



TRANSITION WEBINAR SERIES

PLANNING FOR TRANSITION

(MIDDLE SCHOOL TO HIGH SCHOOL)

with Dr. Peter Gerhardt



Special Learning, Inc.

Autism Education for Parents, Teachers, and Therapists

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Housekeeping

1. Post questions. If your question is selected, we may unmute you and request that you repeat your question verbally.
2. If you experience technical issues during the webinar, contact GoToWebinar directly by calling (877) 582-7011.
3. There will be a five minute break halfway through the webinar.
4. A recorded version of this webinar will be available next week. You will receive an eMail with login instructions.
5. It is not uncommon for our live webinars to go over the allotted time. You will have access to the recorded webinar and are not obligated to stay to obtain CEUs.

Objectives

- Review the Transition Framework Model
- Identify main transition phases and benefits of developing and implementing a high level transition life plan
- Discuss main considerations to address during Middle School and High School Transition
- Identify appropriate timeframe to change focus from academic to independent living skills and identification of critical skills
- Benefits of identifying and incorporating daily living skills during early intervention (elementary school)
- Discuss the key elements of a well written transition IEP and how to run an effective IEP meeting

CEU Process

For BACB CEUs, you have two options:

1. The online version of the CEU quiz will be available together with the recorded version *a week from today*. You can take the quiz online and once passed, your CEU certificate will be emailed to you automatically.
2. Before the recorded version is available, we can send you a word version of the quiz and you can highlight your questions and send back to us. Once passed, your CEU certificate will be sent to you within 48 hours of submission. If you wish to proceed with the word version, please email training@special-learning.com so we can send you the quiz.

Dr. Peter Gerhardt



Peter Gerhardt, Ed.D., is the Executive Director of the EPIC School in Paramus, NJ. Dr. Gerhardt has more than 35 years' experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author on a number of articles and chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic.

Dr. Gerhardt serves as Chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for Behavioral Studies. He received his doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

Amanda Fishley



Amanda Fishley, MA, BCBA, COBA is a Board Certified Behavior Analyst and Certified Ohio Behavior Analyst. She has experience working with children, adolescents and adults in variety of settings including school, home and mental health facilities. In each of these environments, she worked closely with parents, teachers, and paraprofessionals to develop and oversee implementation of behavior intervention plans. She has extensive experience mentoring and providing supervision to RBTs, BCBA candidates and behavior analysts.

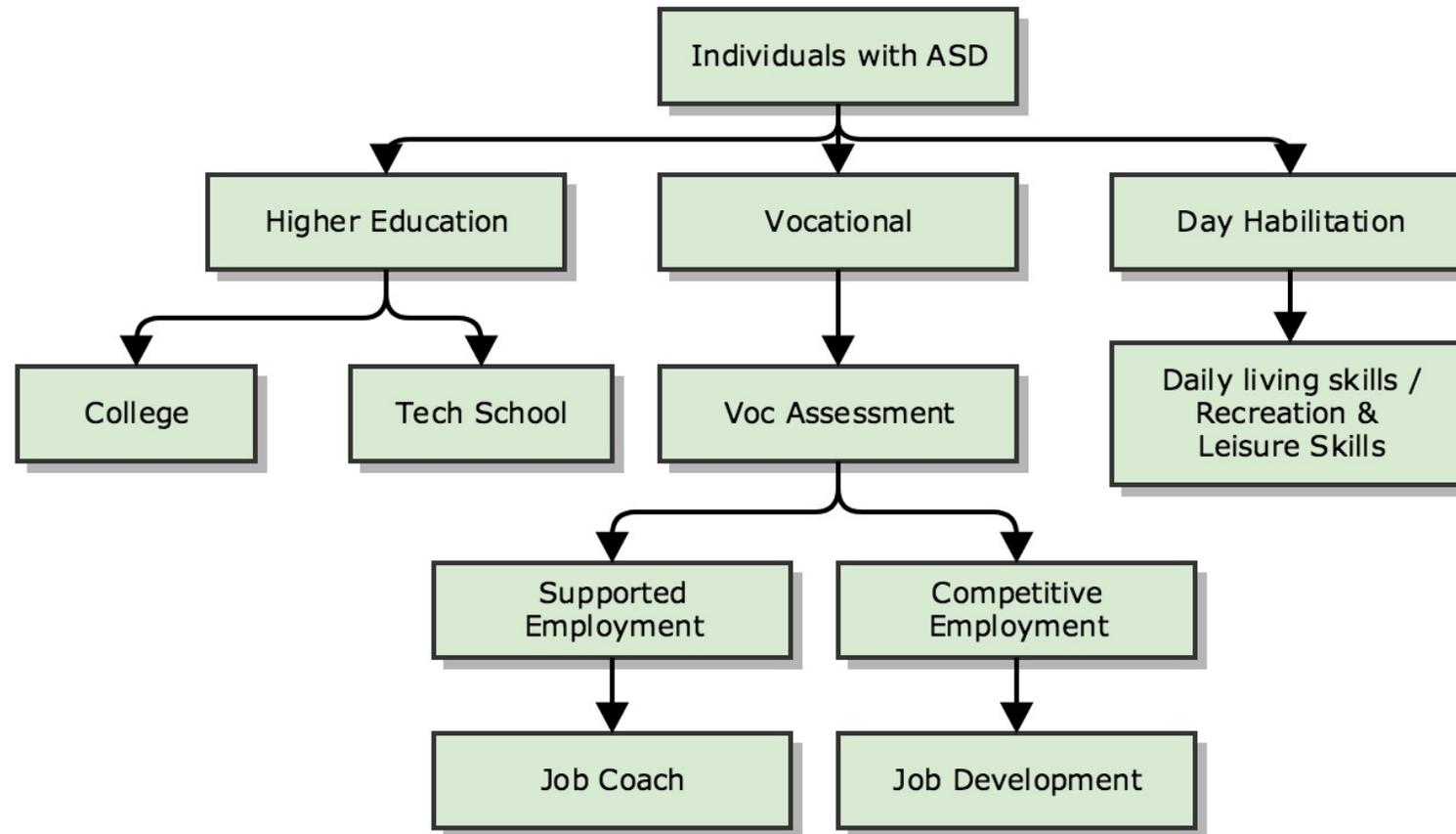
As an Associate Director of Clinical Solutions for Special Learning, she is responsible for creating and presenting educational materials and promoting Special Learning's mission to positively impact the special needs community.

