

# Creating Successful School Experiences for Children and Youth with Autism Spectrum Disorders

Brenda Smith Myles

[www.asperger.net](http://www.asperger.net)

# Comprehensive Autism Planning System (CAPS)

Child/Student: Shawn

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
8:00 – 8:15	Priming	Emotion recognition in self Emotional regulation	Visual schedule Resource room	Review plant books and catalogs after priming Verbal reinforcement	Sensory diet (Koosh ball, disco seat to sit on) Modulation Chart Outsmarting Explosive Behavior Chart	Conversation starters and skill list	D: Emotion recognition in self (correct/incorrect) # rumbling and rage	Conversation starters, skill list and visual schedule throughout day
8:20 – 9:00 9:00 – 9:45 1:00 – 1:40 1:45 – 2:10	Reading Math Language Arts Social Studies/ Science	State standards Emotion regulation	Written instructions Keyboard or dictate assignments Quiet area for tests and assignments Home Base/Break Pass Fewer problems (1/2)	Reinforcer menu at end of class Plant books and catalogs in classroom	Early entry Sensory diet (disco seat, calming activity after assignment: run an errand, put away materials)	Conversation starters and skill list	Mastery of standards D: # rumbling and rage # of times to home base	Home base/Break Pass, Fewer problems, Written instructions at home and school
9:45 – 9:55	Bathroom	Urinal use	Early release	None	Early entry	None	None	None
10:00 – 10:40	PE (small group adaptive that combines health, social, daily living, physical activities)	State PE standards Emotion regulation	Checklist of tasks Written instructions Home base/Break Pass Fewer problems	Reinforcer menu at end of PE Verbal reinforcement	Early entry Sensory diet (Koosh ball; frequent movement to improve alertness) Sing when appears stress (quietly)	Conversation starters and skill list	Mastery of PE standards D: # rumbling and rage # of times to home base	

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
10:45 – 11:00	Home Base (Resource Room)	Self-calming	Catalogs to review	None	Sensory diet (beanbag chair, disco seat, swing)	None	None	None
11:00 – 11:40	Social Skills	Conversation skills Talking about others' interests	Checklist of tasks Home base/ Break Pass Modeling, role play, narration, video Written instructions Review video of lunch bunch and various social situations	Reinforcer menu for skill use Verbal reinforcement	Sensory diet (disco seat; Koosh ball; running errands, as needed) Sing when appears stress (quietly)	Prime for lunch with conversation starters and skill cards Social skills curriculum	T, W: Conversational skills usage (15m; y/n) Talking about others' interests (15m y/n) D: # rumbling and rage # of times to home base	Communication skills in group academic classes
11:45 – 12:10	Lunch (in resource room with Circle of Friends)	Conversation skills	Resource room for lunch (Take video)	Reinforcer menu to use after eating and conversation	Early entry into cafeteria	Conversation starters and skill list	D: # rumbling and rage # of times to home base	Conversation starters and skill cards at home
12:15 – 12:55	Band T/TR Social Skills M/W/F	Music mastery	Home base/Break Pass Video of lunch bunch	Verbal praise	Early entry	Conversation starters and skill list	Band standards Social skills from curriculum D: # rumbling and rage # of times to home base	Practice trumpet at home

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
2:15	ECLIPSE	Global skills	Checklist of tasks Home base/Break Pass Attribution Worksheet Strategic Bombs	Verbal praise	Modulation Chart Modulation Tracker Outsmarting Explosive Behavior Visual	Conversation starters and skill list Hidden Curriculum (HC) Diary	% correct on ECLIPSE activities D: # rumbling and rage # of times to home base	Throughout day and at home as mastered: Attribution Worksheet, Strategic Bombs, Modulation Chart/ Tracker, Outsmarting Explosive Behavior Visual, HC Diary
2:45	Ready for Dismissal	Organization (state standard)	Homework planner Priming for any schedule changes	Time with special interest after materials are gathered	Sensory diet (Koosh ball)	Review of day, including stress management	None	Priming at home for schedule changes

