History of the AAPEP

- Little planning occurred for a student with ASD’s post-educational, adult life.
  - Resulted in last-minute scramble to find appropriate placements for work and living.
- Unlike in the case of education, there were no real testing or evaluation instruments to guide parents, teachers, and therapists on what to do and how to proceed.
  - Development of AAPEP

What was the AAPEP

- Adolescent and Adult Psycho-Educational Profile (AAPEP)
- A tool for evaluating an adolescent or adult’s abilities and behaviors in relation to work tasks, work environments, and daily living/self-care skills.
- Comprised of three separate, but related, sets of evaluations
  - Direct Observation by an examiner
  - School/Work Evaluation by teacher or supervisor
  - Home Evaluation by parent or other caregiver
- Has been in use since 1988

TTAP or AAPEP-R

- Revised Adolescent and Adult Psychoeducational Profile or TEACCH Transition Assessment Profile

Introduction

- Assessment versus teaching
- Formal assessment versus informal assessment

Formal Testing

- What it is:
  - Uses systematic test items, as in the TTAP
  - Controlled administration
- Function
  - Provides information that can be validated against comparison groups
Advantages of the TTAP

- Broader Array of Items - Aims at Severe to Mild Mental Handicap and ASD
- Comprehensive Formal Assessment (few instruments for students with ASD)
- Non-verbal and verbal instructions
- Flexible time limits
- Flexible order of presentation

Advantages of the TTAP

- Identifies Strengths and Interests
- Assessment Across 3 Contexts:
  - Direct Observation of Student,
  - Family/Home and
  - School/Work
- Each Context is Assessed in 6 Function Areas

Advantages of the TTAP

- Focus on six functional/transition areas
  - Vocational skills
  - Vocational behaviors
  - Independent functioning
  - Leisure skills
  - Functional Communication
  - Interpersonal Behavior

Advantages of the TTAP

- Identifies Strengths and Interests
- Assessment Across 3 Contexts: Direct Observation of Student, Family/Home and School/Work
- Pass, Emerge, Fail Scoring and Goal Development

Scoring the TTAP

- Same scoring system as used in PEP-3
  - 2 = Pass (skill or trait present)
  - 1 = Emerge (skill or trait partially present; can be taught)
  - 0 = Fail (skill or trait not present and not likely to be acquirable at this time)
- Environmental support may be required for these skills or traits (see Structure Checklist for ideas)

Advantages of the TTAP

- Identifies Strengths and Interests
- Assessment Across 3 Contexts: Direct Observation of Student, Family/Home and School/Work
- Pass, Emerge, Fail Scoring and Goal Development
- Provides goals for IEP/ITP
- Provides "Structure Checklist" to Assess Student’s Abilities to Use Visual Cues
### Structure Checklist
- Gives teachers and managers ideas about how to structure the environment to make learning and performance maximally useful
- Ways to increase structure
  - Clear scheduling
  - Work systems (left-to-right or first-then)
  - Visual instructions (picture or written)
  - Visual organization (using containers)
  - Visual clarity (emphasizing quantity - "how much" or "when")

### The Assessment Scales
- Each is divided into the 6 function areas:
  - Vocational skills
  - Vocational behaviors
  - Independent functioning
  - Leisure skills
  - Functional Communication
  - Interpersonal Behavior

### How to Administer Family/Home and School/Work Scales
- Become familiar with the items of these scales before the interviews.
- For each function area, the interview should begin with broad questions aimed at obtaining an impression about the individual's general level of functioning within the area.
- Starting with general questions and becoming more specific can help maintain the flexibility that will contribute to a productive interview.
- In some cases, it might also become apparent that it is not necessary to cover all of the items in a scale because the individual does not have the requisite skills.

### Sample Item and Questions
- **Home Scale: Independent Functioning**
  - **Independent Transportation**
    - **Passing** — Trains independently to and from familiar locations (e.g., recreation center, movie theater).
    - **Emerging** — Travels to and from familiar locations alone but needs some help (e.g., boarding correct bus, navigating routes, keeping track of time, etc.).
    - **Failing** — Cannot travel alone to any location beyond home or fenced yard.
  - **Home Management**
    - **Passing** — Looks after the home and operates household devices (e.g., stove, etc.) independently.
  - **Community Involvement**
    - **Passing** — Participates in community activities (e.g., hobby, group, social, family).