She received her Master's degree in Special Education/ABA from The Ohio State University. She has been working with in the field of ABA for over ten years.

Panelists

- Jaqueline Moreno, M.A., BCBA
- Katie Hine, Ph.D, BCBA-D
- Lisa Berkowitz, M.A., BCBA
- Erica Holding, Ph.D, BCBA-D

Transition Framework Model



Different Types of Transitions

Chronological/School

- Infant to toddler
- Toddler to kindergarten
- Kindergarten to middle school
- Middle school to high school
- High school to adulthood
- Adulthood to aging

Independence/Skills

- Crawling
- Walking
- Toileting
- Safety skills
- Puberty
- Driving

Society/norms

- Legal age
- Society norm transitions, such as sitting on laps, going into the restroom with adult, hugs/kisses, etc.
- Cultural considerations/international traditions
 - Bar and Bat Mitzvahs at age 13 and 12 for Jewish boys and girls
 - In Malaysia, 11 is a special birthday for Muslim girls, marking a time they can celebrate Khatam Al Koran
 - In Japan, age 20 marks an age to celebrate Seijin-no-Hi, also the age they get to vote and drink
 - ...and many, many more

Different Types of Transitions Central to a behavior analytic understanding of “transition” is the following:

Both Behavior analytic and effective transition intervention are expected to produce **strong, socially important effects that generalize to new environments and continue after formal treatment has ended.** (see Baer, Wolf, & Risley, 1968). Absent either criteria what we get is the acquisition of skills that are unimportant and unlikely to be useful outside the classroom or generalize/maintain beyond initial acquisition.

Goals

Work

- Postsecondary education
- Supported and competitive employment
- Equal pay and benefits

Community

- Full social integration
- Full participation in organization, agencies, and activities that make up the community
- Full participation in recreation and leisure activities

Quality of Life

- Access to adequate healthcare
- Happiness*

Reality

Work

- Most are unemployed with only around 14% of adults having any sort of paid employment (Roux, et al, 2017)
- Most are underemployed
- Make less money than their counterparts

Community

- Barriers such as severe challenging behavior, poor hygiene, inappropriate sexual behavior, and lack of independence outside the home make integration a challenge
- Few friendships and relationships
- Tend to engage in recreational activities in isolation

“young adults with autism have a difficult time following high school for almost any outcome you choose - working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe.” (Roux, et al, 2015, p8)

Reality (cont'd)

Quality of Life

- Under researched area
- Adults with autism had significantly increased rates of all major psychiatric disorders and nearly all medical conditions (Croen, 2015)
- Across the lifespan, people with autism experience a much lower quality of life compared to people without autism (Van Heijst and Geurts, 2015)

School Transition

- 'School transition' tends to refer to when children are on the cusp of adolescence, typically age 11 or 12 years
- Middle school and high school (or primary and secondary school) tend to vary a great deal in terms of expectations
- Middle schools tend:
 - To be smaller/more local
 - Make fewer demands on the independence of the students
 - Have more familiar/stable group of peers
 - Have more familiar/stable group of teachers

(Mandy et al., 2016)



Middle School Transition



- Because of the differences between middle and high school, the transition can be challenging, particularly for those with ASD
- This transition has students facing a number of demands on students'
 - Social
 - Intellectual
 - And organizational capabilities (Mandy et al., 2016)
- Additionally, what many students look forward to when transitioning (e.g., changing classrooms, making new friends, having different teachers and subjects, eating in the cafeteria), students with ASD may experience anxiety about (Adreon and Stella, 2001)

Lack of Literature on Middle School Transition

- Bennett and Dukes (2013) point out a gap in the literature reporting on adolescents with ASD receiving direct instruction in employment/job skills while in middle school and high school
- There is also no empirical research on transition planning for youth that are still in middle school (Wells, Sheehey, and Moore, 2012)
- However, for individuals with disabilities, **middle school is the appropriate time to begin preparing students for adult life** (Johnson et al., 2002; Wells, Sheehey, and Moore, 2012)

What is Required?

- The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free and appropriate public education to eligible children with disabilities throughout the United States and ensures special education and related services to those children (Department of Education, 2017)
- Students 16 and older must have an Individualized Transition Plan (ITP) as part of the Individualized Education Plan (IEP) (Wells, Sheehey, and Moore, 2012)
- The transition planning must:
 - Start before the student turns 16
 - Be individualized
 - Be based on the student's strengths, preferences, and interests
 - Include opportunities to develop functional skills for work and community life (Learning Disabilities Association for America, 2013)

What is Required?

- Transition services must include instruction, community experiences, and development of employment and other post school adult living objectives. If appropriate, daily living skills and functional vocational evaluation may also be included.

??? Additional requirements? Is this enough?

International Requirements

- Laws and requirements regarding transition services (or services provided to individuals with autism in general) may be minimal or non-existent
 - *Example- no law or requirements in India for transition services*

???

Input from attendees?

Framework for Effective Transition Planning

- Formal and informal assessments (Essentials for Living, Assessment of Functional Living Skills)
 - In vivo assessments (taking into consideration clients' environment; living in the suburbs versus country; contextual considerations)
- Person centered transition planning with parental involvement
- Curriculum selection/development
- Natural environment and community based instruction

Elements of an Individualized Education Program (IEP)

- Present Levels
- Annual Goals
- Benchmarks or Short-Term Objectives
- Measuring and Reporting Data
- Special Education
- Related Services.
- Supplementary Aids and Services
- Program Modifications for School Personnel
- Extent of Nonparticipation
- Accommodations in Assessment
- Service Delivery
- **Transition Planning**
- Age of Majority

Running an Effective IEP Meeting

With regard to transition planning, Hetherington, et al, (2010) reported that both students with disabilities and their parents were generally dissatisfied with the:

- Level of home to school communication,
- Inaccurate (low) assumptions made about the student's ability,
- Perceived “tracking” of the student into traditional adult service programs, and
- The limited accountability for outcomes from the schools.