# Comprehensive Autism Planning System (CAPS)

Child/Student: Tristan

Program Manager: \_\_\_\_\_

Date: \_\_\_\_\_

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication / Social Skills	Data Collection forms	Generalization Plan
7:00	Wake up	Check schedule	Schedule on fridge	Verbal Next activity — preferred food item	Keep blinds closed; noise level low; calm voice	Say, "Morning"	Independent or Prompted	Check schedule before every activity
7:15	Breakfast	Say, "yum, yum" for food	- Visual schedule - Prompt, "Yum, yum", upon verbalization of "Yum, yum" — give food	Preferred food (activity is reinforcing)	Consider texture of food	Table manners	Number of times he says "Yum, yum"	Eating out with parents, at relatives homes
Open	Play Swing	Talk — one word	- Visual Schedule - Wait time (swing hold wait)	Activity is reinforcing Verbal	Activity is meeting sensory need	Working on verbalization Ignore inappropriate behavior	Number of times Tristan says "Swing"	Using swings at the park, friends house
Open	Play Tickle	Talk — one word	- Visual Schedule - Wait time (tickle show hands — wait)	Activity is reinforcing Verbal	Activity is meeting sensory need	Working on verbalization Ignore inappropriate behavior (requests)	Number of times Tristan says "Tickle"	Tickling with various family members/ teachers
5:30	Dinner	Say, "yum, yum" for food	- Visual Schedule - Prompt, "yum, yum", upon verbalization of "yum, yum" — give food	Preferred food	Consider texture of food	Table manners	Number of times he says "yum, yum"	Eating out with parents, at relatives homes

# Comprehensive Autism Planning System (CAPS)

Child/Student: Chad



Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforce- ment	Sensory Strategies	Communication Social Skills	Data Collec- tion	Generaliza- tion Plan
8:00	Priming (with small group)	Identifying emotions Managing stress	Visual schedule First/then chart <i>Mindreading</i> software Social narrative on anxiety Quiet area, as needed	Create rein- forcement menu	"How Does Your En- gine Run" chart	Hidden curriculum Multiple meanings list Emotions notebook Practice change	Emotion recogni- tion (soft- ware) Stress	Visual sched- ule First/then chart Social narra- tive on anxi- ety
9:00	Reading	State reading standards	Visual schedule First/then chart Quiet area, as needed	Reinforce- ment menu	"How Does Your En- gine Run" chart	Asking for help	Reading work- sheets Manag- ing stress	Visual sched- ule First/then chart Social narrative on anxiety
9:50	Sensory break	Managing stress	Visual schedule Task cards of sen- sory activities	Reinforce- ment menu	Various sensory ac- tivities	Asking for help	Manag- ing stress	Visual sched- ule
10:00	Social skills in Re- source Room	Social skills Problem solv- ing Managing stress	Visual schedule First/then chart <i>Mindreading</i> soft- ware Social narrative on anxiety Quiet area, as needed	Reinforce- ment menu Train books Game play- ing	"How Does Your En- gine Run" chart	<i>Super Skills</i> Hidden curriculum Multiple meanings list Emotions notebook Practice change	Social skills Stress	Visual sched- ule First/then chart Social narrative on anxiety



