## Successful Transitions for Students with Disabilities

Elements of Quality in Assessment and Planning
To Address 'Soft Skills'
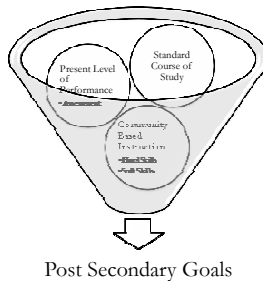
John B. Thomas

Start with the Transition Framework for All Students

- Provide (Adapted or Modified?) <u>curriculum</u> and <u>instructional strategies</u> that fit the student
- Address IDEA 2004: Post School Outcomes, Post Secondary Goals – drawn from community based instruction

Curriculum Strategies
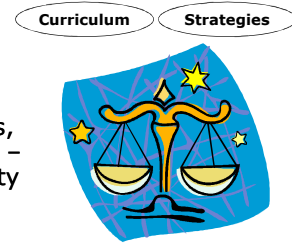
Guiding the IEP

Post Secondary Goals

Post-Secondary Goals Must Represent Students' Preferences

- How do we do that with individuals with limited verbal skills?

- How do we do that with individuals with differences in executive functioning (planning and organizing)?

- How do we do that with individuals with differences in judgment and decision-making?

Post-Secondary Goals Must Represent Students' Preferences

- Self-Awareness - Immediate
     (Know What I Want) – Starts with Choice
- Self-Assessment - Conceptual
     (Know Who I Am, What I Do)
- Career Awareness – Projecting into Future
     (Know What I Want to Do)

<A Developmental Continuum of Self-Determination>

Adapted from Jed Baker

Building Self-Determination Requires:

- **Executive Functioning** – ability to project into future (planning), ability to conceive of multiple aspects of job (organization) *Inventory suggested Law enforcement!*
- **Working Memory** - ability to weigh SEVERAL pros and cons *Artist who said "No thanks" to art class*
- **Shift of Attention With a Concept in Mind**– *e.g., crossing the street*

These factors should be addressed in Present Level of Performance!

Post-School Outcome

- What does he/she love?
- What makes him/her calm?

- Look at student responses in various situations: Experiential Evaluation
- Use caution with Inventory Assessments

Experiential Evaluation

- Experience helps students define self, identify strengths, know limitations
- Addresses limits in projection, memory, executive functioning, shift of attention

Priorities in Curriculum Access

Level of Disability Affects Priority ↑↓

ACADEMIC

FUNCTIONAL

Educational Career – Ages 3-22
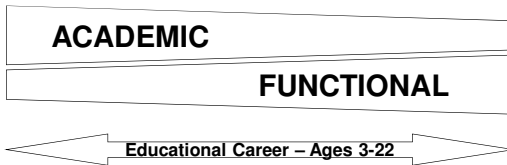
Define the Variables that Created Success in Broward

- Community-Based Instruction
  9-12 Week Rotations Among Community Sites, Ages 17-22
  Experiential Evaluation
- Documentation of performance of objectives at each site
  TTAP
- Classroom instruction partially based on community performance
  (Instruction in each context is related to other contexts.)
  Generalization/Staff Communication
- Parent involvement, frequent venues for parent-school-community interaction

Family/Community Collaboration/Employer Investment
Focus on Positive Adult Outcomes:
Residential, Vocational, Recreational

How do we achieve quality in post-secondary goals?

- **Assessment**

  Assessment

  Assessment!

A System for Community Based Instruction

- Assessment done on-site within various job and community settings
- Content depends on context - community sites help define relevant curriculum
- Highlight differences in performance between controlled classroom settings and more complex natural environment
- Addresses the known need for generalization of skills

Step 1 – Who is this Person?

- Strengths
- Needs
- Emerging skills
- Interests or motivators
- Thinking and learning characteristics
- Accommodations and strategies that work
- Measurable performance levels
- Family matters and concerns

Family Matters
Where Will the Student Be?

- Carefully Consider:
  - Family
  - Finances
  - Proposed living situation
  - Neighborhood
  - Transportation
  - Proximity
- Not what we want or where we are (are we choosing sites close to our school, or based on our convenience and ideals?)