Running an Effective IEP Meeting

While these results may be somewhat limited by the selection and sample issues, the point is the effective Transition IEP Meeting begins well before the actual Transition IEP Meeting. For example

- Four weeks before the Transition IEP a meeting between the parents, school personnel, and to the extent possible, the student is scheduled
 - The purpose of this meeting is to, in an open forum, discuss the global outcomes and aspects of the the transition plan.
- Three weeks before the Transition IEP meeting, school personnel send a draft version of the Transition Plan/IEP to the family.
- Two weeks before the Transition IEP meeting, the family sends an edited version of the draft Transition Plan/IEP to the school.
- One week before the Transition IEP meeting, a meeting between the school and family is scheduled to review the (potential) final plan.
- At the Transition IEP Meeting the final Transition Plan/IEP is presented with the caveat that the plan may change as function of the data.

Involving Stakeholders

Who are stakeholders?

- Parents
- Student
- School
- State/funders
- Society

Parental involvement in transition planning is critical and directly impacts short and long term outcomes

Involving Stakeholders

“When crafting such comprehensive school-based interventions, it is critical they be designed in ways that are feasible and acceptable within typical high schools. Interventions with strong evidence of efficacy—but limited social validity—are likely to be delivered with poor fidelity (if even delivered at all), especially as interventions gain more complexity and engage more educational stakeholders.” (Kucharczyk et al., 2015, pg. 330)

“Educator knowledge of evidenced-based tactics for use with transition-aged students with ASD may even lead to the development of student skills that result in qualitatively different post-school outcomes for older adolescents and adults with ASD” (Bennett and Dukes, 2013, pg. 2)

Transition Scenario

Submitted by Jaqueline



One of the transition scenarios I'm involved with at the moment deals with a 6-year-old boy with a diagnosis of Autism Spectrum Disorder. He's mastered out many of the targets in early learning verbal programs (specifically the VB-MAPP), which deals with manding skills, listener skills, early imitation, and pronunciation of phonemes and syllables. He's not the usual age when providers and families think of 'transition,' but because he's mastered so many of these early learning programs, I'm beginning to write in a 'transition-light' program for him that focuses on independent and adaptive living skills. He can definitely mand and ask for what he wants, and he understands instructions when they are given. He's an only child, which I see as a critical aspect to making him as independent as possible—namely, he needs to learn how to obtain his wants and needs as independent from his parents as is age-appropriate, so he can generalize that ability when he's older and his parents get older.

??? Strategies to get buy-in from parents and keep expectations of outcomes high?

Transition Scenario

Submitted by Katie



Sean has autism and does not use language to communicate. He has that rare ability to read out loud (at about a 1st grade level) without any evidence of comprehension. As Sean entered high school he was a tall, lean young man with dark hair. Being tall, wiry, and strong as a result of puberty and his high level of gross motor stereotypy, Sean posed a very real danger when he became aggressive. Sean could scream for hours at a time, and was very fast when he chose to leave. Sean also had endurance and could run or walk very fast for long distances. In the absence of street safety skills Sean's ability to leave posed a very significant supervision issue for the school. Because Sean was not comfortable in large groups of people Sean's team started his transition to high school by arranging for him to attend the school during the summer when very few other students were present. With the help of an exceptional teacher named Mr. Bently, Sean learned his way around the school and the grounds.

Transition Scenario (cont'd)



He and Mr. Bently used the gymnasium, the running track, Sean's classroom, the lunchroom, the special education classroom, the school hallways, and the bathrooms. Mr. Bently put effort into establishing routines that included frequent opportunities to use the bathroom, physical activity, regular community experiences (e.g., going to the grocery store to get lunch items, picking out empty hangers from the racks at the goodwill store and organizing them in the back room, watering the plants at a local nursery), and practice working and playing beside other students who were also attending summer school. Although the transition plan was a good one, the success Sean experienced was the result of Mr. Bently. Mr. Bently was the wrestling coach and was well prepared for safely handling episodes of aggression. In fact, Sean appeared to find comfort in knowing that Mr. Bently had the upper hand.

Transition Scenario (cont'd)