- One could phrase this question in a variety of ways, depending on information already given by the parents. If you have the sense that most of the individual's time is spent at home, you might ask the parents where their child likes to go, what the child likes to do at these places, and whether the child can get there alone. A guiding principle to remember is that the TIAF is designed to evaluate the ability to function independently at home and in the community.
### Home Scale - Vocational Skills

- Simple Workshop/Kitchen Desk tools
- Sorting
- Sweeping or Vacuuming
- Cleaning implements
- Washing and Drying Clothes
- Washing and Drying Dishes
- Kitchen Appliances
- Folds Towels
- Makes Bed
- Unloads Dishwasher
- Sets Table
- Cleans up after meal or cooking

### Home Scale – Vocational Behavior

- Works Independently
- Asks for Help When Needed
- Relations With Authority/Accepts Supervision
- Respect for Property, Rules, and Regulations
- New Tasks
- Delayed Instructions
- Tolerates Interruptions
- Adjusts to Changes in Routine
- Maintenance of Own Area and Possessions
- Mobility During Tasks
- Working in Proximity to Others
- Distracted by TV, Computer, or Favored Materials

### Folds Towels

- Passing — Folds wash clothes in “quarter-fold” pattern and hand or bath towels in “tri-fold” pattern independently and stacks neatly for storage.
- Emerging — Completes either quarter-fold or tri-fold but folds are not always uniform and neat or does not stack neatly for storage.
- Failing — Is unable to complete either fold without consistent prompting or to stack towels and wash clothes neatly.

### Home Scale – Independent Functioning

- Dressing and Grooming
- Bathing and Brushing
- Teeth
- Toileting
- Menstrual Hygiene/Shaving
- Cooking
- Simple Shopping
- Independent Transportation
- Eating
- Safety Standards
- Independently Self-Medicates as Prescribed
- Packs for Overnight Outing/School (Using List)
- Closes Bathroom Door While Using

### Tolerates Interruptions

- Passing — While working independently and intently at a task, tolerant of interruptions without signs of anxiety or frustration and returns to work quickly and works steadily.
- Emerging — While working independently and intently at a task, displays mild disturbance when interrupted or needs reminders to return to work.
- Failing — While working independently and intently at a task, displays marked disturbance when interrupted (e.g., tantrums, hand flaps, leaves work area) or has to be physically guided to return to work.

### Independent Transportation

- Passing — Travels independently to/from a nearby center, movie theater, around house, and area via push, pull, or roll chairs, wheelchairs, or scooters, as arranged. Tolerates interruption during travel and traffic signs and signals.
- Emerging — Travels to and from familiar locations (e.g., stores, parks, libraries, school) or by rides; independent travel to the home, neighborhood, or nearby yard, garage, house, or next door.
- Failing — Great travel area to nearby yard.
**Home Scale – Leisure Skills**
- Use of Free Time
- Solitary Play
- Cooperative Play
- Table Games
- Radio or TV
- Sustained Indoor Interests – Hobbies of Collection
- Sustained Indoor Interests – Arts and Crafts
- Sustained Outdoor Interests
- Public Entertainment Events
- Care for Pets
- Fast Food Restaurant
- Cleans Up After Leisure Activity

**Home Scale – Communication**
- Communication of Basic needs
- Response to Questions About Present State
- Understands Concepts
- Uses Concepts
- Reading Signs
- Use of Telephone
- Social Activities
- Spontaneous Conversation
- Ceases Action When Told to Stop
- Points/Holds Out Hand for Desired Object
- Rejects With Gestures or Words
- Attends to Pointing Gesture of Others to Obtain Objects, Information

**Home Scale – Interpersonal Skills**
- Positive Interpersonal Behaviors With Familiar People
- Positive Interpersonal Behaviors With Strangers
- Negative Interpersonal Behaviors – Aggression and Prop. Destruction
- Negative Interpersonal Behaviors – Exploitative, Annoying, Disturbing, Distracting, Self-stimulatory
- Social Gatherings
- Responds to Presence of Other People
- Appropriate Behavior Toward Others in Public
- Seeks Company of Certain Other People
- Does Not Disturb Others During Individual Activities
- Apologizes for Unintentional Mistakes
- Controls Temper/Expresses Dissatisfaction in Constructive Manner
- Shares Food/Belongings With Others

**Solitary Play**
- Engages in appropriate solitary play for more than 10 periods of 30 minutes or more.
- Engages in solitary play activities only that are within his/her limited or bizarre ways of solitary play, but may engage in play for 30 minutes.

