

Student: Adam

School: WCC

Test: TTAP (TEACCH Transition Assessment Profile)

DOB: 05-31-88

Date of Testing: 04-18-07

Referral Questions:

Teaching staff expressed interest in knowing what possible job training would further enhance his preparation for adulthood. Considering his preference for work activity, what should be emphasized in leisure activity? Also, are there any additional ways to help compensate for his innocence and potential victimization?

Vocational Skills:

Adam's vocational abilities represent a remarkable strength for this young man. He has familiarity with strategies for various clerical, assembly and packaging tasks and approaches these with speed, energy and a good conceptual knowledge of what was expected. He is very comfortable with diagrams and with written directions. Adam is able to successfully use a single photo of a completed product to replicate a 5-piece travel kit assembly without any errors and without choosing a distractor item. On the other hand, Adam quickly looks for guidance in any new circumstance or when a task is unfamiliar. Yet, after coaching from his mother, he now makes his own lunch everyday without direction, consistently providing food items from different food categories in a balanced manner. Adam requires reminders to completely sweep or mop or vacuum. Though he does not presently use a washer, dryer or some kitchen appliances at home, visual/written cues and coaching assist his safe and effective use of various appliances. Vocational preparation at school has focused on office/clerical tasks of data entry, filing, shredding, and use of office tools. Most noteworthy is Adam's ability to shift attention during a task, to problem solve faster ways to perform familiar activities (not so with anything unfamiliar), and to keep in mind the finished product. Adam's potential for speedy and efficient performance in work settings is impressive. He clearly enjoys staying busy.

Vocational Skill Recommendations:

- 1) Adam's teachers are preparing him for clerical and office work. This is an excellent idea but additional emphasis on retail job sites may be appropriate as well. His response to coaching, his quick performance once he understands a task and the repetition and regularity of preparing items for display in large stores suggest that he could be quite successful in large retail stores. Adam would require an organized store with clear 'backroom' responsibilities not involving customer service. However, the speed and eagerness with which he approaches familiar activities suggest excellent potential.**
- 2) During a simple recipe activity, Adam demonstrated two minor problems that would respond well to visual structure and coaching. First, he did not fill measuring cups to the rim and repeated practice to fill to the rim should lead to better performance with this. Second, in this recipe, he repeatedly filled a ¼ cup with a food item rather than moving on to the next direction after**

- measuring $\frac{1}{4}$ cup. This probably had to do with the unfamiliarity of the task. However, practice with new recipes and with variety in food preparation should overcome this tendency to repeat a measure rather than moving on to the next written direction. Repeated practice in recipes of following each direction once will help his concept development. This could be used at home with certain recipes if the family is interested as well.
- 3) It seems very likely that the use of visual and written directions in the use of appliances can lead to more independence. Always providing a written direction to turn off the oven at the end of each recipe should help him develop this ability and make oven use more independent. Providing visual rules on appliances and practicing their use with coaching is likely to make him independent with specific judgments. Besides a “Turn off stove after use” card on the stove, practice and use of a “No metal in microwave” cue might be taught. Visual cues for emergency situations could be considered: “If water is on the floor under the washer, turn it off, take this card to ___.” Application of such visual rules should be considered with Adam’s mother to assure that the best priority is emphasized in teaching.
 - 4) Lifting and moving boxes or materials more consistently will be a valuable skill if Adam may work in retail preparation. Consistently and repeated moving 10-20 pound boxes from one area to another can build his stamina.

Vocational Behaviors:

Adam is equally impressive in his work behaviors. His speed and production quality are high and he demonstrates clear understanding of these concepts. Adam is responsive to supervision and, if anything, is more dependent on supervision with new activities. He stops when faced with a change in routine and waits for guidance. Practice in seeking help in very specific situations will be an ongoing need for Adam. Adam does not generalize rules from one context or situation to another. Visual rules will be appropriate. Adam can become over-stimulated and may laugh and make noises. He is responsive to teacher direction to calm down. Again visual cues to help him with self-control would be valuable. Adam became anxious during work activities when there was a press for time or the expectation of faster work. He attempted to stuff two envelopes at once in response. Although this strategy represents good thought about how to handle speed, it actually slowed him down. Otherwise, it must be noted that his speed of performance during testing was clearly within normal limits.

Vocational Behavior Recommendations:

- 1) Use of task-specific “Help” cards is likely to be an ongoing need for Adam. In each setting, he will require some training on the type of ‘help’ he will need.
- 2) As noted above, visual rule cards or reminders for safety precautions and emergency procedures must also be taught specifically. Adam does not attend to these cues in new situations but learns by practice and repetition. This speaks to the value of teaching response to visual rules in familiar situations: work and home.

- 3) **The use of video modeling with regard to ‘quiet’ work behavior may be indicated. If he can learn to recognize his own level of over-stimulation and to redirect himself with an identified ‘calming’ activity for a prescribed period of time, this could be quite positive in helping him to be a productive and valued employee. Also consider the use of video modeling (use of footage of him working calmly vs. more noisy) so that he can see the difference. Often this technique is remarkably effective.**

Independent Functioning:

Although Adam tells time, he does not consistently use time to gauge his actions. He may benefit from use of a calendar to identify activities on different days. He also may benefit from using a timer for various activities. Although he performed several money calculations, Adam did not understand to give a dollar (give an amount above what is asked) and to wait for change during purchase. Adam requires some assistance at home to choose clothes to wear, requires assistance in washing his hair and in shaving. He does not presently follow a list for shopping consistently but this seems within his capacity. His teacher noted that he requires a visual cue or prompts to wash hands before a meal. Public restroom behavior may also pose some difficulty for Adam. Understanding to use a stall whenever possible may be one strategy to consider.