# Comprehensive Autism Planning System (CAPS)

Child/Student: Mickey

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
8:00	Priming	Turn-taking Asking for help Emotion recognition in self	Visual schedule Resource room  Train peers	Review special interest catalogs after priming Verbally reinforce targeted skills	Koosh ball Disco seat to sit on	List of alternatives for screaming and yelling Dryer heating scale	Turn taking (yes/no) Asking for help (#) Identification of emotion in self (correct/incorrect)	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)
8:15	Reading	State reading standards Asking for help	Visual checklist of assignment steps Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems	Reinforcer menu at end of class Asking for help Catalogs in classroom	Disco seat to sit on Calming activity after assignment: run an errand, put away materials	List of alternatives for screaming and yelling Dryer heating scale	Mastery of reading standards Asking for help Rumbling and rage # of times to home base	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)
9:00	Math	State math standards Asking for help	Visual checklist of assignment steps Pair with student Quiet area for tests and assignments Home base card	Reinforcer menu at end of class Asking for help Catalogs in classroom	Disco seat to sit on Calming activity after assignment: run an errand, put away materials	List of alternatives for screaming and yelling Dryer heating scale Conversation with peer	Mastery of math standards Asking for help Rumbling and rage # of times to home base	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
12:15	Band	Music mastery	Home base as needed	Early release for home base	None	Asking for help Conversation skills	None other than mastery of music	Practice trumpet at home
1:00	Language Arts	State reading standards Asking for help	Visual checklist of assignment steps Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems	Reinforcer menu at end of class Asking for help Catalogs in classroom	Disco seat to sit on Calming activity after assignment: run an errand, put away materials	List of alternatives for screaming and yelling Dryer heating scale	Mastery of reading standards Asking for help Rumbling and rage # of times to home base	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)
1:45	Social Studies/ Science	State reading standards Asking for help	Visual checklist of assignment steps Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems	Reinforcer menu at end of class Asking for help Catalogs in classroom	Disco seat to sit on Calming activity after assignment: run an errand, put away materials	List of alternatives for screaming and yelling Dryer heating scale	Mastery of reading standards Asking for help Rumbling and rage # of times to home base	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)
2:15	Recess	Conversation Asking for help Stress management	Visual checklist Structured activities with peer Home base card	Computer time on special interest at end of period	None at this time	Conversation skills	Rumbling and rage	Community social skills group
2:45	Ready for Dismissal	Organization (state standard)	Homework planner Priming for any schedule changes	Time with special interest after materials are gathered	Koosh ball	Review of day, including stress management	None	Priming at home for schedule changes



Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
9:45	Bathroom	Appropriate urinal use	Early release	None	None	None	None	None
10:00	PE (small group adaptive that combines health, social, daily living, physical activities)	State PE standards Asking for help Starting, joining, ending conversation Use of dryer scale Emotion recognition	Visual checklist of tasks Home base card	Reinforcer menu each activity	Koosh ball Frequent movement to improve alertness	Conversation with class members Asking for help Dryer heating scale Use of appropriate voice when upset	Mastery of state PE standards Asking for help Appropriate conversation	Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)
10:45	Home Base (Resource Room)	Self-calming	Catalogs to review	None	Beanbag chair Koosh ball Disco seat	None	None	None
11:00	Social Skills	Conversation skills Asking for help Talking about others' interests Stress management Emotion recognition in self and others	Visual checklist of tasks Checklist of skills Home base card Modeling, role play, narration, video	Reinforcer menu for skill use	Disco seat Koosh ball Running errands (as needed)	Conversation with class members Asking for help Dryer heating scale Use of appropriate voice when upset	Conversation Asking for help Talking about others' interests Stress management Emotion recognition in self and others	Communication skills in group academic classes
11:45	Lunch (in resource room with small group of peers, including Circle of Friends)	Conversation skills	Early entry into cafeteria Resource room for lunch	Reinforcer menu to use after eating and conversation	None at this time	Conversation starter cards	None	Conversation starter cards at home

## Comprehensive Autism Planning System (CAPS) - TR

Employee:     Mason     Job Coach:     Everett     Supervisor:     Chris     Date:     Today    

**Vision:** Warehouseman in small publishing company – goal is to complete tasks independently



Time	Activity	Required Tasks	Needed Employee Training (NA only if training has been completed)	Reinforcement	Social Skills/ Communication Supports	Sensory/ Biological Strategies	Environmental Supports, Modifications, Accommodations	Natural Supports	Data Collection
	Enter work	Hang up coat Move to work area	All: AAC device use Overview of autism Mason's UCC Crisis plan	Interacting with peers	AAC device	5-Point Scale	Schedule (with changes highlighted) Review social narrative for waiting and space Prime for changes	Coat area Identified work site	Independent completion of task through observation
	Work task	Assemble boxes Load books in box Place invoice in box Place box on pallet	See above Prompting	High 5 for task completion Reinforce for using Wait, Break, Finish Later icons etc on AAC	AAC device	5-Point Scale Picture calming cards, breaks, drinking fountain	Schedule Time Timer Cue cards for space	Work site set-up	Accuracy of each packed box High 5 for accuracy
	Break Lunch	Relax	See above	Reinforce for joining break activity	AAC device	5-Point Scale Rocking chair Go for walk (prompt)	Schedule Time Timer Computer games Cue cards for space	Break room away from work area	Return to work on time
	Leave work	Hang up coat Move to work area	See above	Interacting with peers	AAC device	5-Point Scale	Schedule (with changes highlighted) Review social narrative for waiting and space Prime for changes	Coat area Identified work site	Independent completion of task through observation

