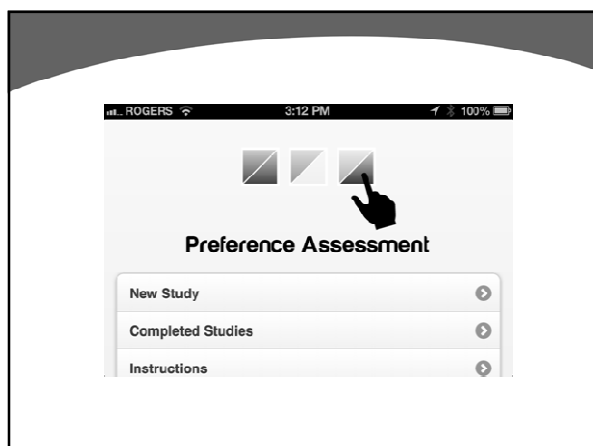
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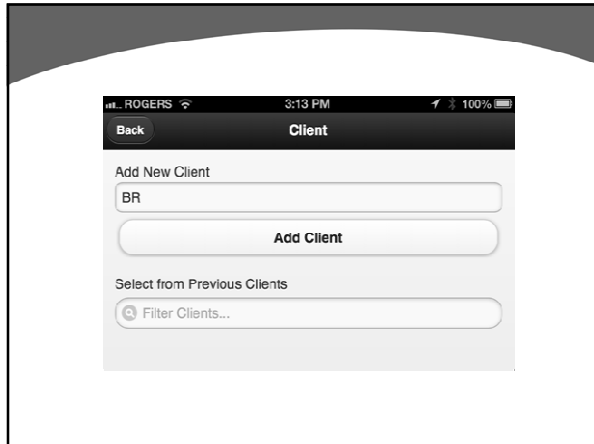
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- There's an App for that!