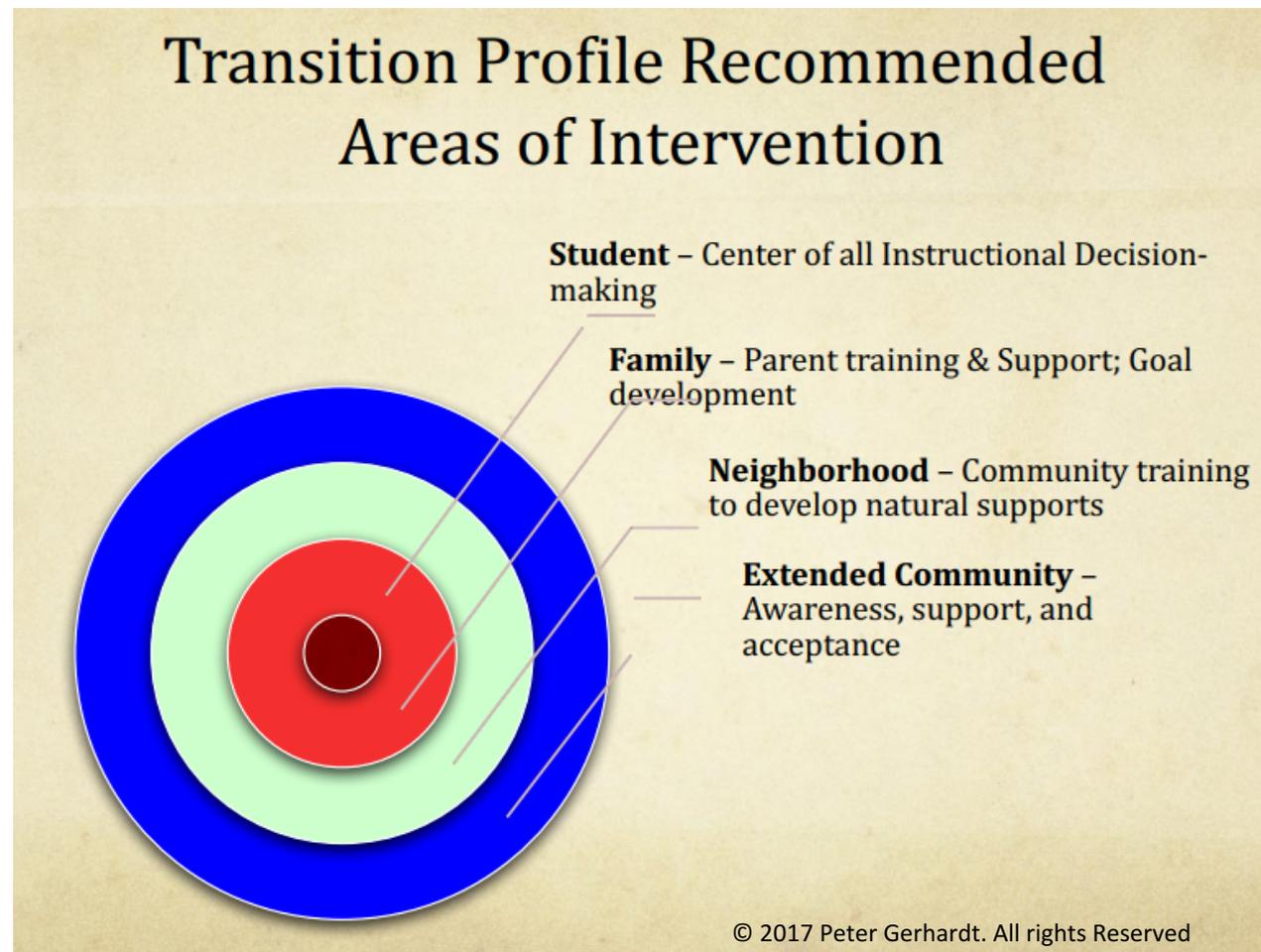
When well-trained staff other than Mr. Bently worked with Sean, for even the 30 minutes Mr. Bently needed to take a break or eat lunch, Sean became anxious, looking to the door, failing to follow the routine, increasing vocalizations and walking quickly from area to area. It was clear that the control of Sean's appropriate behavior was linked to Mr. Bently and that anyone less skilled, physically or educationally, than Mr. Bently was unlikely to reap success working with Sean.

???

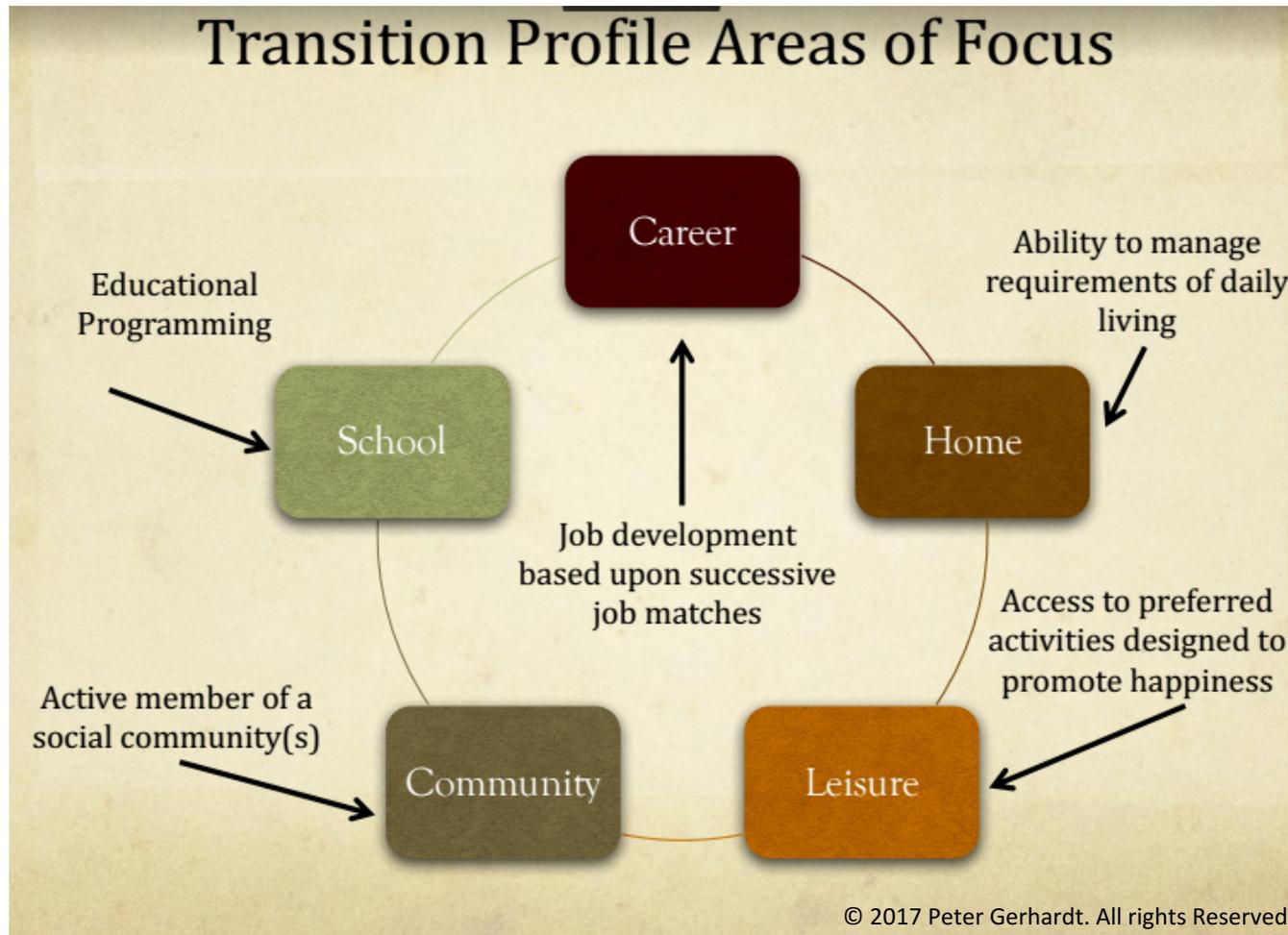
Ways to move forward?

