

# Developing Positive Outcomes in Adults with ASD: Start at the End

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# Disclaimer

## Unpaid Affiliations

Dr. Gerhardt has an association with the following programs or organizations but receives no compensation for that association. None of the information contained in this presentation is relevant to those associations



## Paid Affiliations

Dr. Gerhardt has an association with the following programs or organizations for which he receives compensation. None of the information contained in this presentation is relevant to that association.



*Endicott College*  
Department of Behavior Analysis



*This presentation  
was developed in  
conjunction with  
Angela Rodriguez,  
M.A., BCBA.*



When the classroom closes...

Most  
Professionals  
Understanding  
of Transition to  
Adulthood

## Both special educators and behavior analyst may have over-specialized their professions

- In spite of the importance of early transition planning, most professionals interpret "early" to mean just prior to age 16-years which is not really early. In addition, absent a long-term view of transition planning, parents tend to make intervention choices that, while well intended, have little relationship to future outcomes. (Gothberg, Stegenga, & Cate, 2017)
- Quality [*behavior analytic*] intervention should not adhere to just one set of static procedures (e.g., DTT, VB, PRT). Instead behavior analysts need to be proficient in the implementation of a wide variety of interventions all of which are based upon the principles and process of ABA (Leaf, et al, 2015)

Gothberg, J., Stegenga, S.A., & Cate, D. (2017) Rethinking the paradigm. In A.L. Ellis (Ed.) *Transitioning Children with Disabilities*, pp 129-144. New Milford, CT: Sense Publishers.

Leaf, J.B., et al. (2016). Applied behavior analysis is a science and, therefore, progressive. *Journal of Autism and Developmental Disorders*, 46, 720-731.

# Our Post-21 Research-Base

Shattuck, et al, (2012) conducted a comprehensive literature review regarding original research on services and interventions aimed at supporting success in work, education, independence, and social participation among adults aged 18 and older with an ASD published between 2000 and 2010.



They concluded that the evidence base about services for adults with an **ASD is underdeveloped and can be considered a field of inquiry that is relatively unformed.**

Shattuck, P., et al, (2012). Services for adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, 57, 284-291.



# Post-21 Outcomes

After analyzing data from the NLTS-2, Roux and colleagues reported “**young adults with autism have a difficult time following high school for almost any outcome you choose - working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe.** To complicate matters, many of these youth begin their journey into adulthood by stepping off a services cliff. Access to needed supports and services drops off dramatically after high school – with too many having no help at .” Roux, et al, 2015, p. 8

## What did young adults with autism do after high school?



# 2018 National Autism Indicators Report

(Shattuck, et al, 2018)

Based on data from the National Longitudinal Transition Study-2012 (NLTS-2012) and the National Survey of Children's Health 2016 (NSCH 2016).

- Nearly half (45%) of parents of teens with ASD did not participate in IEP transition planning.
- About one in three teens with ASD could not get to places outside the home very well, or were not allowed to do so at all.
- Almost two-thirds (64%) of teens with ASD were taking prescription medications, and nearly half (48%) were taking medications for attention, behavior, or mood. These rates were much higher than teens with ID.
- Low-income and minority status are highly correlated – minority youth with autism were much more likely to be living in low- income households compared to white, non-Hispanic youth.

Shattuck, P. T., Rast, J. E., Roux, A. M., Anderson, K. A., Benevides, T., Garfield, T., McGhee Hassrick, E., & Kuo, A. *National Autism Indicators Report: High School Students on the Autism Spectrum*. Philadelphia, PA: Life Course Outcomes Program, A.J. Drexel Autism Institute, Drexel University, 2018.



- About one in six (16%) did not receive needed healthcare
- One in four households of teens with ASD received at least one form of public assistance.
- More than one in four (30%) households of teens with ASD received Supplemental Security Income (SSI) payments in the previous two years.
- 23%-33% percent of teens with ASD lived in a household that received Supplemental Nutrition Assistance Program (SNAP, also known as food stamps) within the previous two years.
- 7% of teens with ASD lived in households receiving Temporary Assistance for Needy Families (TANF).