**Use of Telephone**
- Makes telephone calls independently for business or social purposes, obtaining or giving directions, making appointments or commitments, conversing, receiving incoming calls.
- Failing — Does not communicate by telephone.

**Use of Free Time**
- Sustained Outdoor Interests
- Public Entertainment Events
- Care for Pets
- Fast Food Restaurant
- Cleans Up After Leisure Activity

**Appropriate Behavior Towards Others in Public**
- Engages in appropriate solitary play for more than 10 periods of 30 minutes or more.
- Engages in solitary play activities only that are within his/her limited or bizarre ways of solitary play, but may engage in play for 30 minutes.
- Failing — Does not communicate by telephone.
Work Scale – Vocational Skills

- Sorting Objects
- Assembly
- Matching For Filing
- Use of Simple Machines and Tools
- Size Discrimination
- Measurement
- Packaging
- Cleaning Own Work Area

- Fill Containers to Rim
- Use List to Retrieve Items From a Shelf
- Operates Equipment in Response to Gauge, Timer, Buttons
- Lifting/Moving

FILL CONTAINERS TO RIM

- Passing — When pouring (filling salt shakers, filling glasses for snack, pouring foodstuffs into containers, etc.), fills each container to within ½ inch or rim without over- or under-filling container and spills only rarely.
- Emerging — Inconsistently overfills or underfills containers and/or occasionally spills when pouring.
- Failing — Frequently spills when pouring and/or consistently over- or underfills containers.

Work Scale – Vocational Behavior

- Time on Task
- Work Rate
- Error Rate
- Controls Preoccupations During Work
- Respect for Property, Rules, and Regulations
- Working in Proximity to Others
- Relations with Authority Figures
- Organizes Work Materials to Assist Performance
- Independent Transitions Between Tasks in Work Area
- Behavior During Transition Times
- Corrects Errors in Response to Verbal/Picture/Written Rules
- Adjusts to Changes in Routine

Time on Task

- (This item is designed to measure time on task and not speed of production.)
- Passing — When working on a previously mastered task that is part of daily program (e.g., sorting, packaging, etc.), works independently and steadily for a period of 30 minutes or more.
- Emerging — Works on a previously mastered task that is part of daily program (e.g., sorting, packaging, etc.), works independently and steadily for at least 5 minutes.
- Failing — Does not work independently on previously mastered tasks for at least 5 minutes.

Work Scale – Independent Functioning

- Eating Independently
- Table Manners
- Delivers Message/Independent Movement
- Time Management: Following Schedule
- Safety Standards
- Behavior in Public
- Uses Public Restroom Independently and Appropriately
- Independently Washes Hands Before Meal
- Identifies Time/Markings on Clock
- Obey Public Signs
- Response to Emergencies
- Keeps Personal Belongings in Appropriate Place

Response to Emergencies

- Passing — Responds to alarm announcements by quickly walking to nearest exit without following direction of authority or by announcement directions, without significant signs of distress or confusion.
- Emerging — Shows signs of distress or confusion.
- Failing — Needs consistent visual/verbal prompts to assure that individual follows directions and does not make errors in the use of equipment, or to avoid disorientation and confusion.

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Work Scale - Leisure

- Use of Free time
- Cooperative Play
- Lunch or Break Time
- Group Events
- Sports
- Use of Vending Machine
- Learns New Leisure Activities
- Individual Indoor Activities
- Care for Plants
- Target, Board, or Card Games
- Follows Picture/Written Instructions for Game
- Exercise Routine

Lunch or Break Time

- Passing — Shows interest in anticipating lunch or break time and makes appropriate use of lunch or break time by engaging in appropriate social and self-care activities (e.g., talking, eating, writing, getting books, bringing out lunch, and not engaging in inappropriate play or social activities).  
- Emerging — Is engaged in an activity for at least a quarter of the period or shows more interest in lunch or break time than in actual occurrence.  
- Failing — Does not engage in an activity for more than 2 minutes or lunch or break time or does not make appropriate use of lunch or break time.