Step 2 – Job Site Analysis

- Just Look at the Site!
  - Activities
  - Physical demands
  - Cognitive demands
  - Mobility
  - Pace and hours
  - Social demands
  - Environmental factors

Making the Right Job Match

S. Michael Chapman

Director of Supported Employment

Division TEACCH

Making the Right Job Match

- Assessment

Assessment

Of the Person   Of the Work Site

Making the Right Job Match

- Assessment
  - Strengths and Interests

Assessment - Strengths and Interests

Of the Person
- What do they like doing for employment?
- What are they good at doing?
- What are their goals for working?

Of the Work Site
- Is it stable?
- What are the productivity demands?
- Does the work change frequently?

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills

Assessment – Vocational Skills

Of the Person
- What skills are they good at doing?
- Which ones are the most marketable?
- Make note of skills that are not strong enough for certain job types.

Of the Work Site
- What are the technical skills needed in the job?
- Pay attention to the small details of the tasks.
- Ask questions and see how things are done.

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors

Autism Related Issues – Vocational Behaviors

Of the Person

- Stamina
- How many days a week can they work?
- How many hours a day can they stay focused and productive?
- Distractibility
- Quality and Pace

Of the Work Site

- What are the physical demands of the job?
- What are the distractions?
- High attention to detail or quality work?

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication

Autism Related Issues - Communication

Of the Person

- Can they ask for help?
- How do they communicate needs to others?
- How do they respond to communication from others?
- Do they learn from verbal directions?

Of the Work Site

- Is there a lot of communication in the site?
- Is there a lot of verbal direction?
- What are the communication demands in the job setting?

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication
    - Social Demands

Autism Related Issues - Social

Of the Person

- Do they seek social contact too much or too little?
- Do they initiate social interaction?
- Appropriate social interaction
- Need for personal space

Of the Work Site

- Are there a lot of social demands?
- Are there ways to structure the social interactions?
- Do they have an accommodating philosophy that will allow people to be different?

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication
    - Social Demands
    - Sensory

Autism Related Issues - Sensory

Of the Person

- Identify the sensory issues of the person.
- Are there structures that can be implemented that minimize sensory difficulties?

Of the Work Site

- Describe the various sensory issues within the building. Sight, smell, sound, lighting, temperature or proximity of coworkers

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Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication
    - Social Demands
    - Sensory
    - Independent Functioning

Autism Related Issues – Independent Functioning

Of the Person

- Ability to arrive on work and follow a schedule.
- Recognizes danger
- Personal hygiene and appropriate clothing.

Of the Work Place

- Is the site well organized and make it easier for people to work as independently as possible?
- Regular schedules
- Safety issues are assessed at the work site.

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication
    - Social Demands
    - Sensory
    - Independent Functioning
  - Transportation

Transportation

Of the Person

- Does the person drive?
- Can someone take them everyday?
- Bus, Bike, Walk?
- Taxi, can they arrange it themselves?
- Do they know what to do if transportation fails to arrive?

Of the Work Site

- Is it on the bus line?
- Community access for individuals with disabilities.
- Does the person have to cross a busy street?
- Is it in a safe part of the community?
- Is there car pooling?

Making the Right Job Match

- Assessment
  - Strengths and Interests
  - Vocational Skills
  - Autism related issues
    - Vocational Behaviors
    - Communication
    - Social Demands
    - Sensory
    - Independent Functioning
  - Transportation
  - Need for Ongoing Supports

Need for Ongoing Support

Of the Person
- How much support do they need?
- What is the frequency?
- Is it only at certain times of the day/week?
- Social is the biggest area for long term support needs.

Of the Work Site
- Are there natural Supports? Like a mentor or buddy system.
- What is the disposition of the management? Of the other coworkers?
- Will they allow someone from outside the company to visit and help with training and ongoing supports?

Creating the Match for College

Of the Person
- What organizational systems does the student need for everyday life?
- What systems does the student need for class completion?
- Can the student identify potential problems and find resources to solve those problems?

Of the College Class
- Where are the college supports?
- Who is the mentor in the dorm and on the campus?
- Who are the classroom supports?

