

TEACCH Transition Assessment Profile – Formal section

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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

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

Introduction

- Assessment versus teaching
- Formal assessment versus informal assessment

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

- Family/Home and
- School/Work
- Direct Observation

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

How to Administer Family/Home and School/Work Scales

- Whenever possible, test items should be scored as they are given.
- If unsure of specific scoring criteria for a given item, the examiner should note the individual's performance and refer to the manual after the testing session.
- Some items are observational in nature and should be scored as soon as possible after the session, while the examiner's impressions of the individual are fresh.


Sample Item and Questions

- **Home Scales: Independent Functioning**
- **INDEPENDENT TRANSPORTATION**
 - Passing* — Travels independently to and from familiar locations (e.g., recreation center, movie theater, around home neighborhood). Walks, drives, or uses bus, taxi, shuttle or carpool as arranged. Crosses intersection safely, responding to car horns and traffic signs and signals.
 - Emerging* — Travels to and from familiar locations alone but needs some help (e.g., boarding correct bus, failing taxi, crossing pedestrian crosswalk) or restricts independent travel to the home area (e.g., yard, garage, house next door).
 - Failing* — Cannot travel alone to any location beyond home or fenced yard.
- 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 TTAP is designed to evaluate the ability to function independently at home and in the community.


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| <h2>Home Scale -Vocational Skills</h2> | |
| <ul style="list-style-type: none"> ■ Simple Workshop/Kitchen Desk tools ■ Sorting ■ Sweeping or Vacuuming ■ Cleaning implements ■ Washing and Drying Clothes | <ul style="list-style-type: none"> ■ Washing and Drying Dishes ■ Kitchen Appliances ■ Folds Towels ■ Makes Bed ■ Unloads Dishwasher ■ Sets Table ■ Cleans up after meal or cooking |

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| <h2>FOLDS TOWELS</h2> | |
| <ul style="list-style-type: none"> ■ Passing — Folds wash cloths 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 cloths neatly. |  |

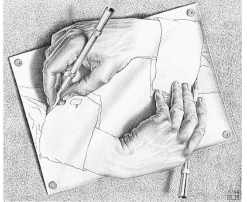
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| <h2>Home Scale – Vocational Behavior</h2> | |
| <ul style="list-style-type: none"> ■ Works Independently ■ Asks for Help When Needed ■ Relations With Authority/Accepts Supervision ■ Respect for Property, Rules, and Regulations ■ New Tasks ■ Delayed Instructions ■ Tolerates Interruptions | <ul style="list-style-type: none"> ■ 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 |

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| <h2>Tolerates Interruptions</h2> | |
| <ul style="list-style-type: none"> ■ Passing — While working independently and intently at a task, tolerates 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 considerable disturbance when interrupted (e.g., tantrums, hand flaps, leaves work area) or has to be physically guided to return to work. |  |


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| <h2>Home Scale – Independent Functioning</h2> | |
| <ul style="list-style-type: none"> ■ Dressing and Grooming ■ Bathing and Brushing Teeth ■ Toileting ■ Menstrual Hygiene/Shaving ■ Cooking ■ Simple Shopping ■ Independent Transportation | <ul style="list-style-type: none"> ■ Eating ■ Safety Standards ■ Independently Self-Medicates as Prescribed ■ Packs for Overnight Outing/School (Using List) ■ Closes Bathroom Door While Using |

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| <h2>Independent Transportation</h2> | |
| <ul style="list-style-type: none"> ■ Passing — Travels independently to and from familiar locations (e.g., recreation center, movie theater, around home neighborhood). Walks, drives, or uses bus, taxi, shuttle or carpool as arranged. Crosses intersection safely, responding to car horns and traffic signs and signals. ■ Emerging — Travels to and from familiar locations alone but needs some help (e.g., boarding correct bus, hailing taxi, crossing pedestrian crosswalk) or restricts independent travel to the home area (e.g., yard, garage, house next door). ■ Failing — Cannot travel alone to any location beyond home or fenced yard. |  |


