**Tri-State Autism Spectrum Disorder Webinar Series**

This presentation is a collaborative effort between the following:

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The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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By: Mary Schlyer Woodworth, Ed.S., Transition and Training Coordinator

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Revised AAPEP becomes the TTAP

**TEACCH Transition Assessment Profile**

- **Authors:**
  - Gary Mesibov
  - John B. Thomas
  - S. Michael Chapman
  - Eric Schopler
- **Published:** 2007 by PRO-ED, Inc.
- **www.proedinc.com**
Two forms of assessment are needed for transition to be effective:
- Formal
- Informal

Rationale for Formal Assessment
- Provides an initial direction for transition curriculum
- Provides detailed, specific information in vocational and life skills areas

Rationale for Informal Assessment
- Builds upon results of formal assessment by identifying new skills
- Is ongoing, over a life time, encompassing an entire academic career into adult life
- Can be used as an abridged curriculum for informal assessment and training in community placements

Scoring the TTAP
- Scoring system used is:
  - Pass
  - Emerge
  - Fail
### TTAP Informal Assessment Tools

- Documentation System Consists of several coordinated instruments
  - Cumulative Record of Skills (CRS)
  - Community Site Assessment Worksheet (CSAW)
  - Community Skills Checklist (CSC)
  - Community Behaviors Checklist (CBC)
  - Daily Accomplishment Chart (DAC)

### Transfer of Data from Formal to Informal

**Transition Analysis Form**

After administering the TTAP items, use this form to outline specific skills needed in each area of functioning and to set forth any instructional and linkage goals that should be addressed within the student’s IEP.

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Specific, Measurable Objectives</th>
<th>Type of Goal Needed</th>
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### Recording Scores and Structure Checklist

**TTAP**

**Informal Assessment Tools**

- Documentation System Consists of several coordinated instruments
  - Cumulative Record of Skills (CRS)
  - Community Site Assessment Worksheet (CSAW)
  - Community Skills Checklist (CSC)
  - Community Behaviors Checklist (CBC)
  - Daily Accomplishment Chart (DAC)
1. The Cumulative Record of Skills (CRS)

- Detailed reference document
- TEACCH Supported Employment Program
- Tracks overall measurement of skills included in Informal Assessment process
- Short-term or long-term (years) assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Setting and Structure</th>
<th>Emerge</th>
<th>Setting and Structure</th>
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**Notes:**
- Be clear and concise, try to keep your comments short, avoid repetition.
- Include dates for each observation.
- Be specific and use observable descriptors.
- Be sure to note any changes in behavior or environment.
- Include any relevant background information.

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**Comments:**

- Detailed reference document
- TEACCH Supported Employment Program
- Tracks overall measurement of skills included in Informal Assessment process
- Short-term or long-term (years) assessment

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**Related Reference:**

- **Inches:**
  - Measure the size and length of objects accurately.
  - Measure the distance between objects accurately.
- **Observation:**
  - Observe the individual in the natural environment.
  - Observe the individual in a controlled environment.
  - Observe the individual in a simulated environment.

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**Supports:**

- **Pass:**
  - Set up the materials and equipment for the task.
  - Assist the individual in organizing the materials and equipment.
- **Setting and Structure:**
  - Emerge: The individual is able to complete the task independently.
  - Emerge: The individual requires minimal support.
  - Emerge: The individual requires significant support.

---

**Prerequisites:**

- **I:**
  - Independent performance.
  - Interpersonal interactions.
  - Intrapersonal interactions.
- **O:**
  - Observational skills.
  - Ongoing assessment.

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**Cumulative Observation:**

- **O:**
  - Observational skills.
  - Ongoing assessment.
  - Independent performance.
  - Interpersonal interactions.
  - Intrapersonal interactions.

---

**Supports:**

- **Supported:**
  - The individual requires minimal support.
  - The individual requires significant support.
- **Unsupported:**
  - The individual is able to complete the task independently.
  - The individual requires minimal support.
  - The individual requires significant support.