Community College Courses while in High School

- College admissions more competitive
- Admissions office sees how student does with college level academics
- Classes available nights, weekends, online
- Some community college courses can count toward requirements for High School
- Saves money with courses that transfer
- Students introduced to college level academics in smaller setting

Making the Decision to Pursue Higher Education

- Questions parents ask:
  - Can he live independently?
  - Will he be safe?
  - Will he fail?
  - Will it make a difference in the long run?
- Helping the student make his own decision
  - Exposing him to the school and work environments
  - Describe differences between high school and college

Differences Between High School and College

High School
- Strict mandated class schedule- 30 hrs/wk
- Smaller classes
- Frequent graded homework
- Textbook-based
- Frequent tests covering small amount of material

College
- Student makes own schedule, 15 hrs/wk
- Larger classes
- Homework may not be checked at all
- Lecture-based
- Fewer tests covering large amount of material

Differences Between High School and College

High School
- School is required to serve student
- Frequent reminders by teachers
- Teachers check on understanding
- Tested on reproducing what has been learned

College
- Student must meet academic criteria
- Student has to keep track of assignments
- Student expected to initiate asking for help
- Tested on ability to apply what has been learned

Options of Higher Education

- Different kinds of schools
  - Community Colleges
  - Technical Schools
  - 2 year and 4 year Colleges
- Part-time versus full-time
- Virtual classes- on-line, video
- Commuting versus living on campus

Important Considerations

- Location of school
- Size of school
- Curriculum of interest to student
- Cost
- Level of supports available
- Experience with autism spectrum

"Lessons"

- Safety - On campus, in dorm room, on the computer
- Academic Issues - Study skills, how to know when he needs help and how to get help
- Health Issues - How to know if he is sick, who to call, when to go to the doctor
- Personal Care - Shaving, showering, laundry
- Time Management

Resource Notebook

- Information from "lessons"
- Contact numbers for family members
- Contact info for campus services – RA, computer services, Disability Services, Student Health, etc.
- Map of campus and bus routes

Resource Notebook

- Financial information- on campus spending account, bank account numbers, bank location and phone number, etc.
- Housing information- dormitory rules, registration information
- Social options- list of free time activities, club and organization information, info on upcoming social events

Orientation

- Importance for the student
  - Dorm room experience
  - Develop familiarity with campus
  - Hearing experiences of upperclassmen
- Importance for the parents
  - Reminder of "typical" parent concerns
  - Learning about accessibility of professors and technology on campus

Leaving IDEA Behind

- No more IEP's
- No more requirements to serve the student
- Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008
  - Mandates physical access and program access
  - Every college has to have an ADA coordinator
- Different definition of disability
  - "a physical or mental impairment that substantially limits one or more major life activities"

Major Life Activities

- Breathing
- Caring for oneself
- Concentrating
- Hearing
- Interacting with others
- Learning
- Sitting
- Speaking
- Thinking
- Working

ADA

- Equal ACCESS- doesn't guarantee academic success
- Diagnosis itself doesn't assure accommodations
- Accommodations received must be effective
- Determining accommodations is an interactive process based on documentation
- Documentation must be current (within 3-5 yrs) and must show current impact of disability

Possible Accommodations

- Extended time for testing
- Separate setting for testing
- Priority seating in classroom
- Priority registration
- Hard copies of notes
- Tape recording lectures
- Single dorm room

Disabilities Services Support

- Can be a crucial support for the student
- Make connection as early as possible
- Student needs to develop a comfort level with the office and the staff
- Regular scheduled appointments if possible
- Knowing the right questions to ask

Self-Advocacy

- Student is an adult- has to initiate
- Student has to understand his/her needs
- Student has to be able to ask for help and explain why he/she needs help
- No information shared with parents unless student requests that in writing
  - FERPA Waiver- Family Educational Rights and Privacy Act

Preparing the Student for Self-Advocacy in Adulthood

- Increase student's awareness of his/her strengths and challenges
- Help student understand that everyone learns differently; everyone needs help sometimes
- Respect the student's point of view; involve them in everyday decisions and choices
- Allow the student to make mistakes
- Talk about the future; prepare and plan