# Comprehensive Autism Planning System (CAPS) - TR

Employee: Anna Job Coach: Mary Supervisor: Sarah Date: Today

## Vision:

Time	Activity	Required Tasks	Needed Employee Training (NA only if training has been completed)	Reinforcement	Social Skills/ Communication Supports	Sensory/ Biological Strategies	Environmental Supports, Modifications, Accommodations	Natural Supports	Data Collection
	Entering Work	<ul style="list-style-type: none"> <li>*Hang up coat</li> <li>*Put on name badge</li> <li>*Time in</li> <li>*Check schedule</li> <li>*Greet nearby employees</li> </ul>	<ul style="list-style-type: none"> <li>*View OCALI/Easter Seals Videos</li> </ul>	<ul style="list-style-type: none"> <li>*Greeting fellow employees</li> </ul>	<ul style="list-style-type: none"> <li>*NA</li> </ul>	<ul style="list-style-type: none"> <li>*Incredible 5-Point Scale</li> </ul>	<ul style="list-style-type: none"> <li>*Highlighting of items that may be new for Anna</li> </ul>	<ul style="list-style-type: none"> <li>*Daily work schedule</li> <li>*Name badge shelf</li> </ul>	<ul style="list-style-type: none"> <li>*Time in (on-time) checked daily</li> </ul>
	Priming for Work	<ul style="list-style-type: none"> <li>*Meet with supervisor</li> </ul>		<ul style="list-style-type: none"> <li>*Meeting with the supervisor</li> </ul>	<ul style="list-style-type: none"> <li>*Review conversation starters and guidelines for small talk</li> </ul>	<ul style="list-style-type: none"> <li>*Incredible 5-Point Scale</li> </ul>	<ul style="list-style-type: none"> <li>*Highlighting of items that may be new for Anna</li> </ul>	<ul style="list-style-type: none"> <li>*Daily work schedule</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
	Cashier, Shelving, Information Desk	<ul style="list-style-type: none"> <li>*Greeting customer</li> <li>*Ring up books</li> <li>*Making change</li> <li>*Bagging purchases</li> <li>*Answering questions</li> <li>*Shelving books</li> </ul>	<ul style="list-style-type: none"> <li>*List of stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>*Customer interactions</li> <li>*Periodic reinforcement from supervisor</li> <li>*Brief small talk with employees</li> </ul>	<ul style="list-style-type: none"> <li>*Conversation starters and guidelines for small talk</li> </ul>	<ul style="list-style-type: none"> <li>*Incredible 5-Point Scale</li> <li>*Periodic check-ins by supervisors</li> </ul>	<ul style="list-style-type: none"> <li>*Placement in fantasy section during busy times</li> <li>*Schedule of activities</li> </ul>	<ul style="list-style-type: none"> <li>*Employee manual</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of work performance weekly</li> </ul>
	Break Lunch	<ul style="list-style-type: none"> <li>Relax</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>*Books</li> <li>*Music</li> </ul>	<ul style="list-style-type: none"> <li>*Conversation starters and guidelines for small talk</li> </ul>	<ul style="list-style-type: none"> <li>*Headphones</li> </ul>	<ul style="list-style-type: none"> <li>*Books</li> <li>*Music</li> </ul>	<ul style="list-style-type: none"> <li>*<del>Breakroom</del></li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
	Leaving Work	<ul style="list-style-type: none"> <li>*Retrieve coat</li> <li>*Put away name badge</li> <li>*Time out</li> <li>*Check schedule</li> <li>*Say goodbye to nearby employees</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>*Saying goodbye to fellow employees</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>*Highlighting of items that may be new for Anna</li> </ul>	<ul style="list-style-type: none"> <li>*Daily work schedule</li> <li>*Name badge shelf</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>

Modified by the Ohio Center for Autism and Low Incidence (a project of the Educational Service Center of Franklin County) with permission from: Henry, S. A., & Myles, B. S. (2007). *Integrating best practices throughout the student's daily schedule: The Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism and related disabilities.* Shawnee Mission, KS: Autism Asperger Publishing Company.