Shattuck, P. T., Rast, J. E., Roux, A. M., Anderson, K. A., Benevides, T., Garfield, T., McGhee Hassrick, E., & Kuo, A. *National Autism Indicators Report: High School Students on the Autism Spectrum*. Philadelphia, PA: Life Course Outcomes Program, A.J. Drexel Autism Institute, Drexel University, 2018.

# **Critical Skills:**

**Identify the most impactful  
intervention targets**

# A working definition of a critical skill

A  
critical  
skill is  
one  
that:

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Once acquired, enables the individual to independently complete a variety of relevant tasks and engage in desired activities, AND

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Is used with sufficient frequency to remain in the individual's repertoire. The exception here are safety skills which, ideally, are low response frequency skills, AND

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Can be acquired within a reasonable time frame\*.

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# The Essential Eight

(McGreevy, Fry, & Cornwall, 2012)

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

SOCIAL VALIDITY: THE CASE FOR SUBJECTIVE MEASUREMENT  
OF  
HOW APPLIED BEHAVIOR ANALYSIS IS FINDING ITS HEART<sup>1</sup>

MONTROSE M. WOLF

UNIVERSITY OF KANSAS

I apologize, but I must begin making my case for subjective measurement by recounting to you my own experiences with it over the past few years. Almost a decade ago, when the field of applied behavior analysis was beginning to expand so rapidly, we were faced with the task of putting together the *Journal of Applied Behavior Analysis*. For a period of several months Garth Hopkins, who was our managing editor, presented us with a series of unexpected decisions to make; like: What color should the paper be? And did we need a paper that would hold together for two thousand years or were we willing to live with a shelf-life of only a thousand years? And so on.

Just a couple of days before we were scheduled to go to press with our very first issue, Garth called with one more question. "What is the purpose of the *Journal of Applied Behavior Analysis*?" he asked. He said we needed to put a description of the purpose on the inside front cover, as one finds in other journals. He needed an answer almost immediately.

<sup>1</sup>This manuscript was presented as an invited address to the Division of the Experimental Analysis of Behavior, American Psychological Association, Washington, D.C., September, 1976. Many valuable suggestions regarding this manuscript were made by Don Baer, Curt Brackmann, Steve Fawcett, Dean Finsen, Bill Hopkins, Frances Horowitz, Kashi Kirigin, Jack Michael, Keith Miller, Todd Risley, Jim Sherman, and Sandra Wolf. Preparation of the manuscript was partially supported by Grants MH20030, MH13644, and MH33881 from the National Institute of Mental Health (Center for Studies of Crime and Delinquency) to the Department of Human Development and the Bureau of Child Research, University of Kansas. Reprints may be obtained from Montrose M. Wolf, Department of Human Development, University of Kansas, Lawrence, Kansas 66045.

# Application of Social Validity In ABA

*"At the same time that I was having to wrestle with the problems of subjective measurement in JABA, my colleagues and I in the Achievement Place Research Project were having some problems with unsolicited subjective feedback on similar issues. Colleagues, editors, and community members were asking us about the behavioral goals that we had chosen for training the teaching-parents and the youths participating in the community-based, family-style, behavioral treatment program at Achievement Place. They would ask us: "How do you know what skills to teach? You talk about appropriate skills this and appropriate skills that. How do you know that these are really appropriate?" (Wolf, 1978, p. 206)*



# Social Validity in ABA

*“The suggestion seemed to be that society would need to validate our work on at least three levels:*

- 1. The social significance of the goals. Are the specific behavioral goals really what society wants?*
- 2. The social appropriateness of the procedures. Do the ends justify the means? That is, do the participants, caregivers and other consumers consider the treatment procedures acceptable?*
- 3. The social importance of the effects. Are consumers satisfied with the results? All the results, including any unpredicted ones?*

***We have come to refer to these as judgements of **social validity**.”***  
*(Wolf, 1978, p. 207)*

# Social Validity in ABA

*"It is clear that a number of the most important concepts of our culture are subjective, perhaps even the most important. Martin Luther, as the story goes, was severely criticized for setting Potestant [sic] hymns to the popular melodies of songs and dances of the time. He replied, "Why should we let the devil have all the best tunes?" Well, why should we let the others have all of the best human goals and social problems?" (Wolf, 1978, p. 210)*