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| <h2 style="text-align: center;">Home Scale – Leisure Skills</h2> | |
| <ul style="list-style-type: none"> ■ Use of Free Time ■ Solitary Play ■ Cooperative Play ■ Table Games ■ Radio or TV ■ Sustained Indoor Interests – Hobbies or Collection ■ Sustained Indoor Interests – Arts and Crafts | <ul style="list-style-type: none"> ■ Sustained Outdoor Interests ■ Public Entertainment Events ■ Care for Pets ■ Fast Food Restaurant ■ Cleans Up After Leisure Activity |

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| <h2 style="text-align: center;">Solitary Play</h2> | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> – Engages in appropriate solitary play for periods of 30 minutes or more. Uses 3 or more different toys or materials (e.g., colors with markers, plays on computer, bounces ball) either during one play period or over a number of occasions. ■ <i>Emerging</i> – Engages in solitary play but is limited to use of only 1 or 2 types of materials, or uses 3 or more different materials in solitary play but needs guidance or reminders to remain engaged in play for 30 minutes. ■ <i>Falling</i> – Does not engage in solitary play for more than 10 minutes without constant prompting or uses materials in very limited or bizarre ways (e.g., spins all objects, licks materials). |  |


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| <h2 style="text-align: center;">Home Scale - Communication</h2> | |
| <ul style="list-style-type: none"> ■ Communication of Basic needs ■ Response to Questions About Present State ■ Understands Concepts ■ Uses Concepts ■ Reading Signs ■ Use of Telephone ■ Social Activities ■ Spontaneous Conversation | <ul style="list-style-type: none"> ■ 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 |

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| <h2 style="text-align: center;">Use of Telephone</h2> | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> – Makes telephone calls independently for business or social purposes, obtaining or asking for number desired, dialing phone, and carrying on comprehensible conversation; is able to answer phone and receive incoming calls. ■ <i>Emerging</i> – Makes telephone calls but needs help with some aspects of task (e.g., finding or dialing number, getting correct person to come to the phone) or only uses telephone when answering incoming calls. ■ <i>Falling</i> – Does not communicate by telephone. |  |


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| <h2 style="text-align: center;">Home Scale - Interpersonal Skills</h2> | |
| <ul style="list-style-type: none"> ■ 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 | <ul style="list-style-type: none"> ■ 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 |

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| <h2 style="text-align: center;">Appropriate Behavior Towards Others in Public</h2> | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> – Behaves appropriately toward others in public (e.g., maintains reasonable social distance, does not engage in inappropriate physical contact, takes place in line, etc.). ■ <i>Emerging</i> – Occasionally (no more than once a day) displays mildly inappropriate behaviors toward others in public (e.g., crowds others, fails to take place in line, talks too loudly, etc.). ■ <i>Falling</i> – Frequently (more than once a day) displays severely inappropriate behaviors toward others in public (pushes or shoves others, argues or displays threatening behavior, etc.). |  |


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| <h2>Work Scale – Vocational Skills</h2> | |
| <ul style="list-style-type: none"> ■ Sorting Objects ■ Assembly ■ Matching For Filing ■ Use of Simple Machines and Tools ■ Size Discrimination ■ Measurement ■ Packaging ■ Cleaning Own Work Area | <ul style="list-style-type: none"> ■ Fill Containers to Rim ■ Use List to Retrieve Items From a Shelf ■ Operates Equipment in Response to Gauge, Timer, Buttons ■ Lifting/Moving |

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| <h2>FILL CONTAINERS TO RIM</h2> | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> = When pouring (filling salt shakers, filling glasses for snack, pouring foodstuffs into containers, etc.), fills each container to within 1/2 inch or rim without over- or under-filling container and spills only rarely. ■ <i>Emerging</i> — Inconsistently overfills or under-fills containers and/or occasionally spills when pouring. ■ <i>Failing</i> - Frequently spills when pouring and/or consistently over- or under-fills containers. |  |


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| <h2>Work Scale – Vocational Behavior</h2> | |
| <ul style="list-style-type: none"> ■ 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 | <ul style="list-style-type: none"> ■ 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 |

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| <h2>Time on Task</h2> | |
| <ul style="list-style-type: none"> ■ (This item is designed to measure time on task and not speed of production.) ■ <i>Passing</i> — When working on a previously mastered task that is part of daily program (e.g., sorting, packaging, assembly, etc.) works independently and steadily for a period of 30 minutes or more. ■ <i>Emerging</i> — Works on a previously mastered task independently and steadily for at least 5 minutes. ■ <i>Failing</i> — Does not work independently on previously mastered tasks for at least 5 minutes. |  |


