

Community Inclusion for Adults with Autism

Guidance for Providers in Pennsylvania

Eastern Region ASERT at Lehigh University and
Community Adult Autism Partnership Program at Devereux CARES

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SECTION 1: OVERVIEW AND GUIDING PRINCIPLES

Introduction

In this section we discuss the purpose and target audience for this manual. We provide an explanation of the principles that have guided our approach to supporting individuals with autism spectrum disorders (ASD) to be involved in their communities and describe the characteristics and needs of individuals with ASD. Finally, we provide an overview of the organization of this manual.

Purpose and Target Audience

The purpose of this manual is to offer guidance for providing supports for persons with ASD to be involved in their communities and to work in inclusive settings. The manual is designed to be used by providers of services to individuals with ASD who are eligible and receiving services under the Adult Autism Waiver, Adult Community Autism Program (ACAP), OBRA Waiver, Person/Family Directed Support (P/FDS) Waiver, or Consolidated Waiver. It is designed to address the needs of a wide range of individuals on the spectrum from individuals with significant support needs to individuals such as those with Asperger Syndrome who may require less pervasive supports. This manual does not address supports provided in facility-based work programs or segregated day programs.

Families may also find the manual of interest when advocating for services or designing supports for their children with service providers.

Guiding Principles

The recommendations for supports provision made in this manual are based on the following ten guiding principles.

1. Supports and services are driven and guided by the individual and the family

The individual is the primary decision-maker in selecting the types of services, hours of service provision, and specific aspects of supports provision. It should always be assumed that the individual knows what is best for him or her. Families have an important role in helping to speak for the individual's needs and preferences.

2. Supports and services promote self-determination and self-advocacy

Individuals are encouraged and supported to make their own decisions and advocate for themselves in community settings.



3. Supports and services are individualized

An individual is provided with a program that is based on an individual assessment of his or her interests, strengths, and needs. A program is designed for each individual rather than fitting him or her into an existing program.

4. Supports and services are provided to participate in every aspect of socio-cultural life

All aspects of socio-cultural life (including, but not limited to, home, school, work, cultural and spiritual activities, leisure, travel and political life) should be considered when planning supports for community inclusion.

5. Supports and services are based on a philosophy of acceptance

The goal of supports and services is not to “cure” a person of autism, but rather to capitalize on the person’s unique strengths and address the person’s challenges in order to ensure community participation and life satisfaction.

6. Supports and services are respectful and age-appropriate

Not only should the supports and services be appropriate for adults, but the manner in which supports are provided should exemplify a relationship characterized by dignity and respect.

7. Supports and services are designed to promote the full inclusion of individuals in their communities

The goal of services should be for individuals to become fully included in all aspects of their communities. To the greatest extent possible, activities should be non-segregated.

8. Supports and services promote independence and foster interdependence on naturally occurring supports in the individual’s environments

For individuals to become fully included in their communities, supports should become less artificial and interdependence on typical persons in community settings should build.

9. Supports and services are culturally responsive

Services acknowledge the cultural heritage of the individuals being served and are planned to take into account cultural preferences and experiences.

10. Supports and services are provided with integrity and quality

Quality of services and progress toward goals are continually evaluated and changes are made when necessary. Periodic program evaluation is conducted to ensure all services are meeting the needs of individuals and exemplify current best practices.

Characteristics and Needs of Adults with ASD

Autism is a pervasive developmental disorder characterized by difficulties in social skills, communication, and behavior. Five disorders fall under the umbrella of Autism Spectrum Disorders: autism, Asperger Syndrome, pervasive developmental disorder-



not otherwise specified (PDD-NOS), Rett syndrome, and childhood disintegrative disorder (CDD). Individuals who fall on this spectrum have some common characteristics that impact their inclusion in the community:

Social relationships: Individuals with ASD may experience difficulties relating to others and forming friendships. They may have difficulties in areas such as understanding the feelings of others, understanding nonverbal communication, and interacting with others. These challenges can impede inclusion in work and community settings where individuals with ASD may have trouble interacting and forming relationships with coworkers and potential friends.

Communication: In addition to difficulties in social skills, individuals with ASD may experience difficulties in communication. These difficulties may include the lack of ability to initiate or sustain a conversation, repeating words or phrases (echolalia), trouble understanding both verbal and nonverbal communication, or not using words to communicate at all. These challenges can inhibit interaction with coworkers and others in community settings as these people may not understand the attempts to communicate made by the individual with ASD.

Behavioral issues: Finally, individuals with ASD may exhibit certain behavioral characteristics such as insistence on sameness or predictability, repetitive or stereotypical motor movements, and highly specialized interests. Some individuals may develop behaviors that are highly challenging and limit inclusion in community settings. However, not all of these behaviors should be viewed as undesirable as many can be capitalized upon to create good matches between the individual and work or other community activities.

Despite these common characteristics which define ASD, each person must be viewed individually in terms of his or her own strengths and support needs. Furthermore, despite personal limitations and challenges, all individuals can be supported and provided with instruction that enables them to be fully included in their communities with careful planning and intervention. This manual merges best practices for community inclusion relevant for all individuals with developmental disabilities with specific support strategies that address the unique characteristics of adults with ASD.

Organization of the Manual

The manual is organized into nine sections



- In [section one](#), you will find an overview of the manual and the guiding principles
- In [section two](#), we provide an overview of the types of services that can be provided for adults with ASD and the funding sources that can be used for each service.
- In [section three](#), you will find a process for determining what services a person needs when they first approach your agency.
- In [section four](#), we provide a general process for providing community inclusion services that is explained further in section five and six.
- [Sections five](#) and [six](#) provide guidance for employment and community inclusion services. In each of these sections you will find a general description of the service, steps to follow in providing these services, case studies, and a checklist to ensure that your services continue to adhere to the guiding principles.
- In [section seven](#), we provide guidance on specific instructional procedures and support strategies that you will use in providing services to adults with ASD.
- In [section eight](#), you will find information on operational issues such as staffing, training, and billing.
- Finally, in [section nine](#), we provide guidance on evaluating your overall program.

In sections three, five, and six, we illustrate the services discussed with real-life case studies of persons served by the Devereux CARES Community Adult Autism Partnership Program (CAAPP). In these case studies, a majority of details are true but names have been changed.

Additionally, in the appendices you will find:

- [Appendix A](#): a description of four funding sources for community inclusion services for adults with ASD.
- [Appendix B](#): checklists for ensuring that your services adhere to the guiding principles of this manual.
- [Appendix C](#): blank copies of forms that are described in this manual.

Summary

In this section we described the purpose, target audience, and guiding principles for this manual. We discussed some characteristics of ASD and provided an overview of the organization of the manual. In the next section we give an overview of the types of



community inclusion services that can be provided through funding sources in Pennsylvania.



SECTION 2: TYPES OF SERVICES

Introduction

In this section we describe the types of community inclusion services that can be provided currently through each funding source in Pennsylvania.

Funding Sources in Pennsylvania

In Pennsylvania, the four primary sources of Medicaid funding for services for adults with ASD are:

- Adult Autism Waiver (Department of Public Welfare, Bureau of Autism Services)
- Adult Community Autism Program (ACAP, Department of Public Welfare, Bureau of Autism Services)
- Person/Family Directed Support (P/FDS) and Consolidated Waivers (Department of Public Welfare, Office of Developmental Programs)
- OBRA Waiver (Department of Public Welfare) (Note that at the time of writing this manual, this waiver was no longer accepting new applications).

A table comparing eligibility and services offered can be found in the [appendix](#). Note that at the time of preparing this manual, the ACAP was only available in four counties in PA with the promise of expansion to other counties in the near future. For further eligibility information for each of these funding sources, see the DPW website: www.dpw.state.pa.us.

Service Types

Under each of these funding sources, services can be provided for supported employment and community inclusion. As the names given to these services vary under each funding source, we explain how typical goals for each type of service map to the service names for each source of funding.

Employment services include supports for preparing for employment, finding employment, and maintaining employment. A summary of typical goals for employment services and the service names for employment services under each funding source is provided in the table below.



Type of service	Typical goal	Service Name by Funding			
		Autism Waiver	ACAP	P/FDS/ Consolidated	OBRA
Preparing for employment	...will learn skills and work habits and gain experiences necessary for competitive employment	Transitional work services	Pre-vocational services	Transitional work services	
Finding employmentwill find paid employment	Job assessment Job finding	Supported employment	Supported employment	Supported employment
Supported employment	...will maintain paid employment	Supported employment	Supported employment	Supported employment	Supported employment

Community inclusion services are supports for persons to access and be integrated into community settings such as postsecondary education, volunteer activities, leisure and recreation activities, socialization activities, exercising civic rights and responsibilities, typical community services available to all people, and other activities of daily living. A summary of the goals for community inclusion services and the service definitions for community inclusion services under each funding source is provided in the table below.

Type of service	Typical goal	Service Name by Funding			
		Autism Waiver	ACAP	P/FDS/ Consolidated	OBRA
Community inclusion	...will access community settings/ build network of community supports	Community inclusion	Adult day habilitation	Unlicensed Home and community habilitation	Community integration

Under all these sources of funding, employment and community inclusion services cannot be provided at the same time (concurrently), but a person may be provided with a combination of each type (e.g., 25 hours supported employment and 6 hours



community inclusion per week). There may be additional limitations on the number of hours a person can receive each service based on the type of waiver and other services they are receiving OR limitations on the length of time for which a particular service can be received. For all types of services you should refer to the requirements for each waiver (see waiver service definitions and consult with supports coordinators for further guidance).

Enrolling as a Provider

A table explaining the procedures for enrolling as a provider of services through each of the funding sources can be found in the [Appendix: Funding Sources](#). Some funding sources require providers to undergo specific training. For example, to become a provider through the Autism Waiver, at least one staff person must complete the SPeCTRUM: Supporting Persons Centered Training, Resources, Understanding and Mentorship training through the Bureau of Autism Services. More information on enrolling as a provider can be found on the websites listed below.

Resources:

Autism Waiver:

Information and service definitions are available through DPW:

<http://www.dpw.state.pa.us/ServicesPrograms/Autism/003677257.htm>

ACAP:

Information is available through DPW and the Bureau of Autism Services:

<http://www.dpw.state.pa.us/ServicesPrograms/Autism/003679143.htm>

OBRA Waiver:

Service definitions are available at:

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/Waiver/2006-2011OBRA.pdf>

P/FDS and Consolidated Waivers:

Information and service definitions are available from The Pennsylvania Training Partnership for People with Disabilities and Families

<http://www.temple.edu/thetrainingpartnership/resources/waiver/>

Devereux's Transition Wiki:

http://autismtransitionwiki.com/index.php/Main_Page



Summary

In this section we discussed the types of services that can be provided under each funding source in Pennsylvania and referred the reader to the appendix for more information on eligibility for consumers and providers. In the following section we describe a process for determining what services an individual can be provided with.



SECTION 3: GETTING STARTED

Introduction

In this section we describe a process that can be followed for determining what services an individual needs when he or she first approaches your agency. This process involves person-centered planning and results in recommendations for service types, a weekly schedule, and general goals for community inclusion.

General Description

When a person approaches your agency for community inclusion supports and services, you will first need to figure out what services he or she needs. Although this may already be specified in the person's Individual Support Plan (ISP), we recommend that you take time to follow the process described here to improve your understanding of the individual and the services that he or she needs from your agency. This process involves meeting with the person, his or her family, and the supports coordinator in order to determine the types of services and the number of service hours the person needs. The process of determining the types of services a person needs will be completely individualized: some people may have a clear understanding of the types of services they are looking for and may have already agreed with their supports coordinators on the number of hours they will need; others may just be beginning to explore adult services and may not yet know the specific type and amount of services they are looking for. In all cases, we recommend that you follow this process:

Step 1: Begin with an initial interview to determine whether the person knows what services he or she needs or whether further exploration is required.

Step 2: If necessary, engage in person-centered planning by meeting with the person and his or her family and friends to create a vision for the person's likes, interests, and the services and supports that will be required.

Step 3: Agree on the services that will be provided, generate a weekly schedule, and develop goals.

How to Implement

Step 1: Begin with an initial interview.

First, determine whether the person knows what services he or she is looking for or whether further exploration is required. The following example from the Community Adult Autism Partnership Program at Devereux Cares shows the type of questions that should be asked in an initial interview with the person and his or her family:

- What do you like to do?
- What skills do you have?
- What experiences have you had? (e.g., employment, volunteer, training, personal development)
- What are your goals in relation to employment and community involvement?
- How would you like to achieve those goals? How can we help you get there?
- What services do you need?
- What supports do you need or want?
- What financial and non-monetary benefits do you need or want? (e.g., wages, health insurance, other benefits)
- What experiences have you had that make it difficult for you to work or access the community?
- What is your ideal routine?



You should also explain the types of services and supports your agency can provide and begin to determine whether you can provide what the person is looking for. If the person has a clear idea of the services and supports that he or she needs and you agree that your agency can provide these services, move to step 3. If further exploration is needed to determine what services the person needs, proceed to step 2.

Step 2: Engage in person-centered planning.

Person-centered planning is a process through which the individual develops a vision for his or her future and a plan to achieve his or her dream. The individual is assisted in this process by important people in his or her life, such as family members, friends, and community members. Although there are a number of approaches to person-centered planning and several excellent published guides that you can choose to help you (see resources at the end of this section), person-centered planning generally is conducted through a meeting in which several key questions are asked. In addition to these key questions, you may choose to review relevant data from standardized or other assessments (e.g., Scales of Independent Behavior-Revised, or the Supports Intensity Scale) to get a better understanding of the strengths and needs of the individual.

The meeting should take place either at the person's house or another location in which he or she feels comfortable. The individual and his or her family should determine who to invite to the meeting. Planning team members can include family, friends, community members, professionals, or any other person who is important in the individual's life. The meeting can be led by an outside facilitator or by one of the planning team members, depending on the preferences of the individual and the team.

At the person-centered planning meeting, several key questions need to be considered. These include:

- Who is [the individual]?
 - What is his or her story?
 - What are his or her strengths?
 - What are his or her limitations?
 - What are his or her interests and preferences?
- What is the individual's dream for his or her future?
 - What type of employment is the individual seeking?
 - What type of living situation does the individual desire?
 - How does the individual want to be involved in the community?
 - What kinds of leisure and recreation activities are important to the individual or would he or she like to try?



- How will the individual build and maintain personal relationships?
 - What will the person need to achieve his or her dreams?
 - What obstacles may need to be overcome to achieve his or her dreams?

The meeting will probably take at least 2 hours, sometimes more if the individual has significant support needs. At the end of the meeting, the planning team members should develop a plan of action for assisting the individual in achieving his or her dreams. Following the meeting, a document should be created that summarizes the answers to these questions so that this information can guide planning for community inclusion and other services.

Step 3: Agree on services, generate a weekly schedule, and develop goals.

Once you have a clear understanding of the individual's dream for his or her future, you should determine what services you will provide. To do this, you will need to work together with the person and his or her supports coordinator to determine the configuration of services (employment and community inclusion services) that best fits the individual's needs. After determining the number of hours that each service will be provided each week, you should create a general weekly schedule that specifies the hours of each service. This schedule should be developed through collaboration with the individual, his or her family or other support staff, and the supports coordinator to determine the optimal times for supports provision. For example, supported employment services will be provided 5 days per week, Monday-Friday 9am-2pm, and community inclusion services will be provided Monday, Wednesday, and Friday 2-6pm. The supports coordinator can assist in connecting the individual with additional services for which the individual may need (e.g., behavioral supports) or for which the individual may be eligible (e.g., transit passes, computers).

Finally, you should consider the general goals that the individual will work towards with the help of your services. For example,

- Jane will learn appropriate work skills and behaviors
- Derek will seek paid employment in an office setting
- Jay will take a class at the community college

A more detailed schedule and specific goals with measurable objectives will be developed once services begin (see [Section 4](#)).

Case Study

“Tommy’s mother called the CAAPP at Devereux CARES a few weeks after her son had graduated high school upon realizing that he didn’t have a program to enter. He was currently living at home with her, and although he wanted to go out into his community, he currently didn’t have a job and rarely was able to enjoy other events in the community. When we met with the family, we were sure to clearly understand and ask what both Tommy and his mother’s preferences were for an ideal day and schedule for Tommy. We utilized our Person-Centered Planning interview questions and discussion starters.

Through our discussions we learned that Tommy really enjoyed riding the bus, but only knew limited routes. He also desired to be in better shape and enjoyed cooking, but had limited skills in that area. Tommy’s supports coordinator was very valuable to the process to help determine necessary and available services. By using our basic skills checklist (this tool utilizes observations and interview to rate skill abilities) and taking into account the preferences of the family and individual, we were able to help develop a plan for Tommy. This plan included joining a local gym, learning additional bus routes, practicing grocery shopping, and obtaining a job in a kitchen. A schedule was proposed by the team and altered based on family needs, and goals were assigned for completion for each day. Now Tommy is able to access to the community and his job five days a week – he has lost weight, made friends, and his family reports that his quality of life has increased.”

Summary

In this section we described the initial person-centered planning process that should be followed to determine what services, hours, and goals an individual requires. In the following section we provide an explanation of the general process for providing community inclusion services and supports.

Forms (see [Appendix: Forms](#)):

Devereux’s application form as an example

Devereux’s future planning form for annual meetings

Resources:

1. MAPS (Making Action Plans), PATH, and Circles of Friends



For books on these methods, see the Inclusion Press website:

<http://www.inclusion.com/inclusionpress.html>

2. Personal Futures Planning

See: Mount, B. (2000). *Life building: Opening windows for change using personal future planning*. New York, NY: Graphic Futures, Inc.



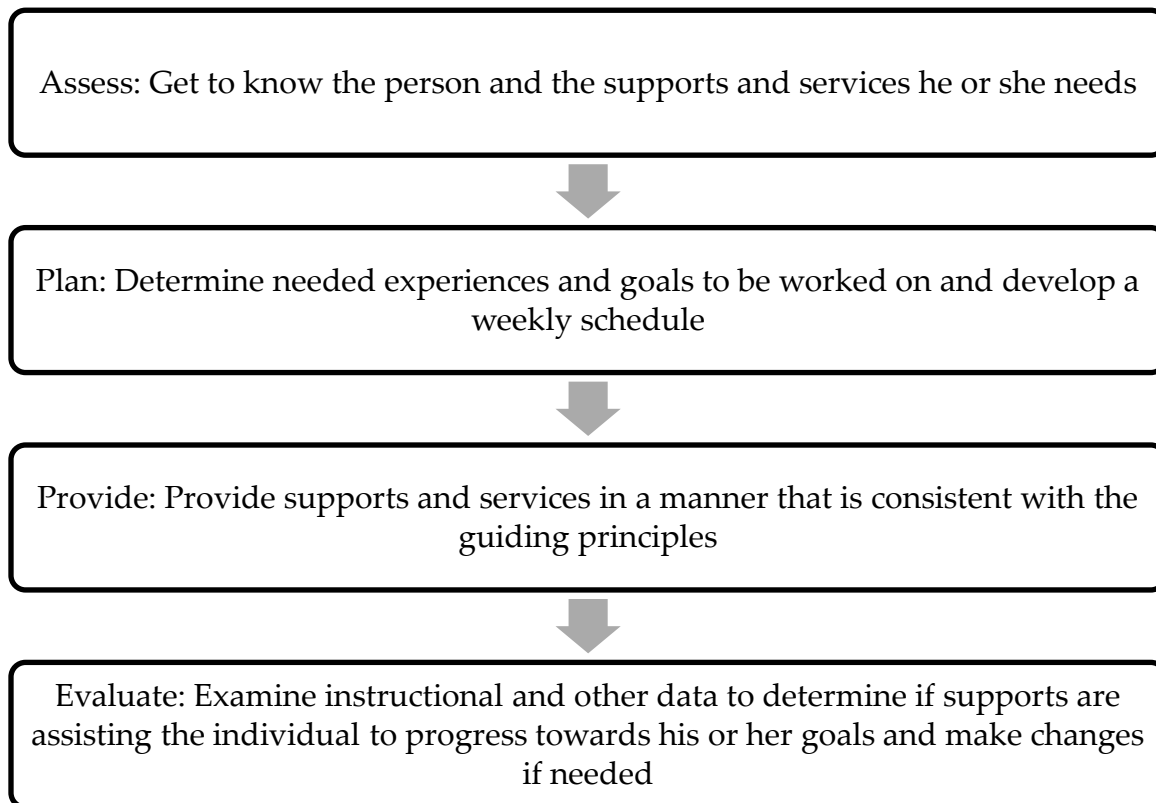
SECTION 4: GENERAL PROCESS FOR PROVIDING SERVICES

Introduction

In this section we describe the general process that should be followed for developing and implementing community support services. The steps of assessing, planning, providing, and evaluating services will be followed regardless of the types of services that an individual is receiving. In sections 5 and 6, we describe how this process is used specifically for providing employment and community inclusion services.

General Description

Regardless of the type or amount of services that are to be provided to a person, we advocate the following overarching process for developing and implementing community support services:



How to Implement

Assess: *Get to know the person and the specific supports and services he or she needs*



Successful services are based on a good understanding of the individual's strengths, preferences, interests, and needs. When beginning services, you should take time to get to know the person. The amount of time this will take will depend on the individual. The information you will need can be gathered through a number of methods including:

- Spending time with the individual
- Interviewing the individual and his or her family, friends, and previous teachers or support workers
- Reviewing past records
- Implementing a preference assessment

Once you have a good understanding of the individual, you will need to determine the skills that you will target for instruction and the other supports that will be needed to increase participation in community activities. This can be achieved by conducting situational assessments in the settings in which you will be providing supports to the individual. Situational assessments involve actual observations of the individual in the target setting and are used to determine both the skills that will require instruction and the other supports that the individual will need. More information on conducting situational assessments can be found in [Section 7](#).

At the end of this assessment period you should have a clear understanding of the strengths, preferences, and interests of the individual and the instruction and other supports the individual needs. You may want to summarize the results of this assessment period in an assessment report.

Plan: *Determine needed experiences and goals to be worked on and develop a weekly schedule*

Once you have a clear understanding of the individual's interests, preferences, and needs, the next step is to determine a) the goals that the person will work towards and the experiences they will be provided with through your services and supports, and b) the activities through which you will assist the individual to work on his or her goals and gain necessary experiences.

Several important considerations need to be made when selecting appropriate instructional goals. Specifically, the targeted goals should be:

- Meaningful
- Functional
- Age-appropriate



Meaningful goals are those that should help the individual to achieve critical life goals such as establishing friendships, communication, independence, access to job or community, and quality of life. An important factor when selecting meaningful goals should be the individual's choices, preferences, and interests. Consider Peter, a young adult with ASD, who has a keen interest in the exploration of bird species and would like to attend an undergraduate course and a corresponding workshop on the topic in the Biology department of a local university. Attending the college course would be a meaningful goal for this individual. In contrast, assigning Peter an office job, which consists of making photocopies during 3 hours per day, is not a meaningful goal for him because this is not a preferred career choice.

Functional means useful; that is, the selected skills should be important and necessary for the individual at a given time. Again, the individual's choice of skills to learn is critical. Skills that the individual needs to learn to access current settings and activities are important to target. In Peter's case, a functional goal would be, for example, learning how to independently get around the college campus by bus (e.g., planning his trip by using the campus map and the bus schedule).

Age appropriateness of the goals is established by looking at other persons of the same age. This can help define the activities in which people of the same chronological-age group engage and the environments in which those skills will be most useful. For example, when planning Peter's first day of classes, it would be important to assess the way other college students are dressed, how their hair is styled, what music they listen to, and what topics they discuss. Assisting Peter in pursuing age-appropriate goals will ultimately promote his social skills and help him become friends with people his own age.

Other experiences that the individual needs will be determined by reviewing the individual's long-term goals and vision for his or her future. For example, a person can be provided with job shadowing experiences to learn about potential careers while also learning appropriate work behaviors in a volunteer setting. The activities through which the individual will work towards his or her goals and gain necessary experiences will then be determined by the types of goals and experiences needed. The end product of this step is a detailed weekly schedule that specifies the activities, goals, and other needed experiences for the individual. For example:



Name: Joe

Goals:

1. Work:

- a. When using a picture schedule, Joe will be able to complete filing tasks in his workplace (office), in 3 out of 4 daily opportunities for 5 consecutive days
- b. In work situations, Joe will increase the length of time he works before taking a break from 10 minutes to 30 minutes for 5 consecutive days.

2. Schedule: After listing tasks and activities for the week, Joe will be able to self-schedule by independently writing the tasks in the appropriate place in his planner with 90% accuracy as measured on a task analysis, in 3/3 consecutive weekly sessions.

3. Social: While eating lunch, Joe will reach his social goal of being friendlier at work by initiating at least one conversation with a coworker in 3 out of 5 opportunities per week.

Other needed experiences:

1. Career development : Joe will be provided with opportunities to learn about work and employment options through job shadowing
2. Social: Joe will eat lunch with typical coworkers in volunteer or enclave work settings.



Joe's Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45 Coffee at local coffee shop Goal: Social	9:00-9:15 Transportation	9:00-9:45 Coffee at local coffee shop Goal: Social	9:00-9:15 Transportation	9:00-9:45 Coffee at local coffee shop Goal: Social
9:45-10:00 Transportation	9:15 -12:00- Enclave work at local newspaper Goal: Work	9:45-10:00 Transportation	9:15-12:00- Enclave work at local newspaper Goal: Work	9:45-10:00 Transportation
10:00-12:00 Volunteer at food bank Goal: Work		10:00-12:00 Volunteer at food bank Goal: Work		10:00-12:00 Volunteer at food bank Goal: Work
12:00-12:30 Lunch at food bank Goal: Social	12:00-12:30 Lunch in lunchroom at newspaper Goal: Social	12:00-12:30 Lunch at food bank Goal: Social	12:00-12:30 Lunch in lunchroom at newspaper Goal: Social	12:00-1:00 Lunch out Goal: Social
12:45-1:00 Transportation	12:45-1:00 Transportation	12:45-1:00 Transportation	12:45-1:00 Transportation	
1:00-2:45 Visit local business Goal: Career development	1:00-2:45 Volunteer at library Goal: Work	1:00-2:45 Visit local business Goal: Career development	1:00-2:45 Volunteer at library Goal: Work	1:00-2:30 Leisure activity of choice Goal: Social
2:45-3:00 Transportation	2:45-3:00 Transportation	2:45-3:00 Transportation	2:45-3:00 Transportation	2:30-2:45 Create schedule for next week Goal: Schedule
				2:45-3:00 Transportation



Provide: *Provide supports and services in a manner that is consistent with the guiding principles*

The services detailed in the schedule should then be provided to the individual. Instruction in goals should be carried out using effective instructional strategies (see [Section 7](#)) and supports should ensure that the individual becomes as independent as possible. In the employment and community inclusion sections, we have provided additional guidance for how supports can be provided in a manner that is consistent with the guiding principles.