# Application of Social Validity

## 20 Questions

	Consideration	Response
1	Is the skill derived from a comprehensive and ongoing assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Is the skill a prerequisite to a more complex, yet important skill (e.g., Letter ID as a prerequisite to Reading)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Is the skill one that can be of use across multiple environments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	Can the skill be acquired by the student in a reasonable time frame?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Is the skill one that will still be useful in 3-5 years?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Is the skill one that lends itself to an acceptable degree of instructional intensity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Once acquired, is the skill one the student will use with sufficient frequency that it will be easily maintained?	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Application of Social Validity

## 20 Questions

	Consideration	Response
8	Is the skill the most direct, simplest way to achieve the desired outcome?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Does the skill improve the student's ability to communicate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Does the skill support social inclusion and/or peer relationships?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Does the skill ultimately promote independence via adaptive behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12	Does the skill ultimately promote independence via self-management?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Does the skill ultimately promote individual safety skill	<input type="checkbox"/> Yes <input type="checkbox"/> No
14	If the skill uses "hi tech" is it the most current tech available?	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Application of Social Validity

## 20 Questions

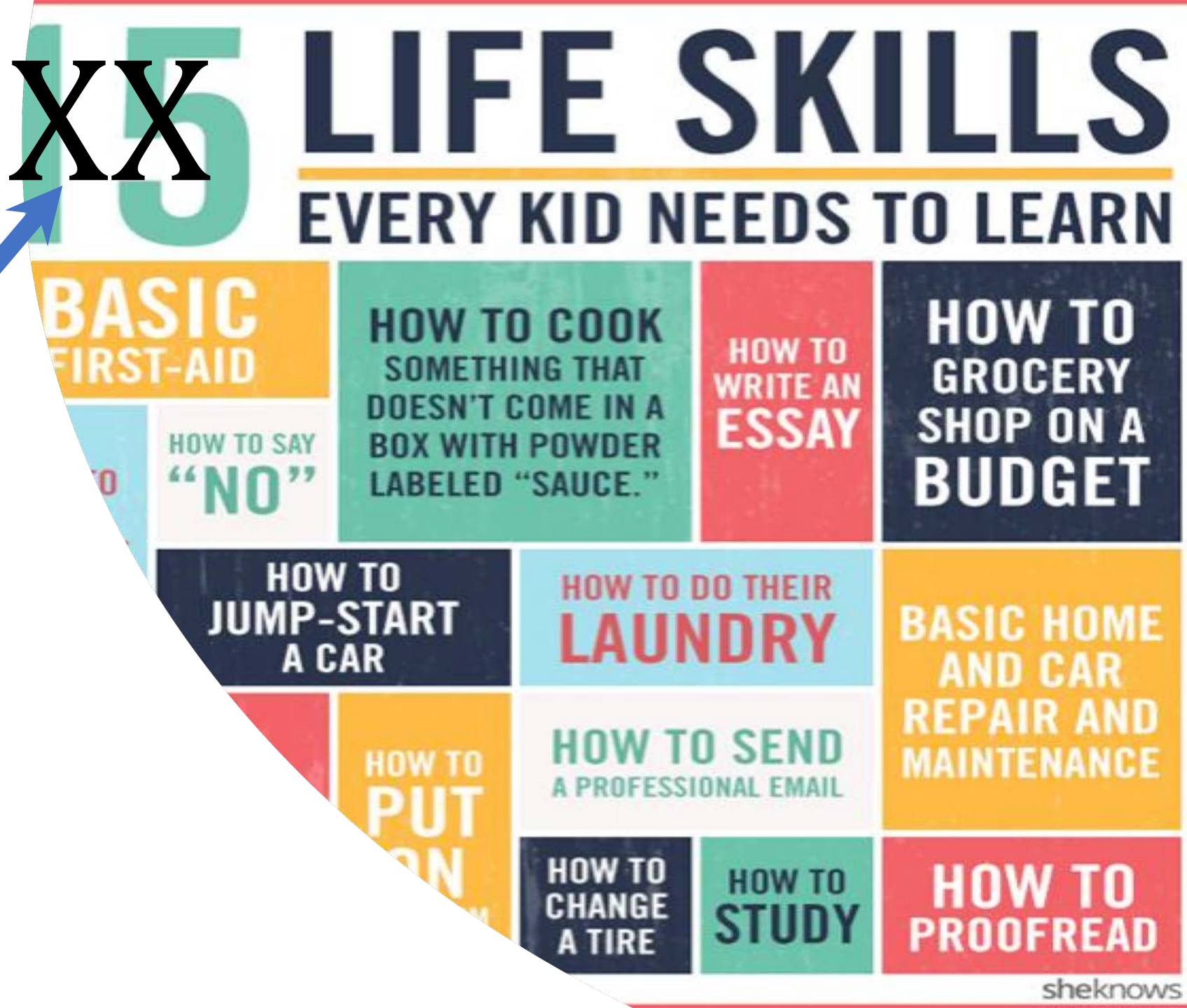
	Consideration	Response			
15	Is the skill a one that student might find enjoyable?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
16	Is the skill one the contributes to the student's health or a healthy lifestyle (e.g., exercise)?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
17	Is the skill one that is culturally relevant?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
18	Is the skill of importance to the student's family?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
19	Is the skill one that has relevance to future employment?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
20	Is the skill one that has relevance to future life in the community, outside of the family home?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No