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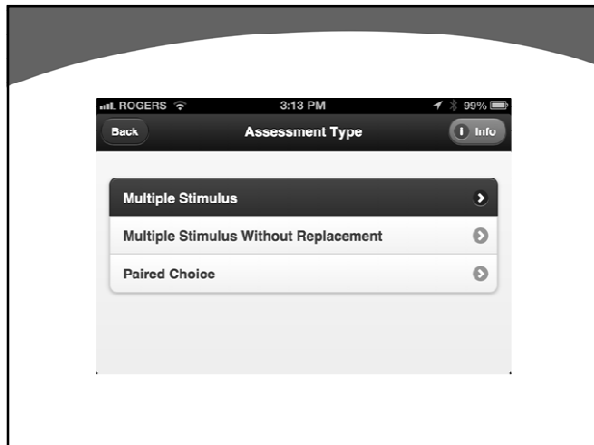
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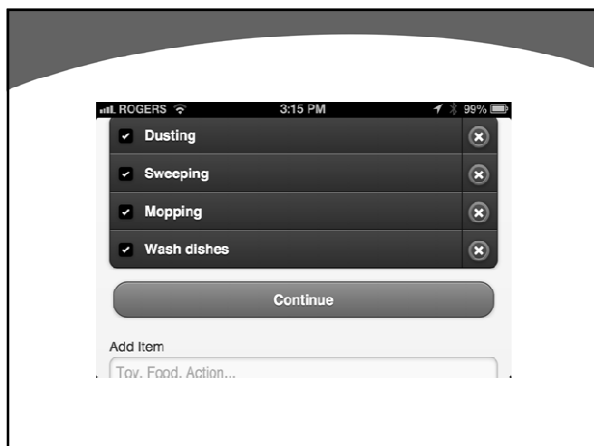
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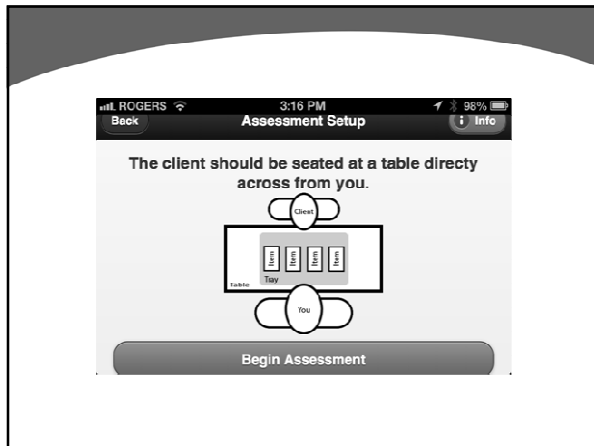
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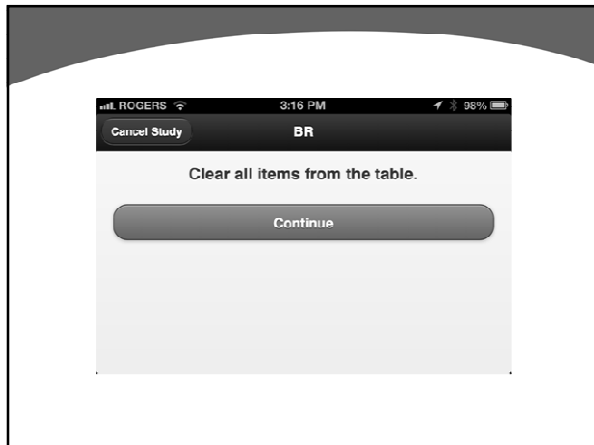
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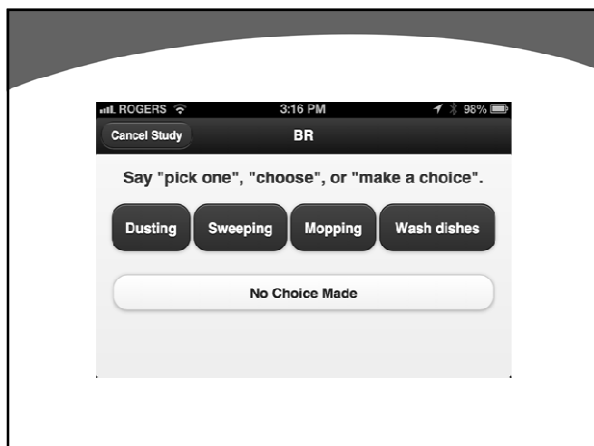
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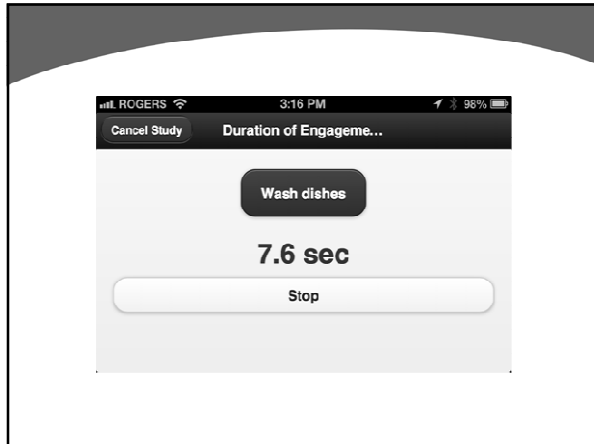
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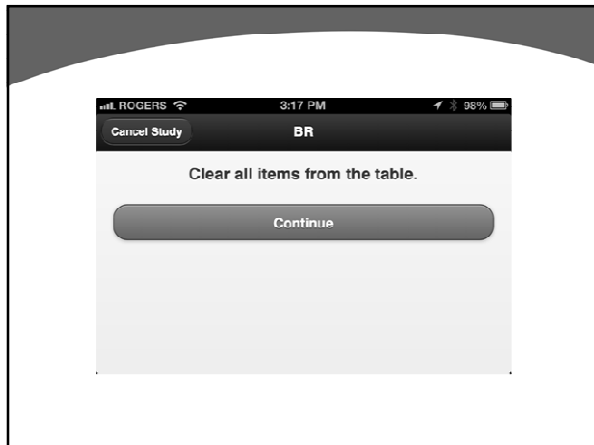
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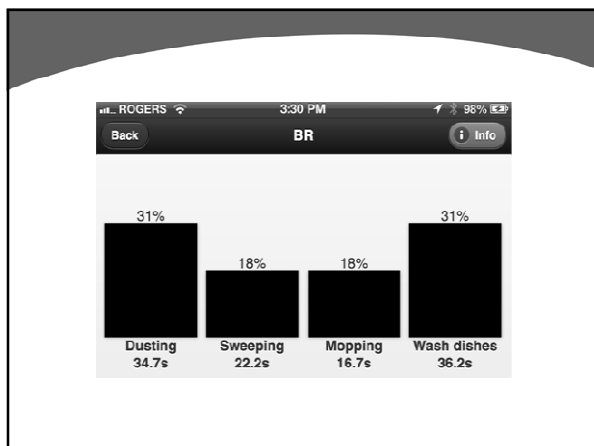
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## What we Learned from Assessment