Evaluate: *Examine instructional and other data to determine if supports are assisting the individual to progress towards his or her goals and make changes if needed*

Data should be collected on progress towards goals and evaluated at least monthly to determine whether the services are meeting the individual's needs. Some questions to consider are:

- Is the individual making progress towards his or her goals?
- Are the activities and experiences meeting the needs of the individual?
- Does the individual have sufficient work experiences or are medical or behavioral conditions sufficiently under control for the individual to transition to supported employment?
- Are the individual and his or her family satisfied with the services provided?

If the answer to any of these questions is "no," you should either a) make changes to instruction, b) revisit your initial assessment and planning to change the individual's goals or activities, and/or c) conduct additional assessment and planning to address medical and behavioral issues.

Summary

In this section we described the overarching process for developing and implementing community support services. In the next sections we detail this process by providing specific examples for employment and community inclusion services.



SECTION 5: EMPLOYMENT SUPPORTS AND SERVICES

Introduction

In this section we discuss the three types of employment services that can be provided:

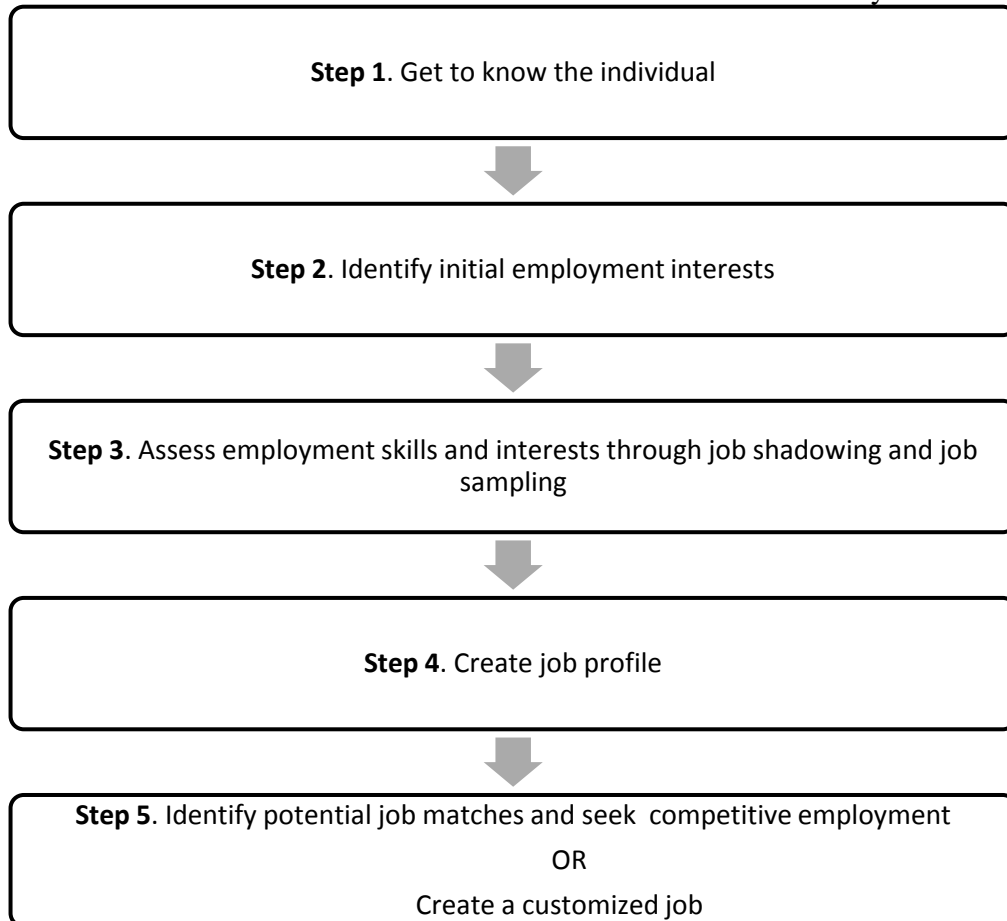
1. Services to assist individuals in finding employment,
2. Support employment services, and
3. Services to assist individuals in preparing for employment.

Under each of these sub-sections we provide specific examples of how to design and implement employment services through the process of assessing, planning, providing, and evaluating.

5.1 Finding employment

General Description

Services can be provided to assist individuals find employment. The goal of these services is to find paid employment in an inclusive setting. The steps that should be followed in providing employment finding services are:



Employment finding services begin with assessment of the individual, including assessment of interests and preferences, previous work experiences, and career awareness. This assessment can include job sampling experiences in real-life jobs to further develop the individual's interests and assess the individual's abilities in relation to various jobs. A job profile of the individual should be developed through the assessment process.

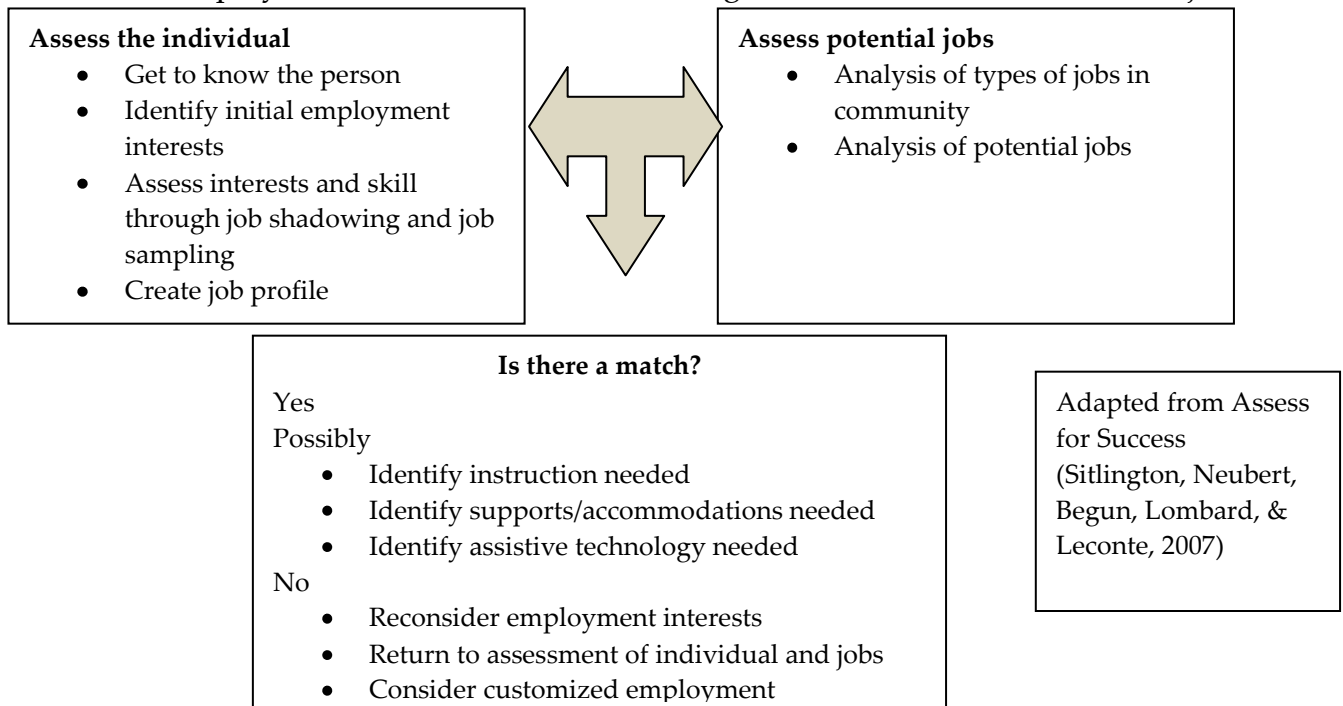
Next, the process of job finding continues by identifying jobs that may match the individual's interests and abilities OR by creating a customized job when existing jobs do not match the interests and abilities of the individual. To identify the jobs that may be a match for the individual, an analysis of the types of jobs available in the individual's community should be conducted. This involves surveying local business, determining the types of positions in each business, and assessing the availability of job openings. "Job analysis" of positions that may match the individual's interests is conducted, including determining required qualifications or experiences and demands of the job. Through this process, potential job matches are identified (see the diagram below). A job is considered a potential match when the individual's interests,

qualifications, experiences, and skills meet the requirements of the job or when instruction, supports, accommodations, or assistive technology that will enable the individual to meet the demands of the job can be identified.

When the individual’s interests and abilities do not match the requirements of an existing job, customized employment should be considered. Customized employment involves creating an individualized job based on the individual’s unique strengths, abilities, and interests and the employer’s needs. According to the Office of Disability Employment Policy, customized employment opportunities are built on four key elements:

1. Meeting the job seeker's individual needs and interests.
2. Using a personal representative to assist and potentially represent the individual. This can be a counselor, job developer, advocate, employment specialist, or other qualified professional.
3. Negotiating successfully with employers.
4. Building a system of ongoing supports for the job seeker.

Whereas supported employment can be viewed as matching a job to the individual, customized employment can be viewed as matching the individual to a customized job.





How to Implement

Step 1: Get to know the individual

An important first step in supporting an individual to find employment is to get to know the individual. Information to be gained through this assessment may include

- What activities does the person prefer?
- What activities does the person dislike?
- What does the person excel in (skills and knowledge)?
- How does the person communicate basic needs (asking for help or getting information)?
- Does the person present and communicate in a way that would usually be perceived as socially appropriate to others (e.g., maintains good hygiene, initiates interactions, responds to others' social interactions, respects personal space, takes turns)?
- What are some examples of the type of things the person can do independently?
- What are effective strategies for teaching the person a new skill (e.g., prompts, correction, level of supervision)?
- How does the person respond to changes in routine?
- Does the person show any emotions or behaviors that might negatively affect employment? If so, how are these managed in various settings?
- How does the person solve a problem?
- Does the person generally stay focused on the task at hand?

(adapted from "Autism and the Transition to Adulthood" by Wehman, Smith, & Schall, 2009)

This information can be gathered by spending time with the individual in home and community settings. Assessment activities should include both those with which the individual is familiar and also activities that are novel to the individual. Similarly, time should be spent in both familiar and unfamiliar environments. The goal of this step is to become familiar with the individual and to develop a relationship in which the individual is comfortable expressing interests and goals and exploring new employment options.

For example, Joshua was a 25-year old man with autism. Since leaving high school at age 21, Joshua had stayed at home with his elderly grandmother. His grandmother had recently passed away and now Joshua's family needed to find supports for him during the day. Joshua expressed a desire to find a job, so his person-centered planning team



decided that job finding services were appropriate at this time. Joshua was receiving these services Monday to Friday 8:30am-3:00pm.

The employment specialist began by getting to know Joshua. He visited Joshua at home and spent time with him in community settings. As Joshua would often accompany his grandmother to the grocery store, bank, and library, these settings were targeted for assessment. The employment specialist also took Joshua to try some new activities including going to the movies, shopping at a department store, and visiting a local art museum.

Through these observations, the employment specialist learned important information about Joshua such as:

- Joshua enjoys trying new activities, however, he prefers settings that are less crowded
- Joshua is interested in reading, watching movies, and learning about art.
- Joshua enjoys organizing and putting things in order.
- Joshua is interested in learning new skills but is very dependent on prompts from another adults and rarely initiates tasks by himself
- Joshua communicates verbally but is shy and reserved. He enjoys interacting with others when they initiate the interaction but needs extensive prompting through these interactions.
- Joshua needs his daily schedule to be predictable and does not handle large changes well (for example, cancelation of activities).

Step 2: Identify employment interests and goals

Once a relationship has been established with the individual, the next step is to begin to identify initial employment interests and goals. The goal of this step is to identify a relatively small number of employment options in which the individual is interested. These options will be explored in greater depth in the following step (job shadowing and job sampling).

Some useful tools for exploring interests include:

- Person-centered planning tools
- Interviews with the individual and his/her family and friends
- Career interest and preference inventories
- Work personality profiles



More specific tools for identifying work interests are provided in the resources at the end of this section.

For example, for Joshua again, the employment specialist began to identify employment interests and goals by interviewing Joshua and his mother. Joshua and his mother both expressed that they would like him to work 5 days a week; however, his mother stated that working part time at first would be best so that Joshua could get used to working. Joshua's mother gave the employment specialist some records from Joshua's high school vocational program. In these records, the employment specialist noted that Joshua had tried janitorial work at the high school and that this was not successful. When the employment specialist asked Joshua about this type of work, Joshua stated, "No cleaning."

The employment specialist also used a work preference inventory from the book "Self-Directed Employment" by Martin, Mithaug, Oliphint, Husch, & Frazier (2002). In response to questions from this inventory, Joshua answered that he would prefer a work environment that is inside, quiet, and doesn't have too many people in it and that he would prefer to work in the daytime.

As Joshua was interested in reading and had enjoyed visiting the movie theater and art museum, the employment specialist targeted working at a bookstore, movie theater, or art museum as potential employment interests with the goal of part time employment 5 days a week.

Step 3: Assess employment skills and interests through job shadowing and job sampling

Once a small number of potential employment options have been identified, the next step is to further assess interests and begin to assess skills at various jobsites through job shadowing and job sampling. Job shadowing involves learning about a job by following a person who is already employed in that job. Job sampling involves trying out the tasks of a particular job in the actual jobsite. Both job shadowing and job sampling are unpaid, temporary experiences. The goal of this step is to facilitate informed decision-making regarding employment options.



Job shadowing experiences

For individuals who express clear goals for finding employment, opportunities for shadowing at the individual's preferred jobsites should be provided. For individuals who are unsure of their employment options or interests, a greater amount of time will be needed to explore various jobs. Opportunities to shadow should be provided to expose the individual to various employment options. In this way, the individual can begin to develop an idea of their interests.

Some guidance for arranging job shadowing experiences is provided in the book "Self-Directed Employment" by Martin, Mithaug, Oliphint, Husch, & Frazier (2002).

- To set up shadowing appointments, talk with managers or owners of community businesses that match the interests of the individual.
- When you talk with the employer, introduce yourself and describe your employment program. Explain to the employer that you are working with an individual who has expressed an interest in the type of work that his or her company performs. However, the individual is uncertain about the job duties and work conditions.
- Consider the employer an expert who can provide information about the job. Ask the employer to assist the individual in exploring this job choice.
- Explain that the purpose of shadowing an employee is to provide the individual with an opportunity to observe the skills and conditions that exist on the job and to determine the match between the actual job and his or her work preferences.
- Explain that you are not there to get a job for anyone at this time.
- Explain that both you and the individual you bring are insured by your program.
- Schedule a time when the employee who is to be shadowed is working on tasks that exemplify the job.
- Make sure that the time is convenient for the employer and the individual with whom you are working.

During the job shadowing experience, the individual should observe the employee performing his or her job. Support should be provided for the individual to ask questions about the job requirements. It is useful to prepare questions ahead of time and to take notes during the observation.

Following the job shadowing experience, the individual should revisit the initial assessment of employment interests and discuss whether the job matches his or her interests and goals. Some questions to ask include:



- Was this job what I expected?
- Does this job match my preferences?
- What did I like about this job?
- What did I dislike about this job?
- Could I see myself doing this job?

For individuals who do not communicate verbally, you may want to use pictures, observation of body language and nonverbal behavior, or other methods to assess their interests and preferences. Job shadowing experiences should continue until a particular job or a small number of jobsites which the individual would like to sample have been identified.

For Joshua, the employment specialist decided that job shadowing experiences were needed first. Joshua had no work experience and limited exposure to jobs. Job sampling experiences were arranged to expose Joshua to the following jobs:

- Sales assistant at bookstore #1 (large chain store)
- Stockroom assistant at bookstore #1
- Sales assistant at bookstore #2 (small independent store)
- Ticket seller at movie theater
- Ticket checker at movie theater
- Front desk assistant at art museum
- Exhibits assistant at art museum

Joshua visited each of these worksites 3 times and spent at least one hour observing an employee each time. The employment specialist summarized Joshua's reactions to these job shadowing experiences:



Job	I liked...	I disliked...	Could I see myself doing this job?
Sales assistant at large bookstore	Working with books	Too noisy and crowded	No
Stockroom assistant at large bookstore	Working with books Quiet Organizing books	Nothing	Yes
Sales assistant at small bookstore	Working with books Quiet	People asking me questions	No
Ticket seller at movie theatre	Sitting in quiet booth Selling tickets	Sometimes busy	Maybe
Ticket taker at movie theatre	Sometimes quiet	Too noisy and crowded at times	No
Front desk assistant at art museum	Mostly quiet Selling tickets	Nothing	Yes
Exhibits assistant at art museum	Organizing papers Learning about art	Too difficult – I didn't know what they were doing	Maybe

Following these experiences, it was clear that working in the stockroom at the large bookstore, selling tickets at the movie theater, or as a front desk or exhibits assistant at the art museum were strong employment interests that could be targeted for further exploration.

Job sampling experiences

For individuals who have clear employment goals, job sampling experiences should be arranged in jobsites that have the potential to lead to employment. Job sampling can provide an opportunity for the individual to demonstrate to the employer that he or she is capable of doing a job for which the employer is hiring. For individuals who are unsure of their employment goals, job sampling experiences should be arranged in 2-3 jobsites in order to further develop interests and goals. Through these experiences, individuals can gain work experience and learn more about their work preferences and interests. These experiences allow the employment specialist to assess the skills that the individual has and identify the types of supports and training that will be needed for the individual to be successful in supported employment.

Guidance on arranging job sampling or internship experiences is offered in the book “Self-Directed Employment” by Martin, Mithaug, Oliphint, Husch, & Frazier (2002).

- Find potential job sampling sites through newspaper classified ads, phone books, Chamber of Commerce publications, friends and family, or past employers.
- Contact prospects by phone or in person. Introduce your organization to the employer.
- Tell the employer that the individual you are working with is interested in determining whether his or her skills match a job at the employer’s site.
- Indicate to the employer that an internship allows the individual to determine whether his or her skills match the job. The internship also provides an opportunity for the employer to prescreen a potential employee. However, make sure the employer realizes that, at this point, the individual is not asking for a job.
- Explain that the individual will receive wages from your program or will not be paid (ensure that you are in compliance with labor laws for employment experiences).
- Be prepared to answer questions from the employer about liability and workman’s compensation insurance. If your program is paying the internship wages, assure the employer that your insurance will cover these items. The employer may ask for proof of insurance.
- Set up an appointment for the employer to meet the intern.

The job sampling experience should take place over a specified number of days. During the experience, the individual should be supported to perform the requirements of the job. Some important things to assess during the job sampling assessment are:

- Does the individual enjoy doing the job?
- Which tasks can the individual already perform?
- Which tasks will the individual need support and/or instruction to perform?
- Is the jobsite welcoming to the individual?
- Are there any aspects of the job or the work environment that would be problematic?

Following the job sampling experience, the individual should again revisit their initial employment interests and goals. Some questions to ask are:

- Was this job what I expected?
- Does this job match my preferences?



- What did I like about this job?
- What did I dislike about this job?
- Could I see myself doing this job?

The process of job sampling should continue until the individual has a clear idea of the job that they are looking for.

For Joshua again, the four jobs identified through job shadowing (working in the stockroom at the large bookstore, selling tickets at the movie theater, or as a front desk or exhibits assistant at the art museum) were targeted for job sampling. Joshua’s schedule for job sampling was:

Monday	Tuesday	Wednesday	Thursday	Friday
Bookstore 10-1pm	Art museum (ticket seller) 10-1pm	Movie theater 12-3pm	Art museum (exhibits assistant) 10-1pm	Community activities

This schedule was followed for 3 weeks. At each worksite, Joshua worked with one employee to complete the requirements of the job. At the end of the job sampling period, the employment specialist again summarized Joshua’s reaction to these jobs:



Job	Positive aspects	Negative aspects	Potential for employment?
Stockroom assistant at bookstore	Enjoyed job Quiet, not crowded Work at own pace Could learn tasks easily Welcoming jobsite	None	Yes
Ticket seller at movie theater	Sometimes quiet, not crowded Could learn tasks easily Enjoyed job somewhat	Working alone Can get busy at times No opportunities for daytime employment at present	Maybe
Front desk assistant at art museum	Sometimes quiet, not crowded Could learn tasks easily Enjoyed job	Can get busy at times Would require extensive instruction in social interaction No current opportunities for employment	Maybe
Exhibits assistant at art museum	Enjoyed working with art Enjoyed interacting with coworkers Welcoming jobsite	Further education needed to qualify for job (basic college courses, art courses) Would require extensive instruction to learn job tasks	Yes but college courses needed first

It was clear from these experiences that Joshua enjoyed working in the stockroom at the bookstore and as an exhibits assistant at the art museum best. Both of these positions matched his interests in reading and art, his preference for a clean and quiet work environment, and his strengths in organizing and working at his own pace. However, as the job at the art museum required some college education, Joshua’s team agreed that working at the bookstore should be his current employment priority while he takes



classes at the local community college with a goal of working at the art museum once he is appropriately qualified.

Step 4: Create a job profile

A job profile is a summary of the individual's interests, experiences, and preferences in relation to work. This document is similar to a resume and may be given to potential employers. The job profile should summarize the following information:

- Identifying information
- Education
- Work experiences (including paid employment, job sampling or internship experiences, job shadowing experiences, volunteer experiences, and jobs performed for others or at home)
- Life activities and experiences
- Strengths in relevant skills
- Work preferences and goals
- Learning characteristics and accommodations needed
- Potential resources or connections

The following is an example of a brief completed job profile for Joshua

Name: Joshua Clark

Date of birth: 01/14/1985

Address: 289 Anywhere St, Somewhere, PA

Education: High school graduate (2006)

Work experiences:

Somewhere Art Museum

Job sampling experiences: Front desk assistant (3 hours per day, total 3 days), Exhibits assistant (3 hours per day, total 3 days)

Job shadowing experiences: Front desk assistant (2 hours per day, total 3 days), Exhibits assistant (1 hours per day, total 3 days)

Books R Us

Job sampling experiences: Stock room assistant (3 hours per day, total 3 days)

Job shadowing experiences: Stockroom assistant (1 hour per day, total 3 days), Sales assistant (1 hour per day, total 3 days)



ABC Movie Theatre

Job sampling experiences: Ticket seller (3 hours per day, total 3 days)

Job shadowing experiences: Ticket seller (1 hours per day, total 3 days), Ticket taker (1 hour per day, total 3 days)

Jennifer's Bookstore

Job shadowing experiences: Sales assistant (1 hour per day, total 3 days)

Life activities and experiences:

Weekly attendance at book group at library

Played on Special Olympics basketball team 2004-6

Enjoys reading, watching movies, and learning about art

Strengths:

Reliable, hard worker

Loves organizing

Willing to learn new skills

Work preferences and goals:

My goal is to find part-time employment 5 days a week

I prefer a quiet and not crowded work environment

Learning characteristics and accommodations needed:

I will need some help to learn the requirements of the job from my employment specialist.

Potential resources or connections:

Books R Us: Job sampling/shadowing experiences with this employer. Manager said to contact when looking for paid work.

Art museum: Job sampling/shadowing experiences with this employer. Manager said to contact when looking for paid work.

A link to website with more information and examples of vocational profiles is provided in the Resources at the end of this section.

Step 5: Job finding

a) Identify potential job matches and seek employment



Once potential jobs have been identified and a job profile developed, the job seeking process can begin. The goal of this process is to create a good match between the individual and an available job. A number of methods can be used to seek available jobs including visiting CareerLink offices, looking in the newspaper, or approaching employers in person or on the phone to enquire about openings. As one of the most useful ways to find available jobs is through personal connections, it is a good idea to ask the individual's family and friends if they have any connections with employers for jobs that match the individual's interests.

Some important considerations when seeking available jobs are:

- Location and transportation – can the individual get to the workplace easily?
- Hours – will the individual be able to work at all required times (e.g., evenings, nights, weekends, holidays)?
- Pay – will the pay be sufficient to meet the individual's needs?

Before applying for a particular job, it is useful to conduct a job analysis to determine whether the job will be a good match. Job analysis involves analyzing all relevant characteristics and requirements of a job in order to create a good match for the individual. A number of job analysis forms are available online (as an example, see: <http://www.fiu.edu/~dubitsky/job%20analysis%20form%202.%20from%20web.pdf>). To conduct a job analysis, an employment specialist requests permission from an employer to visit the worksite and observe employees performing the job, similar to job shadowing. Relevant information should also be gathered through interviews with employees and supervisors. It can be helpful to keep completed job analysis forms on file so that they can be accessed by other job seekers.

It is important for the individual to be actively involved in the job seeking process.

Individuals may require instruction and/or coaching in skills such as

- Seeking available positions
- Enquiring about available positions
- Asking for an application
- Completing an application
- Preparing for a job interview

These skills should be taught using effective instructional procedures (see [Section 7](#)).