Avoid situations like this?

Transition Profile Recommended Areas of Intervention



Transition Profile Areas of Focus



Sphere of Intervention: Career

Sphere of Intervention: Career

In order to be gainfully employed STUDENT X needs the following programs/skills to be targeted.

Skill	Challenge	Recommendation
I-Phone/I-Pad Schedules	Attention to appropriate stimuli may be a challenge.	<ol style="list-style-type: none"> 1. Consider a simple keeping appointments program using I-Pad 2. Transition current lo-tech schedule to more self management 3. Introduce hi-tech scheduling program using I-Pad
Increase STUDENT X's endurance beyond 3 minutes (preferred task).	Finding activities that STUDENT X finds engaging. Stereotypy can interfere although can be redirected. STUDENT X has a tendency to be prompt dependent with longer, high response effort chains.	<ol style="list-style-type: none"> 1. Baseline actual engaged time on variety of tasks 2. Implement endurance program based upon systematically increasing length of engaged time.
Ability to work in larger teacher/student ratios	STUDENT X's aggression presents a challenge to more group instruction	<ol style="list-style-type: none"> 1. Environmental modifications continue to be assessed. 2. Hypothesis-testing data be collected by CB and AF
Independent toileting	Safety & hygiene concerns Socially reinforced and mediated behavior and so limited naturally occurring reinforcement. Encouraging privacy and safety	<ol style="list-style-type: none"> 1. Assess JK's current bathroom TA and modify if necessary. 2. Determine preference for forward or backward chaining. 3. ID a high power Sr+ to use for this program only & implement
Address challenging behavior (aggression, stereotypy, hand in pants)	Impacts most all aspects of programming. Although aggression is currently at low rates the PBS program is fairly restrictive and needs to fade and be replaced.	<ol style="list-style-type: none"> 1. Environmental modifications continue to be assessed. 2. Hypothesis-testing data be collected by CB and AF

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Sphere of Intervention: Home

Sphere of Intervention: Home

Within his home, STUDENT X should be able to independently (or with minimal supports), accomplish the following.

Skill	Challenge	Recommendation
Making his own lunch @ home and school	Identification of highly preferred, simple lunches.	<ol style="list-style-type: none">1. Identify 1-3 such lunches2. Develop TA and provide instruction using backwards chaining3. Target one meal at a time. As a meal is mastered, generalize to home.
Independent toileting, dressing etc.	Safety & hygiene concerns Socially reinforced and mediated behavior and so limited naturally occurring reinforcement. Encouraging privacy and safety	<ol style="list-style-type: none">1. Program for independent toileting implemented at EPIC and can be transitioned to home prior to mastery at school.
Increase leisure engagement (consider electric scooter or bike).	STUDENT X currently has a very limited leisure skill repertoire consisting primarily of I-Pad and stereotypy.	<ol style="list-style-type: none">1. A FULL staff meeting will be held to brainstorm variety of possible leisure activities what will then be included in a leisure sampling protocol. See next page.

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Sphere of Intervention: Leisure

Sphere of Intervention: Leisure

STUDENT X should be able to independently (or with minimal supports), access and utilize the following leisure skills.

Skill	Challenge	Recommendation
Photos and "Photoshop"	Technological skill on some level. Is there sufficient interest? No experience at baseline. May take significant practice before STUDENT X reaches a level of competence where this may become a leisure activity.	<ol style="list-style-type: none"> 1. Probe use digital camera with STUDENT X. 2. Probe interest in printing, editing, or manipulating photos. 3. Make own photo-book to read
Books - STUDENT X enjoys leafing through books with pictures and photos	Reading has always been presented as a series of instructional sessions and not leisure. ID of both age appropriate and interesting material.	<ol style="list-style-type: none"> 1. Identify a series of age appropriate and interesting materials. 2. Work on choice making using these materials. 3. Consider using "STUDENT X-Made" photo-books.
Swimming	Cannot be done at school – Home only	None for school
Cyber-Chase, Charlie Brown, Dora, SpongeBob, Vimeo.	STUDENT X has a very limited video and video game repertoire.	Explore other options. Pair new options with highly preferred conditions and Sr+

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Sphere of Intervention: Community

Sphere of Intervention: **Community**

Student needs to be able to access, or utilize, the following skills with minimal prompting.

Skill	Challenge	Recommendation
Shopping for ingredients for lunch	STUDENT X's challenging behavior makes this goal difficult to consistently implement	<ol style="list-style-type: none"> 1. Pair this goal with making lunch at school 1 day/week 2. ID a store, and time of day, where there are (generally) a limited number of patrons. 3. ID location of items in store prior to trip to reduce search time.
Noise	STUDENT X tends to be very sound sensitive under yet to be fully understood conditions. Crying babies are highly non-preferred.	<ol style="list-style-type: none"> 1. CB and AF are continuing to assess EOs that may or may not be associated with increased sound sensitivity.
Involvement in Church	Requires STUDENT X to be quietly and appropriately engaged for X minutes. Challenging behavior may present a risk.	<ol style="list-style-type: none"> 1. Work with parents to identify parameters of Mass and skills necessary to attend. 2. Coordinate with OLV to systematically increase STUDENT X's presence in church.
Independent Toileting	See other sections	Once mastered at Home/School will be generalized to public restroom.
Display appropriate behavior through longer family/community activities such as bowling, church, movie, etc.		See above & sections on behavior support and engagement.
Behavior support		See previous sections on challenging behavior.