---

**References:**

- **Supported:**
  - Independent performance.
  - Interpersonal interactions.
  - Intrapersonal interactions.
- **Unsupported:**
  - Independent performance.
  - Interpersonal interactions.
  - Intrapersonal interactions.
1. Independent Functioning – Indicate some places the individual ability to perform daily or work tasks. Use anything that may enable the ability to complete these tasks independently. The way individual's job requires independence:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Setting and Structure</th>
<th>Setting and Structure</th>
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<tr>
<td>Required role is capable sufficient knowledge, skill, or experience to perform the task with minimal supervision.</td>
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**Setting of Independence**
- Required role is capable sufficient knowledge, skill, or experience to perform the task with minimal supervision.
- Independent role is capable sufficient knowledge, skill, or experience to perform the task with minimal supervision.
- Independent role is capable sufficient knowledge, skill, or experience to perform the task with minimal supervision.

**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.

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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

**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).

**Interaction in playing games:** Identify games:
- Plays games alone for 5 minutes.
- Plays games alone for 15 minutes.
- Plays 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:**
- 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.

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2. The Community Site Assessment Worksheet (CSAW)

- Used pre-instruction and post-instruction.
- Used by teacher or job coach to record the skills needed by individual in a particular setting.
3. The Community Skills Checklist (CSC)
4. The Community Behaviors Checklist (CBC)
5. The Daily Accomplishment Chart (DAC)

Documenting Progress

- Once the assessment has been completed, document individual’s progress and other observations in the CRS
TTAP Assessment System

- TTAP Formal section assesses a fixed subset of skills
- TTAP Informal Measure provides more detailed and specific vocational and living placement information
- Best practices show that in order for transition to be effective, teams need to use both Formal and Informal measures

TTAP Ordering Information

TTAP Materials Kit can be ordered from:
OE Enterprises, Inc.
348 Elizabeth Brady Rd
Hillsborough, NC 27278
(919) 732-8124
(919) 732-4027 fax
www.oenterprises.org/
Contact Joe Savage at
savage@oenterprises.org

Cost of the Kit is $595.00 plus
$49.95 for domestic shipping and handling

TTAP Manual and Protocols can be ordered from:
PRO-ED
www.proedinc.com/customer/Produ
ctView.aspx?id=3962
Includes Examiner’s manual and 10 protocols

Autism Society of North Carolina Bookstore:
http://www.autismqttorestore.com/
Merchant2/merchant.mvc?Screen
PROD&Store_Code=ASNC&Product_Code=ITEA04&Category_Code=Assess
National Transition Resources

- Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders: [http://autism.sedl.org](http://autism.sedl.org)
  – Check out the great information presented through Webinars
- Adult Autism & Employment: A Guide for Vocational Rehabilitation Professionals (Disability Policy and Studies School of Health Professions): [www.dps.missouri.edu](http://www.dps.missouri.edu)

Kansas Resources

- The Transition-Focused IEP Process: [www.ksde.org](http://www.ksde.org) KSDE Transition Resources
- It’s More Than Just The Law: People Make It Happen: [www.transitioncoalition.org](http://www.transitioncoalition.org)

TASN Autism and Tertiary Behavior Supports

[www.KansasASD.com](http://www.KansasASD.com)
[www.TASNBehaviorSupports.com](http://www.TASNBehaviorSupports.com)
Introduction to The Assessment of Functional Living Skills (AFLS)


Kate Loving, M.Ed., BCBA

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Learner Objectives

• By the end of this webinar, participants will be able to:
  1) identify students who may benefit from The AFLS
  2) select, administer, and score AFLS modules for individual students
  3) select appropriate AFLS skills for IEP goals and objectives

Rationale for Teaching Functional Skills

• Functional skills are usually age-appropriate skills that are used everyday for typical activities and routines essential for independence.
• Functional skills have immediate benefit and use for the learner.
• Functional skills can and should be taught at a very young age.
• If a student doesn't learn functional skills for himself, then someone else will have to help or do them for him.