Strategies to Build Self-Advocacy Skills

- Involve the student in school meetings and decisions at whatever level is appropriate
- Give student experiences to build communication skills (school jobs, arranging meetings, reporting to teachers, etc.)
- Ask for student's opinions and feelings (verbal or written)
- Make problem-solving opportunities learning experiences

Self-Disclosure

- Personal decision, depends upon:
  - Student's acceptance of differences and desire to share this information
  - Need for the individual or office to know
  - Will it make a difference?
- How to disclose- documentation, verbal, written
- Eric's Learning Guide
- When to disclose
- Not an "all or nothing" decision

Who Might Need to Know

- Disabilities Services Office personnel
- Resident Advisor in the Dorm
- Roommate or Suitemates
- Professors
- Academic Advisor
- Career Counseling Office
- Student Health or Counseling Services

Challenges in College

- Organizational problems
  - Keeping track of assignments and books, being aware of grades, making schedules
- Dealing with surprises
  - Things breaking in dorm, schedule changes, weather
- Knowing when they need help
  - Academically, personally

Challenges in College

- Lack of assertiveness and difficulty initiating
  - Communicating with professors, offices on campus
- Not understanding another person's perspective
  - Professors, suitemates
- Difficulty understanding what is important
  - During lecture, in chapter being studied, in daily life
- Difficulty with social decisions

Challenges in College

- Difficulty with financial decisions
  - Budgeting, accessing money, controlling spending
- Working in groups
  - Scheduling, participating, satisfying responsibilities
- Public speaking
- Dealing with stress of exams
  - Who to go to for help
- Taking and refilling medications

Strategies

- Calendar, lists, schedules (syllabus helps)
- "Rules" to go by, routines
- Notebook to keep track of grades, organizers
- Cell phone, PDA
- Designate who to go to for help
- Regular scheduled appointments with professors

Strategies

- Having a mentor
- Relaxation strategies
  - Practice when not stressed
- Frequent reminders
- Asking the right questions

What We've Learned

- The most difficult parts of college may not be academic related
- Start early involving student in advocating
- Letting go is hard
- Parents have to respect the student's decisions and let them make mistakes
- Our children are always learning and they will surprise you

Step 3 – Match Site to Person and Carve

- Look at the characteristics, strengths and interests of the person
- Match them to the site
- Look for problem spots
- Carve out or adjust responsibilities so that the person and the site match

Does this fit?

STUDENT ⟷ JOB SITE
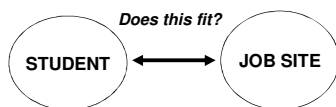
Step 4 – Identify the Steps of the Activity – "Hard Skills"

- Refer to the Community Site Assessment Worksheet (CSAW) – front side
- Complete the steps of the activity yourself (Not time to bring in the student yet)
- List the steps on the left side of the CSAW
- Begin thinking about the strategies that will help the student

TTAP Ongoing Assessment Tools

- The Community Site Assessment Worksheet (CSAW), a pre-instruction and post-instruction form to assist the teacher in determining what goals to teach and strategies to use during instruction within the community site.

Community Site Assessment Worksheet

- Front Page:
  - Supports Task Analysis
  - Helps Identify Skills to Teach in Community
  - Helps Identify Skills to Teach in More Structured Setting
- Back Page: Revised – Note Categories

Step 5 – Score the Student's Performance and Identify the Strategies for each Step

- Pass – can perform the step independently
- Emerge High – can almost perform the step, requires only a simple prompt, demonstrates ability with all aspects of that step
- Emerge Low – has some aspect of the step but needs much prompting, support, or assistance
- Fail – cannot perform any aspect of the step by self

Step 5 – Assessing "Hard Skills"

- What are the concrete steps of the task?
- Determine steps that should be taught in the classroom
- Determine strategies that will support turning emerging skills into passing skills
- Identify the "Hard Skills" goals of the Community Site Assessment – use one of the Reference Forms

TTAP Ongoing Assessment Tools

- The "Hard Skills" References: Concrete Tasks
  - Warehouse/Retail,
  - Culinary,
  - Domestic,
  - Clerical,
  - Landscape,
  - Library
- Based on Successful Job Placements in North Carolina
- Take One as a Reference When Looking at Job Sites