For Joshua again, the employment specialist contacted the manager of the bookstore at which Joshua had job shadowing and job sampling experiences. The manager had been identified as a possible connection in Joshua's job profile, and a part time job was available. Before beginning the job, the employment specialist visited the worksite again



to conduct a job analysis of this part time position. The analysis was completed by interviewing the assistant manager and observing other employees performing the job. This analysis would help to ensure that the position at the bookstore would be a good match. Below is an excerpt from the job analysis:

Note: This job analysis format is based on the job analysis form by Sitlington, Neubert, Begun, Lombarde, and Leconte (2007)

Job title:	Part time stockroom assistant		
Job location:	Books R Us		
Address:	Anywhere Mall, Mall Road		
Phone:	555-123-4567		
Nature of business:	Book retailer		
Number employed:	25		
Person interviewed:	Jane Rodriguez, Assistant manager		
Date:	February 22, 2010		
A. BASIC QUALIFICATIONS			
1. Age	Minimum 18		
2. Experience	At least 6 months retail experience preferred		
3. Tests	None		
4. Application	Needed		
5. Health requirements	No medical exam, drug testing required		
6. Physical requirements	a. Hearing: Needs to be average		
	b. Eyesight: Important		
	c. Speech: Needs to be average		
	d. Strength: Needs to be average		
	e. Endurance: Needs to be average		
	Comments: Job involves standing at all times other than breaks		
	<u>Demands</u>	<u>Much</u>	<u>Little</u>
Lift	X		
Carry	X		
Push		X	
Pull		X	
Walk		X	



	Climb			X
	Stoop	X		
	Kneel	X		
	Crouch	X		
7. Educational requirements	High school diploma required			
8. Essential skills	Skill	<u>Much</u>	<u>Little</u>	<u>None</u>
	Travel		X	
	Telephone			X
	Customer relations		X	
	Supervisor relations	X		
	Employee relations	X		
	Comments: Job takes place mainly in stockroom but may be asked to work on shop floor on busy days			
B. WORKING CONDITIONS				
Wages	Paid by check bimonthly, starting rate \$8/hour No overtime or holiday pay for part time work			
Hours	18 hours per week			
Days	Three days per week			
Length	Year-round			
Benefits	Not provided			
Work environment	Indoor Quiet -average noise level Well-lit Work with few others Much supervision from stockroom manager Some on-the-job training provided			
C. WORK PERFORMED				
Duties and responsibilities of job:				
<ul style="list-style-type: none"> • Follow instructions from stockroom manager • Return books to correct place in stockroom • Unpack boxes and place books in correct place in stockroom • Pack boxes of books to be returned • When store is busy return books on shop floor to correct place on shelves 				



Based on the job analysis, it was decided that working as a stockroom assistant was a good match for Joshua's current interests and strengths. Joshua was hired to work part time three mornings a week. However, as Joshua's goal was to work 5 days a week, the employment specialist also helped Joshua to seek similar employment at other bookstores in the area. Joshua needed instruction and support in completing applications and preparing for interviews. As Joshua was very interested in working at the art museum, Joshua also decided that he would like to start taking college classes so that he could gain the qualifications he would need to eventually apply for this job. To keep his foot in the door, Joshua began volunteering each week at the art museum.

b) Create a customized job

When an individual's interests and goals do not match an existing job, customized employment should be considered. Customized employment involves creating an individualized job based on the individual's unique strengths, abilities, and interests and the employer's needs.

The customized employment process involves:

1. Discovery – getting to know the individual and his or her employment interests and goals (similar to step 1 and 2 above).
2. Developing a vocational profile (similar to step 4). For customized employment, the profile should include greater description of the individual's talents and strengths that could be capitalized upon to create a customized job. The profile should also specify the tasks that the individual could perform, identify potential employers to be contacted, and outline the supports that will be necessary for the job to be successful. This profile is often developed during a meeting with the individual and his or her family and friends.
3. Negotiating with an employer to create a customized job. This begins with getting to know employers in order to understand how businesses work and what their needs are. Next, consider in what ways the individual could benefit the business. Some options for customized jobs include:
 - **Job carving.** A job description is created by modifying an existing job description. The carved job description contains one or more, but not all, of the tasks from the original job description.
 - **Negotiating a job description.** Several tasks are selected from all the tasks performed at the workplace to create a new, individualized job description.



- **Job creation.** A newly created job description is negotiated based on unmet workplace needs.
- **Job sharing.** Two or more individuals share the tasks and responsibilities of a job based on each other's strengths.
- **Self employment.** The individual sets up his or her own business to provide a service to an employer.

(adapted from ODEP, 2005)

A proposal should then be made to the employer specifying the job that the individual could perform and how this would benefit the business.

Case Study

"John came to the CAAPP at Devereux CARES with no employment portfolio and little information on previous employment, thus requiring extensive job assessment and training. We began by getting to know John and his needs through both interview and observational assessments. We found out from his family what he enjoyed doing and also observed his employment skills, including greetings, on-task behavior, and hygiene. He showed initial interest in being a greeter in an apartment building or local department store. He observed this job at an apartment building and also tried to greet residents. Based on assessment, it was determined that this may not be an appropriate fit. John then participated in a paid job-training program in a cafeteria. This setting allowed him to learn job-related skills, especially punctuality, workplace attitude, skill fluency, and improving his on-task behavior. After six months, he was ready to move to a different job closer to his house and in a more preferred environment. Through different tasks and sampling he was able to narrow down his preferences. Based on his interests, he began working at his local mall in a drugstore. Through travel training with our program, he was able to learn how to take the bus in the morning and pick it up in the afternoon."

Forms (see [Appendix: Forms](#))

Job profile

Job analysis

Resources:

Website: CareerZone Pennsylvania (www.pacareerzone.com) for assessments, videos of various careers, and other useful tools that can be used for individuals to explore their interests.

Visit your local CareerLink office for additional support in exploring interests (see <http://www.paworkforce.state.pa.us/professionals/lib/professionals/contactus/CareerLinks.htm> for a list of locations)

Book: Pennsylvania Career Guide

(http://www.paworkstats.state.pa.us/carguide/CG_08-09.pdf)

A number of useful forms for identifying interests can be found in the book "Self-Directed Employment" by Martin, Mithaug, Oliphint, Husch, & Frazier (2002).



Additional examples of vocational profiles can be found at this website:

<http://ruralinstitute.umt.edu/transition/vocationalprofile.asp>

A job analysis form can be found in *Assess for Success: A practitioner's handbook on transition assessment*, by Sitlington, Neubert, Begun, Lombard, and Leconte (2007)

A guide to customized employment including strategies for negotiating with employers and a sample employment proposal is provided in: *Customized Employment: Practical Solutions for Employment Success (Volume 1)* and *Customized Employment: Applying Practical Solutions for Employment Success (Volume 2)* (Office of Disability Employment Policy, 2005). Available at:

<http://www.dol.gov/odep/categories/workforce/CustomizedEmployment/deliverables/index.htm>

Checklist for Finding Employment

Guiding principle	Key indicators
1. Driven and guided by the individual and his/her family	Throughout the job seeking process, the individual's interests and preferences are considered above all other factors.
2. Promote self-determination and self-advocacy	Job seeking process allows the individual to make choices regarding potential jobs, places to apply to, and ultimately to decide which job to choose. Instruction in interview skills includes instruction in self-advocacy
3. Individualized	Appropriate job matches are made based on assessment of the individual and analysis of the work site
4. Provided to participate in every aspect of socio-cultural life	Employment is sought in inclusive settings
5. Based on a philosophy of acceptance	Services are provided that capitalize on the individual's strengths



	Opportunities are not limited because of the individual's diagnosis
6. Respectful and age-appropriate	Supports for finding employment are provided in a nonintrusive and respectful manner (e.g., not disclosing disability, allowing the individual to speak for his/herself)
7. Promote the full inclusion of individuals in their communities	Employment is sought in inclusive settings and in the individual's community
8. Promote independence and foster interdependence on naturally occurring supports in the individual's environments	Job seeking services allow the individual to be as independent as possible (e.g., inquiring about available positions, completing applications, interviewing) Whenever possible, typical job finding services are accessed by the individual
9. Culturally responsive	Employment is sought that fits within the individual's cultural values
10. Provided with integrity and quality	Observations are conducted periodically to ensure the quality of these services

5.2 Supported employment

General Description

Supported employment services are provided to individuals who are currently employed in an inclusive, competitive job or in a customized job in an inclusive setting. The goal of these services is to maintain the paid position by carrying out all job requirements. These services are typically provided by a job coach or employment specialist who is assigned to work either individually or with several individuals employed at the same worksite. Supported employment services include assessing the support needs of the individual in the work setting, supporting the individual to fulfill the requirements of the job and to be integrated into the work environment, and transferring supports to natural supports within the work environment. As such, the



following guidelines for supported employment can also be applied to individuals in customized employment.

How to Implement

Assessing support needs

Step 1: Assess the requirements of the job and workplace culture. Begin by talking with the individual's direct supervisor to determine what tasks are required for the job. Also discuss the general requirements of the job, such as disposition, appearance, etc. Next, talk to coworkers who are familiar with the particular job tasks to determine what specific steps are required for each task. Through observation, identify skills that are important for success and inclusion in the work setting, such as skills for interacting with coworkers and supervisors. The goal of this step is to develop a task analysis of each essential job task and to determine what skills are important for success in the work setting.

Step 2: Assess the individual's ability to complete job requirements and to fit in with the workplace culture. Through situational assessment (see [Section 7](#)), determine which steps of each job task analysis the individual is able to complete independently and which will require instruction. Also determine which of the general job requirements and other important skills for inclusion in the workplace the individual will be able to meet and which will require instruction or support.

Step 3: Plan for instruction and supports. Identify and prioritize critical skills for performing job tasks and ensuring inclusion in the work setting. Using effective instructional procedures (see [Section 7](#)), develop a plan for systematic instruction in these skills. It may also be useful to provide information to coworkers regarding the individual's strengths and support needs.

Providing supports

A balance must be found in providing supports in the work setting: Too much support can be stigmatizing and will not allow the individual to become independent in the job requirements or included within the workplace culture; too little support can put continued employment at risk. The following guidelines are provided for providing supports in the work setting:

Work Support

Existing supports natural to the work environment are maximized for training and ongoing support. Artificial training or programs to change behavior considered highly unusual by the work culture of the job setting are minimized. Teaching techniques which may convey poor images, stigma, or devalued status are not used. Best training practices and technology appropriate to the setting and culture are utilized.

Appropriate evaluations and outcome measures are provided. Specialized jargon from the disability field is minimized. At all times, the business culture is respected and integrated into the support network for the individual to succeed. Use of accommodations, technology, or other job modifications needed are explored and developed in consideration of their potential for success, non-intrusiveness, and generalization to other life domains.

From The Association for Persons in Supported Employment's
"Ethical Guidelines for Professionals in Supported Employment"

<http://www.apse.org/docs/EthicalGuidelines.pdf>

Building natural supports and fading paid support

The goal of supported employment is to maximize the independence of the individual and foster interdependence on supports that are available to all workers in the workplace. Building natural supports is an important process for reducing the individual's dependency on the employment specialist. Once instruction has been provided to allow the individual to perform the requirements of the job as independently as possible (or even while this instruction is being provided), the process of building natural supports should begin to transfer support from the employment specialist to other supports in the work setting.

Step 1: Identify sources of natural support and determine which are preferred by the individual. Natural supports can be found in a number of places in the work setting including:

- Coworkers to train, prompt, and monitor
- Supervisors to train, prompt, and monitor
- Company trainings (both in-person and video) for all employees to train
- Job duty checklist provided by the employer to prompt
- Human resources to provide support, counseling, and information



While providing supported employment services, the employment specialist should observe for potential sources of natural support. Some questions to consider are:

- Which coworkers are able to monitor the individual?
- Which coworkers seem interested in interacting with the individual or have a relationship with the individual?
- Which coworkers does the individual prefer?
- Which supervisors are able to monitor the individual?
- Which supervisors does the individual prefer?
- What trainings are offered to all employees? What additional trainings are available on videotape or online?
- What supports can human resources offer the individual?

Step 2: Develop strategies for accessing potential supports. Coworkers and supervisors may be unfamiliar with the individual's needs and ways in which they can offer support. These persons will likely need some training and/or coaching to be able to support the individual. The employment specialist can train coworkers by modeling strategies for assisting the individual. The employment specialist can also help coworkers by demonstrating effective ways to communicate and interact with the individual. In some situations, and always with the permission of the individual and his or her family, the employment specialist may need to explain to coworkers the characteristics of ASD and how these affect the strengths, needs, and behaviors of the individual. In addition to training, the employment specialist can promote a positive view of the individual by instructing coworkers and supervisors to direct questions and instructions to the employee with ASD rather than the employment specialist and by encouraging the individual to interact with coworkers and supervisors rather than relying on the employment specialist to carry out this interaction.

Step 3: Evaluate. Once natural supports are in place periodic evaluation of whether these supports are working should be conducted. Information can be gathered through

- Talking with supervisors and coworkers
- Asking supervisors to complete evaluations of the individual
- Observing the individual to determine whether he or she is performing the requirements of the job or if there are any unmet needs

Some questions to ask during this evaluation are:

- Is the individual completing the requirements of the job satisfactorily?
- Are coworkers happy with the level of support that they need to provide?
- Are coworkers willing to continue providing support?
- Are supervisors willing to continue providing support?



- Are there any needs that are not being met through natural supports (e.g., training needs)?

When issues are identified in any of these areas, revisit the strategies for accessing support and determine what changes can be made. For example, a different coworker may be more willing to monitor the individual, coworkers or supervisors may need additional training, or the individual may need to be taught a skill through direct instruction from the employment specialist. This process should continue until it is determined that the employment specialist can begin to fade his or her support.

Step 4: Fading supports. For some individuals it will be possible to fade the support of the employment specialist from full-time support to periodic check-in support. In these cases, a plan should be developed for this transition. To begin with, the employment specialist could remain present at the worksite but in a different area from the individual. If this is successful, the employment specialist could reduce the number of hours that he or she is present at the worksite. A supervisor should be provided with contact information for the employment specialist should issues arise. Finally, the employment specialist could fade his or her support to checking-in periodically, such as once a week or once a month. The plan for fading support should specify

- Each phase of support (e.g., full-time, on-site full-time, on-site for 10 hours per week, weekly check-in)
- Criteria for transitioning to each phase of support and for reinstating additional support
- Sources of support that the individual can access other than the employment specialist
- Plan for how the employer can get in contact with the employment specialist
- Methods of evaluation

Case Study

“In revisiting John’s story (see section 5.1), once he was at his job in the mall, it was important to not only use the paid employment supports but also to start to establish natural supports. In order for this to occur, the job coach and employment specialist had to partner with the staff the drugstore where John worked. This process began early on and was an important consideration when finding John a job initially. In this case, John’s store manager also had a son with special needs and therefore made a great natural support in his current job. His job coach initially remained on the job, but over time was able to fade out while the store manager took more responsibility in scheduling and showing John the store tasks. This required the job coach to maintain a good working relationship with the store manager and other store personnel. Additionally, checklists were developed to prompt John to complete tasks, and the employer was able to easily update the checklists. John is very happy in his current placement and will likely remain here indefinitely, as he was recently given more responsibilities in the store.”

Resources:

1. Book: Trach, J. S., & Shelden, D. L. (1999). Natural supports: A foundation for employment. Washington, DC: American Association on Intellectual and Developmental Disabilities.
Available at <https://bookstore.aaid.org/BookDetail.aspx?bid=42#toc>
2. Book: Wehman, P., Inge, K. J., W. G., Revell, & Brook, V. A. (Eds.) (2007) . Real work for real pay: Inclusive employment for people with disabilities. Baltimore, MD: Paul H. Brookes.
3. Document: Supported Employment Quality Indicators
<http://www.apse.org/docs/QualityIndicators.pdf>

Checklist for Supported Employment

Guiding principle	Key indicators
1. Driven and guided by the individual and his/her family	Assessment includes consideration of the supports desired by the individual. Supports are provided in a manner consistent with the desires of the individual.



	Natural supports match the preferences of the individual.
2. Promote self-determination and self-advocacy	Includes supports to allow the individual to self-advocate in the work setting (e.g., disclose disability, request accommodations, request changes to certain aspects of the job)
3. Individualized	Assessment is conducted for each individual in the work setting. Supports are planned on an individual basis
4. Provided to participate in every aspect of socio-cultural life	Assessment includes consideration of all aspects of the work environment including social
5. Based on a philosophy of acceptance	Services are provided that capitalize on the individual's strengths Opportunities are not limited because of the individual's diagnosis
6. Respectful and age-appropriate	Supports are provided in a nonintrusive manner and are respectful of the individual (e.g., not disclosing disability, speaking positively about the individual to coworkers)
7. Promote the full inclusion of individuals in their communities	Supports provided to allow the individual to be fully included in the work setting. When supports are needed, natural supports are developed in the work setting
8. Promote independence and foster interdependence on naturally occurring supports in the individual's environments	Supports include instruction to perform at the maximum level of independence. Naturally occurring supports are built in order to fade paid supports as much as possible



9. Culturally responsive	Assessment takes into account the individual's culture and the culture of the workplace Supports are provided in a manner that is consistent with and respectful of the individual's culture
10. Provided with integrity and quality	Periodic observations of supports provision Feedback from supervisors in the work setting to assess satisfaction with employee and supports provider

5.3 Preparing for competitive employment

General Description

Transitional work services are temporary services provided to individuals who need support to transition to competitive or supported employment in integrated settings. Individuals who access these services may have no work experiences or may exhibit behaviors or medical conditions that prevent them from seeking employment at the present time. These individuals need longer to prepare for competitive or supported employment in integrated settings. We wish to emphasize that competitive or supported employment should always be the goal, but for certain individuals a period of preparation for work that is longer than that which can be provided under supported employment services may be necessary. Transitional work services are not appropriate for individuals who have no behavioral or medical conditions that prevent them from working or who have adequate prior work experiences to qualify for jobs that match their career goals. For individuals who receive these services, regular evaluation of progress must be conducted to determine if these services are still warranted.

Transitional work services are provided either 1:1 or to small groups of individuals. These services should be based on an individual assessment of the needs, preferences, and interests of the individual. Furthermore, services that are provided to small groups must be carefully planned to match the needs, preferences, and interests of all individuals in the group. Transitional work services are provided solely in community settings rather than in segregated vocational facilities such as sheltered workshops or training centers.



How to Implement

Step 1: Get to know the individual

Before decisions are made regarding the types of services that will be provided to the individual, it is important to get to know the person. The goal of this step is to develop a clear understanding of the individual's strengths, interests, preferences, and past experiences as well as the needs for which the individual requires transitional work services. This information will be used to determine what services the individual requires and what work experiences would be most appropriate.

This information can be gathered through a number of methods including:

- Spending time with the individual
- Interviewing the individual and his or her family, friends, and previous teachers or support workers
- Reviewing past records
- Conducting preference assessments

Some questions that should be asked include:

- What are the individual's strengths?
- What are the individual's interests?
- What are the individual's preferences?
- What prior experiences has the individual had in relation to employment, education, or community living? How successful were these experiences?
- Has the individual engaged in challenging behaviors that are impeding employment or inclusion in community settings?
- Does the individual have any complex medical needs?

This information should then be summarized in an assessment report.

Step 2: Develop a daily schedule specifying goals and activities

Once you have a clear understanding of the individual's interests, preferences, goals, and needs, the next step is to determine what the goals will be for transitional work services and through what activities and experiences these goals can be met. In general, the purpose of transitional work services is either a) to provide work experiences and develop skills for individuals who have no prior experiences and therefore few employment skills, and/or b) to get behaviors or medical conditions that prevent the



individual from being successfully included in work or other community settings under control. It is important to have a clear understanding of the purpose of transitional work services for each individual, although the types of activities and experiences that are provided may be the same. Specific goals for this service can then be developed based on the individual's needs.

All activities and experiences will take place in community settings. Some options for work experiences are (from the Bureau of Autism Services service definitions):

- Mobile work force – teams of individuals, supervised by a training/job supervisor, who conduct service activities away from an agency or facility. The provider agency contracts with an outside organization or business to perform maintenance, lawn care, janitorial services, or similar tasks and the individuals are paid by the provider.
- Work station in industry – individual or group training of individuals at an industry site. Training is conducted by a provider training/job supervisor or by a representative of the industry, and is phased out as the individual(s) demonstrate job expertise and meet established production rates.
- Affirmative industry – operated as an integrated business, where employees both with and without disabilities work together to carry out the job functions of the business.
- Enclave – a business model where individuals with disabilities are employed by a business/industry to perform specific job functions while working alongside workers without disabilities.

Keep in mind that whenever services are provided to groups of individuals as in some of these models, all activities and work experiences should match the interests and goals of all individuals in the group.

Some other activities and experiences through which individuals can work on goals for preparing for employment include:

- Volunteer activities – opportunities through which any community member can offer his or her time and expertise. Volunteer opportunities are undertaken only in non-profit organizations or projects and in designated volunteer positions, and must benefit both the individual and the community. No financial payment is made to any person (either with or without disabilities) carrying out volunteer work. Some examples include working at the local food bank, shopping or delivering meals for Meals on Wheels, helping at a library or community theater.



- Job shadowing or job sampling – unpaid work experiences through which the individual develops career awareness. See the “finding employment” section for more information on these experiences.
- Career development activities – these could include visiting local businesses with the purpose of observing the various jobs that people can have, researching jobs and careers on the internet, or visiting a CareerLink office to explore job interests.
- Social activities – these could include eating lunch or taking breaks with other volunteers or “coworkers” at employment or volunteer sites.

At the end of this step, you should have a weekly schedule for the individual that specifies the activities that will take place and the goals that are to be worked on in each activity (see [Section 4](#)).

Step 3: Provide services and evaluate progress periodically to determine if this service is appropriate

The services specified in the weekly schedule should then be provided. Instruction on goals should be provided using effective instructional strategies (see [Section 7](#)). Data should be examined at least monthly to determine whether the services are meeting the individual’s needs. Some questions to consider are:

- Is the individual making progress towards his or her goals?
- Are the activities and experiences meeting the needs of the individual?
- Does the individual have sufficient work experiences or are medical or behavioral conditions sufficiently under control for the individual to transition to supported employment?

Case Study

“Cole came to the CAAPP program after leaving a residential treatment facility. He was transitioning back home, and when he started the program, he and his family didn’t think that having paid employment was appropriate at that time. His mom had tried to start him at a job at the local grocery store, but after a few days without any successes on the job she enrolled him in our program with the hope that he could develop and practice employment skills through volunteering and other experiences.

An assessment of Cole showed that he was very good with typing and computer skills. We enrolled him in an adapted computer course at a local university to further these skills. Additionally, we began to teach him transportation skills, including accessing public transportation and studying for a driver’s license. He began participating in three different volunteer opportunities each week. One opportunity was at a non-profit office, where he could use his typing skills, filing skills, and practice answering the phone. Another job was at a local library, which allowed Cole to move around to various spaces, which was important. The third job was at a local senior center volunteering to run activities such as bingo, which offered him opportunities to practice customer service skills. Through a combination of these jobs, computer courses, resume building, and transportation practice, Cole is developing a solid foundation for his career portfolio.”

Resources:

More information on volunteer and unpaid work experiences including many useful forms see the “Work Experience Guide” by Condon and Brown

http://ruralinstitute.umt.edu/transition/Articles/RIWorkExperience_Manual.pdf

Checklist for Preparing for Employment

Guiding principle	Key indicators
1. Driven and guided by the individual and his/her family	Services and placement decisions are based on the individual’s interests, preferences, needs, and goals.
2. Promote self-determination and self-advocacy	<p>Opportunities to express self-determination are provided each day</p> <p>Supports are provided for individuals to self-advocate</p>



3. Individualized	Services for all individuals match their unique interests, preferences, needs, and goals.
4. Provided to participate in every aspect of socio-cultural life	Employment or volunteer opportunities are sought that allow individuals to feel productive
5. Based on a philosophy of acceptance	Services are provided that capitalize on the individual's strengths Opportunities are not limited because of the individual's diagnosis
6. Respectful and age-appropriate	Supports for preparing for employment are provided in a nonintrusive and respectful manner (e.g., disclosing disability only when necessary, allowing the individual to speak for his/herself)
7. Promote the full inclusion of individuals in their communities	Employment or volunteer opportunities are sought in inclusive settings
8. Promote independence and foster interdependence on naturally occurring supports in the individual's environments	Transitional work services allow the individual to be as independent as possible (e.g., learning to work independently) Whenever possible, natural supports are found in community settings
9. Culturally responsive	Experiences are sought that fit within the individual's cultural values
10. Provided with integrity and quality	Observations are conducted periodically to ensure the quality of these services

Summary

In this section we have described how to design and implement employment services for adults with ASD. We discussed how the general approach of assessing, planning, providing, and evaluating works for the three types of employment services: finding employment, supported employment, and preparing for employment. In the next section we describe how this process works for community inclusion services.



SECTION 6: COMMUNITY INCLUSION SUPPORTS AND SERVICES

Introduction

In this section we describe how the process of assessing, planning, and providing works for community inclusion services. These services promote participation in many different community activities including postsecondary education, leisure and recreation, and socialization activities.

General Description

Community inclusion supports and services are provided to assist individuals to be involved in their communities. The goal of these services is increase community access in order to increase or maintain community inclusion. These services focus on both a) skill development to teach the skills necessary for participation and b) supports to ensure that individuals have opportunities for community participation. Services may focus on a variety of skill areas such as communication, socialization, self-direction, self-help, and adaptive skills. Supports may include strategies for accessing natural supports, environmental adaptations, and assistance with arranging opportunities for community participation.