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| <h2>Work Scale – Independent Functioning</h2> | |
| <ul style="list-style-type: none"> ■ Eating Independently ■ Table Manners ■ Delivers Message/Independent Movement ■ Time Management: Following Schedule ■ Safety Standards ■ Behavior in Public ■ Uses Public Restroom Independently and Appropriately | <ul style="list-style-type: none"> ■ Independently Washes Hands Before Meal ■ Identifies Time/Markings on Clock ■ Obeyes Public Signs ■ Response to Emergencies ■ Keeps Personal Belongings in Appropriate Place |

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| <h2>Response to Emergencies</h2> | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> — Responds to alarm signal, bell, or intercom announcement by quickly walking to nearest exit without the direction of authority or by following intercom announcement directions without significant signs of distress or confusion. ■ <i>Emerging</i> — Shows signs of disorientation and confusion such that supervisor needs to prompt individual occasionally to follow emergency procedures. ■ <i>Failing</i> — Needs consistent supervisor prompts to assure that individual follows emergency procedures because of disorientation and confusion. |  |


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| Work Scale - Leisure | |
| <ul style="list-style-type: none"> ■ Use of Free time ■ Cooperative Play ■ Lunch or Break Time ■ Group Events ■ Sports ■ Use of Vending Machine ■ Learns New Leisure Activities | <ul style="list-style-type: none"> ■ Individual Indoor Activities ■ Care for Plants ■ Target, Board, or Card Games ■ Follows Picture/Written Instructions for Game ■ Exercise Routine |

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| Lunch or Break Time | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> — Shows interest in anticipating lunch or break time and makes appropriate use of lunch or break time by engaging in an activity for most or all of the period (e.g., informal interaction, solitary activities). ■ <i>Emerging</i> — Is engaged in an activity for at least a quarter of the period or shows more interest in anticipating lunch or break time than in its actual occurrence. ■ <i>Falling</i> — Does not engage in an activity for more than 1 or 2 minutes of break time or does not seem to distinguish between break and work time. |  |

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| Work Scale - Communication | |
| <ul style="list-style-type: none"> ■ Communication of Basic Needs ■ Communication of Needs During Activities ■ Response to Simple Instructions ■ Response to Prohibitions ■ Counting Objects ■ Writes Name ■ Understands Names of Shapes, Colors, Letters, and Numbers | <ul style="list-style-type: none"> ■ Instructions Requiring Decisions ■ Responds to Basic Gestures ■ Ceases Action When Told to Stop ■ Continues when Praised or Given Nod of Approval ■ Obeys Instructions in Emergency |

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| Communication of Needs During Activities | |
| <ul style="list-style-type: none"> ■ <i>Passing</i> — When in need of assistance with school or work activities, successfully demonstrates need for 1) more materials, 2) clarification or understanding of the activity, and 3) assistance in completing a difficult step of the task in an appropriate manner and does not ask for assistance unnecessarily. ■ <i>Emerging</i> — Communicates at least one of three needs during work activity consistently and in an appropriate manner. ■ <i>Falling</i> — Does not consistently communicate at least one of three work needs in an appropriate manner. |  |

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| Work Scale - Interpersonal Skills | |
| <ul style="list-style-type: none"> ■ Response to Presence of Other People ■ Positive Interpersonal Behaviors With Familiar People ■ Positive Interpersonal Behaviors With Strangers ■ Negative Interpersonal Behaviors – Aggression and Property Destruction ■ Negative Interpersonal Behaviors – Exploitative, Annoying, Disturbing, Distracting, Self-stimulatory | <ul style="list-style-type: none"> ■ 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 Dissatisfaction in Constructive Manner ■ Uses Language Courtesies |

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| Behavior During Work Activities: Self Control | |
| <ul style="list-style-type: none"> ■ *Rate individual's behavior when working independently on an activity done well. ■ <i>Passing</i> — Generally works quietly and calmly, rarely (no more than once a day) displays work habits that might disturb others (e.g., whistling, or talking to self, chattering, fiddling with materials excessively, jiggling table with knees). ■ <i>Emerging</i> — Occasionally (more than once a day) displays work habits that are mildly disturbing to others but generally stops these on request and can work for periods of time without displaying these behaviors. ■ <i>Falling</i> — Frequently displays mildly disturbing work habits and does not generally stop on request or a week displays seriously disruptive work habits (e.g., constant loud talking to self, frequent dropping of materials, jiggling of table). |  |