(Mueller, M., & Partington, J., 2012)
The Assessment of Functional Living Skills (AFLS)

- Assessment, curriculum guide and skills tracking system that helps guide the instruction of functional, practical, and essential skills of everyday life.

- Contains four modules:
  - Basic Living Skills Module
  - Home Skills Module
  - Community Participation Skills Module
  - School Skills Modules

- Coming soon:
  - Independent Living Skills Module
  - Vocational Skills Module

AFLS Modules: Basic Learning Skills

- Basic Living Skills Module:
  - Self-Management
  - Basic Communication
  - Dressing
  - Toileting
  - Grooming
  - Bathing
  - Health, Safety & First Aid
  - Nighttime Routines

Basic Living Skills

- The skills assessed in The Basic Living Skills Assessment Protocol are the prerequisites for any learner, regardless of age, setting, or disability (Partington & Mueller, 2012).

- These prerequisite skills, if not mastered, will have a profound impact on a learner’s ability to live independently, to be successful in school, and to take advantage of various social and recreational activities throughout the learner’s life (Partington & Mueller, 2012).
AFLS Modules

• Home Skills Module
  – Dishes
  – Clothing and Laundry
  – Housekeeping and Chores
  – Household Mechanics
  – Leisure
  – Kitchen
  – Cooking
  – Meals at Home

Home Skills

• The Home Skills Assessment Module provides an essential review of skills required for living in any home environment, including: with parents, living in a supported facility, living in a group home, living independently, or with roommates.

• Basic and advanced home skills of preparing and eating meals at home, cleaning tasks around the home, clothing, laundry, leisure skills, and the day-to-day mechanics of living in a home are addressed.
  (Partington and Mueller, 2012)

AFLS Modules

• Community Participation Skills Module
  – Basic Mobility
  – Community Knowledge
  – Shopping
  – Meals in Public
  – Money
  – Phone
  – Time
  – Social Awareness and Manners
Community Participation

- Community Participation begins with learning to physically navigate around the sidewalks, streets, signs and people while walking or using transportation.
- Community Participation includes being able to independently shop in grocery and department stores, shop at the mall and eat at restaurants.
- This module also assesses a learner’s ability to tell time and use time-related concepts, to make and keep appointments, to use a phone and other skills that will help the learner stay connected and interact with others in the community.

(Partington & Mueller, 2012)

AFLS Modules

- School Skills Module
  - Classroom Mechanics
  - Routines and Expectations
  - Meals at School
  - Social Skills
  - Technology
  - Common Knowledge
  - Core Academics
  - Applied Academics

School Skills

- Skills found in the School Skills Protocol address basic behavioral expectations such as compliance, rule following, transitions, waiting in lines, and eating at school.
- More advanced skills include: academic and social interactions, social navigation, and responses to peer interactions common in middle and high school settings.

(Partington & Mueller, 2012)
Sources of Information

- Who can complete the assessment?
  - Anyone familiar with the assessment, and the learner may contribute to the collecting of information for The AFLS.

- Information to complete The AFLS is obtained from three sources:
  - Family members, educators and other caregivers.
  - Direct observation of the learner in particular situations.
  - Formal presentation of the tasks to the learner.
Case Example: Julian

Julian:
- 20 year old young man with multiple disabilities, including ASD.
- Has a great sense of humor, LOVES his family and friends, and lining up his favorite objects.
- Enrolled in a transition program at a private school for students with ASD.
- Uses an augmentative communication device for communication.
- His cerebral palsy impacts his ability to navigate school, home and community environments with full independence.
- His family would like to focus on increasing functional communication, increasing independence, building self-regulation/tolerance to non-preferred tasks and activities, and increasing time engaged in social and vocational activities.
### Assessment Results Summary