Work Scale - Communication

- Communication of Basic Needs
- Communication of Needs During Activities
- Response to Simple Instructions
- Response to Prohibitions
- Counting Numbers
- Names
- Understands Names of Shapes, Colors, Letters, and Numbers
- Instructions Requiring Decisions
- Responds to Basic Gestures
- Ceases Action When Told to Stop
- Continues when Praised or Given Nod of Approval
- Obey Instructions in Emergency

Communication of Needs During Activities

- Passing — When in need of assistance with school or work activities, appropriately asks for it (e.g., extra help, clarification, or materials, etc.). Does not seem to distinguish between need for assistance and game play.
- Emerging — Communicates at least once during the period or shows need for assistance and fits an appropriate manner.
- Failing — Does not consistently communicate at least one of his/her needs.

Work Scale - Interpersonal Skills

- Response to Presence of Other People
- Positive Interpersonal Behaviors With Familiar People
- Positive Interpersonal Behaviors With Others
- Positive Interpersonal Behaviors With Strangers
- Negative Interpersonal Behaviors — Aggression and Property Destruction
- Negative Interpersonal Behaviors — Exploitative, Annoying, Disturbing, Self-stimulatory
- Behavior During Work Activities: Self-Control
- Behavior in Groups
- Seeks Company of Certain Other People
- Shares Food/Belongings With Others
- Good Sportsmanship
- Controls Temper/Expresses Disatisfaction in Constructive Manner
- Uses Language Courtesies

Behavior During Work Activities: Self Control

- Positive individual's behavior when working, especially when anticipating an activity.
- Passing — Generally works quietly and calmly, rarely displays work habits that might be annoying, disturbing, or distracting. Asks questions, does not show signs of aggression or property destruction.
- Emerging — Occasionally shows signs of aggression or property destruction or redirecting. Asks questions, displays work habits that might be annoying, disturbing, or distracting.  
- Failing — Frequently displays work habits that might be annoying, disturbing, or distracting. Asks questions, displays work habits that might be annoying, disturbing, or distracting.
Direct Observation Scale

- The items of the Direct Observation Scale are presented in a general order that should assist effective administration.
- Feel free to vary the order of administration in accordance with the needs or behavioral characteristics of the individual.
- Certain items within the test should be clustered (or presented together) for efficient administration, and notation of these clusters is provided under the heading for each item.
- Familiarize themselves with the specific test items before administering the test.

Administration Procedures

- 3 parts:
  - **Materials**—Lists what is needed to administer items
  - **Procedure**—Specific instructions for the item's administration
  - **Scoring**—A description of the criteria used to determine the score of each item.

Procedure:

- Instructions require minimal use of language in order for the individual to understand and carry out specific tasks
- Also included are specific procedures to follow in case of the initial directions are not sufficient for the individual
- May involve demonstration of a correct response or altering the directions so that more structure helps to clarify what response is expected

Direct Scale – Vocational Skills

- Sorting
- Correcting Errors
- Matching to Jig
- Matching/Sorting Colors
- Sorting and Collating
- Uses One-to-One Correspondence to Complete 3-Step Task
- Travel Kit Assembly
- Simple and Sophisticated Alphabetizing
- Measuring with Ruler
- Filing by Number
- Measuring with Cups and Spoons
- Typing

Travel Kit

- **Materials**: 6 travel size soaps, shampoo, lotions, toothbrushes, and tubes of toothpaste plus six "decoy" items (powder); bins for each item and zip lock bags; a photograph of the assembled product (actual size), a photograph jig or outline/silhouette jig displaying all items to be packet in the bag, and a labeled or un-labeled photograph of the assembled product
- **Procedure**: Arrange items in a left to right sequence and the photograph of the assembled product to the right side of the individual. Place the decoy item in the middle of the other 6 items portrayed in the photograph. Tell the individual to make a pouch just like the one in the photograph. If the individual makes errors in more than 3 errors, place the photograph of the assembled product to the right side of the individual, with the photograph of the assembled product in front of the box. Indicate to the individual to match each item to the matching picture in the photograph. When the individual matches all items, then indicate to assemble the items in the second photograph and put in the bag.
- **Scoring**—A description of the criteria used to determine the score of each item.