Absent an good understanding of social validity, behavior analysts will almost always be at a loss when prioritizing skills targeted for acquisition as part of the transition process. Except, hopefully for the next 10...

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## Critical Skill - Toileting (Bowel and Urine)

Goal – Independent use of a bathroom, when necessary, including locking the door, wiping seat, wiping self (if necessary), washing hands, exiting bathroom and return to “location”



# Critical Skill - Dressing

- Goal – Closing door for privacy, independent selection of appropriate clothes, donning clothes in correct order and orientation and checking appearance before opening door and exiting area.





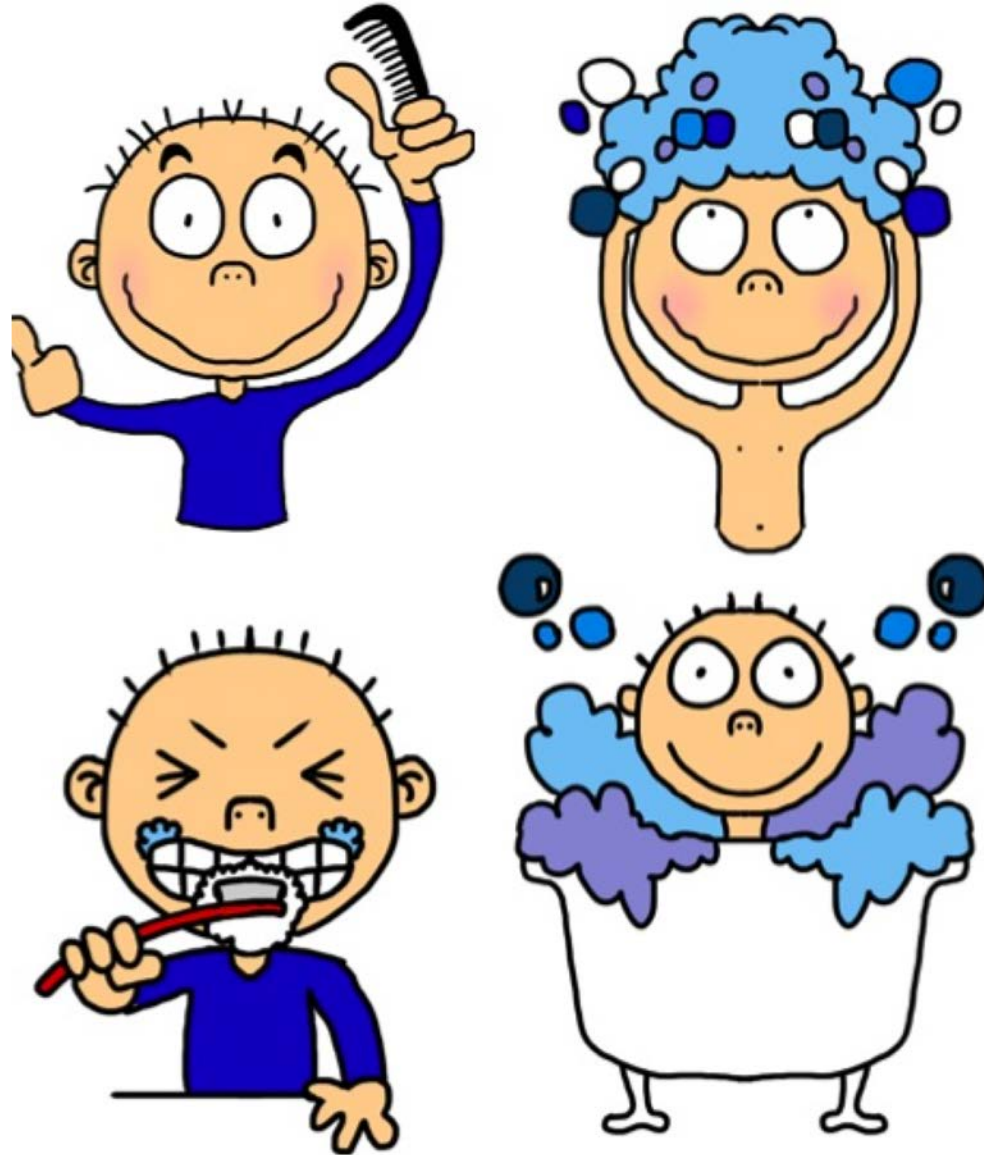
## Critical Skill - Independent Eating

Goal – Able to correctly use all appropriate utensils (knife, fork, spoon) to eat a variety of foods neatly and at a culturally accepted pace.



# Critical Skill – Bathing/Self Care

Goal – To demonstrate the ability to independently bathe/shower and complete relevant self care/hygiene skills (e.g., tooth brushing, grooming, etc.)





## Critical Skill – Household Participation

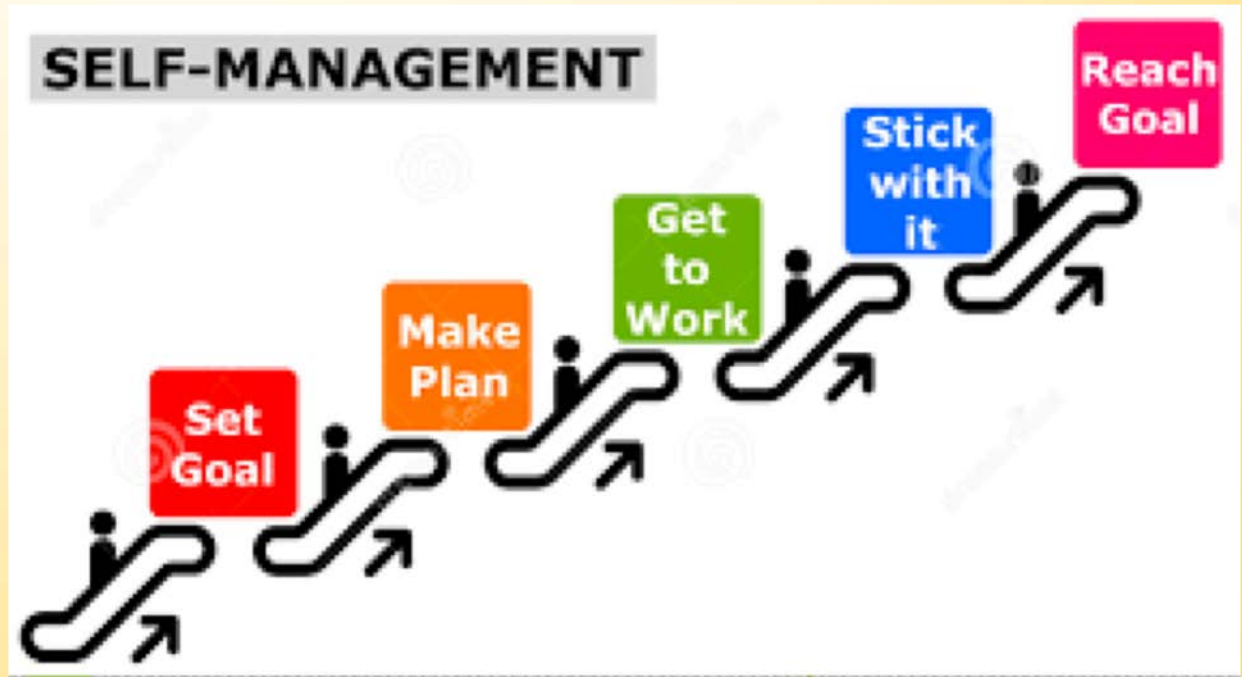
Goal – Independent completion of a variety of household chores or, in our field, “ADLs”. The issue is not whether to target these skills but rather, when to target these skills.