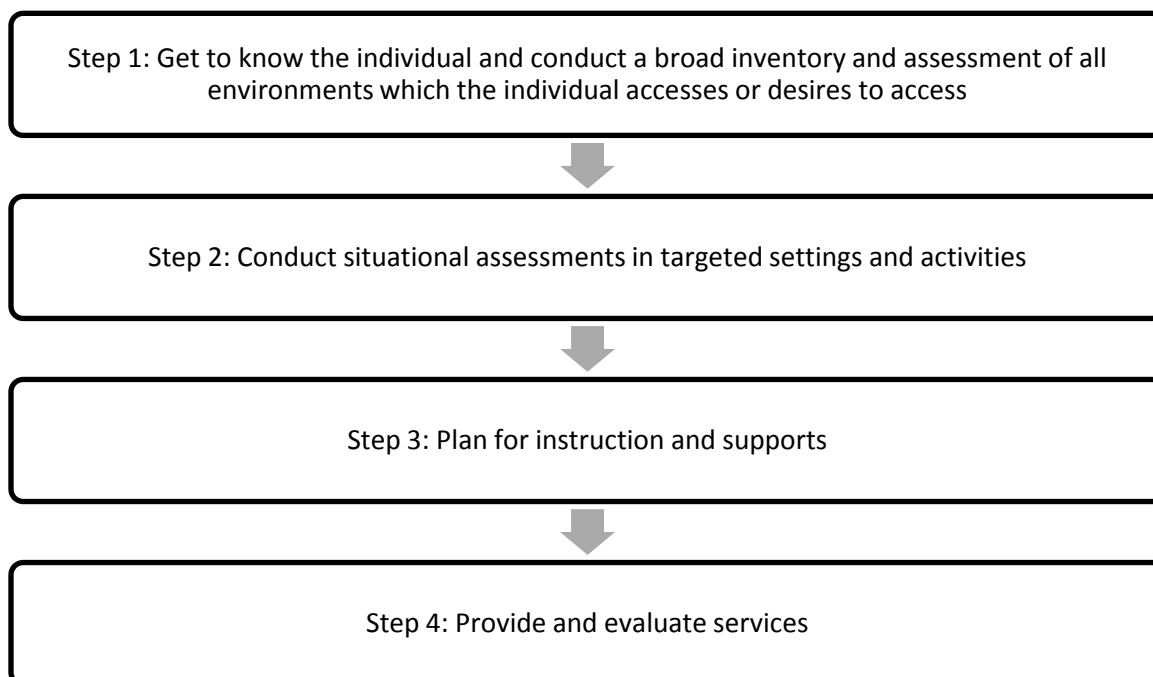
Activities for which community inclusion supports and services can be provided include (but are not limited to):

- Postsecondary education or adult/continuing education
- Volunteer activities
- Leisure and recreation activities
- Socialization activities including relationship development and maintaining relationships with friends and family
- Cultural and spiritual activities
- Exercising civic rights and responsibilities
- Use of typical community services available to all people
- Activities of daily living (i.e., bathing, dressing, eating, mobility, and using the toilet)
- Instrumental activities of daily living (i.e., communication, survival skills, cooking, housework, shopping, money management, time management, and use of transportation)

The selection of activities and settings in which supports and services are provided s based on an individual assessment of the interests, preferences, and needs of the

individual. Community inclusion supports and services are typically provided 1:1 in community settings and in the individual's home (but not a licensed setting). As the focus of these supports is on increasing access to and participation in community activities, instruction and other supports will need to be provided in the context of daily activities. Community inclusion services cannot be provided at the same time (concurrently) as supported employment or transitional work services or any other non-community-based service.

How to Implement



Step 1: Get to know the individual and conduct a broad inventory and assessment of all environments which the individual accesses

The purpose of this first step is to look across all environments in the individual's home and community to determine which settings are important to target for supports. Some questions that are important to ask through this assessment are:

- What are the person's interests and strengths?
- In what settings and activities that the person already accesses does he or she need support?
- What other settings or activities does the person envision him/herself?
- What supports may be needed to access these settings and activities?



This information can be gathered through:

- Spending time with the individual in home and community settings
- Talking with the individual about his or her dream for the future
- Interviewing family members and friends
- Conducting preference assessments

The outcome of this assessment should be a list of settings and activities that will be targeted through your services. For example, for Sally this list included:

Current settings/activities in which support is needed	Other settings/activities which the person needs/wants to access
Using the post office Taking the bus to work Purchasing groceries At home, preparing healthy meals	Joining bowling league Taking adult education class (photography) at community college

Step 2: Conduct situational assessments in targeted settings and activities

The purpose of this next step is to determine the specific skills and supports that will be needed for the individual in each of the targeted settings and activities. Situational assessments should be conducted in each setting and activity to determine:

- a) What skills and behaviors are required for each setting and activity
- b) Which of these skills and behaviors the person already performs independently
- c) Which of these skills and behaviors will require support, either through instruction or through other methods such as support from persons in the setting or adaptations to the environment

More information on conducting situational assessments can be found in [Section 7](#). You will need to conduct situational assessments in all identified current and desired settings. Each setting should be visited a number of times to gain an accurate understanding of the needs of the individual and the demands of the environment.

The outcome of this step is a list of skills or behaviors needed for participation in each setting or activity and a list of other supports that will be needed by the individual. These other supports can include environmental adaptations (such as checklists that will be helpful, strategies for organization), supports for steps that the individual is not expected to perform independently at this time (such as transportation to a particular location), or supports for steps that occur infrequently (such as registering for a class).



Below are examples of skills and behaviors that may be needed for participation in each type of setting and activity for which community inclusion services can be provided.

- Postsecondary education or adult/continuing education
 - Select and register for class
 - Purchase necessary books and materials for class
 - Get to class at appropriate time
 - Have necessary books and materials ready
 - Participate in class
 - Interact with classmates
 - Request help from instructor
 - Learn information required
 - Complete assignments

- Volunteer activities
 - Tasks that must be completed
 - Get to volunteer site
 - Have necessary clothing or materials
 - Interact with other volunteers
 - Request help from supervisor or other volunteers

- Leisure and recreation activities
 - Select activities based on interests
 - Locate activities in community
 - Register for recreational activities
 - Get to leisure and recreating settings
 - Perform necessary skills for activity
 - Interact with others in the setting (e.g., teammates)
 - Pay for activities
 - Have necessary clothing and materials

- Socialization activities including relationship development and maintaining relationships with friends and family
 - Identify persons with whom to build or maintain relationships
 - Keep phone numbers/addresses
 - Request socialization activities
 - Be a good friend
 - Be safe



- Cultural and spiritual activities
 - Identify activities in which to participate
 - Get to activities or events
 - Participate in activities and events
 - Interact with others in the setting

- Exercising civic rights and responsibilities
 - Register to vote
 - Vote
 - Attend community meetings
 - Engage in political activities

- Use of typical community services available to all people
 - Locate services
 - Use services, (e.g., request services, pay for services)

- Activities of daily living (i.e., bathing, dressing, eating, mobility, and using the toilet)
 - Recognize need to perform each activity
 - Perform each activity

- Instrumental activities of daily living (i.e., communication, survival skills, cooking, housework, shopping, money management, time management, and use of transportation)
 - Recognize need to perform each activity
 - Perform each activity

For example, for Sally again:



Setting/activity	Skills/behaviors to target for instruction	Other supports needed
Using the post office	Recognizing need to buy stamps Locating post office Wait in line Paying for stamps	Checklist at home to mark number of stamps left
Taking the bus to the bowling alley	Familiarity with bus schedule Locating bus stop Wait in line Paying bus fare Getting off the bus Problem solving if bus not on time	Cell phone to call teammates if bus is late Have correct bus fares ready at home
Purchasing groceries	Recognizing need for grocery items Making a list Making healthy choices Wait in line Paying for items	Checklist at home to mark when items run out Transportation to grocery store
At home, preparing healthy meals	Identifying healthy recipes Needs to learn 3-4 easy healthy recipes	Picture recipes for 3-4 meals
Joining bowling league	Appropriate bowling etiquette Wait turn Conversational skills with team Paying for bowling	Finding a bowling league that fits Sally's schedule Finding a team Buying a ball and shoes
Taking adult education class (photography) at community college	Getting ready for class Appropriate in-class skills (raising hand, paying attention) May need further instruction in photography skills taught in class Completing assignments	Finding a class that fits Sally's schedule Registering for class Buying needed materials

Step 3: Plan for instruction and supports

Once skills and supports needed for targeted settings and activities have been identified, the next step is to plan for providing instruction and supports. Although the long-term goal is for the individual to be as independent as possible in these settings and activities, it may be unreasonable to plan initially for the individual to access these settings and activities completely independently. Instead, you may want to build independence by targeting critical skills and behaviors first and finding other ways to address less important skills. The outcomes of this step are instructional plans for necessary skills and a plan for providing other supports. This can be achieved through the following iterative process.

First, decide which skills and behaviors are critical to target through instruction at this time. In each setting or activity, prioritize those skills which are essential for the individual to learn. Take into consideration the learning style of the individual and amount of time and instruction you anticipate it will take for the individual to learn each skill. We recommend that you target no more than 2 or 3 skills or behaviors in each setting or activity at a time. For these targeted skills and behaviors, develop instructional plans (see [Section 7](#) for guidance).

Next, decide which other skills and behaviors are necessary for participation but will not be targeted for instruction at this time. Plan for how these skills can be completed without requiring independent completion by the individual. To achieve this, you may need to revisit the settings and activities to determine what supports are available to all persons in the environment. Some possible support strategies include:

- a) Persons already in the setting complete the skill (natural supports)
- b) Environmental adaptations are made so that the skill is not necessary
- c) The support staff uses partial participation to allow the individual to participate in some aspect of the skill
- d) The support staff completes the skill

You should take into consideration the preferences of the individual for how these supports will be provided. For these other skills, develop support plans (see [Section 7](#)).

Then, once the individual begins to reach mastery on the initial target skills, revisit the first planning step and select the next skills and behaviors to target for instruction.

For example, for Sally in the activity of taking the bus to the bowling alley, it was decided that critical skills to target for instruction initially were:

- 1) Waiting in line



2) Paying bus fare

Instructional plans were developed for these two skills. These included the environmental adaptation that individual bus fares were put in envelopes in Sally's home.

As Sally's neighbor rode the same bus at the same time each Saturday, it was determined that the neighbor could help Sally:

- 1) Get to the bus stop
- 2) Problem solve by reminding her to call her teammates if the bus was late

The instructional support staff assumed responsibility for:

- 1) Knowing the bus schedule
- 2) Indicating to the bus driver for the next bus stop

As Sally become proficient in waiting in line and paying the bus fare, it was decided that the next steps for Sally to learn were

- 1) Knowing the bus schedule
- 2) Indicating to the bus driver for the next bus stop

Once you have identified goals and planned for instruction and supports, develop a detailed weekly schedule that specifies the activities, goals, and other needed experiences for the individual (see [Section 4](#)).

Step 4: Provide and evaluate services

The services detailed in the weekly should then be provided. Data should be collected on both instruction and supports provision. This data should be examined at least monthly to determine whether the services are meeting the individual's needs. Some questions to consider are:

- Is the individual participating in community settings and activities?
- Is the individual making progress towards his or her goals?
- Are there any other skills or behaviors that need to be targeted for instruction or support at this time?
- Are there any other settings or activities which the individual needs or desires to access?
- Is the individual happy with the services he or she is receiving?

Services should be modified as necessary based on this periodic evaluation.

Case Study

“Emily had graduated high school but she and her family weren’t sure where to go next. Emily tried to take courses at a local community college and become involved in her local community, but found this to be difficult and mostly unsuccessful. She ended up at home most days without employment or any other activities, which led to additional isolation, depression, and anxiety.

By meeting with Emily and her family, we were able to determine what her preferences were and identify barriers that were currently keeping her from the local community. This was accomplished by listening to Emily and her family and also observing her at home and out in the community. One issue was transportation, but through the proper travel training, we were able to help Emily learn to take the bus to various places, even learning transfers. We also were able to secure funding for transportation through her waiver.

By knowing and understanding Emily’s preferences, we were able to find her a volunteer position at the local library and through observation, we were able to determine the skills that Emily already knew how to do and where she may need additional help. Through one-on-one assistance, Emily was able to learn how to complete a job at the local library and take public transportation independently to get there. Additionally, we worked with Emily to recognize how to make healthier meal choices, in order to avoid health problems that were starting to form due to a poor diet. She began learning to budget her money and go to the grocery store to shop for healthy, affordable foods. With our help, Emily became even more involved in her favorite sport, cup-stacking, and began utilizing our services to attend cup-staking tournaments; currently, she is the state-record holder for her age group. Building on Emily’s interest in art, she began to attend free, local community art classes once per week. She enjoys these classes and has developed a friendship with instructor, who in turn invites her to participate as an usher in the shows at the local theater. These types of natural supports and connections are often vital to the success of community integration.”

Checklist for Community Inclusion

Guiding principle	Key indicators
1. Driven and guided by the individual and his/her	The individual decides in which settings and activities he or she wants support



family	
2. Promote self-determination and self-advocacy	Whenever appropriate, the individual is encouraged to self-advocate for his or her needs and rights in community settings
3. Individualized	Community inclusion services are based on an individual assessment of the interests, preferences, and strengths of the individual
4. Provided to participate in every aspect of socio-cultural life	When conducting an inventory of settings and activities in which supports may be needed, all aspects of community life are considered
5. Based on a philosophy of acceptance	Services are provided that capitalize on the individual's strengths Opportunities are not limited because of the individual's diagnosis
6. Respectful and age-appropriate	Supports are provided in a manner which treats the individual with dignity When conducting an inventory of settings and activities in which supports may be needed, activities in which persons of the same age typically participate are considered
7. Promote the full inclusion of individuals in their communities	Supports are provided to allow the individual to interact with typical persons in each setting
8. Promote independence and foster interdependence on naturally occurring supports in the individual's environments	Critical skills are targeted for instruction. When further supports are needed, naturally occurring supports are considered first
9. Culturally responsive	Cultural activities are included when conducting an inventory of settings and activities in which supports may be needed. Supports take into consideration the culture of the individual
10. Provided with integrity and quality	Periodic observations are conducted of supports provision. Feedback is provided by supervisors.



Summary

In this section we described the process for providing community inclusions services. These services include both instruction and other supports to allow individuals to access and participate in activities in their communities. In the next section we discuss instructional and support strategies that can be used for all community inclusion services.



SECTION 7: INSTRUCTIONAL STRATEGIES AND SUPPORTS

Introduction

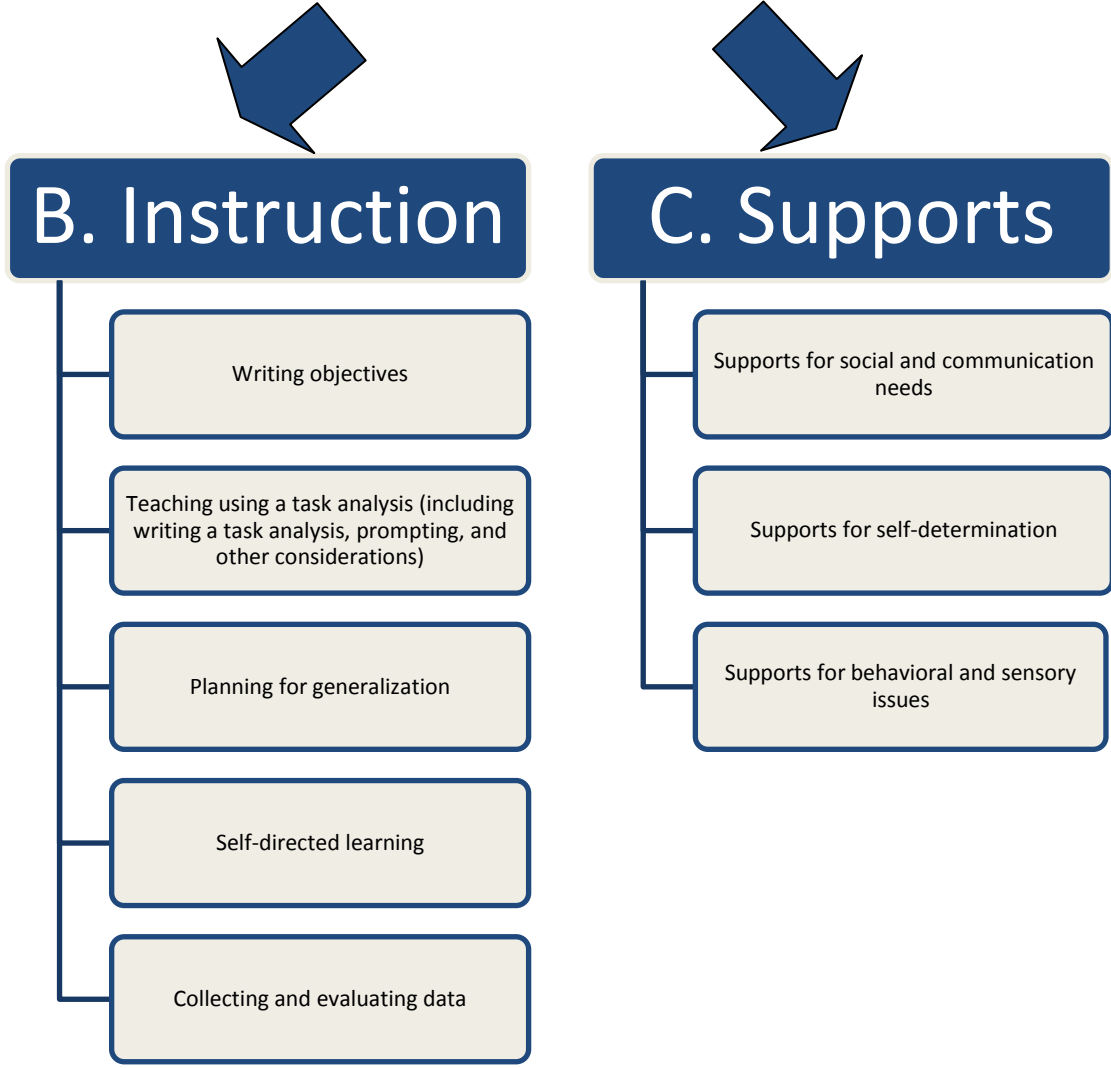
In this section, we first describe procedures for conducting situational assessment in order to determine the instructional and support needs of the individual in the employment or community settings. We then describe procedures for planning instruction and providing supports.

General Description

In both employment and community inclusion services, it is necessary to determine how the individual will be supported to fully participate in their environments. As we have discussed previously in this manual, the focus of supports provided in community settings is on both building independence and accessing other supports to increase community participation. For this reason, services must include both instruction in necessary skills and supports to increase participation. Instruction is teaching specific skills to develop independence. Supports are resources or other strategies that focus on interdependence to increase participation and inclusion. To determine what instruction and supports are needed in a community setting, we recommend that you begin by conducting a situational assessment of the individual in the community setting. This assessment will assist in identifying both the instruction that will be needed to increase independence and the other supports that will be needed to increase participation.

In this section, we first describe procedures for situational assessment, then discuss how to provide instruction and other supports. The organization of this section is shown below:

A. Situational assessment:
 Assess the person in targeted settings and activities to determine:
 a) Instruction needed to teach skills for participation in each setting or activity
 b) Supports needed for participation in each setting or activity



How to Implement

A. Situational Assessment

Situational assessments (sometimes called ecological assessments) are used to determine the specific skills and supports that will be needed for the individual in each of the targeted settings and activities. These assessments take place in the natural settings for each activity and focus on assessing actual performance of typical tasks.



Situational assessments are a useful first step in planning instruction and supports as they provide information on the skills and behaviors that the individual already knows (those that do not need instruction and support) as well as the skills and behaviors that the individual does not know (those that require instruction or support). Here we provide guidance on the steps involved in situational assessments.

First, determine where it is important to conduct situational assessments. For individuals who are receiving employment services, assessments will be needed in current and future work settings. For individuals who are receiving community inclusion services, assessments will be needed in all current and future settings that will be targeted through these services.

Next, in each setting determine what skills, routines, and behaviors are necessary for all individuals to participate successfully. You can do this by visiting the setting and observing others participating in the activities of the setting. Make note of:

- The skills or tasks that people engage in. For example, in a work setting, what tasks do the workers carry out? In a recreation setting such as at the gym, what skills do people perform to participate in the activity?
- The routines that are necessary. For example, in a work setting, what routines are there for checking in with supervisors in the morning? At the gym, what is the routine for entering the gym and checking out equipment?
- The behaviors that others exhibit. For example, in the work setting, how do coworkers behave with each other? How are they dressed?
- Other variables that may affect success, such as physical space, noise, odors, social climate, interactions with others, physical demands, pace, etc. For example, is the setting loud or busy? At the gym, do people interact with each other? How do they interact? In the work setting, do coworkers engage in personal discussions or do they only discuss work?

Once you have gathered this information, you can begin assessing the individual in these settings. To do this, you should accompany the individual to the setting and observe him or her participating in the typical activities. Make note of:

- The skills, routines, and behaviors that the person performs independently
- The skills, routines, and behaviors that the person required prompting to perform and the level of prompting required
- Other supports that were needed for the person to perform the skills, routines, and behaviors
- The person's interest in the setting as a whole and in each relevant activity



- The variables that may affect the person’s success in the setting, such as physical space, noise, odors, interactions with others, physical demands, pace , etc.
- The supports that are typically available or that could be developed to assist the person in participating in this setting.

Each setting should be visited a number of times to gain an accurate understanding of the needs of the individual and the demands of the environment.

Below is an example of a situational assessment form completed for Sally (following on from the example from section 6).

Situational Assessment Form

Location:	Somewhere Community College
Name:	Sally
Dates of assessment:	February 2010
Activities in this location:	Sat in on classes for Digital Photography I for one week

Complete the first column before starting the situational assessments. Visit the setting and observe typical persons participating in the activities. Use each additional column to record the level of prompting or support required in each situational assessment.

Key for level of prompting or support required in each assessment: I = independent, G = gesture, IV = indirect verbal, DV = direct verbal, M = model, PP = partial physical, P = full physical, IC = instructor completed

	Person’s responses in each assessment			
	Date: 2/1	Date: 2/3	Date: 2/5	Date:
Skills/tasks that people engage in				
Being ready for class	IC	IC	IC	
Enter class and find a seat	I	I	I	
Pay attention in class	M	M	DV	
Raise hand to talk	G	IV	IV	
Work in group with classmates	I	I	I	
Learn skills taught in class	M	M	M	
Complete assignments	NA	DV	DV	
Routines that people follow				
Selecting a class	IC	IC	IC	
Registering for class	NA	NA	NA	
Submitting homework online	NA	NA	NA	
Other behaviors that people exhibit (consider dress, communication, social interaction, voice				



level, etc.)				
Talk quietly in group work	I	I	I	
Talk to others before and after	DV	I	I	
Dress casually	IC	I	I	
Communicate professionally with instructor	I	I	I	

Variables that may affect success in this setting (consider physical space, noise, odors, social climate, interactions with others, physical demands, pace, etc.):	Classroom is small, relatively well-lit Pace of class activities is quick Students interact before and after class
Supports that are typically available to all persons in this setting:	Support for assignments available from instructor during office hours Study group set up by some of the other students Assistance available from Office of Disability Support Services for test preparation, accommodations
Person's interest in this setting and activities:	Highly motivated to participate in class Loved the hands-on activities and interacting with other students
Skills/routines/behaviors performed independently:	Interacting with other students Entering class and finding a seat Working in group with classmates
Skills/routines/behaviors that required prompting:	Getting ready for class Raising hand, paying attention May need further instruction in photography skills taught in class Completing assignments
Other supports needed:	Finding a class that fits Sally's schedule Registering for class Buying needed materials

After assessing the person in each setting a number of times, you should summarize for each setting:



- a) Which of these skills, routines, and behaviors the person already performs independently
- b) Which of these skills, routines, and behaviors will require support, either through instruction or through other methods such as support from persons in the setting or adaptations to the environment

From this summary, you can identify goals for instruction and begin to plan for additional supports. For example, a summary of the instructional and other support needs for Sally is provided in the last two rows of the situational assessment form above.

Forms (see [Appendix: Forms](#)):

Situational assessment form

In the following sections, we provide guidance on planning for both instruction and supports.

B. Instructional Strategies

Writing Objectives

The first place to begin when planning instruction, is to write an instructional objective for each skill/goal you plan to teach.

For each selected instructional skill/ goal, an objective (more specific statement) has to be written. The written objectives have three components:

1. Condition
2. Description of targeted skill/ behavior
3. Criterion

Condition: Describe a set of circumstances under which the targeted skills will be performed. For example:

- When given the verbal direction “Time to start work”...
- During lunch break at community college...
- After entering the grocery store and using a picture shopping list...

The purpose of this description is to make specific the conditions in which the targeted skill is expected to occur with and without specific adaptations or supports.

Description of targeted skill: Next, you will identify the learner by name and specify (using objective terms) what you expect to see.



- Bill will be able to complete his work task as defined in the task analysis
- Jaime will be able to converse with at least one friend
- Daniel will be able to find the items on the shopping list and put them in the cart

It is important to define the behavior (what you expect to see) in objective measurable terms because:

1. Different people should be able to observe and recognize the behavior
2. When you collect the data to evaluate change, this will help you to be sure that the change observed has actually happened
3. If different people will be involved in instruction, they will be sure that they are teaching the same skill

Ask yourself:

1. Can you count the number of times behavior happened?
2. Can a stranger read your definition and be able to recognize the behavior/skill when it occurs?

If your answer is “yes” to both questions, then the behavior is objectively defined.

Criterion: This sets the standard for the minimally acceptable performance, such as:

- Completing 8 out of 10 steps independently
- On 4 out of 5 days
- On 90% of opportunities
- On each occasion

The purpose of criterion is to define “success” of your instructional strategy. It should be individualized for each person.

Examples

Putting these three components together gives us the goal. For example:

- When given the verbal direction, “Time to start work,” Bill will be able to complete his work task as defined in the task analysis, completing 8 out of 10 steps independently
- During lunch break at community college, Jaime will be able to converse with at least one friend on 4 out of 5 days in a week.

Teaching using a Task Analysis

Writing a Task Analysis

Once you have identified and written the goals the objectives, the next step is to consider writing a task analysis. Skills can be discrete or complex. Discrete skills are



distinct and can stand alone, such as word identification and reading, matching labels to items, counting, eye contact when greeting, or signaling wants and needs. Most skills for home and community settings are complex. Complex skills, as opposed to discrete skills, on the other hand, involve a sequence or chain of multiple (smaller) steps or skills. Complex skills can form routines when the sequence of skills is one that is performed regularly (such as “arriving at work” or “being prepared for class”). Examples of complex skills or routines include taking a shower, having a conversation with a colleague, writing an essay, purchasing in a supermarket, or operating a video player. The focus of this section is complex skills and routines.