Step 5 – Assessing "Soft Skills" (3/4 of job losses related to "soft skills")

- "Soft Skills" are *conceptual* skills we use in many different places – 5 references:
- Vocational Behaviors
- Independent Functioning Skills
- Communication
- Interpersonal Skills
- Leisure/Recreation Skills

TTAP Ongoing Assessment Tools

- The "Soft Skills" References:
  - Vocational Behavior,
  - Independent Functioning (Mobility) ,
  - Leisure,
  - Interpersonal Behavior,
  - Functional Communication
- Over 80% Lose Jobs Because of 'Soft Skills'
- Difficult for Instructors to State in Measurable Terms

Reviewing the References

- Measurable, Concrete Terms
- Stated in Increments – Supports Completion
- May Refer to Elements of Structure
- Useful in Initial Assessment of Settings
- Useful in Assessment of Individual in Setting

TTAP Ongoing Assessment Tools

- The Daily Accomplishment Chart (DAC), a daily data collection form to assist the teacher or job coach in assessing the effectiveness of the strategies used and to document progress or lack of progress during the community-based instruction

Case Study

- Carol, Just read the description for now.

Community Site Assessment Worksheet (CSAW)

- Used by the Teacher or Job Coach to record the skills needed by the individual with ASD in a particular setting.
  - the skills noted are derived from the references and direct observation of work site
- Used by Teacher or Job Coach to assess the current skill competence of the individual with ASD. (P, EH,EL and F)
- Used as both a Pre and Post Instruction Instrument.
- Used to design teaching plan for individual at work site

Case Study

- Identify Setting: Carol will be working in an office setting doing some basic clerical work.
- Teacher uses one "Hard Skills" reference in the setting to identify various skills to be used by Carol in the Setting
- Teacher completes front page of CSAW
- Teacher considers Carol's current skills/develops structures

Case Study

- Teacher uses "Soft Skills" references
- Teacher identifies most pressing skills to address in the clerical setting
- Teacher adds these to back page of CSAW and designs strategies to support independence in these skills

Community Site Assessment Worksheet - Front

Community Site Assessment Worksheet - Back

Daily Accomplishment Chart (DAC)

- a daily data collection form to assist the teacher or job coach in assessing the effectiveness of the strategies used and to document progress or lack of progress during the instruction phase of community based interventions.

Case Study

- Let's look at how data is collected on Carol by the job coach.

Daily Accomplishment Chart

Case Study

▪ Using Carol, the teacher looks at the final CSAW (Post instruction)

Community Site Assessment Worksheet - Front

NAME: Carol   DATE: May 30, 2003   Pre-instruction or [circle]

JOB SITE: School Office   JOB COACH/STAFF: Ben

Goal?	JOB RESPONSIBILITIES (TASKS)	PASS	EMERGE - note limits	FAIL	If E or F, Note visual structure or teaching strategy to be used
	Copying: inputs access code on keypad	X			Needed written list of instructions
	Sets number of copies	X			
	Sets single-sided or double-sided	X			
	Sets collate or staple functions as noted	X			Needed written list of instructions
	Retrieves copies and original	X			
	Returns to box of person requesting copies	X			Needed written list of instructions
	Typing: retrieves memos to be typed from inbox	X			

PASS = no prompt necessary / independent   EMERGE = with assistance   FAIL = completes no part of the task

From GOALS, identify specific skills that will be taught in the classroom to assist skill development, use of structure and generalization.

Skill: Structure:

Community Site Assessment Worksheet - Back

NAME: Carol   DATE: May 30, 2003   Pre-instruction or [circle]