- Failing within 5 minute time period.
- Emerging—Matches at least 2 items to the jig but does not complete the assembly
- Assembles 5 sets (either before or after photograph jig presented) within 5 minutes with no more than 3 errors.
- Typing—Matches at least 2 items to the jig but does not complete the assembly
- Typing—Uses One-to-One Correspondence to Complete 3-Step Task
- Typing—Uses One-to-One Correspondence to Complete 3-Step Task
Measuring with Cups and Spoons

- **Materials:** Measuring cups (1 cup with blue tab, ¼ cup with green tab), measuring spoons (1 tsp. with yellow tab, ½ tsp. with red tab), labeled containers of rice, lentils, salt, and pepper, one large container for mixed ingredients, one list of written directions for mixing the ingredients, one set of photograph directions.
- **Procedure:** Spread cups, spoons, and containers in front of the individual along with the set of written directions. Indicate to the individual to follow the list and combine the ingredients. If the individual makes 2 errors or does not know how to proceed, present the color-coded directions and indicate to the individual to follow the list.
- **Scoring:**
  - **Passing** — Completes either the written list or the photograph directions with no more than 1 error (on either structure).
  - **Emerging** — Completes task with either structure with no more than 2 errors.
  - **Failing** — Cannot complete mixing or makes 3 or more errors.

Assembly Line

- **Materials:** 16 sets of 3 gem-clipped 8 1/2x11 pages, 16 large clasp envelopes.
- **Procedure:** Place the envelopes on the table in front of the individual. Place a file tray on the individual's right. The examiner sits next to the individual on his left and begins to place one set of pages in front of the individual. Indicate to the individual to put one stapled set into each envelope and put it into the tray. If the individual does not begin or incorrectly attempts a combination, demonstrate the task up to three times. Then proceed without further demonstration. Place one set of pages in front of the individual at a time. When the individual has completed a set, the examiner places the set into the tray. The examiner places the last set. Note how many complete envelopes the examiner places in front of the individual.
- **Scoring:**
  - **Passing** — Successfully completes at least 13 sets, speeds up when the examiner does or walks for next at a rate that is reasonable approximates the examiner's rate so that there are no more than 3 sets left after the examiner places the last set.
  - **Emerging** — Is able to perform the task but completes only between 6-12 sets.
  - **Failing** — Completes less than 6 sets successfully.

Follows Schedule

Direct Scale – Vocational Behavior

- **Assembly Line**
- **Works Continuously at Task**
- **Distracted by Office Noise**
- **Works Without Supervision**
- **Productivity**
- **Works Neatly and Systematically**

- **Response to Environment**
- **Handles Transitions**
- **Asks for Help When Needed**
- **Response to Corrections**
- **Tolerates Interruptions**
- **Stamina – Performance Over Length of Test**

Direct Scale – Independent Functioning

- **Telling Time**
- **Recognition of Money**
- **Money Calculations**
- **Survival Signs**
- **Hand Washing**
- **Use of Vending Machines**

- **Appropriate Eating Habits**
- **Use of Money**
- **Delivers Messages**
- **Use of Calendar**
- **Check Writing/Recording**
- **Follows Schedule**

Direct Scale – Leisure Skills

- **Solitary Activities**
- **Puts Away Materials at End of Break**
- **Magnetic Dart Board**
- **Records Score in Dart Board Game**
- **Simple Card Game**
- **Shoots Baskets**
- **Uses Counters to Recognize When Leisure Activity Is Finished**

- **Reads Magazine or Catalogue**
- **Higher Level Card Game**
- **Requests Leisure Activity and Responds to Work System**
- **Plans a Community Recreation Activity**
- **Plans Amount of Money Needed for Community Recreation Activity**
Magnetic Dart Board

**Materials:** Dart board with magnetic-tipped darts

**Procedure:** Throw darts at the dart board several times. Then offer darts to individual, indicating to do the same. If individual does not begin or begins incorrectly, repeat demonstration.