Independent Functioning Recommendations:

- 1) **If possible, set up written instructions where simple decisions are a part of the task. Use of a timer, for instance, within cooking activities would be indicated (‘when the timer rings, turn off the stove, get a hot mitt, take out casserole’ etc.)**
- 2) **Determine if a calendar can become part of his ongoing structure. Can he benefit from a calendar or PDA to keep up with events on different days? Sym-Trend is a software company presently involved in research on use of PDAs and other computer devices to develop organizational system for individuals of Adam’s ability. This may bear further discussion.**
- 3) **Continued work on use of the ‘dollar up’ strategy in making purchases seems indicated. Adam is certainly capable of learning to listen for the dollar amount of a purchase, giving that number of dollars ‘and one more,’ then waiting for change.**
- 4) **Use of a calculator while on simple shopping excursions could help him with purchase as well. For instance, can we teach Adam to get 2-4 items on a shopping list, use the calculator and follow a written list to add and compute tax before going to the cashier? This could help him be prepared to give the correct amount and may help his understanding of relative value of money through practice and relevant experience.**
- 5) **As noted previously, use of visual rule cards for safety standards in certain areas can be taught. Use of public signs should be emphasized as he moves toward adulthood.**

Leisure Skills:

Leisure skills represent an area of relative weakness for Adam in comparison with his many other skills. He was able to put in chips for each completed basket when shooting baskets so he clearly understood the one-to-one correspondence of the task. However, he looked to the examiner for affirmation when finished and did not understand that when all the chips were gone, the game was finished. When presented with a variety of recreational activities, he did not readily choose an item and use any item for more than a few seconds. He clearly demonstrates potential in playing card games, such as UNO, and in keeping score (possibly with a calculator) while playing 'point' games such as darts (magnetic). His mother noted that he is very quiet when ordering food in a restaurant. He plays a variety of board games at an emerging level at school and has several good exercise options available through his family. He uses a choice board for recreation options and this seems to be a necessary structure to assure that he will engage in recreational activities.

Leisure Skill Recommendations:

- 1) Assessment of whether Adam could use a visual script in ordering in a restaurant may be indicated. Also the question of visual cues to help him produce a louder voice in ordering or in public interactions should be reviewed. The examiner has used a 'voice meter' which is placed on a 10 point line with a sliding marker to help with volume. Consistent practice of different volumes and use of the meter could help him understand the need for a louder voice in certain circumstances. The script may reduce his fear of failure as well.**
- 2) Continued structure of community leisure activities is possibly in Adam's interest (health and activity). If community leisure activities are either on a calendar or in a PDA to assist planning and to assure consistent recreational activity, this may assist independence in creating quality of life.**
- 3) Score games could be taught but more assessment of his relative interest in these may be appropriate. Adam does not enjoy play as much as he enjoys work. Regardless of the choice of recreational activities, he needs the visual structure of a choice board and planned recreation to assure activity.**

Functional Communication:

Adam's lack of confidence with verbal directions is a key feature. He depends on non-verbal cues, gestures, facial expression, eye movements, nods and repetition of directions to follow any new verbal directions. His desire to please interferes with his performance in response to directions. He followed written instructions well but had trouble with two- and three-step verbal directions. Adam wants to say 'yes' in response to yes/no questions (presumably because he wants to please). When he is comfortable and in familiar situations, he can communicate needs, both personal and work activity needs. The process of communication in purchasing requires some support. As noted above, use of a timer to carry out a delayed instruction (when timer rings, put everything away) was

novel and would require repetition to build a positive pattern. It is worth consideration to see if he can answer the phone with a script and practice format.

Communication Recommendations

- 1) The examiner will attach a copy of the Communication/Self-Assessment checklist from the TTAP to help the teaching staff decide on self-assessment skills that would be most beneficial to Adam. Besides communicating a need for help in various settings and with different activities, practice of verbal description of what he likes (partially scripted) may be indicated. The examiner will be available to discuss these ideas further with the teachers and with Adam's mother**
- 2) As the teaching staff knows, dependence on written directions helps his confidence and his attitude. He appears disturbed when he has to follow verbal directions. Again this could be a direction for self advocacy at some point. I do wish that Adam had a way of saying "Please write it down for me!"**
- 3) As noted above, following delayed instructions with timer is valuable. Adam has good shift of attention skills and can learn to make a judgment by referring to a written list and another environmental stimulus (timer, buzzer, possibly even time on a clock with practice).**

Interpersonal Behavior:

Adam's gentle and appealing manner is such a remarkable asset for him. His innocence leaves him in some danger of victimization and this is why the examiner wants a strong emphasis on self-determination goals in his remaining time in school. Are there other ways to help him clearly state what he does not want, to say 'no' more easily and clearly, to request that an activity be terminated?

- 1) Use of various techniques to assist clearer statements of preference should be considered. Script and practice, video modeling or video scripting, visual rule cards along with strong reinforcement for using these strategies can be a part of his programming. As noted, the examiner will be available to discuss this with teachers and with Adam's mother.**

Respectfully submitted,

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Educational Consultant**