JOB SITE: School Office   JOB COACH/STAFF: Ben

Goal?	Area of Note	PASS	EMERGE - note limits	FAIL	If E or F, Note visual structure or teaching strategy to be used
	Vocational Behaviors				
	On Task Ability: Stays on task with coach in close proximity	X			difficult when distracted by others in work area, had her work in a smaller area with the door closed to limit the majority of distractions
	Communication				
X	Carol will use her script of topics for break time discussion to prevent discussion of embarrassing/inappropriate topics.		High		Carol used a list of topics to talk about on break time with other coworkers, did much better at the end of the 12 week period than at the beginning. May have been successful with further time.
	Communicates the need for help when machine copy machine is jammed	X			given a written list accompanied with pictures of the individuals to go to when machine becomes jammed
	Interpersonal Skills				
X	Carol will use her written list and visual cues in the copy room to only interact with office staff during the scheduled break time.		High		Used a social story that was reviewed everyday before work that Carol could talk to people during break time, did much better at the end of the 12 week period than at the beginning. May have been successful with further time.
	Independent Functioning				
	Carol will follow her list with no more than 3 prompts by coach to use the list for each 1¼ hour session.	X			Followed the written list
	Environmental Factors				
X	Can work when others are nearby (within 15 feet)	X			Needs to work at a time of day when there are fewer people in office, to reduce other off task behaviors and interpersonal issues as well. 9:50-11:20, with door to copy room closed., Note to "Close door"

Identify Environmental Factors in this site: Small office cluster of 4 rooms, with copier in its own small room with office supplies. Overhead Florescent lighting, with a comfortable temperature. Lots of traffic during the day with obvious slow periods. Staff of 4 people who are all very friendly. The main noises come from the copier and the constant ringing of the phone. This office is also located next to the cafeteria and the smells of food are pervasive. In the main area, it is open glass so that people can see out and others can see in. This is not the case in the copy room, which has no windows. The copy room does get a little warmer when the door is closed.

From GOALS, identify specific skills that will be taught in the classroom to assist skill development, use of structure and generalization.

Skill: Structure:

**Figure 12 –Cumulative Record of Skills Following Carol's Training (sample excerpt)**

Excerpt from Vocational Skills – Clerical Section of CRS

	Pass Month/Year	Setting and Structure	Emerge	Setting and Structure
Using Copier:				
• 1 copy	5-03	High School office-written list		
• Multiple copies	5-03	High School office-written list		
• Sort	5-03	High School office-written list		
• Collate	5-03	High School office-written list		
• Staple	5-03	High School office-written list		
• Double sided originals	5-03	High School office-written list		
• Double sided copies	5-03	High School office-written list		
Delivering materials to single setting, to multiple settings	5-03	High school office-single setting/ written list		
Picking up materials from single setting, from multiple settings	5-03	High school office-single setting/ written list		
Excerpt from Vocational Behaviors Section of CRS				
On Task Ability:				
• Stays on task with coach in close proximity	5-03	High school office-single setting		
Excerpt from Communication Section of CRS				
Communicates the need for help	5-03	High school office-single setting/Used		
• when machine copy machine is jammed		picture list of who to go to for help		
Excerpt from Independent Functioning Section of CRS (This is a goal not in the CRS but a valuable one to assess. The ability to use a schedule to be independent)				
Carol will follow list with no more than 3 prompts by coach to the list for each 1¼ hour session.	5-03	High school office-single setting		
Excerpt from Environmental Factors Section of CRS				
Can work when others are nearby (within 15 feet)	5-03	High school office-single setting/with the people staying the same and few members of new people entering, worked in a smaller space, with door closed to limit numbers		

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Considerations During Community Based Instruction

▪ Multiple sites, short term assessment sites.

▪ Modify structure for greater independence.

▪ Go to various sites that use similar skills.

▪ Reoccurring environmental issues are often only identified after visiting several sites.

▪ Leisure skills often overlooked.

IEP Goals Must Address the Identified Outcome

- Use Outcome-Based Curriculum Reference
- Assure Common Language Across All Staff
- Assure Communication Between Community-Based Staff, Basic Skills Staff, Teaching Staff

Community-Based Documentation System ⟹ **Evidence-Based Curriculum Reference** ⟹ **Senior Exit Document**
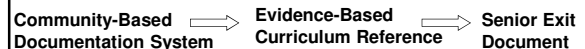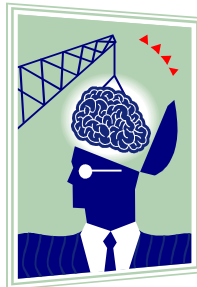
Cumulative Record of Skills (CRS)

- Skills on CRS are those found through the TEACCH Supported Employment Program to lead to positive transition outcomes.
- Used to track overall measurement of skills assessed throughout the ongoing assessment process.
- Helps with identifying goals to be assessed.
- Can use for short or longer assessments.