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| Direct Observation Scale |
| <ul style="list-style-type: none"> ■ 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. |

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| Administration Procedures |
| <ul style="list-style-type: none"> ■ 3 parts: <ul style="list-style-type: none"> – 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. |

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| Procedure: |
| <ul style="list-style-type: none"> ■ Instructions require <i>minimal use of language</i> 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 |

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| Procedure: |
| <ul style="list-style-type: none"> ■ In order to avoid standardized verbal directions, the word "INDICATE" is used throughout the manual ■ "INDICATE" refers to a specific criteria: <ul style="list-style-type: none"> – Verbal Directions (speech or speech and sign language) – Nonverbal Gestures (pointing, pantomime movements) – Demonstration |

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| Direct Scale – Vocational Skills |
| <ul style="list-style-type: none"> ■ Sorting ■ Correcting Sorting 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 |

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| Travel Kit |
| <ul style="list-style-type: none"> ■ Materials: 6 travel size soaps, shampoos, 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 packaged in the bag, and a basket or box for finished items ■ Procedures: Place the 7 sets of items in separate containers in front of the individual 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 jigs and photograph. Tell the individual to make a pouch just like the one in the photograph. If the individual makes two or more errors in the first assembly, place the photograph jig in front of the individual, and the box for finished items to the right 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 he/she matches all items, then indicate to assemble the items as in the second photograph and put in the box. ■ Scoring: <ul style="list-style-type: none"> <i>Passing</i>— Assembles 5 sets (either before or after photograph jig presented) within 5 minutes with no more than 3 errors. <i>Emerging</i>— Matches at least 2 items to the jig but does not complete the assembly within 5 minute time period. <i>Failing</i>— Less than 2 items placed correctly. |

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| Measuring with Cups and Spoons |
| <ul style="list-style-type: none"> ▪ 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 ▪ Procedures: Spread cups, spoons, and containers in front of 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: <i>Passing</i>— Completes either the written list or the photograph directions with no more than 1 error (on either structure). <i>Emerging</i>— Completes task with either structure with no more than 2 errors. <i>Failing</i>— Cannot complete mixing or makes 3 or more errors. |

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| Direct Scale – Vocational Behavior |
| <ul style="list-style-type: none"> ▪ 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 |

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| Assembly Line |
| <ul style="list-style-type: none"> ▪ 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 rate of one set every 15 seconds. After placing the first 8 sets, increase the speed to one set every 10 seconds. Note how many completed envelopes the individual has completed when the examiner places the last envelope in front of him/her. ▪ Scoring: <i>Passing</i>—Successfully completes at least 13 sets, speeds up when the examiner does or waits for next at a rate that is reasonably approximate to the examiner's rate so that there are no more than 3 sets left after the examiner places the last set. <i>Emerging</i>— Is able to perform the task but completes only between 6-12 sets. <i>Failing</i>— Completes less than 6 sets successfully. |

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| Direct Scale – Independent Functioning |
| <ul style="list-style-type: none"> ▪ 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 |

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| Follows Schedule |
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| Direct Scale – Leisure Skills |
| <ul style="list-style-type: none"> ▪ 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.

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

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 the cards to the individual, one at a time and in the order below. Ask individual to read card and do what it says 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. Give me the ball.
 3. Put box on floor.
 4. Knock on door.
 5. Give me the pencils.
- **Scoring:**
 - Passing* — Reads and carries out at least 4 directions either 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.


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


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.


Conversation Cards




Home & Family



School



Sports



TV Programs

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| | <p>Summary – From <i>AAPEP</i> to <i>TTAP</i></p> |
| | <ul style="list-style-type: none"> ■ Core of the <i>AAPEP</i> (<i>TTAP</i>) – revised <ul style="list-style-type: none"> – 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 <i>TTAP</i> – community-based assessment <ul style="list-style-type: none"> – 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. |

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| | <p>TEACCH Transition Assessment Profile – Formal section</p> <p>John B Thomas S. Michael Chapman</p> |