To teach complex skills and routines, you will need to break them down to smaller, more manageable steps, and teach the learner how to perform them one at a time. A detailed description of each small step in a complex task or routine is called *task analysis*.

To write a task analysis, you first will need to determine the critical steps in the task. To do this, you might need to perform it yourself or observe others performing the task using actual materials in the natural setting. While observing or performing the tasks, note the steps that are involved. Then you will need to validate the task analysis and incorporate learner preferences and style by having the individual perform the required steps (i.e., field test the task analysis). The task analysis should be adapted to fit the individual needs and preferences of the learner (e.g., in terms of supports needed to perform a skill, people involved, what order to perform steps in). Opportunities for self-direction and problem-solving can be incorporated throughout.

For example, for the task of grocery shopping for 3 food items using a list, the steps may be:

1. Enter grocery store
2. Take a basket
3. Take out list
4. Read first item on list
5. Find first item
6. Read second item on list
7. Find second item
8. Read third item on list
9. Find third item
10. Proceed to checkout
11. Place items on belt
12. Pay for items

Learner preferences can guide the order of steps (e.g., whether to take out the list or take a basket first) and self-direction can be incorporated by allowing the learner to decide which item to find first.

Tips and Considerations:

1. How detailed should the task analysis be?

This will depend on the learner. Some learners will need instruction on each component of a task whereas others may be able to follow larger steps. For example, the task of taking a morning shower may be broken down into the following steps: (a) turning on water, (b) washing one's hair, (c) washing one's body, (d) turning off water, (e) drying, and (f) brushing one's teeth. Those simple steps constitute a basic task analysis.

However, for some learners who do not already know how to complete the individual components of these steps, you may decide to write a more detailed task analysis, in which, for example, the step of hair washing may be broken down to: (a) massaging hair with shampoo, (b) rinsing shampoo, (c) applying conditioner, (d) rinsing conditioner, (e) drying hair with a towel, (f) combing hair.

2. Consider *respectful teaching practices*, including giving individual your full attention when teaching, acting as a good model, treating the person with the same respect you would want for yourself, paying attention to body language of the individual, and seeking out indications and confirmations of learning.

3. What steps do I teach first and how many do I teach at a time?

You have several options:

- a. You may teach one step at a time, beginning with the first step in a sequence (forward). The remainder of the steps will be completed by the instructor or by the individual with the instructor's assistance. When teaching the later steps, the learner is expected to perform the previous steps with minimal to no assistance.
- b. You may teach one step at a time, but beginning with the last step in a sequence (backward). You will assist the individual in performing the earlier steps or will complete them for him/ her. The individual is expected to perform the last step(s) in the chain independently.
- c. You may teach all steps simultaneously (the total task), beginning with the first step in a sequence. Assistance and feedback are provided only on steps for which the individual needs help.
- d. You may teach a few steps at a time (chunking), either beginning with the first few steps or the last few steps of the task analysis.

The choice of order and number of steps to teach will depend on the learning style of the individual and the type of task you are teaching. Most tasks should be taught using option C. However, some learners may find total task instruction frustrating and may benefit from the other options. Some learners enjoy learning a step at a time or learning the end of the long



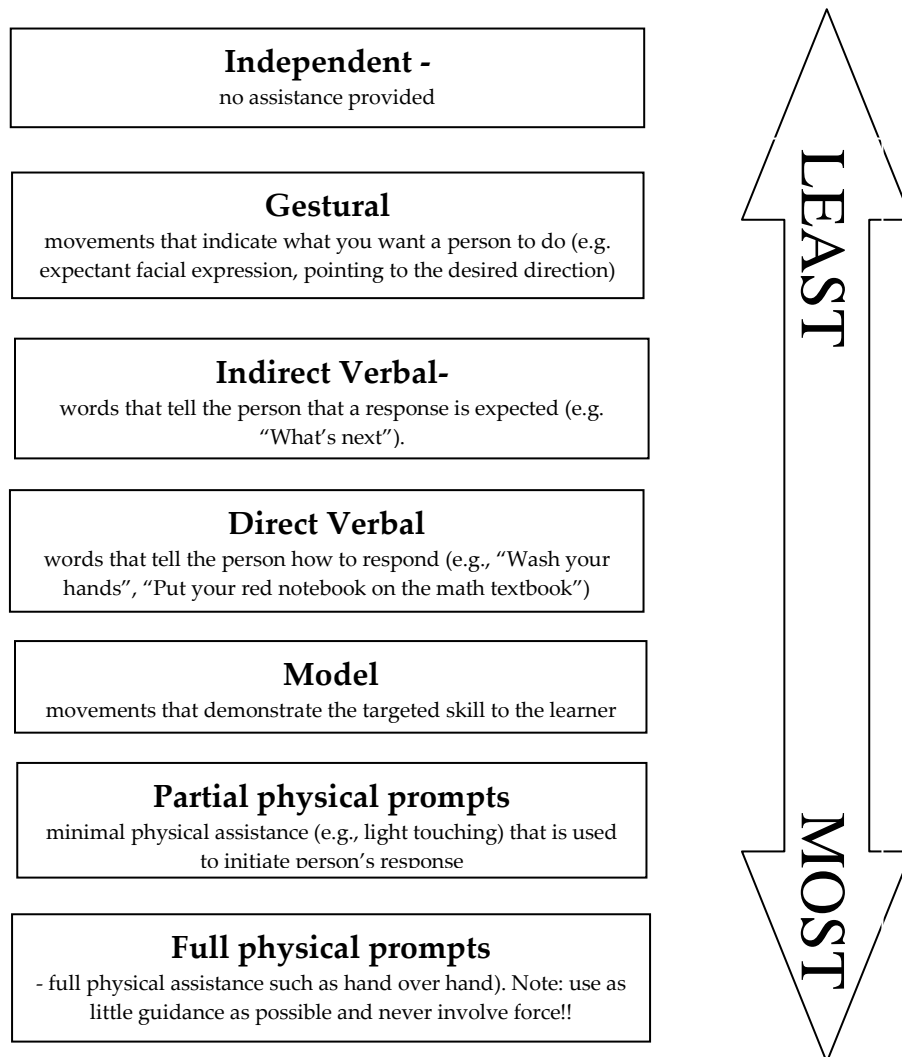
chain first so that they can realize outcomes more quickly.

Types of Prompting

Prompting is a form of assistance used to facilitate learning. By providing a prompt, we encourage the individual to initiate or complete steps in a task.

While prompts are often delivered by instructors, others are “instructor-free”, including such formats as picture cues, video prompting, and audio-recorded instructions. Instructor-free prompts allow the individual to perform the task independent of others’ reminders and therefore increase self-determination. These will be discussed in more detail in the section on self-directed learning.

Instructional prompts (those delivered by an instructor) consist of several types that may be viewed on a continuum from least to most intrusive (see below):



Different types of prompts described above may be implemented in isolation, in combination with one another, or as part of a prompting system.

The goal of all instructor prompts is to first encourage or prompt the learner to initiate a skill or a step in a task analysis, and then fade the prompt so that the learner performance the skill or step in the task analysis independently or without instructor assistance. The following "systems of prompting" provide common ways of fading instructor prompts.

Systems of Prompting

Three common ways of prompting are:

1. **Constant time Delay.** In this method, a prompt (one that the learner will respond to every time) is provided for each step of the task analysis. This prompt may be a verbal direction, a model, or physical guidance, but must be a prompt that will cause the learner to perform the necessary step. In general, once it is time for a step of the task analysis to be completed the instructor waits for a few seconds (for example, 5 seconds) then provides the prompt. For example, if the task analysis is for purchasing items from a shopping list, the instructor and the learner enter the store, at which point, the instructor waits 5 seconds for the learner to initiate the step, then provides a prompt for the first step of the task analysis if this step is not initiated by the learner. This prompt could be, "Take out your shopping list," accompanied by a model of taking out the list. When the learner performs this step the instructor provides praise. However, if the learner performs the step incorrectly the instructor provides the same prompt again until the step is performed. Next the instructor waits 5 seconds for the learner to initiate the second step, then delivers the prompt, "Read the first item," and points to the first item. This procedure would continue for all the steps of the task analysis.
2. **Least-to-Most prompting.** In this prompting system, you will gradually increase the degree of assistance needed for each step, until the learner performs each step of the task correctly. With least to most prompting, the instructor waits for a few seconds at each step of the task analysis to see if the learner will initiate the step independently. If the learner does not begin the step after a short delay, then the least intrusive prompt is given first (e.g., a gesture). If the learner's response is incorrect, then a more intrusive prompt is provided (e.g., indirect verbal prompt), and so on, until the learner correctly completes the step. For example, Jane's instructor decides to use least-to-most prompting to teach the task of setting the table for dinner. She arranges the prompt hierarchy that will be used (from least to most intrusive) as: gesture, indirect verbal, direct verbal, model. She decides to wait for 5 seconds before prompting. When it is time for Jane to set the table for dinner, she waits 5 seconds to see if Jane will initiate the first step of taking four knives and four forks out of the kitchen drawer. If Jane independently initiates the first step, the instructor praises her. If Jane does not respond within 5 seconds or makes a mistake, the instructor points toward the kitchen drawer. If Jane again does not respond within 5 seconds or makes a mistake again, the instructor says, "What do you need to set the table?" Again, if Jane does not initiate the step within 5 seconds, the instructor says, "Take four knives and four forks out of the drawer." Finally, if Jane does not initiate again, a model is provided in which the instructor repeats the direct verbal prompt and models taking four knives and forks out of the drawer. This



process is followed for each step of the task analysis. Once the learner begins to learn the steps, less intrusive prompts will be required until they are able to initiate each step independently.

- 3. **Most-to-Least prompting.** This system is the opposite of Least-to-Most prompting. Here, the highest level of prompting is provided initially for each step, and gradually decreased moving most to least intrusive prompt as the learner demonstrates the skill. For example, when teaching Angela to learn the steps of operating a computer, the instructor might start by prompting Angela to complete the first step using full physical guidance (i.e., guiding Angela’s hands to turn on the computer). Praise is provided following completion of this step. Then the next step is prompted using full physical guidance, and so on. Once Angela can do a particular step with full physical guidance, the instructor then uses a less intrusive prompt, for example a model. This process is followed until each step can be completed independently. Most-to-least prompting can be particularly useful when safety is an issue, for example for teaching street crossing skills.

Tips and Considerations	
When teaching, you will need to make decisions about increasing or decreasing the amount of prompting needed.	
Prompt Fading	Error Correction
If a learner is doing well with minimal prompting on your part, it would not be a good idea to continue prompting as the individual may become “prompt dependent” or unable to act on his/her own unless prompted. Remember that the goal of learning is mastery, independent performance, and maintenance of the skill. Therefore, at some point you will have to gradually remove all prompting. This process is similar to teaching a child to ride a bicycle first you firmly hold the bike, soon you only lightly support it, and finally let the child ride it independently.	Mistakes are a natural part of any learning process. A natural (and ethical) thing to do in case of an error would be to increase the amount of assistance provided. For example, if a learner makes an error under the indirect verbal prompting, go one level down and provide the direct verbal prompt. Commonly, error correction occurs immediately after an error is noticed. Sometimes, erroneous responses are gently interrupted even before they occur with a prompt of a higher level.

Planning for generalization

As noted above, generalization is the most advanced stage of learning, which will require careful planning from the beginning of instruction process. Think proactively about the types of skill generalization you want to achieve. Do you want the learner to use the skill in different settings, times of the day, with different people, materials, situations? Then include training for generalization in your teaching. Three most common ways of incorporating generalization when teaching are described next.

1. Use *multiple exemplars*. For example, when teaching a learner to use an ATM machine to withdraw money, consider using different types of machines. When teaching someone to fill out a job application, try to think of the different possible forms. When teaching someone to zip a jacket, use different jackets with different zippers.
2. *Train loosely*. Instead of asking a learner to perform always under the same set of conditions, try a more natural approach. For example, when teaching a person to have a “small talk”, ask different people to have a conversation with the individual. Similarly, train in different settings, during different circumstances, and at different times of the day.
3. Use a *general case method*. Identify all the possible variations in the materials and environmental conditions, and train across those conditions. For example, to teach a person to use a public restroom, you will identify all possible public restrooms that the individual is likely to visit (e.g., school, local coffee shop, gas station), describe the different variations in those settings (e.g., types of locks, automatic vs. manual flush, types of soap dispensers), and train the person to appropriately respond to all types of environments.

A matrix like the one below may assist you in incorporating the targeted skill across a variety of contexts and activities. List all the activities and contexts that the individual is engaged in throughout the day in the left column; the targeted skills in the first row (examples are given in the table); then fill out the table by describing the ways in which any given skill will be performed in as many contexts / activities as possible.

Activity Matrix			
Name _____		Date _____	
Target Skill / Objective			
Activity	Skill 1: Greeting coworkers	Skill 2 : Being organized	Skill 3: Working independently
Entering work	Greet people in locker room and break room		
Check in with supervisor	Greet supervisor	Have correct uniform and work tools	
Work tasks			Work on assigned tasks
Lunch break	Greet people in break room	Have lunch items	
Check in with supervisor		Have correct work tools	
Work tasks			Work on assigned tasks
Check out	Say goodbye to supervisor		
Leave work	Say goodbye to people in locker room		

Self-Directed Learning

Instead of always relying on instructor’s prompt to teach, consider teaching the learner to use “instructor free prompts” to self-direct their own learning. Another term for self-directed learning is self-management. The primary advantage of using self-directed prompting is that the learner is provided with a system to cue his or her learning, reducing dependence on the instructor or others for prompting. Self-management procedures are sometimes divided into two subgroups according to how prompting is delivered: (a) externally generated such as pictures, videos, printed materials, and (b) self-generated by the learner (i.e., self- instruction). In addition, visual prompting systems may be particularly useful for individuals who cannot remember a complex

chain of steps as they remain with them as a permanent reminder. This type of instruction has many advantages, including encouraging independence and self-determination, and a lack of intrusiveness compared to instructor-directed procedures. Self-instruction procedures include visual or auditory prompting, or self-instruction, evaluation, and reinforcement.

1. **Picture cues.** In this type of procedure, permanent visual antecedent prompts (e.g., line drawings, pictures, or photographs) are introduced to prompt the learner's response (e.g., complete an activity). We often use visual prompting strategies in our everyday lives; for example, we create shopping lists and "to-do" lists, put post-it notes with reminders to ourselves, and so on. Visual prompts can also be used to teach people with ASD. For example, each of the steps of Paulo's task analysis for a job skill of repotting plants was illustrated by a photograph of the corresponding step in this task. Jack likes to read comics, so a schedule was created for his morning routine, with each step illustrated using an example of his preferred comic character and explained on one page. These kinds of visual prompts are relatively easy to implement and low-cost. Note that your choice of the mode (i.e., line drawing vs. photographs of real people) should be driven by your knowledge of the individual and his/ her learning preferences. One common tool for creating picture cues is Boardmaker®. This commercially available software program can be used to generate a variety of pictorial materials as well as to download existing illustrations from a comprehensive database. Boardmaker picture symbols may be used to promote self-directed learning, social skills and communication. It is available for purchase on the publisher's web site <http://www.mayer-johnson.com>.
2. **Video prompts.** The recent advances in the use technology offer additional ways to facilitate self-directed learning of individuals with ASD. In video prompting, an individual watches video clips of himself or a peer model engage in the desired behavior, and then performs the response. Recent work on video prompting involves portable video devices such as portable DVD players, laptop computers, or iPods, which add flexibility to the delivery of instruction. For example, rather than watching the entire sequence of tasks (e.g., making a salad) and then performing all the steps, the individual may take the portable video device to the kitchen, where he/she would watch a video segment depicting one step in a task (e.g., cut the tomatoes), perform one step at a time, and then move on to the next step. Video prompting devices offer an additional benefit of combining visual prompting with auditory cues. For example, Jerry's video depicted him performing a job task of cleaning shoes and used audio recording of

his own voice, explaining each step in the task. Several considerations related to the use of video prompting deserve mention. First, an instructor has to have some technical expertise as well as possess the necessary equipment to design and implement this intervention. Second, while the portable equipment is usually very user-friendly, some individuals will require assistance in operating it, at least initially. Finally, when designing the intervention, decisions with regard to the involvement of peers or target individual as models need to be made. Whenever using peers as models, remember that they need to be similar to the learner in age and to be of the same gender. An additional possibility is to depict events and activities from the learner's vantage point (as if viewed by the individual). Once again, those decisions should be driven by the knowledge of the individual and his/ her learning style. Overall, video prompting is an effective, flexible, and low-cost intervention that many learners find enjoyable.

3. ***Published hand-held prompting systems.*** Several prompting systems are available commercially and may be used on handheld computers (e.g., PDAs or iPods). Similar to portable video equipment, these devices have the potential to promote independent learning of individuals with ASD. They are small, portable, socially acceptable, and may hold a large amount of information (i.e., pictures, photographs, video and audio files). Some of them may be used with a keyboard, while others are operated through a touch screen. One of the commercial programs that may be used on portable digital assistants (PDAs) is Visual Assistant, available through AbleLink Technologies at <http://www.ablelinktech.com>. The Visual Assistant is a multimedia software program that enables a learner to view step-by-step pictures or videos paired with auditory instructions. It is particularly useful for assisting individuals in performing complex multi-step tasks. The prompts are viewed on a portable device, and the learner may progress at his/her own pace to complete the sequence by pressing the "Next" function. Instructors may download customized pictures of the steps (e.g., taken on a digital camera) and record audio instructions to facilitate learning.

Another software program, the IPrompt® application for iPhone or iPod Touch is available for a relatively low-cost download from the iTunes App Store or from the web site of the publisher <http://www.handholdadaptive.com>. Similar to Visual Assistant, this application allows instructors and individuals with ASD to download the available or custom-made pictures of the steps in activities and tasks. The application allows users to create captions of the activities, has a choice function, and a countdown timer; however, it does not include audio prompts or

voice output. In addition to its potential to promote learning, the program also allows instructors and individuals to create visual activity schedules and Social Stories™.

4. **Self-instruction.** In self-instruction, a learner provides his/her own prompt, monitors and evaluates his/ her performance, and delivers reinforcement. To use self-instruction, three steps must be followed. First, the learner is taught to verbalize cues to guide their actions and learning. For example, the learner is taught to say out loud, “First, take the laptop, notebook, and pencils out of the backpack. Then, put the backpack on the floor.” Second, the learner needs to be taught to recognize his/ her own behavior, to determine its occurrence or nonoccurrence, and to record it (e.g., put a plus or minus or a check mark next to the description of a step on a recording sheet). Finally, the learner needs to know whether a reward should be earned for performing the behavior. Self-instruction may be used as a teaching tool as well as a problem solving strategy. For example, a learner may be taught to (a) state the problem, (b) look for a solution, (c) state the action and evaluate, and (d) reinforce.

Collecting and evaluating data

Data collection is the process of observing and evaluating the details of teaching and learning. Before teaching, you will need to decide: (A) what type of data will be recorded (e.g., correct responses, incorrect responses, prompted responses, level of prompting), (B) what type of data you will collect (e.g., percentage of correct responses), (C) how often (e.g., daily, every other day, several times per day), and (D) how those data will be used (e.g., to make instructional decisions).

After the data are collected, it will be useful to graph them in order to get a better visual representation of the trends. This can be done either by hand or using computer software. To draw a trendline by hand, you will first need at least 6 data points. Start the graph by plotting the days or sessions on the horizontal axis and percentage of steps independently correct on the vertical axis. Take the median percent correct for the first three days and draw a point at the intersection of the second day and the median percent. Then take the median percent correct for the last three days and draw a point at the intersection of the fifth day and the median percent. The trendline is then drawn by connecting these two points with a straight line. Alternatively, data can first be entered into Microsoft Excel, then a trendline can be drawn by selecting “Trendline” (under the Chart Tools Layout tab in Office 2007).



Regardless of how data are graphed, instructional decisions must be made on a regular basis. One recommendation is to graph and draw a trendline every six sessions. If there is a clear increasing trend you can assume that the instruction is effective and no changes will be needed at this time. If the trend is decreasing, flat, or increasing slowly, you may want to consider making changes to the instructional approach and consider the motivation of the individual to learn the task. For further information on making instructional decisions, readers are referred to Browder (2001) – see reference at the end of this section.

Below we show an example of how a task analysis form can be used to collect data. We also show how this data can be graphed using Excel. In this example, we can see that the instruction appears to be effective as there is an increasing trend in the number of steps that James is completing independently. Note that the data can also be graphed by hand using the task analysis data collection table as graph paper.



Example Task Analysis Form

Name: James

Date: April 12, 2010

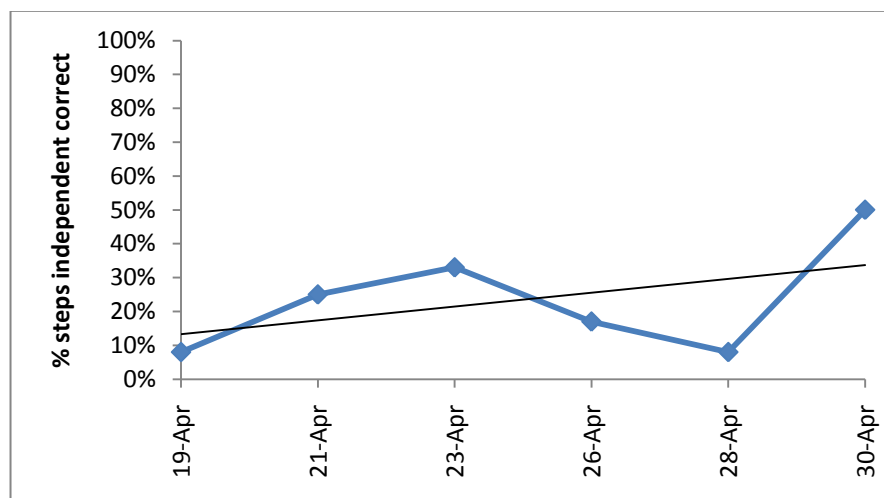
Skill: Purchasing 3 items in grocery store

Mastery: 100% correct for 3/3 consecutive sessions

Coding system:

Instruction: + = independent correct, G=gesture, IV=indirect verbal, DV=direct verbal, M=model

Task analysis	Cue	Date					
		4/19	4/21	4/23	4/26	4/28	4/30
Pay for items	Cashier says amount	IV	IV	G	IV	G	G
Place items on belt	In line at checkout	M	DV	IV	DV	IV	+
Proceed to checkout	All items in basket	DV	IV	IV	IV	IV	+
Find third item	Read third item	IV	+	+	+	IV	+
Read third item on list	Second item in basket	IV	DV	G	DV	G	G
Find second item	Read second item	IV	+	+	IV	IV	+
Read second item on list	First item in basket	DV	IV	IV	IV	IV	IV
Find first item	Read first item	M	IV	+	IV	IV	+
Read first item on list	List and basket in hand	M	IV	IV	IV	IV	IV
Take out list	Basket in hand	DV	DV	IV	DV	IV	IV
Take a basket	Entered store	DV	IV	G	IV	G	G
Enter grocery store	“time to go shopping”	+	+	+	+	+	+
% independent correct		8%	25%	33%	17%	8%	50%





C. Instructional Supports

In addition to instruction in skills to increase independence, additional supports will be needed to increase participation in community settings. Supports are resources or other strategies that focus on interdependence to increase participation and inclusion. In this part of the manual, supports for the unique needs of people with ASD will be described in three broad areas: (a) supports for social communication, (b) supports for behavior, and (c) supports for self-determination.

a) Supports for Social Communication

Social interaction and communication are two major areas in which individuals with ASD may experience difficulties. Social difficulties may be displayed as the following:

- Impairment in the use of nonverbal cues such as eye-to-eye gaze, facial and body language, and gestures to regulate social interactions
- Limited peer relationships
- Limited emotional reciprocity

In some participants, social difficulties may be accompanied by:

- Delay in spoken language
- Limited ability to sustain a conversation with others
- Stereotyped use of language (e.g., echolalia or repeating one word or phrase)
- Limited imitative or make-believe play (in younger individuals)

It is important to note again that these are common difficulties of individuals with ASD but not all individuals with ASD will experience all of these difficulties. However, difficulties such as these may lead to detrimental long-term outcomes for people with ASD, including loneliness, a lack of friendships and social support, and depression. As a result, many individuals with ASD will need additional supports in overcoming the challenges associated with a lack of social communication skills.

Although social communication difficulties are universal in ASD, each person has unique strengths and weaknesses. People with ASD, in particular, may have a range of social and communication abilities. Thus some individuals have strong social communication skills while others may choose not to use verbal communication, some individuals are very socially active and motivated to interact while others may be extremely socially withdrawn. However, with appropriate modifications, the supports described below may assist many persons.

Priming

This method involves introducing the individual to activities in practice situations prior to exposure to the actual situations with the intention of increasing the probability of successful participation in these real-life situations (e.g., Wilde, Koegel, & Koegel, 1992). When supporting social communication skills, priming involves explaining and practicing the skills required in a social situation prior to the actual participation. Previewing of an activity or skill should occur in a relaxed non-demanding manner, to alleviate any anxiety associated with it.

For example, you may provide an individual with a list of topics that would be appropriate to discuss with colleagues during a lunch break and practice conversation of those topics before entering the lunch setting. When supporting an individual in initiating a greeting, you would explain appropriate ways to greet, including verbal and nonverbal communication cues, and then role play the greeting skills. Priming may also be useful in explaining social norms to an individual, such as dress code at work.

Note that this strategy may be used in supporting individuals with ASD in a variety of other areas, for example, when introducing new activities and routines. It may also be used in a variety of formats, such as video priming. This strategy is easy to implement, and may facilitate inclusion of persons with ASD in typical educational settings.