TTAP Ongoing Assessment Tools

- The Cumulative Record of Skills (CRS), a detailed reference document used as an individualized résumé/portfolio of skills acquired during multiple community based interventions
- Basis of a Career Plan

Cumulative Record of Skills (CRS)

- Used to track only Passing and Emerging skills
- Uses the same scoring system and the PEP3 and the Formal Section of the TTAP P=Pass, E=Emerge, F=Fail
- Yet, we have split Emerge into two scales:
  - EH=Emerge High, EL=Emerge Low
- Place to note Setting and Structure for each skill assessed. (Accommodations)

Cumulative Record of Skills (CRS)

- Areas 1-5 Vocational Skills
  - Vocational Skills – Clerical, Domestic, Warehouse/Stocking, Library, Landscaping/Gardening
- Areas 6-12 Other Adult Domains
  - Mobility, Leisure Skills, Vocational Behaviors, Communication, Interpersonal, Independent Functioning and Environmental Factors

1. **Vocational Skill – Warehouse/Stocking:** Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.

	Pass	Setting and Structure	Emerge	Setting and Structure
Inventory: • Identify products • Count • Record on proper sheet				
Locating items in a store or warehouse				
Can the individual fill an order or use a list to gather items.				
Putting items away in a store or large facility				
Blocking (stacking item on back of shelf)				
Fronting (Bring items to front of shelf to make it look full)				
Lifting: • Lift 10 pounds • Lift 20 pounds • Lift 30 pounds • Lift 40 or more pounds • Do they use proper technique?				
Labeling/Pricing: • Check to make sure price and label are correct an match				
Stocking/Stacking: • Check to make sure items are put in the correct place. • What do they do if there is no space on the shelf or the item does not have a matching on currently on the shelf				
Packaging				
Assembling				
Taping and Mailing: Boxes for delivery				

1. **Vocational Behaviors** – These correspond to the issues related to length of day, ability to attend to details and ability to focus for extended periods of time. Please note the various locations and what was observed. Please list anything that is relevant to the individual that may hinder or improve the ability to work.

	Pass	Setting and Structure	Emerge	Setting and Structure
Stamina: • Works at a steady, fast pace for 10 minutes, • for 20 minutes, • for 30 minutes, • for 1 hour, • for 1½ hours. In "comments" section for each passing score, note tasks that student completes at this pace				
On task ability: • Stays on task with supervisor or coach in close proximity, • Stays on task with coach across room, • Stays on task with coach in next room. In "comments" section, note number of minutes and tasks or job.				
Transitions within tasks (stationary vs. mobile): • Completes multi-step tasks that do not require movement (stationary) consistently without hesitation or repetitious movement, • Completes multi-step tasks that require movement within a small area (20 sq.ft.) consistently without hesitation or repetitious movement, • Completes multi-step tasks that require movement within a large room (100 sq.ft.) without hesitation or repetitious movement, • Completes tasks requiring movement from room to room within hesitation or repetitious movement. Note tasks or jobs in "comments" section.				

	Pass	Setting and Structure	Emerge	Setting and Structure
Transitions from task to task:				
• Makes at least one transition between tasks without personal prompt,				
• Makes at least 3 transitions between tasks without personal prompt,				
• Makes all transitions from one task to the next during work day.				
• Note type of schedule that assists independent transition.				
Response to Corrections:				
• Accepts correction at planned time (on schedule or work system) with written or picture cue,				
• Accepts correction at planned time (on schedule or work system) with verbal/ personal cue,				
• Accepts correction at unplanned time in midst of task with written or picture cue,				
• Accepts correction at unplanned time in midst of task with verbal/ personal cue.				
Note job or tasks in "comments" section.				
Self-Calming Strategies:				
• Responds to visual cue from supervisor to remove self from stressful situation and engage in pre-established self-calming strategy,				
• Responds to verbal cue from supervisor to remove self from stressful situation and engage in pre-established self-calming strategy,				
• Independently removes self from stressful situation and engages in self-calming strategy.				
In "comments" section, identify the self-calming techniques.				