- Strengths
- Weaknesses
- Interests
- Preferences
- Suitability
- Supports Needed
- Develop Goals




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## Applied Behaviour Analysis

ABA is a field of inquiry dedicated to investigating and modifying behaviour in a systematic way. ABA is:

- Data-based
- Analytical
- Able to be replicated
- Socially important
- Contextual
- Accountable




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## Why is ABA effective for Older Learners

- Based upon over **35 years** of published research
- Empirically validated research and best practice
  - Skill acquisition
  - Behaviour reduction
- ABA interventions
  - highlight relevant stimuli
  - minimizing extraneous stimuli
  - recognize the power of **reinforcement**
- Utilizes systematic prompting and prompt fading

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### Why is ABA effective for Older Learners

- Previously accepted prompt hierarchies may be modified
- Role of the significant others in the individuals life
  - Critical to implementation
- Person Centered/Positive Approach
  - Functional assessments
  - Behaviour Plans

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### Why is ABA effective for Older Learners

- ABA teaching strategies:
  - Task analysis, breaks complex material into teachable units and identifies complementary repertoires
  - Versatile teaching methods
    - Discrete Trial Teaching
    - Fluency/Rate based instruction
    - Shaping
    - Chaining
    - Incident teaching (NET)
    - Environmental manipulations
    - Peer instructional support
  - Numerous structured opportunities for learning and practice

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### Baseline Data

- Data gathered before a program begins
  - Before any teaching has been implemented
- Tells you how well the learner performs the task without any teaching

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## Baseline Data

- How to take Baseline Data:
  - Ask the learner to perform a task
  - Provide as much prompts as necessary to help the learner complete the task
  - Measure:
    - Number and type of prompts needed
    - How long the task takes
- Helps you determine:
  - If teaching needs to be done
  - What kind of teaching and supports are needed

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## Task Analysis

- Analyzing the behaviour chain (task) by breaking it down into it's individual components
- Used when your goal is to teach complex tasks (e.g., involving two or more steps)
- Identify all the steps required
- Write them down in order

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## Task Analysis

- Observe a person doing the task and write down each step
- Ask someone who performs the task well to explain all the components in the task
- Perform the task yourself and record the steps
  - Provides you with the most information

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## Task Analysis

- Task Analyses may need to be revised after you start training
- You may need to break some behaviours down further
- You may also combine two or more behaviours into a single step

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## Example: Washing Hands

VAGBI BUNDO		Name: _____		Start date: _____		Date _____	
Step							
1. Stand on lowest handle							
2. Right handle up							
3. Left hand in water							
4. Right hand in water							
5. Remove hands							
6. Locate knee							
hand on top							
hand under neck							
7. Feet down							
8. Split out							
9. Stop							
10. Feet palm together							
11. L/R hand rub top of right hand							
12. Right hand rub top of left hand							
13. L/R hand rise							
14. Right hand rise							
15. Hand on handle							
16. Feet down							

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## Task Analysis

- Let's Practice:
  - Using your Task Analysis Data Sheet, develop a task analysis for making a peanut butter and jelly sandwich

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### Supports to Assist with Independence

- Anyone can learn how to do anything!
- But...
  - Time Constraints
  - Motor Skills
  - Inadequate cognitive abilities
  - Safety concerns
- Supports can be put in place to help the learner perform the task despite challenges

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### Supports to Assist with Independence

- Motor Skills
  - Adapted tools
  - Environmental manipulations
  - Teach to ask for help when needed
- Cognitive deficits
  - Visuals instead of words
  - Calculators
  - Highlight relevant stimuli
  - Teach to ask for help when needed

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### Supports to Assist with Independence

- Safety concerns
  - Teach to ask for help when needed
  - Supervision/1:1 Assistance when needed

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## Tommy's News Paper Route

- Basic Work Skills
  - When motivated to do so, Tom is able to remain on task. He is able to complete many academic, daily living skills, and chores independently.
- Communication Skills
  - Receptive language – 5 yrs, 2mo
  - Expressive language – 6 yrs, 8 mo
  - Tom can express his needs, wants, dislikes etc. He has some emerging conversation skills but is often socially inappropriate with his communication. For example, he may tell someone they “look like Frankenstein”, or ask someone if their “husband is still dead”.