**Scoring:**
- **Passing** — Throws at least 3 darts at the board after demonstration and without additional encouragement.
- **Emerging** — Needs additional encouragement to throw darts at the board.
- **Failing** — Does not throw any darts at the board.

Written Instructions

**Materials:** 2 pencils, box, foam or lightweight ball, cards with written instructions

**Procedure:** Spread the pencils, box, and ball on the table in front of the individual. Present cards to individual, one at a time and in the order below. Ask individual to read card and do what is said on the card. If individual fails to begin or begins incorrectly, point to the underlined words on the card and demonstrate the first instruction.
1. Put pencils in box.
2. Point to the box.
3. Put box on floor.
4. Point to the pencils.

**Scoring:**
- **Passing** — Reads and carries out at least 4 directions before or after demonstration.
- **Emerging** — Reads and carries out 2 or 3 directions successfully or needs assistance (pointing to underlined words) in order to carry out instructions.
- **Failing** — Is unable to carry out more than 1 direction successfully, even with assistance.

Positive Interpersonal Behaviors

**Materials:** None

**Procedure:** Observe individual's interpersonal behavior throughout the testing session.

**Scoring:**
- **Passing** — Interacts positively with the examiner (e.g., when greeted, says hello, smiles, or offers handshake; shows interest in examiner by asking questions and smiling when praised by examiner for work; responds to changes in examiner's voice or facial expressions).
- **Emerging** — Shows inconsistent pattern of interpersonal behaviors, interacting positively sometimes but not at others.
- **Failing** — Shows fewer than 2 positive interpersonal behaviors during the entire testing session.

Direct Scale - Communication

**Comprehends Verbal Instructions or Gestures**

**Responds to Questions About Present State**

**Delayed Instructions**

**Follows Picture Instructions**

**Emergency Information**

**Communicates Needs**

- Displays Positive Affect
- Understands Prohibitions
- Spontaneous Communication
- Written Instructions
- Making Simple Purchases
- Phone Message

Direct Scale – Interpersonal Skills

**Responds to Name**

**Appropriate Initial Greeting**

**Responds to Examiner's Presence**

**Smiles Appropriately**

**Self-Control**

**Positive Interpersonal Behaviors**

**Negative Interpersonal Behaviors**

**Travels With Examiner**

**Appropriate Physical Interaction**

**Plays Cooperative Game**

**Conversation**

**Uses Visual Rules**

Conversation Cards

- Home & Family
- School
- Sports
- TV Programs

Emergency Information

Instructions or Delayed Instructions

Responds to Questions About Present State

Communicates Needs

Observe individual's interpersonal behavior

Interpersonal Skills

Positive Interpersonal Behaviors

Direct Scale - Communication

Comprehends Verbal Instructions or Gestures

Responds to Questions About Present State

Delayed Instructions

Follows Picture Instructions

Emergency Information

Communicates Needs

Displays Positive Affect

Understands Prohibitions

Spontaneous Communication

Written Instructions

Making Simple Purchases

Phone Message

Direct Scale – Interpersonal Skills

Responds to Name

Appropriate Initial Greeting

Responds to Examiner's Presence

Smiles Appropriately

Self-Control

Positive Interpersonal Behaviors

Negative Interpersonal Behaviors

Travels With Examiner

Appropriate Physical Interaction

Plays Cooperative Game

Conversation

Uses Visual Rules

Conversation Cards

- Home & Family
- School
- Sports
- TV Programs
Summary – From AAPEP to TTAP

- Core of the AAPEP (TTAP) – revised
  - Same formal assessment instrument
  - Updated and expanded to include more high-functioning skills in recognition of increasing incidence of high-functioning autism diagnoses
- Added to the TTAP – community-based assessment
  - An established method of informal, community-based assessment to assist in transition into adult life by evaluating the most appropriate vocational and living situations
  - Reflects reality of the needs of adults with autism and complies with federal law in the U.S.

TEACCH Transition Assessment Profile – Formal section

John B Thomas
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