Scripts and Script Fading

Scripts (e.g., Krantz & McClannahan, 1993, 1998) are another simple strategy that may be used to support social communication. Although they are more widely used to teach communication skills to young children with ASD, they may also be used effectively as a support strategy for those adults who have the necessary communication skills in their repertoire, but are rarely or never using them. This strategy involves providing individuals with ASD with audiotaped or written words, phrases or sentences, as well as descriptions of social expectations. They serve as a permanent visual reminder for people with ASD, similar to visual cues described above, to engage in an appropriate social exchange with a communicative partner. For example, as making social initiations may be particularly challenging for persons with ASD, a script to support initiations may involve providing the person with the following scripted “starter” phrases, tailored to the specific circumstances and contexts, such as:

- “Kate, would you like some chips?”
- “Hey, Maria, would you like to take the bus home together?”
- “Ms. Jones, I am done for today.”



Scripts may be illustrated by photographs or drawings (e.g., photograph of shoes, chips etc.) serving as an additional cue to use the skill. As mentioned above, they may be presented in written or auditory format.

It is important to note that initial training in the use of scripts for communication occurs one-on-one with an instructor. Scripts may initially be supplemented by the role play involving instructors and then trained peers if possible. These individuals should be instructed to use a high level of engagement and enthusiasm when conversing with the learner, at least initially, and try to make the exchange as natural as possible. To avoid a lack of spontaneity and mechanical responses, you need to gradually incorporate the use of scripts in naturalistic settings and practice them with a variety of communicative partners.

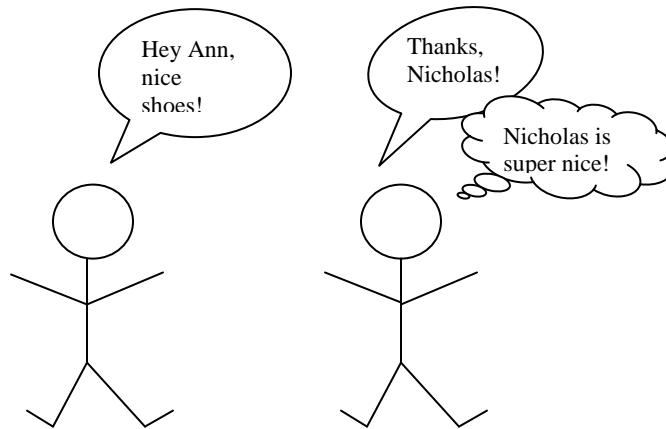
In addition, remember that most scripts need to be gradually faded to promote independence. Fading is the key component of this method. For example, the initial scripted statement may be: "Jane, what are you doing"; then gradually faded to: "Jane, what are you", followed by "Jane what are", etc until the script includes quotation marks only. Other scripts, for example, talking to a job coach about things that happened at home over the weekend, do not need to be faded as they may only be used once. The ultimate goal is unprompted spontaneous social communication.

It is also important to keep in mind that some individuals may initially need additional direct support in the use of scripts (e.g., you may need to use instructional strategies such as prompting systems to teach the person to touch the scripted statement, face the peer, and make a statement). Prompting should also be gradually faded so that learners with ASD become independent in initiating social communication and in using scripts. You may also use individual's preferences and interests to make conversations more motivating for them.

Although this method was initially developed for children with ASD, it may also be used with adolescents and adults with appropriate considerations. Of particular importance is that social communication skills that are targeted through scripts should be age- and context-appropriate. An observation in the individual's natural environments prior to teaching may be useful to establish appropriateness. When working with more advanced learners, you may be able to explain what conversation topics are appropriate and inappropriate given the specific circumstances, situations, and people. Additionally, modifications may need to be made to use the scripts in a way that is unobtrusive and does not stigmatize the person. Appropriate practice and script fading must be implemented prior to using the new skills in natural

environments. Some individuals may need instruction in the rules of appropriate nonverbal interaction (e.g., be able to orient themselves facing the peer, maintain appropriate eye contact, etc.) before practicing in natural settings. In addition, when complete fading of scripts is not possible, modifications to their format and delivery method could be made to ensure that they are used in a discrete manner. For example, McClannahan and Krantz (2005) describe the use of scripts to support peer communication during lunch, by placing small notes with scripts inside the person's lunchbox. Technology may be used creatively to assist individuals. For example, a PDA, notes application of a smart phone, or text messaging system of a regular cell phone may be used to remind individuals of the scripted content. With more advanced learners, a simple small pocket notebook containing a list of topics with several conversation topics or starters may become a substitute of detailed written scripts. These may also be gradually faded to just one first letter indicating the topic (e.g., "W" for weather).

Similar to scripts, comic strips prompt persons with ASD to engage in social conversations with others; however, they may also explain the meaning of certain social situations. Comic strips use simple line drawings and, like in comic books, illustrate what people say and what they may be thinking. In addition, colors may be used to represent emotions (e.g., red for anger, green for happiness).



Social Stories

A lack of social understanding may be common in many individuals with ASD. Rules of the social world may be extremely difficult for some to understand, leading to anxiety, confusion, and a range of difficult behaviors. Social Stories (first described by Gray) are a tool that may be used to interpret social situations and concepts, thereby leading to better social understanding and improved functioning in individuals with ASD.



Social Stories are individualized short stories written for people with ASD by their parents, friends, or instructors with the goal of sharing the relevant social information. They explain difficult social situations, concepts, or skills in simple and objective terms. Similar to priming, Social Stories provide a detailed description of a social situation to individuals with ASD before the actual exposure. It is important to remember that the primary goal of Social Stories is to describe and explain, not to modify behavior. Therefore, it is recommended that Social Stories contain a higher proportion of “descriptive” sentences (i.e., sentences that inform and describe) than “directive” sentences (i.e., sentences that tell a person what to do). As any story, Social Stories have a title, introduction, main part, and conclusion. They are written in the first-person or third-person perspective (as if the target individual was narrating, or in a form of a newspaper article). At the end, a set of comprehension questions may be asked to check understanding. Throughout, the story must be written in an age-appropriate manner.

A hypothetical Social Story is presented below.

Looking and Smiling

My name is Daniel. I work part-time at a local thrift store. My colleagues are Jane, Lisa, and Jason. My supervisor is called Robert Jones. When I come to work in the morning, people typically greet me. They may say, “Hi Daniel, how are you?” I usually respond by saying hello to them. This is a good idea. I may also say “I am fine, how are you?” When talking to people, it is important to look at their face. I may look at their eyes, or other part of their face when talking. If I look at peoples’ faces when talking to them, they will know I am listening. It is also a good idea to smile when greeting people. This way they will know that I am a nice and friendly person. I will try to look at peoples’ faces and smile when greeting.

Comprehension questions: (1) what do people typically say when I come to work in the morning? (2) what should I try to say in response? (3) what should I do to show people that I am listening when greeting? (4) what should I do to show people that I am nice and friendly?

The following important consideration should be kept in mind when programming the supports for social communication skills of individuals with ASD: social environments must support these skills. In other words, the environment should be organized in a way that promotes successful use of social communication skills. Earlier we talked about planning for generalization. It may be especially important and challenging when supporting social communication skills, as they constitute a primary area of difficulty in ASD. Therefore, it is important that social communication skills that are practiced in separate settings are ultimately practiced in natural environments and settings, and with people commonly encountered in those settings.

b) Behavior Supports

Some individuals with ASD may display behavioral challenges which may interfere with their social inclusion and participation. Behavior supports can help prevent behavior challenges and help individuals to cope with difficulties. Behavioral challenges may arise due to:

- Difficulties adapting to change or preoccupation with sameness
- Lack of coping or social skills for handling difficult situations
- Sensory issues

In response to these issues, some individuals may engage in challenging behaviors in relation to specific situations or contexts. These behaviors may include property destruction, physical aggression, self-injury, or stereotypical motor movements such as rocking and hand flapping. Sensory issues may be unique to ASD and warrant a specific consideration. For example, some individuals may be particularly sensitive to certain types of noise or visual stimulations, resist wearing certain types of fabric, or prefer to eat only food of a certain consistence. Needless to say, all of these behaviors can create significant barriers for the learning and well-being of individuals with ASD and may lead to increased stress for the people around them. If this is the case, a behavior support plan should be developed to specify strategies for preventing problem behaviors, teaching alternative behaviors, and responding to both problem and desired behaviors. Below we discuss the process for figuring out why behaviors are occurring and some strategies that you may be asked to implement when working with individuals with ASD.

Functional Behavioral Assessment

When an individual is engaging in challenging behavior that affects his or her inclusion in community settings, it is useful to conduct a functional behavioral assessment (FBA) to figure out why the behaviors are occurring before deciding how to deal with the challenging behaviors. Through FBA, we examine the effects of the environment on behavior and consider the function of the behavior for the individual in each situation. In general challenging behaviors serve one of two functions: to get something or to avoid something. A number of methods are used to determine what happens before the behavior (antecedents), when the behavior is more likely to occur (setting events), and what happens after the behavior (consequences). At the end of the FBA we are able to state when and why the behavior is occurring. For example, "When working in the mailroom, James hits the wall and yells loudly in order to escape the job task." FBA should also include consideration of quality of life issues. For example, James becomes



frustrated in the mailroom because he does not enjoy his job. A FBA must be conducted before developing a support plan as strategies that address the function and the specific environmental triggers of the behavior will be more effective than strategies chosen for other reasons. For more information on the FBA process, see the resources at the end of this section.

As part of team supporting an individual who is engaging in challenging behaviors, you may be asked to collect data or provide information as part of a FBA. An important aspect of the process of assessing behavior, developing a support plan, and assessing whether the support plan is working is that all decisions are made based on data. For this reason, you will most likely be asked to collect data of the behaviors that you see when you are working with the individual. Another important aspect is that the process of identifying behaviors of concern, investigating environmental effects and function of behavior, and developing support plans is a team process. For this reason, the person conducting the FBA may ask to interview you to get your perspective on the individual's strengths and weaknesses, quality of life, and the challenging behaviors.

Behavior Support Plans

Once the FBA is complete and the team has agreed on the reasons behind the behavior, a behavior support plan will be developed. A good behavior support plan will include several types of intervention: a) strategies to prevent the behavior from occurring by changing the environment, b) strategies to teach appropriate behavior or coping skills, c) strategies to respond to both challenging and appropriate behavior, and d) strategies to improve the individual's quality of life. Some of the most useful strategies you can implement to prevent challenging behaviors and support positive behaviors of individuals with ASD are described next.

1. Change the environment to promote success.

Perhaps the best strategy in supporting individuals who engage in challenging behaviors is to change the environment to prevent challenging behaviors from occurring. Be aware that sometimes this may include changing your own behavior. Some common strategies that you may be asked to implement as part of a behavior support plan are:

Alter the length of task or mode of presentation/ completion. When problem behavior occurs as a way to escape tasks that are too difficult you may want to change the task to make it less difficult. You may try to (a) break a complex task down to simpler smaller



components, (b) rather than presenting the entire task in one go, present smaller chunks of information at a time, or (c) present tasks in a different way, such as via computer, audio or video equipment.

Incorporate the person's interests in the task to increase motivation. At times, individuals may engage in challenging behaviors simply because they find an activity or task boring. In these situations, motivation may be increased by including the person's interests in the task. For example, if James begins to hit the wall in the mailroom because he finds the job task of sorting mail uninteresting, his motivation may be increased if he works with a particular person he enjoys spending time with.

Make things more predictable. Some individuals, especially those who are using challenging behavior to escape certain tasks or to gain access to more preferred activities or items, may benefit from increased predictability. This may be accomplished by providing a visual schedule for the day or week, or through increasing verbal reassurance.

2. ***Provide more frequent access to what the individual needs or wants.***

Provide more attention before the behavior occurs. If an individual engages in challenging behaviors to obtain attention of other people, it may be useful to provide more attention before the behavior occurs to eliminate the need for challenging behavior. You will need to first figure out what type of attention and whose attention the individual desires, then develop a schedule for providing more of this attention (e.g., every 10 minutes). Attention should then be provided at the end of each scheduled period (e.g., come up to the individual and ask how she/ he is doing). If attention of other individuals (coworkers, family members) is desired, you could try to arrange for those individuals to talk to the individual at the end of each scheduled period. For example, James often engages in challenging behavior because he knows that he will get to spend time with his supervisor. In this situation, the employment specialist could arrange for the supervisor to check in with James every half hour and to schedule lunch with James once a week. This way, James knows that he will be able to spend time with his supervisor without needing to engage in the challenging behavior.

Teach individual alternative appropriate ways of achieving what the individual wants. Challenging behaviors may become particularly severe when the individual does not have the necessary communication skills to make his or her needs known. For example, an individual may be tired, but having no verbal skills to request a break, produces a high-pitched scream. Following that, he may be removed from the tiring situation,



which supports his screaming behavior in the future. If we teach this person to show a “break” card to request rest, his screaming behavior will hopefully be reduced and eventually disappear.

3. *If needed, provide crisis management*

If despite your best efforts the individual still engages in challenging behavior, it is important to be prepared by having a clear crisis management plan. A crisis management plan specifies how to respond when a situation has become dangerous for the individual or for others in the environment. Note that crisis management is not needed every time the behaviors occur, just when the situation has become unsafe. Crisis management is a temporary solution in these situations and should not be relied upon as the sole strategy for behavior support (strategies to prevent problem behaviors and teach appropriate behaviors must be emphasized). This plan is particularly important in community settings where it will be necessary to defuse problem situations to avoid stigmatizing the individual.

A crisis management plan must be individualized and should have several components:

- a) Definition of a crisis for this individual
- b) Procedures to follow for responding immediately to the crisis situation
- c) Procedures for notifying relevant persons that a crisis occurred
- d) Procedures for meeting with the behavior support team to discuss why the crisis situation occurred and how it can be prevented in the future.

In order to decide whether a crisis management plan is needed, consider whether the behavior is likely to have substantial detrimental consequences, such as physical injury, property damage, or rejection of the individual by persons in the setting. If the answer is yes, then a crisis management plan is needed.

Questions to be Asked When Developing a Crisis Management Plan

- What crisis management procedures will de-escalate the behavior?
- What level of disruption will those procedures cause?
- How will you know that the plan should be activated (what are the precursor behaviors)?
- Will intervention help to avoid serious injury or damage?
- How many people will be involved?
- How will staff be notified?
- How will you know that the behavior has ended?
- How can you be sure that dangerous behavior is over?
- How will be student return to the ongoing activity? What supports are needed?
- How will you document the crisis procedures?

(adapted from Bambara & Kern, 2005)

c) Supports for Self Determination

Although many definitions of self-determination exist, self-determination basically refers to the extent to which people are in control of their own lives. Self-determined people know what they want and know the ways to achieve what they want. As discussed earlier, unfortunately, people with disabilities, including ASD, are often deprived of control over their lives. Therefore, one of your important tasks when working with individuals with ASD will be supporting their self-determination. This may be done in some of the following ways.

Provide opportunities for choice

Providing choice may be a powerful tool for enhancing independence, self-determination, and quality of life. Unfortunately all too often people with disabilities, including individuals with ASD are deprived of this opportunity, as other people make decisions for them (e.g., what to wear, where and when to go, what to do). Providing choice is important for people to feel independent and in control. Choice often results in improved learning and behavior. Choice may be embedded in any instructional procedures (e.g., what activity to do first), daily activities, and decisions (e.g., what to wear, where to go). It may be provided within an activity or between several activities. It may also be provided with regard to when to begin or end the activity, who to do it with, and where. Opportunities for choice also should be provided in important life decisions (e.g., where to work, where to live, who to be friends with).



For example, during lunch preparation at home, Samuel is offered a choice of activities (e.g., toast the bread, chop the tomatoes, or warm the soup). Then he may be offered a choice of places to eat lunch (inside or outside, kitchen or dining room). Finally, he is offered a choice of meals - salad, soup, or sandwich.

When giving opportunities for choice, it is important to remember and respect the choices of an individual not to participate in an activity. This may be an indication that the activity needs to be modified to increase motivation (e.g., by incorporating the individual's special interests

Increase environmental predictability.

Some people with ASD may become distressed and engage in challenging behaviors in response to a lack of predictability of events, settings, or activities. To increase predictability, you may do several things, such as: (a) set the timer to signal beginning and end of activity, (b) provide an individual with a clear detailed schedule of activities for the day, (c) providing advanced auditory or visual notice of change, (d) providing a clear cue signaling activity change, (e) in case when novel activities are anticipated, priming the individual on the nature of activities.

Use activity schedules

Sometimes, several visual cues may be combined to form an activity schedule. Activity schedules consist of a set of pictures and/ or words that serve as a prompt for an individual to perform an activity / sequence of activities. Similar to using picture cues for self-instruction, activity schedules are an effective tool to promote self-determination as a person may refer to them without needing others to tell them the activities that are on the schedule for the day or week. Choice of activities or order of activities may be embedded through the activity schedules. In addition, activity schedules increase predictability and alleviate anxiety associated with unpredictable hectic environments. While schedules are commonly a visual tool, auditory schedules may also be created (e.g., via an audio recording).

An activity schedule may show the steps in a particular activity or the activities that will take place during a specified time period, such as for a particular day or week. Longer term activity schedules that show scheduled activities for a particular month may be useful for providing reassurance to an individual when a preferred activity will occur next. As individuals are often supported by a number of support staff, it can be useful to show the staff schedule on an activity schedule in order to provide additional

reassurance and independence to the individual. An example of an activity schedule for the steps that need to be followed for getting ready for work might be:

				
Wake Up	Eat Breakfast	Brush Teeth	Get Dressed	Catch Bus

A useful book that provides detailed instructions on how to create activity schedules is “Activity schedules for children with autism: Teaching independent behavior” by McClannahan and Krantz (2010).

Self-management

Self-management is a broad term used to refer to activities carried out by an individual with the goal of changing or maintaining his or her own behavior. Self-management strategies include self-goal setting, self-instruction, self-monitoring, self-evaluation, and self-reinforcement. Self-scheduling and choice-making may also be viewed as self-management strategies, in the broad sense. Several of them, such as self-instruction and self-scheduling were described earlier in this section. This part will describe additional self-management techniques that individuals with ASD benefit from.

A general process of teaching self-management involves several steps: (a) select the goal; (b) develop the program, (c) teach, model, and practice with the learner; and (d) implement. We shall go over each of these in some detail.

1. *Goal setting.* The first step involves identifying and defining the targeted responses. A range of behaviors may be selected, from easily observable (e.g., raising hand to ask for assistance, completing an assignment) to internalized (e.g., thinking about a topic of restricted interest). You may use several simple rules to guide goal selection:
 - Select the goals that fit the learner’s current needs and level of skill development. For example, monitoring of thoughts may require a higher level of self-awareness and cognitive development.

- As it would be unreasonable to teach self-monitoring of skills that are not currently in the learner's repertoire, determine whether he/she has the skills required to successfully complete the activity.
- Phrase goals in positive and objective terms, easily understandable by learners (e.g. raise hand to ask for help rather than screaming)
- Select targets that are meaningful for learners. Initially, you may need to meet with the individual to explain the meaning of the goal, the importance of self-management procedures. If applicable, also explain the reward or incentive system that will supplement the use of the strategy.
- Involve the learner in setting his/her own goals and criteria for their performance (e.g., work on essay for 15 minutes, fold 20 sheet sets)

2. *Develop the program.*

- Determine the procedures for self-monitoring, evaluation, and reinforcement (the components of self-management procedures).
 - Self monitoring involves the individual observing his/her own behavior and recording whether it occurred. For example, learners may monitor their own on-task behavior by putting a circle around "yes" or "no" every five minutes.
 - Self-evaluation involves comparing the behavior with a pre-determined standard. For example, individuals may be taking data on the number of times they initiated a conversation with a peer during the day and then evaluating their performance against a criterion (e.g., five times per day).
 - Finally, in self-reinforcement learners reinforce themselves after the targeted behavior occurred. For example, a learner may watch TV for 3 minutes contingent on work performance, verbally reinforce him/herself for successful problem-solving, etc. Self-reinforcement may only be used as part of self-monitoring or self-evaluation.
- Select a self-monitoring method. Most often, self-management procedures are implemented using just a pencil and paper. For example, individuals may check occurrence of eye contact on a prepared self-monitoring form. Consider putting the definition of a targeted response at the top of the form. If the targeted goal involves several steps, list each of the steps and use the checklist form. When developing forms for self-management, one should take into account the learners' skill level (e.g., learners with limited reading skills may not benefit from forms using many written statements), as well as age-appropriateness (e.g., the use of smiley faces on forms may work with younger students, but may be stigmatizing for young adults). As a rule of thumb, the most effective forms are those that are simple and clear.

- Establish the schedule. It is important to determine how often the individual will monitor his/ her behavior. Commonly, behavior is checked once at the end of a pre-specified time interval. The length of the interval will be determined by the nature of behavior and its frequency. For example, when fighting a habit of smoking, an individual may count a total number of cigarettes smoked at the end of the day or at the end of each hour. Another option, useful for continuous behavior, may be to monitor its occurrence at variable rather than constant intervals (e.g., use a vibrating watch to prompt the individual to monitor attending to a professor in class).
 - Determine the cueing system. Many options are available to prompt the individual to engage in self-monitoring, including vibrating watches, prerecorded tapes with a tone, kitchen timers, or alarm clocks.
3. *Teach, model, practice.* While many learners may be quick in mastering the self-management procedures, others will require a more extensive practice. Specifically, you may meet with the individual, explain the behavior and the procedures, and initially demonstrate the use of self-management strategies while the learner observes. You may also consider using a role play – ask the person to engage in targeted behaviors and then assist him/her in completing the self-management strategies (e.g., self-monitoring). Finally, have the individual self-monitor, and provide performance feedback, as necessary.
 4. *Implement.* Finally, self-management procedures are implemented by the learner independently. You may decide, at least initially, to check their accuracy by monitoring their performance while they self-monitor. At the end of a self-monitoring period, you may meet and discuss whether the goals were met, and problem solve if needed. As individuals are reaching mastery of the targeted behaviors, you may gradually modify the criterion for performance or increase the length of self-monitoring intervals

Self-management strategies have demonstrated effectiveness in a variety of applications. They may be used to improve on-task behaviors, academic or work skills, social and communication skills, and to decrease challenging behaviors. They may also be used for independent problem-solving in a variety of settings. For example, in the context of daily living skills, the application of self-evaluation for problem-solving may look like this: (a) state the problem: “Light does not go on”, (b) state the response/ solution: “Check if the bulb is broken; if yes, replace”, (c) self-evaluate: “Replaced; now the light is working”, (d) self-reinforce: “I did it. Great!” Learners may also be taught to consider several alternatives as solution to the problem and then choose one solution.



Summary

In this section we described how to conduct a situational assessment and how to provide instruction and supports in community settings. In the following section we discuss operational issues that you will need to consider when developing community inclusion services.

Forms (see [Appendix: Forms](#)):

Task analysis data collection

Resources:

Instructional strategies:

1. Browder, D. M. Curriculum and assessment for students with moderate and severe disabilities. New York, NY: Guilford Press.

Using technology:

1. Boardmaker: <http://www.mayer-johnson.com>.
2. AbleLink Technologies: <http://www.ablelinktech.com>.
3. IPrompt: <http://www.handholdadaptive.com>

Positive behavior support:

1. Bambara, L. M., & Kern, L. (2005). Individualized supports for students with problem behaviors: Designing positive behavior support plans. New York, NY: Guilford Press.
2. Bambara, L. M., & Knoster, T. P. (2009). Designing positive behavior support plans. Washington, DC: American Association on Intellectual and Developmental Disabilities.

Scripts

1. McClannahan, L. E., & Krantz, P. (2010). Activity schedules for children with autism: Teaching independent behavior. Bethesda, MD: Woodbine House.

Social stories

1. Gray, C.A. (2000). *The new Social Story book*. Arlington, TX: Future Horizons.
2. Gray, C. (2004). Social Stories 10.0: The new defining criteria. *Jenison Autism Journal*, 15, 1-21





SECTION 8: OPERATIONAL ISSUES

Introduction

Starting a program for adults with ASD is a groundbreaking area due to the lack of published research or manuals on the topic. This can be daunting from an operational standpoint, because of the many different considerations required to begin and maintain a quality program, including staffing, transportation, resources, billing, program marketing, and scheduling. The following are summaries and suggestions from the Devereux Community Adult Autism Partnership Program (CAAPP) concerning these topics.

Staffing

An integral part of any program is finding excellent staff members to deliver services. In order to achieve this, there are few areas of consideration: State regulations, Roles and Responsibilities, Core Competencies, Staff Training, and Supervision. These areas are discussed in greater detail below:

State Regulations

Oftentimes, there is a mismatch between the qualifications that many professionals believe are necessary to serve individuals with ASD, what state regulations dictate, and what reimbursement rates allow for. For example, state regulations often suggest that direct support staff members should have a minimum of a high school diploma, whereas many professionals believe that direct support staff should have a bachelor's degree. If all consumers are paying privately, a program may opt to have more qualified staff members than regulations dictate, and rates will likely reflect this. However, when a program is sustained through public funding, funding levels and funder requirements for staff qualifications will likely be the decisive factor when determining staff competencies. Additionally, a program that accepts multiple types of state funding/waivers, will likely find it more efficient to develop staffing qualifications that match the requirements of the most stringent waiver. This will not only ensure better service delivery, but will also allow staff to rotate between consumers regardless of the waiver.

Roles and Responsibilities

Although each program will differ in regard to its staffing needs, there are some roles that will be common to many programs and should be considered when starting a new program. As a program grows and develops, a clinical team would likely need to be



assembled to address the many individualized needs of adults with ASD, however, in the beginning these duties can be shared by more experienced staff. The following are examples of the types of staff that will typically be needed.