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Sphere of Intervention: School

Sphere of Intervention: **School**

Not directly applicable in this case as the necessary skills are subsumed under the four other areas of intervention

Skill	Challenge	Recommendation
Make own lunch		See previous sections
Ability to work in larger ratios.		See previous sections
Engagement/Endurance		See previous sections
Challenging behavior		See previous sections

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Family Responsibility in Support of Transition Programming

AREA	RESPONSIBILITY
Career	<ul style="list-style-type: none"> • Coordinate with school on reasonable “independent” toileting protocol • Coordinate with school on “in vivo” preference assessment to identify new reinforcers
Home	<ul style="list-style-type: none"> • Identify simple lunches—provide systematic instruction via backwards chaining • Continue working on health and wellness via exercise and bike riding • Collect data on conditions impacting challenging behavior re: CB
Leisure	<ul style="list-style-type: none"> • Continue swimming & related health wellness • Coordinate with school on new ideas/samples • Investigate I-Pad games or apps that may be more age appropriate and engaging
Community	<ul style="list-style-type: none"> • Coordinate with school on requirements and protocol re: participation in Mass • Transition home mastered independent meals
School	<ul style="list-style-type: none"> • Continued communication and feedback with school

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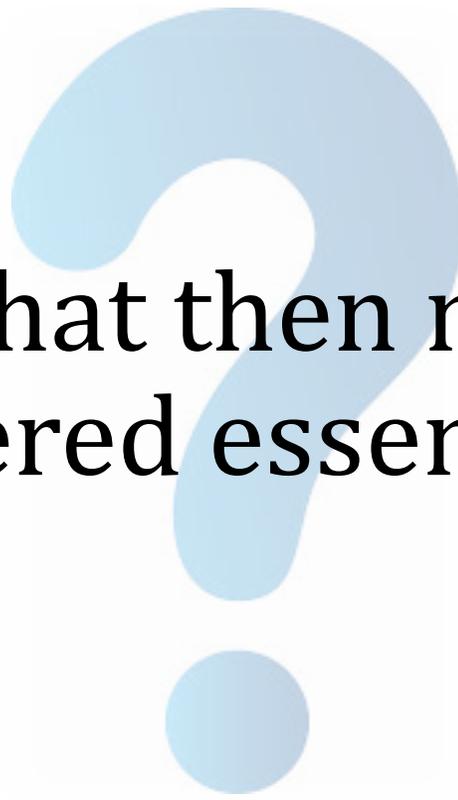
Transition Scenario

Submitted by Lisa



Programming and executing both individual and group lessons for diverse groups of learners can be quite a challenge. How can I address the needs of all my learners and satisfy IEP, district, and state requirements? How do I take data and keep accurate records?

??? Additional strategies for effective group instruction with such individualized plans? In the community?



So what then might be
considered essential skills?

Functional and Academic Curriculums

- For students with intellectual disabilities, the debate between functional and academic curriculum is not a new one
 - Bouck (2013) points out that while most present the two positions as a dichotomy (functional vs. academic approach), the two can exist on a continuum and in tandem (*Ayres et al., 2011, 2012; Benz & Kochhar, 1996; Bouck, 2012; Collins, Hager, & Galloway, 2011; Courtade et al., 2012; Eisenman, 2000*).
- In the study conducted by Bouck (2013), whether or not a student received a functional curriculum was largely dependent on their disability status
 - Students with a moderate/severe intellectual disability were more likely to receive a functional curriculum
 - Factors such as school geographical location, school population, individual demographic factors of income, gender, or ethnicity were not influential

A draft definition of “Essential Skill”

- Any skill that, when acquired, enables the individual to independently complete a variety of relevant tasks and engage in desired activities, AND
- Any skill that is used with sufficient frequency to remain in the individual’s repertoire. The exception here are safety skills which, ideally, are low response frequency skills AND
- Any skill that can be acquired within a reasonable time frame*.

FREQUENCY OF USE

	Objective	≥ 1X/day	1X/day	2- 3X/Wk	1X/Wk	1- 2X/Mnt	Less Frequent	Importance* 0-2
1	<i>"When is your birthday?"</i>						X	0
2	<i>"Where do you live?"</i>						X	2
3	<i>Wiping after BM</i>	X						2
4	<i>Make a meal with recipe</i>				X			1
5	<i>Make meal with Microwave</i>			X				2

0 = Not Important; 1= Maybe important but not essential; 2 = Important

The Essential Eight

(McGreevy, Fry, & Cornwall)

1. Making requests (EFL, Domain 1):
2. Waiting after making requests (EFL, Domain 1):
3. Accepting removals, making transitions, sharing, and taking turns (EFL, Domain 1)
4. Completing 10 consecutive, brief, previously acquired tasks (EFL, Domain 1):
5. Accepting 'No' (EFL, Domain 1):
6. Following directions related to health and safety (EFL, Domain 2):
7. Completing daily living skills related to health and safety (EFL, Domain 4):
8. Tolerating situations related to health and safety (EFL, Domain 6):

McGreevy, P., Fry, T., & Cornwall, C. (2012). *Essentials for Living: A Communication, Behavior and Fundamental Skills Assessment, Curriculum, and Teaching Manual*.

But a simpler approach can be found outside of Behavior Analysis

What you do
EVERY DAY
matters more than
what you do
ONCE IN A WHILE.

— Gretchen Rubin



www.happiness-project.com

Gretchen Rubin is the author of several books, including the *New York Times* bestsellers *Better than Before* (2015) and *The Happiness Project* (2009).

The Essential Domain: Adaptive Behavior

“Adaptive Behavior is defined as those skills or abilities that enable the individual to meet standards of personal independence and that would be expected of his or her age and social group. Adaptive behavior also refers to the typical performance of individuals without disabilities in meeting environmental expectations. Adaptive behavior changes according to a person’s age, cultural expectations, and environmental demands.” (Heward, 2005).