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## Tommy's News Paper Route

- Social Skills
  - Socialization - 2 yrs, 1 mo
  - Play and Leisure Time - 1 yr, 6 mos
  - Coping Skills - 2 yrs, 7 mos
  - Tom has no friends.
  - He is able to engage in some activities independently, such as playing Lego or playing the computer.
  - Engages in socially inappropriate conversations with others.
- Ability to follow instructions
  - Tom is able to follow multiple step instructions when motivated to do so. The addition of a visual aid, or checklist increases his ability to follow instructions and remain on task.

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## Tommy's News Paper Route

- Functional Academic Skills
  - Spelling - Grade 1.7
  - Reading - Grade 2.0
  - Math - Grade 1.0
  - Tom can tell time using a digital clock but needs to be prompted to refer to it.
  - Tom can distinguish between coin and bill denominations and at the time of this. intervention was learning how to count money
  - Tom can read and following simple instructions.

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## Tommy's News Paper Route

- Learning Style Assessment
  - Tom learns best with repeated, consistent presentations of a stimulus. He sometimes has trouble generalizing skills taught, thus multiple exemplars and teaching settings need to be utilized.
- Vocational Preferences
  - Tom has stated an interested in learning how to complete a newspaper route. He is also interested in computers and building things.

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## Tommy's News Paper Route

- Behavioural Challenges
  - Tom scored at the Clinically Significant Level for Internalizing Behaviors and Elevated Level for Externalizing Behaviours.
  - Tom is not aggressive but may have verbal outbursts
  - He also displays non contextual vocalizations and sounds.
  - He will often engage in tic-like facial and body movements.

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## Tommy's News Paper Route

- Skills required:
  - Stuffing the news papers
    - Sorting
    - Stay on task
    - Motor Skills
  - Delivering the papers
    - Go to correct house
    - Put paper in mail box
    - Cross street Safely
  - Collecting Money
    - Speaking with home owner
    - Getting money
    - Providing Change

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## Tommy's News Paper Route

- Supports in Place:
  - Stuffing the news papers
    - Stay on task – Reinforcement system
    - Motor Skills – Environmental Manipulations
  - Delivering the papers
    - Go to correct house – Written Schedule
    - Put paper in mail box – Environmental Manipulation
    - Cross street Safely – Additional teaching and supervision
  - Collecting Money
    - Speaking with home owner – Written Scripts
    - Getting money – Environmental Manipulation
    - Providing Change – Visual Cues

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You get....	You give....
 5 dollars	No Change – say "thank you"
 6 dollars	No Change – say "thank you"
 6 dollars	No Change – say "thank you"
 5 dollars	No Change – say "thank you"
 7 dollars	One dollar
 10 dollars	4 dollars
 10 dollars	4 dollars
 20 dollars	 14 dollars

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## Schedules

- Written, visual, auditory
- Benefits:
  - Increase independence
  - Allow to select and sequence own activities
  - Increase time on task
  - Easily faded
- Develop visuals consistent with cognitive level (e.g., objects, photos, pictures, words)

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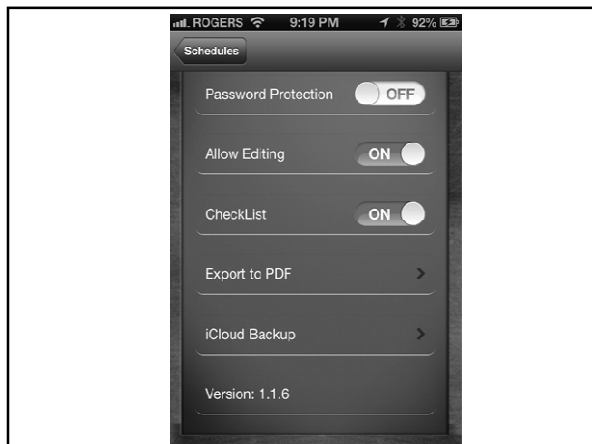
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## Reinforcement

- If you do something, and something good happens after, you're going to do it again!
- All learning involves some form of reinforcement

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## Reinforcement

- Before you begin teaching...
  - What are you going to use as reinforcement
    - Preference assessment
  - What is your reinforcement system going to look like
    - Skill level of student
    - Practicality

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## Reinforcement

- Examples:
  - Token board
  - Point system
  - Star Chart
  - Check Marks
  - Money
  - Praise
  - Edibles
  - Clicks!