- Community Based Support (CBS) Staff – Also referred to as direct support or direct care staff. This level of staff provides employment related and community-based direct support. Experience with ASD is preferred for this staffing level, but not always required. However, CBS Staff should have some experience with people with disabilities. Individuals who are patient with consumers, aware of the local community, safe in public settings, and responsible for themselves and others will likely be successful in this position. Minimum education requirements are often dictated by state regulations and typically include a high school diploma and possibly a bachelor’s degree. Staffing ratio for this position is often dictated by the funding source based on consumer need and likely will be one consumer to one staff.
- Program Specialists – These positions are typically bachelor’s level people who assist with initial intake of consumers, (re)assessments, goal development, supervision, collecting and analyzing data probes, and progress monitoring. Experience with ASD is highly preferred for this position, along with excellent communication and familial relationship development skills.
- Clinical/Behavioral Support – This position can initially be fulfilled with a qualified program specialist or clinical director, however, as growth of the program continues, a separate position should be created to meet the needs of the consumers. This staff person should hold at least a masters degree in psychology or a related field, and a strong background in applied behavior analysis and ASD. This person should be skilled in conducting functional behavior assessments and analyses, developing positive behavior support plans, and maintaining the clinical integrity of the program.
- Program Director – The program director oversees the entire program, handles administrative duties, develops clinical and research opportunities, and assists with consumer and family issues as needed. This person should have a strong background in both clinical and administrative work. Typically this person has a Masters or PhD in psychology, special education, or a closely related field.

Core Competencies and Staff Training



In order to assist staff members with delivering exceptional service, core competencies should be developed and maintained as basis for staff training. The following are considerations for areas of core competency development:

- CORE training skills - These competencies are typically mandated by the funding agency or the provider and can include CPR, First Aid, Suicide Prevention, Preventing Sexual Incidents, HIPAA, Documentation, and Positive Approaches.
- Basic ABA Applications and Instructional Techniques – This should include an overview of strategies related to prompting, visual supports, data collection, assessment, generalization and social skill instruction.
- Building consumer and family relationships – This can be extremely important for staff persons who are working with consumers and families in their homes.

Based on these competencies, staff training can be developed for new employees and for existing employees on an ongoing basis. These trainings can be presented by the provider, or many other trainings can be found at local conferences or online through the Bureau of Autism Services Training Site (<http://bastraining.tiu11.org/>). On average staff should have about 40 hours per year of trainings, including training in natural settings, such as the consumer's home, place of employment or community, to ensure that staff knowledge has generalized from the classroom to the community.

Supervision

Once staff persons are trained and working with consumers, it is important to continue to monitor their performance on at least a weekly basis. This can be accomplished by observing each staff person working with consumers for an hour and discussing areas of proficiency and areas of improvement. Also, checking-in with each consumer on a weekly basis to determine if they are satisfied with services and staff is extremely important. This time can also be used for brief assessments and probes for new goal development.

Additionally, performing staff evaluations approximately once per quarter based on program specific performance checklists is important to give feedback, especially to program specialist staff who may not have weekly supervision opportunities.

Problem Solving

Even the best programs encounter obstacles with individual consumer situations. Many potential conflicts can be avoided by creating inclusion criteria and a family



action plan for review when consumers begin a program. This allows consumers and their families to see the program expectations before enrolling. However, if a problem does arise with a consumer and family, it is important to remember to value all stakeholders' opinions, while still providing professional recommendations. Having the program director address problems and issues from the top can be very valuable. Additionally, having waiver supports coordinators become involved is helpful. Supports coordinators can assist balancing family requests with available services.

Transportation

An important part of any community-based program is transportation of staff and consumers to various individual and group activities and employment. Family members or friends may not be available to provide transportation for the individual. Furthermore, transportation from family or friends may not be a desirable option to foster future independence. Therefore, it is vital for a program to determine how travel will be addressed to increase future independence. Some waiver programs may pay for transportation passes, tokens, taxi services, and paratransit services. A consumer's supports coordinator will have information regarding funding of transportation services. Depending on the location of the program office, consumer residences, and activities, there may be a few options:

Traditional Public Transportation

Public transportation may ideal for many consumers if the program service is located where public transportation is available. Typically, for those seeking independence, public transportation will require extensive travel training which can sometimes be conducted with the regional public transportation service, and should include safety issues, basic navigation, purchasing tokens/passes, asking for help, entering/exiting the bus and appropriate social skills for transit.

Paratransit Travel

Paratransit is offered in many areas, especially more suburban and rural areas where bus service may not be available. Typically, paratransit services are available to persons with disabilities and elderly people at a discount and include door to door service. Transportation is usually by shuttle bus, which is less crowded and typically more user friendly than traditional public transportation. A check of the county's website often lists the paratransit options; if not, check with the consumer's supports coordinator. It is a good idea for any program personnel to meet with the company running the paratransit services in order to explain the needs of this particular population and also bridge a connection between both agencies. Because transportation is so crucial, having



a good working relationship with the provider can be important, especially if there is an emergency. Often by calling the local paratransit provider, arrangements can be made for the consumer to initially travel with an escort free of charge. This allows staff members to ride along with the consumer to learn safety issues associated with travel, but also entering/exiting the bus, waiting while other consumers are picked up, and eventually calling to schedule rides. As paratransit is a smaller, door-to-door service, it often requires less travel training than traditional public transportation, however, this will depend on each individual consumer.

Driving

Some consumers with ASD can learn to drive vehicles on a full or limited basis. A proper evaluation is crucial to determining an individual's driving potential. These evaluations should be done by trained professionals and are often part of an Adaptive Driving Program. These types of programs are often available at Rehabilitative Hospitals. One program to review is the Bryn Mawr Rehabilitation Hospital Driver Rehabilitation Program

(<http://www.mainlinehealth.org/oth/Page.asp?PageID=OTH001113>). One-on-one courses are often recommended following the evaluation. These evaluations and courses can sometimes be funded through the Office of Vocational Rehabilitation as part of a future employment goal.

Program/Staff Vehicles

If public methods are not available or appropriate, consumers may be transported in vehicles maintained by the program or by the staff themselves. This may require special permissions slips and a legal professional should be consulted for this. Keep in mind that this method may not be the most desirable for those seeking independence, as it limits opportunities to learn skills for independence. However, many times this method is used out of necessity.

Informal options

Some other options that can be considered for transportation may include carpooling with other employees or paying for transportation to get to preferred community locations.

Resources needed

Beyond exceptional staff and transportation, there are some basic resources that are important to consider when developing a program to serve adults with ASD. Many programs that are just starting up will have limited budgets, so it may be advantageous



for startup programs to seek donations of some of the items from businesses who may be moving, downsizing, or going out of business.

Office Space

Surprisingly, a truly community based program does not require very much physical space at all. Because learning environments are places of employment, local communities, and consumer's homes, a small administrative program office is often all that is necessary. This space is used for initial interviews, family meetings, staff training, staff office areas, and behavioral support. In addition to an office area, a small kitchen is desirable. We have found that professionals and parents may request an area that is lounge-like for consumers to meet up and enjoy socializing with one another. This space may have a television, games, or other activities that can be shared.

Vehicles

As mentioned above, some larger vehicles maintained by the program are a valuable resource for transporting consumers and staff when other forms of transportation are not available or appropriate to the person's needs. .

Computers

Having multiple computers is important for not only staff, but also consumer use. Especially for those consumers who don't have a computer in the home, computers can be important for resume building, job finding, internet safety, social networking, trip planning, online shopping, transportation planning and general internet information. If computers are not available, local libraries offer the use of computers; however, these are often limited in both number and the amount of time for which they can be used.

Office Supplies/Furniture

Basic office supplies and furniture for any startup office are necessary. Be sure to purchase a locking filing cabinet for confidential documents. Also, binders are very important for collecting consumer data and organizing consumer information. Communication binders can be kept at a safe place in the consumer's home to allow multiple staff to communicate with one another and consumers and families.

Billing

An important part to sustain any program will be funding sources. As discussed in previous sections, these funding sources are often state waiver programs. When accepting a new funding source, it will be important for a program to understand how rates are set, negotiated, and reimbursed. When a budget is developed for a program, it



must first and foremost meet the needs of the consumers and staff, but also fall within the parameters of reimbursement. Sometimes this occurs with the existing rates; however, rates can sometimes be renegotiated with the funding source. For rates that are set and the same for all providers (i.e., Adult Autism Waiver), this is not an option. For other waivers (i.e., OBRA waiver or Consolidated waiver), each provider can submit a budget and rate request to the state agency for review and negotiation (Note that this may change and negotiation may not be an option). Because of this, it is important to keep accurate records throughout the year, including data on consumer progress and expenditures to justify the request. Additionally, hours of service for each consumer should be tracked using billing slips signed by the consumer or consumer's guardian. The billing slips should be carbon copies so each consumer receives a receipt of service and the slips can easily be entered and electronically submitted through the appropriate reimbursement system.

Program Marketing

When developing a new program, marketing will be important to disseminate information not only to potential consumers and their families, but also to other agencies, providers and funding agencies. The program director should make contact with area supports coordinators and schedule personal meetings, if possible, to discuss the program, its strengths, and why it differs from other regional programs. Additionally, posting on local listserves is a great way to let others know about your program. After the program is running for a few months, having an open house to showcase your office space and introduce your program is worthwhile. This allows the local community, other providers, interested families and funding agencies to meet the staff and consumers and see the program components.

In order to assist with marketing, developing a variety of marketing resources can be very helpful. Create a long pamphlet of information containing the program mission and model, program objectives and components, inclusion or admission criteria (if applicable), and a program application. In addition to this, develop a one page PDF that can be emailed or easily printed and copied for distribution to mass audiences. This should just include the main program information, brief objectives and contact information. If it is in the budget to have a professional marketing agency develop a tri-fold brochure to showcase the program, this would be a good investment. Additionally, a website may also be advantageous to make potential stakeholders aware of the program and services available.

Scheduling



Developing and managing a schedule can be a daunting process for any supervisor. However, it is important that schedules are coordinated and that staff, consumers, families, and any other necessary supports agencies are informed regarding the hours and activities in which you will be supporting the individual. Depending on your staffing situation and consumer ability, some staff can individually schedule with the consumer and their families and report the schedule back to the supervisor and other necessary persons. For other situations, it will be important that at least one person in the office is aware of all scheduling needs for each consumer and reports this on a weekly basis to everyone. Some individual schedules will not vary much from week to week; however, other consumers may have changes in work, new appointments, or special community activities that require changes in the schedule. As each program is individualized, this can lead to even more schedule changes. A master schedule can easily be kept on Excel for each consumer for each day of the week. Special activities can be noted under each day, along with notes and the whereabouts of key staff members and behavioral support. This way, at any point in time throughout the week, all staff should be aware of the whereabouts of other consumers and staff.

Staff Ratios

Staffing ratios for direct support staff are typically dictated by waiver regulations. Additionally, it is important to look at what ratios work best for the individual consumer. For many services and consumers, a one-to-one staff ratio works best to accomplish consumer goals. When consumers are working on group goals and social skill building, a one to one ratio should be maintained according to the consumer goals and Individual Support Plan.

Other employees, such as program specialists, should maintain a ratio that allows them to address consumer needs and provide appropriate supervision of staff. There isn't necessarily an ideal number for consumers to program specialists, but instead this should be determined by the number of hours each consumer is approved for, the complexity of the issues and needs, the travel time to visit the consumer, and the number of other staff supervising the consumer.

Substitutes

It is inevitable that any program will face a staff shortage at one point or another. This can be temporary when a staff is sick for a day or two, or it can be more long term if a staff person leaves. We encourage you to hire support staff who are then trained to work with a number of consumers so that staff with whom a consumer is unfamiliar are



not asked to provide support. This proactive approach can help to avoid a number of problems with staff shortages. A program specialist can sometimes fill a temporary staff vacancy, and this time can be very useful to update assessments, probe new consumer skills, and update information. Also, other direct support staff who know a consumer through social skills groups may be interested in adding a few more hours of work with a consumer. It is important that the consumer is in agreement if a substitute staff needs to be used. Additionally, it is a good idea to always keep resumes on file in case staff need to be hired quickly.

Summary

In this section we discussed some of the operational issues that you will need to consider when developing community inclusion services. In the next section we describe procedures for program evaluation.



SECTION 9: PROGRAM EVALUATION

Introduction

In this section we describe procedures for program evaluation. We begin with a discussion of what should be evaluated, then provide a description of how to evaluate each area and a process that can be used to design program evaluation activities in your agency.

General Description

Program evaluation is critical for continual improvement of your program. In order to develop and maintain a high quality program that meets the needs of adults with ASD and that strives to increase the inclusion of its consumers in community settings, you will need to gather and evaluate a number of different types of information on an ongoing basis. In this section we describe an evaluation process adapted from Grigal, Neubert, and Moon (2005) in the book "Transition Services for Students with Significant Disabilities in College and Community Settings."

Evaluation data will need to be collected from all stakeholders so that you are able to make ongoing improvements and address issues in a timely manner. In general, to evaluate the success of your program you will need to assess a) whether current services are meeting the needs of the consumers, b) whether the services you are providing are improving outcomes for all consumers, and c) whether all stakeholders (consumers, families, employers, community members, supports coordinators, and so on) are satisfied with your services. You may also want to assess the efficiency of your program, for example whether you have the most efficient use of staff or money.

In addition to gathering information for program improvement, data will also need to be collected for accountability purposes. Accountability requirements vary by funding source, and you should check with supports coordinators to determine what information they need to see. If you are part of a larger organization, you may also have requirements on the collection and reporting of program data. In general, information gathered for accountability purposes will need to assess a) whether consumers are meeting their goals, and b) whether consumers are receiving the services they need. If you are providing services through a number of funding sources that may have different accountability requirements, we recommend that you determine the most stringent accountability requirements and follow these for all consumers in your



program. Remember that it is always better to have too much information than too little.

Program evaluation activities should be conducted to assess a number of factors. As there is considerable overlap in the information you will need for program improvement and for accountability purposes, we will discuss these two areas together throughout this section. We recommend evaluating the following:

- **Consumer and staff activities:** For consumers, this includes examining what consumers are doing during their time with your program and whether this aligns with their goals and interests. For staff, this will involve examining how much time staff spend doing activities such as direct care, administrative work, training, participating in meetings, and so on, and whether this aligns with their qualifications and job responsibilities. You may even choose to evaluate the types and quality of interactions when staff are involved in direct care. For example, what percentage of time are staff engaged in activities related to consumers' goals?
- **Consumer goal achievement:** For each consumer, you will need to track progress toward goals. This data can then be compiled across all consumers to identify whether the program is providing effective instruction overall for assisting consumers in reaching their goals.
- **Consumer, family, support staff, and employer/community member satisfaction:** Across all stakeholders, you should assess satisfaction with the program.
- **Consumer retention:** This involves tracking the number of consumers retained in the program from year to year, and documenting reasons for leaving the program. This can help inform future admissions decisions.
- **Staff retention:** Similarly, this will involve tracking the number of staff retained in the program from year to year, and documenting reasons for leaving. This can help inform future hiring decisions.
- **Quality of life indicators:** Beyond just goal attainment, it is important to assess the quality of life of consumers in your program to determine effectiveness.
- **Program quality:** This will involve continual assessment of whether the program is adhering to the guiding principles outlined in section 1.

In the following section, we describe how to conduct evaluation in each of these areas and how to develop an effective evaluation process.

How to Implement



First, we describe how to evaluate each component. Below are some suggestions for what should be evaluated.

Consumer and staff activities

Assessing consumer activities will provide you with some basic information on what individuals are doing in your program. This information can be helpful for providing feedback on consumer achievements to stakeholders and for keeping track of the activities in which your program provides support. You will need to gather information for each individual consumer, and then compile this information across all consumers in your program. The information gathered should be compared to both individual plans, to determine whether consumers are engaging in activities that match their goals, interests, strengths, and preferences, and to your overall program vision, to determine whether the activities in which you are actually providing support match what you have envisioned for the program.

Information that should be gathered on consumer activities can include:

- Total number of consumers served
- Number of consumers receiving each type of service and proportion of time
- For consumers in supported employment (including job finding)
 - Employment sites in which consumers are working
 - Number of consumers in full time/part time employment
 - Average hourly pay
- For consumers in job preparation services
 - Job sampling locations which consumers have visited
 - Number of consumers in job sampling sites
- For consumers in community inclusion
 - Community settings accessed by consumers
 - Number of consumers regularly participating in each type of activity (recreational activities, postsecondary education, volunteer work, etc.)

Assessing staff activities can provide information on what staff persons are actually required to do in order to support consumers. Although this information may not be particularly useful for accountability purposes, it serves a useful purpose internally for program improvement. This information can be used to ensure that staff activities match their responsibilities and qualifications, and can help identify when additional staff or reassignment of staff is necessary. However, if the time that can be devoted to program evaluation is limited, this is one area that could be considered to be nonessential.



Information that should be gathered on staff activities can include:

- For support staff in employment services, percentage of time spent on:
 - Job support
 - Seeking employment
 - Transportation
 - Data collection
 - Planning
 - Administrative duties
- For support staff in community inclusion services, percentage of time spent on:
 - Direct support in community settings
 - Transportation
 - Data collection
 - Planning
 - Administrative duties
- For program coordinator(s), percentage of time spent on:
 - Direct support
 - Transportation
 - Data collection
 - Planning
 - Administrative duties
 - Networking/seeking opportunities for consumers

Consumer goal achievement

Determining whether consumers are making progress toward their goals is a critical aspect of both program improvement and accountability. From an accountability perspective, you should always be able to produce evidence that an individual consumer has received instruction and opportunities to meet his or her goals and that progress is occurring. For program improvement, you will want to compile data on individual goal progress to determine whether the instructional approach and opportunities that you are providing are effective for all consumers in your program.

The following will assist you to determine if consumers are meeting their goals:

- For each consumer, document:
 - Date of evaluation
 - Number of goals for which your program is providing services
 - Number of goals met/not met
 - Reasons for unmet goals



- Responses to unmet goals
- Across all consumers, total number of goals met and not met

Consumer, family, support staff, and employer/community member satisfaction

In order to continually improve your program, you will need to assess whether all stakeholders are satisfied with the services you are providing. This information will enable you to address concerns in a timely manner. Satisfaction can be assessed through questionnaires, interviews, or phone interviews provided to each stakeholder. The following is a list of areas in which you may want to assess satisfaction for each stakeholder:

- Consumer and family satisfaction with:
 - Overall program
 - Jobs/activities/settings
 - Goals
 - Progress made toward goals
 - Transportation
 - Hours
 - Support provided by staff
 - Level of community inclusion
- Support staff satisfaction with:
 - Support received from supervisors
 - Progress made toward goals
 - Current placement
 - Opportunities available to current consumer
- Employer satisfaction with:
 - Attendance
 - Punctuality
 - Work performance
 - Attitude
 - Appearance
 - Dependability
 - Adaptability
 - Cooperation and interpersonal skills
 - Performance of support staff
 - Overall satisfaction with consumer and program

Consumer retention



By assessing consumer retention, you will be able to examine whether there are issues with your program or your choice of consumers that causes consumers to leave the program. This information will enable you to address any problems with your program and will inform future admissions decisions. Evaluation activities in this area will include tracking the number of consumers retained across evaluation periods and the reasons for any consumers leaving.

Staff retention

By assessing staff retention, you will also be able to examine whether there are issues with for example, the level of support that staff are receiving or the responsibilities of the job. This information will allow you to address problems with your program and will inform future hiring decisions. Evaluation activities in this area will include tracking the number of staff retained across evaluation periods and the reasons for any staff leaving. Exit interviews may also provide useful information for program evaluation.

Quality of Life Indicators

Assessing the quality of life of consumers in your program will allow you to go beyond just goal achievement and activities to determine whether your program is having a meaningful effect on the lives of your consumers. This can help to strengthen the information that you need for accountability purposes and can help you identify if you need to address problems with individual programs. Perhaps most importantly, though, this information can provide convincing evidence to stakeholders and to people who may be interested in learning from or replicating your program that your approach is effective for improving meaningful outcomes for adults with ASD.

The following methods will help you to demonstrate quality of life outcomes:

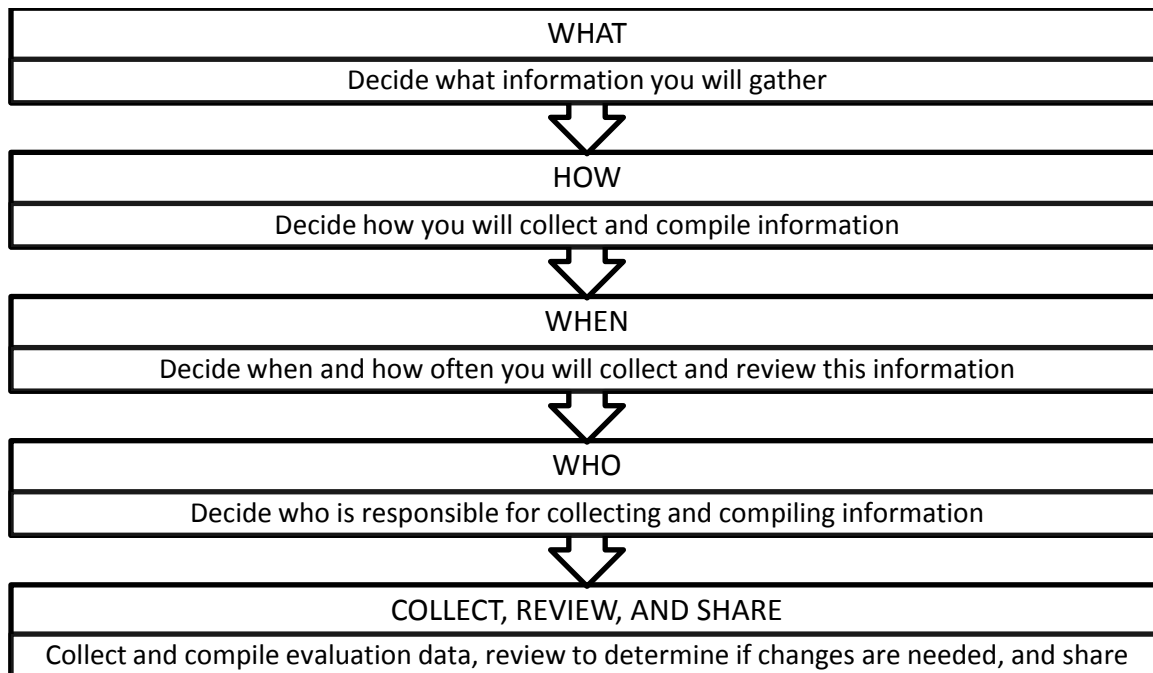
- Family and Individual Quality of Life questionnaires
- Measures of familial and/or consumer stress
- Data on consumer employment satisfaction
- Data on individual number of social contacts and satisfaction with these social contacts
- Data on overall community integration for each consumer (including employment and non-work related activities)

Program Quality

Throughout this manual, we have provided checklists that link the guidance on providing services back to the principles on which we based our approach. These checklists can be used as an assessment tool for you to determine whether all aspects of your program adhere to the guiding principles.

Process for designing and conducting program evaluation

Next, we will describe the process for designing and conducting program evaluation.



Step 1: Decide what information you will gather

In the above section we provided many ideas for program evaluation activities. As a program you will need to decide which information is important *to you*. You will need to find a balance between collecting enough information to be able to continually improve your program and what you are reasonable able to collect given the resources and time that you have. For this reason, we recommend that you begin by determining which evaluation activities are essential and practical for you to complete.

Step 2: Decide how you will collect and compile information



Once you know what information you want to gather, you will need to decide how to go about collecting this information. In the appendix we have provided forms for several of the evaluation activities. You may want to use these forms or develop your own forms. You will need to have several types of forms ready: forms for collecting individual data on a daily basis, forms for compiling individual data, and forms for conducting periodic assessments such as satisfaction surveys. You may be able to use forms that are already being completed as part of each consumer's program for program evaluation purposes (e.g., instructional data sheets, daily schedules, staff or consumer timesheets), and this may be preferable to requiring staff to fill out additional forms. You should also consider how you are going to compile program evaluation data in a way that provides the information necessary for review. Make sure that you have a plan for how you will collect and compile information for all of the evaluation activities that you have decided are important.

Step 3: Decide when and how often you will collect and review this information

The next step is to determine how often you plan to review program evaluation data. This will differ for each evaluation area: for example, you may want to assess goal achievement quarterly but employer satisfaction annually. Again, you will need to find a balance between how often you would like to review the information you have gathered and when you can make time to do this. Once you know how often you will review the information, this will help you decide how often to collect information. Some evaluation activities, for example assessing instructional data or consumer activities, will occur daily, whereas others, for example evaluating employer satisfaction, will only need to occur at the review date.

Step 4: Decide who is responsible for collecting and compiling information

Next, you will need to assign responsibilities for collecting and compiling information. For evaluation activities that occur daily, staff may be responsible for collecting necessary information. For evaluation activities that occur only periodically, such as sending out questionnaires or using quality of life measures, you should assign responsibility to one person in your program. You must also decide who will be responsible for compiling the information gathered for program evaluation. This person may want to develop procedures for all staff for gathering and turning in the documentation that will be necessary for program evaluation.

Step 5: Collect, review, and share



Once the procedures for program evaluation are in place, you can begin collecting and compiling the information you have selected. You should review this information periodically based on your planned procedures, and determine when changes are needed to the overall program or individual programs. It is important to share the results of your program evaluation activities with stakeholders (e.g., consumers and families, support staff, administrators). You should also evaluate your program evaluation process periodically to determine if you are gathering all the information you need and if the procedures you have developed are effective.

Forms (see [Appendix: Forms](#))

A number of forms for program evaluation can be found in the appendix:

- Consumer activities: form adapted from Grigal, Neubert, and Moon (2005)
- Goal achievement: Form adapted from Grigal, Neubert, and Moon (2005)
- CAAPP Family satisfaction
- CAAPP Employer satisfaction
- CAAPP Consumer questionnaire

Resources

A number of published tools can help with program evaluation. Two measures of quality of life that are used by the CAAPP at Devereux CARES are:

Abidin, R. R. (1995). Parenting Stress Index (3rd Edition).

Available for purchase from PAR: www.parinc.com

Schalock, R. L., & Keith, K. D. (1993). Quality of Life Questionnaire (QOL-Q).

Available for purchase from IDS Publishing: www.idspublishing.com

Summary

In this section we described how to conduct program evaluation. This is the final section of the manual. In the appendices, you will find:

- A. Information on funding sources
- B. A collection of forms that can be used for community inclusion services, and



- C. Checklists for ensuring that each service you are providing adheres to the guiding principles for this manual.