Matson, Hattier, & Belva, (2012) noted that work, self-help, leisure, and hygiene skill deficits are often associated with a diagnosis on the autism spectrum. **A number of interventions have been established to assist individuals with these impairments the most effective of which are interventions based upon applied behavior analysis (ABA)**

Adaptive Behavior Competencies:

- Are not simplified curricular goals
- Are not characterized by ADL skills
- Are more complicated than inferential calculus
- Involve both simple and complex decision making skills
- Central to application of academic competencies
- Are not always highly preferred skills but, then again, some are.

Chores (ADLs) That Typical Children Do

AGE	CHORE
2-4 year olds	Help dust, Put napkins on table, Put laundry in hamper, Help feed pet
4-7 year olds	Set (or help set) the table, Put away toys, Help make bed, Help put dishes in dishwasher, Help clear table, Help put away groceries, Water the garden
8-10 year olds	Make bed, Set & clear table, Dust, Vacuum, Help wash car, Help wash dishes, Take out the trash
11 year olds and older	Above plus clean room, Mow lawn, Feed pets, Start doing own laundry, Make small meals, Shovel snow, Help with yard work, Empty and load dishwasher, etc.

6 Skills that Should Be Mastered by the Age of 10-Years

1. Independent toileting home and school
2. Independent dressing
3. Independent showering
4. Independent eating using utensils
5. Basic functional communication (i.e., Independent manding of needs) including refusals
6. Family membership skills (e.g., participating in or completing simple household chores).

6 Skills for which instruction should be started before the Age of 10-Years

1. Skill acquisition in dyads and triads
2. Acting upon basic safety discriminations
3. Application of any targeted academic skills to natural environment
4. Self management
5. Acquisition of new skills outside of the classroom and in the community
6. Problem solving/Variable responding

Functional Skills in Elementary School?

- Many skills ‘typical’ kids learn and can apply need directly taught to individuals with autism
- Is the skill mastered?
 - It’s the application that matters
- “Progress is not the acquisition of useless knowledge and/or skills; rather educational progress is the acquisition of knowledge and skills toward the eventual outcome of mastery.” (Ayres, Lowrey, Douglas, and Silvers, 2011)

Education and Training in Autism and Developmental Disabilities, 2011, 46(1), 11–21
© Division on Autism and Developmental Disabilities

I Can Identify Saturn but I Can’t Brush My Teeth: What Happens When the Curricular Focus for Students with Severe Disabilities Shifts

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Karen H. Douglas
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Adaptive Behavior Intervention

The parameters of effective intervention in adaptive behavior include:

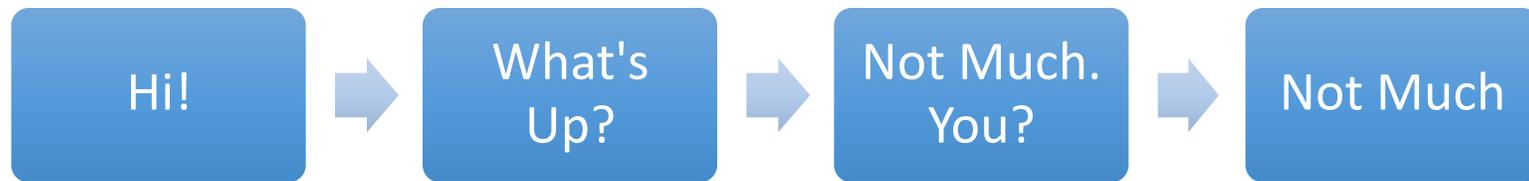
1. **Context** – Where instruction takes place
2. **Intensity** – How often instruction takes place
3. **Efficiency** – What is the response effort/equivalence associated with instruction
4. **Transfer of control** – Where does stimulus control lie
5. **Value** – Why might this skill be important to the student

Social Adaptive Behavior



Social Skills Exist Because of Their Function

Social skills are mediated by their outcome in that they are used to acquire desirables and avoid negatives while navigating the environment and manipulating others in that environment.