Critical Skill – Able to  
learn in a group

- Goal – To acquire new skills when presented via dyad or triad instruction at a rate of acquisition similar to that documented via 1:1 instruction.

## Critical Skill – Self Management

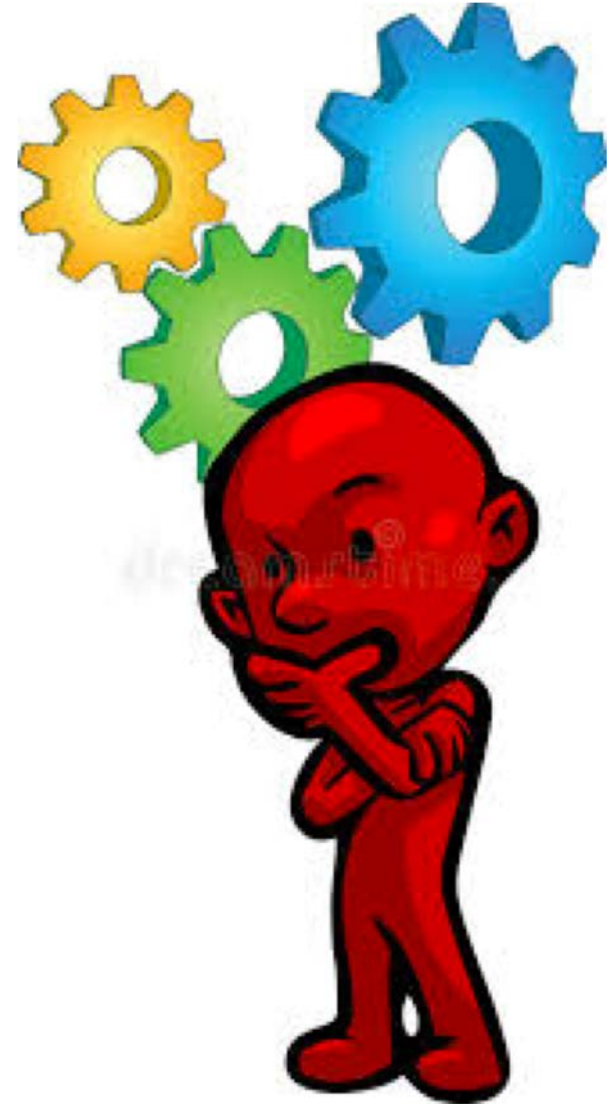


Goal – To demonstrate the ability to identify one's own behavior as either appropriate or inappropriate deliver potential reinforcement in the absence of supervision.



Critical Skill – Problem  
Solving/Variable  
Responding

Goal – To demonstrate the  
ability to offer more than  
one potential solution  
when presented with a  
relevant problem or  
challenge.





# Critical Skill – Maintain Physical Safety

Goal 1 – Demonstrate the ability to identify and avoid potential “non-human” dangers in the immediate environment.