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APPENDIX A: FUNDING SOURCES



COMPARISON OF FUNDING SOURCES

Funding source	Adult Autism Waiver
Administered by	Bureau of Autism Services
Type of program	1915(c) Medicaid Home and Community-Based Services Waiver
Eligibility – diagnosis	Autism Spectrum Disorder
Eligibility – level of care	Either Intermediate Care Facility for people with Other Related Conditions (ICF/ORC) or Intermediate Care Facility for people with Mental Retardation (ICF/MR), IQ score is not considered.
Eligibility – financial	Medical Assistance Financial Eligibility requirements for long-term care participants
Eligibility – age	21 and older
Geographic area	Statewide
To enroll as a provider	
<p>Requirements for enrollment as an Adult Autism Waiver provider include:</p> <ol style="list-style-type: none"> 1. Be enrolled in PROMISE as a Medical Assistance provider 2. Complete an Autism Waiver provider application 3. Complete an Autism Waiver Supplemental Agreement 4. Submit copies of applicable licenses/credentials to the Bureau of Autism Services 5. Meet training requirements for the service(s) you intend to provide 6. At least one staff person must complete the SPeCTRUM training. <p>Contact the Bureau of Autism Services at 1-866-539-7689, and press 1 for English, press 1 again for the Autism Waiver, and then press 4 for the provider voice mailbox. Leave a message with your name, agency, phone number and email address and you will receive an electronic "Provider Packet" which includes necessary links, information and instructions on how to become an enrolled provider.</p>	
Provider qualifications: Employment services	
<p>Supported Employment Agencies are the only agencies able to provide Supported Employment services as long as they have signed a Medical Assistance Provider Agreement. The staff must be at least 18 years or older, have a high school diploma or equivalent, and must complete all required trainings developed by the Bureau of Autism Services regarding people with autism spectrum disorders and have completed required vocational training developed by the Bureau of Autism Services. The Supported Employment Agency must have automobile insurance for all automobiles owned, leased, and /or hired used as a component of this service. The Bureau of Autism Services is responsible for verification of qualifications and will do so on a bi-annual basis.</p>	
Provider qualifications: Community integration services	
<p>Community Inclusion services will be provided through a Community Inclusion agency that has signed a Medical Assistance Provider Agreement. The Community Inclusion staff must be 18 or older, have a high school diploma or equivalent and completed all required training developed by the Bureau of Autism Services for people with autism spectrum disorder. The Community Inclusion Agency must have automobile insurance for all automobiles owned, leased, and/or hired used as a component of this service. The Bureau of Autism Services is responsible for verification of qualifications and will do so on a bi-annual basis.</p>	



Funding source	ACAP
Administered by	Bureau of Autism Services
Type of program	Prepaid Inpatient Health Plan: The ACAP provider and their network of providers provide medical, dental, behavioral health and home and community-based services,
Eligibility – diagnosis	Autism Spectrum Disorder
Eligibility – level of care	Either Intermediate Care Facility for people with Other Related Conditions (ICF/ORC) or Intermediate Care Facility for people with Mental Retardation (ICF/MR), IQ score is not considered.
Eligibility – financial	Medical Assistance Financial Eligibility as determined by the County Assistance Office (CAO) (Long Term Care requirements do not apply)
Eligibility – age	21 and older
Geographic area	Cumberland, Dauphin, Lancaster, and Chester Counties
To enroll as a provider	
Not applicable – only one designated provider at this time	
Provider qualifications: Employment services	
Not applicable at this time	
Provider qualifications: Community integration services	
Not applicable at this time	



Funding source	Consolidated and P/FDS Waivers
Administered by	Office of Developmental Programs
Type of program	1915(c) Medicaid Home and Community-Based Services Waivers
Eligibility – diagnosis	Intellectual disability (also known as mental retardation)
Eligibility – level of care	Intermediate Care Facility for people with Mental Retardation (ICF/MR)
Eligibility – financial	Medical Assistance Financial Eligibility requirements for long-term care participants
Eligibility – age	3 and older
Geographic area	Statewide
To enroll as a provider	
<ol style="list-style-type: none"> 1. Meet business requirements (e.g., tax laws, licensing, any fire and safety standards, and Fair Labor practices) 2. Register with the Home and Community Services Information System (HCSIS). 3. If the services require licensure, apply for and receive licensure. 4. Become a Qualified Provider. Review the qualifications related to the services you want to provide in the applicable waiver. 5. Enroll each service location in PROMISe, the Department’s payment system. 6. Participate in the Individual Support Plan (ISP) team meetings for the individuals you serve. <p>Ongoing, participate in annual qualification (including licensing if required), training programs required by ODP, any ODP required information reporting (such as cost reports), and any other requirements in the ODP MA Provider Agreement</p>	



Funding source	OBRA Waiver
Administered by	Bureau of Home and Community Based Services (BHCBS).
Type of program	1915(c) Medicaid Home and Community-Based Services Waivers
Eligibility – diagnosis	Developmental disability (but not with mental retardation or have a major mental disorder as a primary diagnosis), manifested before age 22, likely to continue indefinitely, and results in three or more substantial functional limitations in major life activity
Eligibility – level of care	Intermediate Care Facility for people with Other Related Conditions (ICF/ORC)
Eligibility – financial	Financial eligibility requirements to receive waiver services determined by County Assistance Office (CAO)
Eligibility – age	18 and older (new applicants over 60 will be referred to Department of Aging waiver)
Geographic area	Statewide
To enroll as a provider	
Meet enrolled provider participation requirements as described in Section 1101 Medical Assistance provider participation requirement. Agency employees must complete CORE training requirements.	
Provider qualifications: Employment services	
Supported Employment Agency must employ individuals who meet the following standards: <ul style="list-style-type: none"> • Supported employment workers must be at least 18 years of age, and • Have a high school diploma or equivalent • Have six months of paid or volunteer experience working with people with disabilities • Complete CORE, service and annual training requirements. 	
Provider qualifications: Community integration services	
The agency must employ individuals who meet the following standards: <ul style="list-style-type: none"> • Be at least age 18 or older • Have a high school diploma or equivalent • Have six months of paid or volunteer experience working with people with disabilities • Complete CORE, service and annual training requirements. 	



APPENDIX B: CHECKLISTS



Checklist for Preparing for Employment

Guiding principle	Key indicators	Y/N
1. Driven and guided by the individual and his/her family	Services and placement decisions are based on the individual’s interests, preferences, needs, and goals.	
2. Promote self-determination and self-advocacy	<p>Opportunities to express self-determination are provided each day</p> <p>Supports are provided for individuals to self-advocate</p>	
3. Individualized	Services for all individuals match their unique interests, preferences, needs, and goals.	
4. Provided to participate in every aspect of socio-cultural life	Employment or volunteer opportunities are sought that allow individuals to feel productive	
5. Based on a philosophy of acceptance	<p>Services are provided that capitalize on the individual’s strengths</p> <p>Opportunities are not limited because of the individual’s diagnosis</p>	
6. Respectful and age-appropriate	Supports for preparing for employment are provided in a nonintrusive and respectful manner (e.g., disclosing disability only when necessary, allowing the individual to speak for his/herself)	
7. Promote the full inclusion of individuals in their communities	Employment or volunteer opportunities are sought in inclusive settings	
8. Promote independence and foster interdependence on naturally occurring supports in the	<p>Transitional work services allow the individual to be as independent as possible (e.g., learning to work independently)</p> <p>Whenever possible, natural supports are found in community settings</p>	



individual's environments		
9. Culturally responsive	Experiences are sought that fit within the individual's cultural values	
10. Provided with integrity and quality	Observations are conducted periodically to ensure the quality of these services	



Checklist for Finding Employment

Guiding principle	Key indicators	Y/N
1. Driven and guided by the individual and his/her family	Throughout the job seeking process, the individual's interests and preferences are considered above all other factors.	
2. Promote self-determination and self-advocacy	Job seeking process allows the individual to make choices regarding potential jobs, places to apply to, and ultimately to decide which job to choose. Instruction in interview skills includes instruction in self-advocacy	
3. Individualized	Appropriate job matches are made based on assessment of the individual and analysis of the work site	
4. Provided to participate in every aspect of socio-cultural life	Employment is sought in inclusive settings	
5. Based on a philosophy of acceptance	Services are provided that capitalize on the individual's strengths Opportunities are not limited because of the individual's diagnosis	
6. Respectful and age-appropriate	Supports for finding employment are provided in a nonintrusive and respectful manner (e.g., not disclosing disability, allowing the individual to speak for his/herself)	
7. Promote the full inclusion of individuals in their communities	Employment is sought in inclusive settings and in the individual's community	
8. Promote independence and foster interdependence on naturally occurring supports in the	Job seeking services allow the individual to be as independent as possible (e.g., inquiring about available positions, completing applications, interviewing) Whenever possible, typical job finding services	



individual's environments	are accessed by the individual	
9. Culturally responsive	Employment is sought that fits within the individual's cultural values	
10. Provided with integrity and quality	Observations are conducted periodically to ensure the quality of these services	



Checklist for Supported Employment

Guiding principle	Key indicators	Y/N
<p>1. Driven and guided by the individual and his/her family</p>	<p>Assessment includes consideration of the supports desired by the individual. Supports are provided in a manner consistent with the desires of the individual. Natural supports match the preferences of the individual.</p>	
<p>2. Promote self-determination and self-advocacy</p>	<p>Includes supports to allow the individual to self-advocate in the work setting (e.g., disclose disability, request accommodations, request changes to certain aspects of the job)</p>	
<p>3. Individualized</p>	<p>Assessment is conducted for each individual in the work setting. Supports are planned on an individual basis</p>	
<p>4. Provided to participate in every aspect of socio-cultural life</p>	<p>Assessment includes consideration of all aspects of the work environment including social</p>	
<p>5. Based on a philosophy of acceptance</p>	<p>Services are provided that capitalize on the individual's strengths Opportunities are not limited because of the individual's diagnosis</p>	
<p>6. Respectful and age-appropriate</p>	<p>Supports are provided in a nonintrusive manner and are respectful of the individual (e.g., not disclosing disability, speaking positively about the individual to coworkers)</p>	
<p>7. Promote the full inclusion of</p>	<p>Supports provided to allow the individual to be fully included in the work setting.</p>	



<p>individuals in their communities</p>	<p>When supports are needed, natural supports are developed in the work setting</p>	
<p>8. Promote independence and foster interdependence on naturally occurring supports in the individual's environments</p>	<p>Supports include instruction to perform at the maximum level of independence. Naturally occurring supports are built in order to fade paid supports as much as possible</p>	
<p>9. Culturally responsive</p>	<p>Assessment takes into account the individual's culture and the culture of the workplace</p> <p>Supports are provided in a manner that is consistent with and respectful of the individual's culture</p>	
<p>10. Provided with integrity and quality</p>	<p>Periodic observations of supports provision</p> <p>Feedback from supervisors in the work setting to assess satisfaction with employee and supports provider</p>	



Checklist for Community Inclusion

Guiding principle	Key indicators	Y/N
1. Driven and guided by the individual and his/her family	The individual decides in which settings and activities he or she wants support	
2. Promote self-determination and self-advocacy	Whenever appropriate, the individual is encouraged to self-advocate for his or her needs and rights in community settings	
3. Individualized	Community inclusion services are based on an individual assessment of the interests, preferences, and strengths of the individual	
4. Provided to participate in every aspect of socio-cultural life	When conducting an inventory of settings and activities in which supports may be needed, all aspects of community life are considered	
5. Based on a philosophy of acceptance	<p>Services are provided that capitalize on the individual's strengths</p> <p>Opportunities are not limited because of the individual's diagnosis</p>	
6. Respectful and age-appropriate	<p>Supports are provided in a manner which treats the individual with dignity</p> <p>When conducting an inventory of settings and activities in which supports may be needed, activities in which persons of the same age typically participate are considered</p>	
7. Promote the full inclusion of individuals in their communities	Supports are provided to allow the individual to interact with typical persons in each setting	
8. Promote independence and foster interdependence on naturally occurring supports in the individual's	Critical skills are targeted for instruction. When further supports are needed, naturally occurring supports are considered first	



environments		
9. Culturally responsive	Cultural activities are included when conducting an inventory of settings and activities in which supports may be needed. Supports take into consideration the culture of the individual	
10. Provided with integrity and quality	Periodic observations are conducted of supports provision. Feedback is provided by supervisors.	



APPENDIX C: FORMS

Devereux CARES future planning form for annual meetings

Blank weekly schedule

Blank job analysis

Blank sample job profile

Situational assessment form

Task analysis

Activity matrix

Consumer activities compilation form

Consumer goal achievement compilation form

CAAPP satisfaction questionnaires:

Family

Employer

Consumer

Devereux CARES application form



**Devereux CARES CAAPP
Future Planning Form for Annual Meeting**

Name:

Date of Meetings:

Attendees:

Current Status:

Areas of Improvement:

Areas of Skill Expansion:

Goals for Coming Year:

Goals for Five Years:

Immediate Actions Steps:



Job Analysis Form

Note: This job analysis format is based on the job analysis form by Sitlington, Neubert, Begun, Lombarde, and Leconte (2007)

Job title:				
Job location:				
Address:				
Phone:				
Nature of business:				
Number employed:				
Person interviewed:				
Date:				
A. BASIC QUALIFICATIONS				
1. Age				
2. Experience				
3. Tests				
4. Application				
5. Health requirements				
6. Physical requirements	<u>Demands</u>	<u>Much</u>	<u>Little</u>	<u>None</u>
	Lift			
	Carry			
	Push			
	Pull			
	Walk			
	Climb			
	Stoop			
	Kneel			
	Crouch			
	Comments:			
7. Educational				



requirements				
8. Essential skills	Skill	<u>Much</u>	<u>Little</u>	<u>None</u>
	Travel			
	Telephone			
	Customer relations			
	Supervisor relations			
	Employee relations			
	Comments:			
B. WORKING CONDITIONS				
Wages				
Hours				
Days				
Length				
Benefits				
Work environment				
C. WORK PERFORMED				



Blank Job Profile

Name:

Date of birth:

Address:

Education:

Work experiences:

Life activities and experiences:

Strengths:

Work preferences and goals:

Learning characteristics and accommodations needed:

Potential resources or connections:



Situational Assessment Form

Location:	
Name:	
Dates of assessment:	
Activities in this location:	

Complete the first column before starting the situational assessments. Visit the setting and observe typical persons participating in the activities. Use each additional column to record the level of prompting or support required in each situational assessment.

Key for level of prompting or support required in each assessment: I = independent, G = gesture, IV = indirect verbal, DV = direct verbal, M = model, PP = partial physical, P = full physical, IC = instructor completed

	Person's responses in each assessment			
	Date:	Date:	Date:	Date:
Skills/tasks that people engage in				
Routines that people follow				
Other behaviors that people exhibit (consider dress, communication, social interaction, voice level, etc.)				



Variables that may affect success in this setting (consider physical space, noise, odors, social climate, interactions with others, physical demands, pace, etc.):	
Supports that are typically available to all persons in this setting:	
Person's interest in this setting and activities:	
Skills/routines/behaviors performed independently:	
Skills/routines/behaviors that required prompting:	
Other supports needed:	



Compilation of Consumer Activities

Date:

Fill in the blank for each of the following:

	Total number of consumer served
	Number of consumers working full time
	Average rate of pay (FT)
	Number of consumers working part time
	Average rate of pay (PT)
	Number of consumers job shadowing
	Number of consumers volunteering
	Number of consumers attending postsecondary or continuing education
	Number of consumers receiving community inclusion services

List job sites consumers are working at:	
List job sites consumers are job shadowing or volunteering at:	
List community locations which consumers are accessing:	
Other activities:	
Recommendations for changes/improvements:	

Adapted from Grigal, Neubert & Moon (2005)



Compilation of Consumer Goal Achievement

Review date:

Consumer name	Date	# of goals met	# of goals unmet	Unmet goals and reasons	Response to unmet goals
Total number of goals met:					
Total number of goals not met:					

Adapted from Grigal, Neubert & Moon (2005)



CAAPP Family Satisfaction Survey

We are completing satisfaction surveys from family members and consumers to as a way to improve our program. We would greatly appreciate you taking the time to complete the following questionnaire and returning it to us by _____ . If you would prefer to remain anonymous, please enclose this form in an envelope. Thanks for your help!

Please circle the number that corresponds to the most appropriate response for the following statements. **If you do not feel like a statement is appropriate to your situation, does not apply or you do not have enough information to judge, please leave it blank.**

- 1. I feel that CAAPP is providing my child with appropriate services.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 2. I am satisfied with my child's progress.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 3. I feel that CAAPP does an outstanding job assessing my child on individual basis through in-person observation.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 4. I feel that CAAPP does an outstanding job assessing my child's preferences.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 5. I feel that CAAPP does an outstanding job communicating with me through in-person visits, phone calls, and/or emails when necessary.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 6. I feel that the CAAPP staff treat my child in a warm and respectful manner.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 7. I am pleased with the community-based and vocational services program.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 8. I feel that CAAPP is increasing my child's independence in community skills.
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 9. I feel that CAAPP is increasing my child's independence in completion of tasks of daily living
1 2 3 4 5
Strongly Disagree Unsure Strongly Agree

- 10. I feel that CAAPP is increasing my child's independence in developing vocational skills.



- | | 1 | 2 | 3 | 4 | 5 |
|--|-------------------|---|--------|---|----------------|
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 11. I feel that CAAPP is increasing my child's functional communicational and social skills. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 12. I feel like an equal member of my child's intervention team. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 13. CAAPP staff make themselves available to discuss ideas and/or concerns. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 14. I am made aware of schedules and meetings. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 15. I am pleased that my child is part of CAAPP. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 16. I would recommend CAAPP services to others. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 17. I feel that staff have access to appropriate materials and equipment. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |
| 18. I feel that there are ample opportunities for parental involvement. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | | Unsure | | Strongly Agree |

The following are the strengths of the CAAPP program:

The following are areas where improvement is needed:



CAAPP Employer Satisfaction

1. I have been working with CAAPP for:

< 1 month 2-5 months 6-11 months

2. Information (vocal or written) about Autism Spectrum Disorders was/is available to me through CAAPP to help me assist my employee.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree N/A

3. I am/was satisfied with information, support, and/or materials provided to me through CAAPP for employment assistance or training for my employee.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree N/A

4. After the initial training/employment period, I feel that CAAPP has provided additional support or assistance as necessary or requested.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree N/A

5. If I needed more support, I would feel comfortable requesting it from CAAPP and I would know who to contact.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree N/A

6. I would work with CAAPP in the future if I had the need for another employee.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree N/A

Strengths of CAAPP:

Areas of Improvement for CAAPP:

Other comments for CAAPP:



CAAPP Consumer Satisfaction Survey

We are completing satisfaction surveys from family members and consumers to as a way to improve our program. We would greatly appreciate you taking the time to complete the following questionnaire and returning it to us by _____. If you would prefer to remain anonymous, please enclose this form in an envelope. Thanks for your help!

Please circle the number that corresponds to the most appropriate response for the following statements. If you do not feel like a statement is appropriate to your situation, please leave it blank.

1. I feel that CAAPP is providing me with great services.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

19. I am satisfied with my progress.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

20. I feel that CAAPP does an outstanding job knowing what I need by watching me.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

21. I feel that CAAPP does an outstanding job knowing what I prefer.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

22. I feel that CAAPP does an outstanding job talking to me on the phone and in person.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

23. I feel that the CAAPP staff treat me in a warm and respectful manner.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

24. I am pleased with the community and work programs.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

25. I feel that CAAPP is increasing my independence in community skills.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

26. I feel that CAAPP is increasing my independence in completion of tasks of daily living.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

27. I feel that CAAPP is increasing my independence in developing work skills.

1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

28. I feel that CAAPP is increasing my social skills.



1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree
29. I feel like an equal member of my CAAPP team.				
1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree
30. CAAPP staff make themselves available to discuss ideas and/or concerns.				
1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree
31. I am made aware of schedules and meetings.				
1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree
32. I am pleased that I am part of CAAPP.				
1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree
33. I would recommend CAAPP services to others.				
1	2	3	4	5
Strongly Disagree		Unsure		Strongly Agree

The following are the strengths of the CAAPP program:

The following are areas where improvement is needed:

Application

Devereux Community Adult Autism Partnership Program (CAAPP)



Devereux

150 E. Pennsylvania Ave., Ste. 400

Downingtown, PA 19335

Phone: 610-269-5318

Fax: 610-873-0913

www.devereux.org

Date:

Name:

Current Residence:

Legal Residence:

Legal Residence is the same as Current Residence

Address:

Address:

City, State, Zip:

City, State, Zip:

Number of Years:

Number of Years:

Date of Birth (mm/dd/yyyy):

Current Age:

SS Number:

Gender:

Male

Female

Telephone Number:

Name of Legal Guardian(s):

Emergency Contacts (list two):

1. Name:

Relationship:

Home Phone:

Cell Phone:

2. Name:

Relationship:

Home Phone:

Cell Phone:

Medical Information: (please attach any additional evaluations that may be helpful)

Diagnosis:

Medicaid #:

Medicare #:

Doctor:

Phone #:

Medications:

Medical Concerns and Needs:

Allergies:

Psychiatric Concerns:

Personal Profile

The following information being obtained will assist staff to identify the individual's current skills, strengths, interests, barriers and other areas to assist us in supporting the individual to reach his or her highest potential.

Date: Completed By:

Persons Contributing:

Describe Current Funding Sources:
(e.g. Consolidated Waiver, OBRA, etc.)

Daily Routines:

Morning:

Afternoon:

Evening:

Circle of Support: (ie. family, friends, teacher, employer, associates, etc.) - *Please indicate support available for each person in your circle.*

Previous Employment (list up to 3)

1. Name of Employer:

Dates of employment:

From: To:

Salary:

From: To:

Job Title:

List the jobs held, duties performed, skills used or learned, advancements, or promotions while at this company:

Reason for Leaving:

2. Name of Employer:

Dates of employment:

From: To:

Salary:

From: To:

List the jobs held, duties performed, skills used or learned, advancements, or promotions while at this company:

Reason for Leaving:

3. Name of Employer:

Dates of employment:

From: To:

Salary:

From: To:

List the jobs held, duties performed, skills used or learned, advancements, or promotions while at this company:

Reason for Leaving:

Volunteer/Non-Paid Work Experiences

Dates	Job Type (ie. Food Service)	Job Duties	What did you like best about this job?

Education:

1. Completed/Graduated High School Yes No

If yes: Name of School and Year Completed:

2. GED Yes No

3. College Experience/Degree Yes No

If yes: Please provide details:

4. Vocational/Technical Training Yes No

If yes: Please provide details:

Personal/Professional References

Name	Address	Telephone

Other Skills and Training

Computer Skills:

Typing:

Other Skills:

Employment Preferences: (Please check all that apply)

- Full-Time Part-Time Day Time Evening
 Direct Interaction with the Public Exposure to the Public No Exposure to the Public
 Work in Teams Work Around Others Solitary

Comments:

Background Check:

Have you ever had a criminal background check? Yes No

Have you ever been arrested? Yes No

Have you ever been convicted of a crime? Yes No

If yes, please specify felony and/or misdemeanor:

Please describe any law involvement:

Community Skills and Limitations

Please elaborate on each subject area.

Travel
(public transportation,
DAST, other)

Recreation/
Leisure

Safety
Awareness

Emergency
Skills

Academic Skills and Limitations

Please elaborate on each subject area.

Reading

Writing

Math

Motor Skills (list any limitations)

Gross Motor

Fine Motor

Eye Hand
Coordination

Other

Communication Skills

Primary Mode of Communication

Supports Needed (for receptive and expressive communication)

Without assistance, can the applicant:

- | | | | |
|---------------------------------------|---------------------------|--------------------------|---------------------------------|
| Request needed/desired items? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Request assistance? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Request to use the bathroom? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Request a break? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Indicate "Yes" or "No" | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Can engage in a two-way conversation? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Follow one-step spoken directions? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Follow a picture/word schedule? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Follow written instructions? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |

Sensory Skills and Interfering Issues

Please elaborate on each subject area.

Hearing

Sight

Touch

Smell

Taste

Social Interaction Skills

Without assistance, can the applicant:

- | | | | |
|--|---------------------------|--------------------------|---------------------------------|
| Respond to greetings? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Initiate greetings? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Respond to social questions? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Gain others' attention appropriately? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Engage in two-way social conversations? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Use and converse on the telephone? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Accept feedback from others? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Refrain from violating others' personal space? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |

Comments
about Social
Skills and
Limitations

Self-Help Skills

Without assistance, can the applicant:

- | | | | |
|---------------------------------|---------------------------|--------------------------|---------------------------------|
| Dress and undress? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Use eating utensils properly? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Wash hands and face? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Apply deodorant? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Brush teeth? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Independently use the bathroom? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |
| Maintain a neat appearance? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Sometimes |

Comments
about Social
Skills and
Limitations

Flexibility in the Community

This section focuses on any accommodations that may need to be made in the community or workplace for the applicant to function at his or her highest potential. Please list any accommodations by subject area below.

Habits, Routines,
Idiosyncrasies,
etc.

Physical Health
Restrictions

Medication (please list all
medications, if the individual
takes medications during
programming hours and indicate
if the applicant can self-medicate)

Learning and Performance Characteristics

What are the best environments for the individual?

What environments should be avoided?

How does the person learn the best?

Degree of support required to learn a new task.

How does the person respond to correction?

Degree of support to participate in community activities.

Personality traits that are needed to support the applicant.

Special considerations in job selection.

Behavioral Concerns

Please use the following format to describe any behaviors that may interfere with performance and/or social acceptability.

List and Define the Behavior	When does the behavior occur and why?	What is the frequency of the behavior (ie. 3 times per day; once per week)	How intense is the behavior (ie. Can it be redirected, how long does it last, does it lead to injury?)

Please list and describe any additional risk behaviors (ie. inappropriate sexual behavior, suicidality):

Is there is a written treatment plan? If so, please attach a copy.

****Please attach a copy of the last Psychological Evaluation and/or Re-Evaluation Report (from school). Please feel free to attach any other documentation that might help us understand the strengths, preferences, and needs of the applicant. Thank you!**