1. **Leisure Skills:** Describe the individual's leisure time activities including activities that they can do independently or with others. What do they do in their free time? What are some of their interests; these may or may not be leisure time activities.

	Pass	Setting and Structure	Emerge	Setting and Structure
Games: Note length of time and other conditions.				
• Plays board games (identify),				
• Plays word games (crossword puzzles, find-a-word, Brain Teasers),				
• Works puzzles (identify size and type)				
• Plays card games (identify)				
• other				
Interaction in playing games: Identify games				
• Plays games alone for 5 minutes				
• Plays games alone for 15 minutes				
• Play with one other person, taking turns for 5 minutes				
• Plays with one other person, taking turns for 15 minutes				
• Plays with 2 or more people, taking turns for at least 15 minutes				
Art: Note length of time and other conditions.				
• Draws,				
• Paints,				
• Colors, cuts and pastes,				
• Crafts: crochet, knit, etc.				
Hobbies, Collections				
• Engages in indoor hobby or collection for at least 15 minutes twice monthly				
• Obtains hobby magazines and reads for pleasure				
• Budgets to purchase hobby items				
• Purchases items at hobby store or online				

	Pass	Setting and Structure	Emerge	Setting and Structure
Computer/Electronic Games:				
• Can they start the computer/game themselves?				
• Can they stop the game before it is finished at a specific time?				
• Identify games, type of console, hand-held, etc.				
Reading/looking at books or magazines:				
• Reads, looks at books or magazines for 5 minutes				
• Reads, looks at books or magazines for 15 minutes				
• Identify type and level of reading material.				
Writing Creatively:				
• When presented with topic, writes independently for 5 minutes				
• When presented with topic, writes independently for 15 minutes				
• Generates ideas on own and writes for 5 minutes				
• Generates ideas on own and writes for 15 minutes				
• Identify structure or materials needed in "comments" section.				
Exercise:				
• Walks at least 20 minutes (specify environment) twice a week,				
• Runs at least 20 minutes twice a week (specify environment),				
• Lifts weights at least 20 minutes twice a week (specify),				
• Uses exercise equipment at least 20 minutes twice a week				
• Swims				
• Other.				
Gathers Items for leisure activity independently and puts away when finished (specify activities in "comments")				

1. **Independent Functioning** – In this section please list the individual's ability to perform daily or work related tasks. List anything that may hinder the ability to complete these tasks independently. This may include slow pace or prompt dependency.

	Pass	Setting and Structure	Emerge	Setting and Structure
Response to schedule changes:				
• Responds without confusion or agitation to schedule changes presented at least one hour prior to change event,				
• responds without confusion or agitation to schedule changes presented 5 minutes prior to change event				
Organizes work materials:				
• Retrieves and replaces dropped materials in appropriate container or space,				
• Independently puts out familiar materials in work space using visual cues to assist speed and quality,				
• Independently puts out new materials in work space using visual cues to assist speed and quality.				
Follows safety procedures:				
• Looks both ways and crosses street safely				
• Follows street signs as a pedestrian				
• Uses kitchen appliances safely				
• Uses knives and sharp utensils safely				
• Uses chemicals, household cleaning supplies, etc. safely				
• Follows posted safety rules in work setting (specify)				
Time management:				
• Adjusts speed with familiar task in response to supervisor instruction,				
• adjusts speed with familiar task in response to amount of work in work space,				
• adjusts speed of familiar task in response to time deadline				

Cumulative Record of Skills (CRS)

■ Provides a foundation for:
- Identifying skills that can be taught across settings
- Documenting competence and accommodations
- Analysis of performance across settings
- Tracking progress toward transition outcomes

Senior Exit Document

■ All students will be provided a "Summary of Performance" in graduating year.

It must address:
- ***Present Level of Performance***
- ***Student's Functional***
- ***Performance Recommendations to Meet Post-Secondary Goals***

Successful Transitions for Students with Autism

Elements of Quality in Assessment and Planning

John B. Thomas