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## Prompting

- Used to increase the likelihood that the learner will engage in the correct behaviour at the correct time
- Can be given before or during the performance of the behaviour
- Once the correct behaviour is performed, reinforce it!

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## Prompting

- It's important to fade prompts correctly!!
  - Too quickly – increase in confusion, slows or stops learning
  - Too slow – PROMPT DEPENDENCY

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## Fading

- Transfer control of the behaviour from the prompt to the stimuli
- The prompt is gradually removed until the behaviour occurs without it
- Teaching is not complete until prompts are completely faded (sometimes)

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## Type of Prompts

- Verbal Prompts
- Gestural Prompts
- Modeling Prompts
  - Video modeling
- Physical Prompts




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## Stimulus Prompts

- Some change in the stimulus
- Addition or removal of a stimulus
- Makes correct response more likely
- E.g., Adding a picture of popcorn to the popcorn button on the microwave

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## Chaining

- Systematic use of prompting and fading procedures to teach each component of a behaviour chain
- Used to teach tasks with two or more steps

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## Forward Chaining

- The instructor has the learner learn one skill at a time
- Start with the **first step**
- The instructor finishes the remaining steps for the learner
- When step one is mastered the learner completes step one and has instruction on step two
- The instructor finishes the remaining skill for the student.
- This continues until all steps are mastered.

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## Forward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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## Forward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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## Forward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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## Forward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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## Backward Chaining

- The reverse of forward chaining
- The instructor completes all steps, but allows the learner to learn the **last step** using prompts.
- When the last step is mastered the learner learns the second to last step.
- This continues until all the steps are mastered
- *Typically used with learners with very limited abilities*

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## Backward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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## Backward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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### Backward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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### Backward Chaining

- Hold Laces in both hands
- Bunny Ears
- Loop Ears
- Pull Through

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### Total Task Presentation

- The learner learns each step as the skill is taught
- The instructor gives the correct level of prompts at each steps to allow the student to proceed to the next step.
- Graduated Guidance
  - Start with hand over hand and gradually fade prompts

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### How to choose?

- Consider length of task
- Learning ability of the learner
- Teachers ability

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### Shaping

- Used to develop a behaviour that a person **does not** currently exhibit
- Differentially reinforce successive approximations of a target behaviour
- Differential reinforcement
  - One behaviour is reinforced
  - All others are not reinforced

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### Shaping

- Identify a starting behaviour
  - Reinforce this behaviour, increase this behaviour
- Stop reinforcing this behaviour and start reinforcing a new behaviour that is slightly closer to the target behaviour
- Continue until the person exhibits the target behaviour

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### Shaping



“ZA”

“EE-ZA”

“PIZZA”

“Want Pizza”

“I want Pizza”

“I want Pizza please”

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### Shaping

Lets Play the Shaping Game!



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### On-Site & Off-Site Training

- On site training occurs at the placement site
- Off-site training occurs at another site
  - Practice skills required
  - Simulated settings
- Many skills needed to get and keep a placement are learned while on the job

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## On-Site & Off-Site Training

- “Train and Place”
  - Training off-site and then placed in setting
  - Cause delays in placement
  - Many skills needed to get and keep a placement are learned while on the job
- Job-site Training
  - Decrease problems with generalization

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## On-Site & Off-Site Training

- Both on- and off-site training
  - Less support needed while at the placement
  - Less support needed during initial stages
  - Decrease delay in finding placement
  - Placement opportunities often part time
- Simulation based training
  - Incorporate stimuli found in community setting
  - Promotes generalization
  - Additional practice
  - Good Supplement to on-site training

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Thank You!

Kerry-Anne Robinson, M.Ed., BCBA

[Kerryanne@progressivesteps.ca](mailto:Kerryanne@progressivesteps.ca)

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