Goal 2 – Demonstrate ability to discriminate between “safe” and “unsafe” people and respond appropriately.

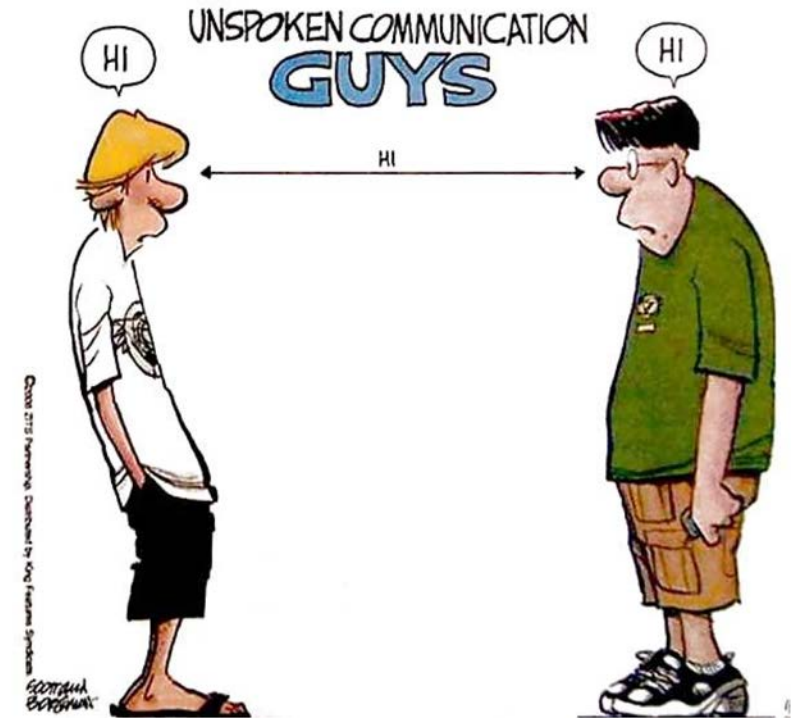
Goal 3 – Demonstrate a reasonable degree of noncompliance when presented with “privacy requests” from an unapproved person.

Goal 4 – Demonstrate ability to participate in healthcare management activities (e.g., doctor or dentist visits).