#### Strengths: Basic Living
- Remains calm when there is a change in direction when riding in car or walking
- Consumes a healthy variety of foods
- Remains calm when group makes decisions he must follow
- Uses communication device to request preferred items when they are not present
- Raises and lowers toilet seat
- Sits on toilet until finished
- Flushes toilet
- Falls asleep without an adult present
- Sleeps in own bed all night

#### Strengths: Home Skills
- Puts dirty clothes in hamper with minimal prompts
- Puts clothes in washer and dryer with minimal prompts
- Puts away clean clothes with minimal prompts
- Puts away personal belongings
- Lines up shoes
- Takes out garbage
- Looks at books
- Participates in outdoor recreation
- Participates in community based recreation with friends
- Finds and returns items in refrigerator

#### Needs: Basic Skills
- Displays socially acceptable behavior in a variety of settings
- Remains calm when schedule is changed and when preferred items are restricted
- Labels common objects
- Answers questions regarding personal information
- Asks to go to the bathroom
- Defecates in toilet and uses toilet paper
- Brushes teeth/washes face
- Independently follows steps to get ready for bed
- Sleeps for an adequate amount of time

#### Needs: Home Skills
- Identifies clean vs. dirty clothes
- Uses washer and dryer independently
- Packs and unpacks backpack
- Uses cleaners to clean tables and floors
- Opens and closes a variety of doors
- Watches TV, uses tablets for entertainment
- Participates in structured group activities
- Engages in special interests or hobby
- Gets snacks

### Selecting Functional Skills to Teach

- Once the AFLS Protocol and skills tracking grid have been completed, the team will select skills to teach the learner.
- It is highly recommended that a learner’s program emphasize the development of the skills included in the Basic Living Skills section, as many of those skills are prerequisite skills, and will help the learner participate in a wide range of functional living skills.
- Select skills that are as low as possible on the columns, to identify skills that haven’t been mastered. These skills may be an early skill in a longer sequence of skills.
Essential Functional Skills

- Flexibility
- Following Directions (Spoken and Contextual)
- Staying in a Designated Area/Waiting for a Caregiver
- Positive Social Interactions
- Walk and Travel with Caregivers
- Appropriate Behavior in Vehicles
- Fundamental Self-Help Skills
- Health and Grooming
- Unusual Reactions to Specific Sights and Sounds
- Independent Leisure Activities
- Following Routines
- Generalized Use of Existing Skills
- Health and Grooming
- Unusual Reactions to Specific Sights and Sounds
- Independent Leisure Activities
- Following Routines
- Generalized Use of Existing Skills

IEP Goals for Julian

- Julian will use his communication device for at least two pragmatic functions (requesting and answering questions) with gestural prompts or less, an average of 15 times a day, across 5 consecutive measurements.
- Julian will remain calm (absence of hitting, biting self or others, screaming or dropping to floor) when schedule is changed, or access to preferred items is restricted, on 80% of observed opportunities, across 5 consecutive measurements.
- Julian will complete a toileting routine, with gestural prompts or less, on 80% of steps in a toileting task analysis, across 5 consecutive measurements.

IEP Goals for Julian

- Julian will complete a laundry routine, with gestural prompts or less, on 90% of steps in a laundry task analysis, across 5 consecutive measurements.
- Julian will compete a snack or meal routine, with gestural prompts or less, on 80% on steps in a snack/meal task analysis, across 5 consecutive measurements.
- Julian will use an activity schedule to participate in at least 3 independent leisure activities, for an average of 10 minutes per activity, with gestural prompts or less, across 5 consecutive measurements.
Resources

**Teaching Strategies/Evidence Based Practices:**

- National Professional Development Center on Autism Spectrum Disorders (Evidence Based Practices)

- Ohio Center for Autism and Low Incidence Disabilities (OCALI)
  – [www.ocali.org](http://www.ocali.org)

**AFLS:**

- Partington Behavior Analysts
  – [www.partingtonbehavioranalysts.com](http://www.partingtonbehavioranalysts.com)