Social Skills are NOT Linear

But Rather Logarithmic in Nature

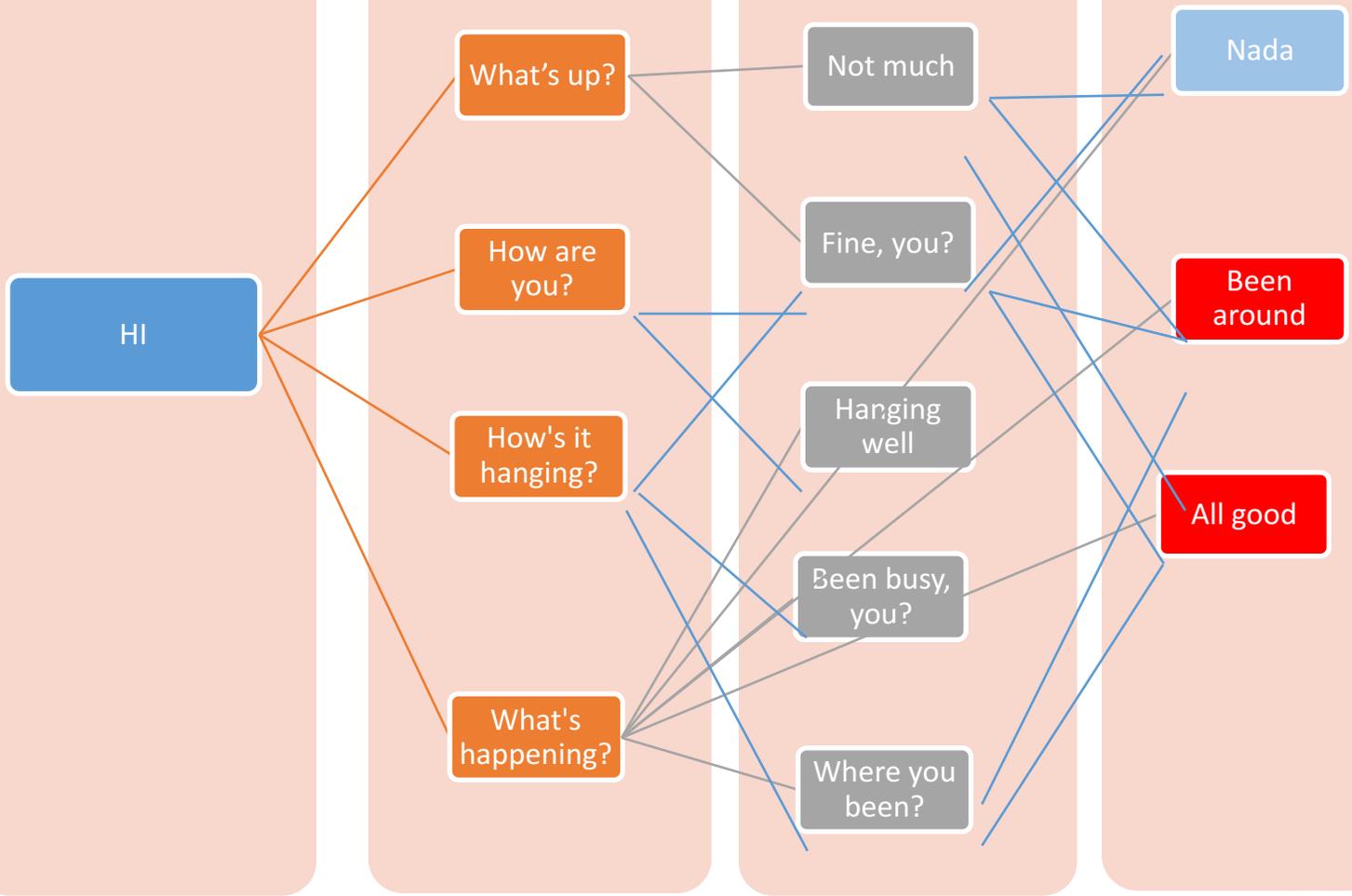
Property	Definition	Example
Product	$\log_b mn = \log_b m + \log_b n$	$\log_3 9x = \log_3 9 + \log_3 x$
Quotient	$\log_b \frac{m}{n} = \log_b m - \log_b n$	$\log_{\frac{1}{4}} \frac{4}{5} = \log_{\frac{1}{4}} 4 - \log_{\frac{1}{4}} 5$
Power	$\log_b m^p = p \cdot \log_b m$	$\log_2 8^x = x \cdot \log_2 8$
Equality	If $\log_b m = \log_b n$, then $m = n$.	$\log_3 (3x - 4) = \log_3 (5x + 2)$ so, $3x - 4 = 5x + 2$

Person 1

Person 2

Person 1

Person 2



In Other Words...

"A greeting...is a social skill that is thought to be simple. However, further analysis shows this skill, which most take for granted, to be extremely complex. How a child greets a friend in the classroom differs from the type of greeting that would be used if the two met at the local mall. The greeting used the first time the child sees a friend differs from the greeting exchanged when they see each other 30 minutes later. Further, words and actions for greetings differ, depending on whether the child is greeting a teacher or a peer... [G]reetings are complex, as are most social skills."

Myles & Simpson (2001)

Cultural Differences

- As if social skills weren't confusing enough.....mix the complexity with cultural differences and norms. Consider these:
 - Norwegians eat their burgers with a knife and fork
 - The peace sign backwards is flipping someone off in England
 - Some Indians argue your left hand is not for hand shaking or anything other than...the potty
 - In some rural parts of China, it's acceptable for children to relieve themselves in the streets...puts a new spin on potty training

(Huffington Post, 2017)

Transition Scenario

Submitted by Catherine

I am the Head of a very small school serving children with autism grades K-12. Currently, our oldest students are in the 8th/9th grade. We are delivering a regular ed curriculum, but also include community-based instruction. I am just at the beginning the transition process.

*I am wanting to begin transition services beginning in the 4th grade, just to get the kids thinking about life after formal education (whether it is until high school or university). Have not yet settled upon dependent measures and the school is still in early stages. Have a bare-bones framework of:
identifying people in the community to talk with the kids about careers
weekly trips into the community to learn about different educational/
vocational/recreational options*

I need to begin identifying local businesses that would offer internships to our students on a very part-time basis

Any ideas for start-up programs?



Transition Scenario

Submitted by Ruth

A scenario that has been challenging is a 15 yo boy with Aspergers had his parents divorce 5 years ago. The father has always been on the cusp of physically abusive but assuredly emotionally abuse, with no help from CPS after 4 complaints by various caregivers. Mom has remarried a man that is not familiar with spectrum disorders, but is committed to making the effort after dating for 4 years. Dad is dating a controlling felon that has alienated the client and his siblings, wedging a tremendous issue between dad and both the children and their mother. Assisting this young man transition through puberty, aspergers, and all of the challenges his family dynamics bring has been difficult. Client has a history of Pys and V aggression, noncompliance and property destruction.

??? What short and long term supports need put in place?



Transition Scenario

Submitted by Bohdanna



*A young man has been working at the restaurant for about 6 weeks, 2 shifts a week as a busboy. At this time he is able to do about 75% of the tasks asked of him with limited prompts *less than 2 small gesture prompts per hour (coach started with high prompt levels, followed by in vivo practicing at home for new or difficult tasks: this was transferred to 2 amazing same age bus boys who now provide the more natural prompts. However there are still the 25% or so more intrusive prompts needed (usually at the end of a 3 hour shift when he is tired, or when it is very busy) and he is frustrated that he is not getting paid (the deal was 4 hour shift to get paid and we are working our way up to that). The Manager is feeling guilty he does not pay the young boy: and we are trying to assure him that it is OK as he is still in training.*

Would love some support strategies and thought for the following:

How to continue to reinforce the young man that he is almost there: based on his data: and in about 2 weeks should be able to take on the 4 hour shift?

How to provide the support to the management to NOT feel guilt about this young man (not paying him) as I feel I am losing them (I think they thought he would 'move faster' based on his interview: he interviewed very well, then it is taking longer to do the actual training. They give him a meal after the training, and the boys tip him out: but he has not received his own paycheque yet.

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