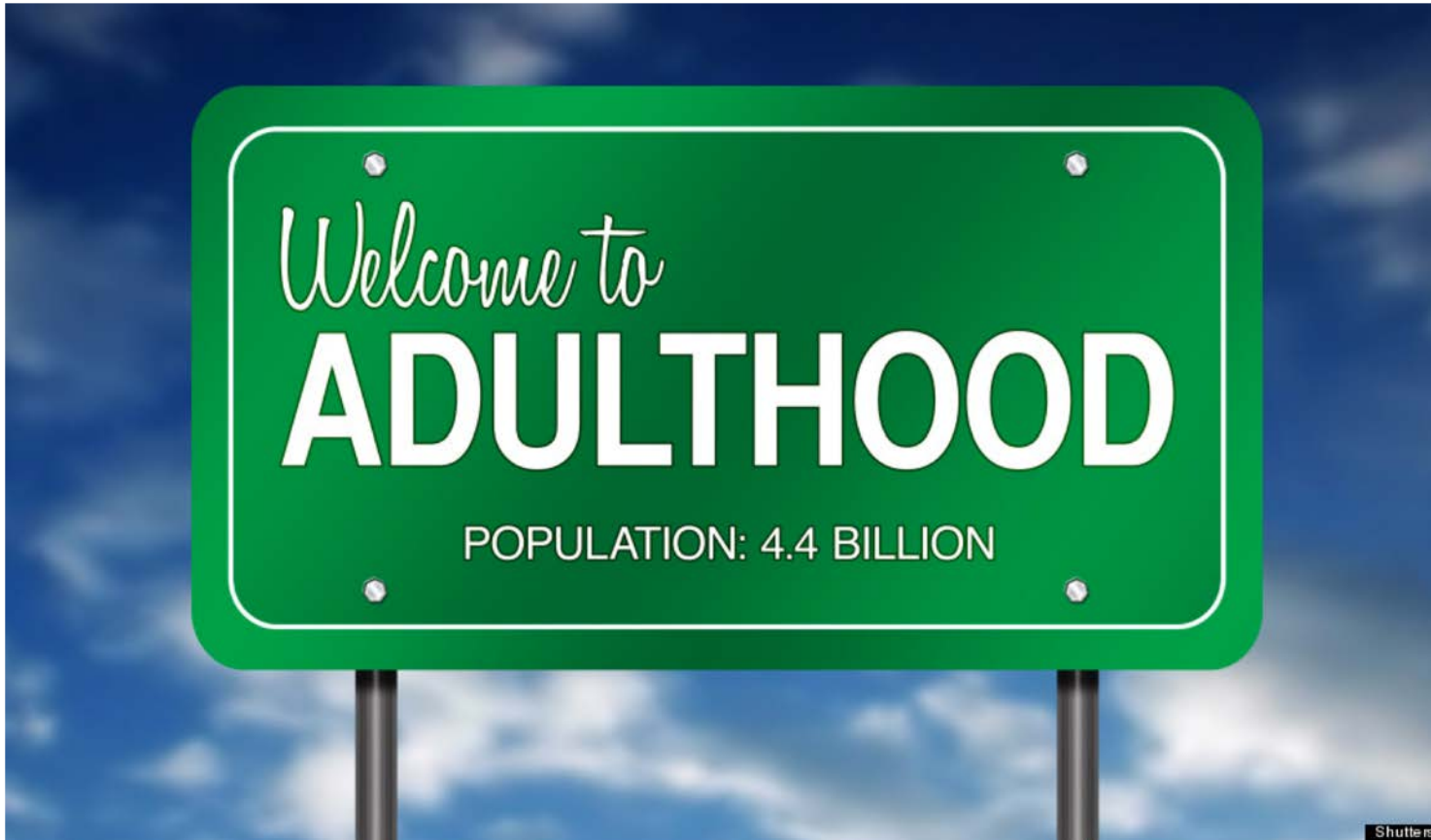
# Critical Skill - Communication

Goal – Demonstrate the ability to make one's wants and needs known to naïve listeners across multiple environments.



# *Self Advocacy*





## Global Critical Skill – Adaptive Behavior

*Those skills or abilities that enable an individual to meet standards of independence expected of his or her age and social group. Adaptive behavior changes according to a person's age, cultural expectations, and environmental demands. (Heward, 2005).*

*“Adaptive behavior will get you through times of no academic skills better than academic skills will get you through times of no adaptive behavior (Gerhardt, 2014)*

And in Practice...



# Student's Transition Statement

In 5-years-time Spencer will be 20-years old and will be “ready” as if he is transitioning to live on his own. This includes independent in self-wakening, **showering**, dressing, **toileting**, tooth-brushing, laundry, cooking, and other general life skills. He will independently follow a schedule of activities for up to 8-consecutive hours. Spencer will demonstrate personal responsibility related to maintaining his room neatly, purchasing correct size clothes, keeping inventory for food shopping, etc. In terms of the community, Spencer will be able to shop for himself (including meals) and other necessities and preferences. He will be able to independently navigate increasingly greater distances community to participate in community living. Spencer will be able to distinguish good vs bad touch and discriminate different relationship roles (Mom vs. Friend vs. Staff vs. Acquaintance vs. Stranger). He will be able to use his **smartphone** to make and receive calls and texts, contact someone for help, describe his location to another person (or use “send location” function) and, when appropriate, kill some time playing a game. Spencer will be interning at a job requiring attention to detail (assembling motherboards). He will be able to work for 90-minutes independently and check his completed work for accuracy. He will respond to directions from his supervisors and socially interact to whatever degree appropriate with his coworkers. He will make lunch for work or purchase lunch at work as appropriate. Spencer will be able to initiate independent choices with regard to leisure activities which may include team bowling, going to arcade, playing mini-golf, or hanging at the mall.

# Define “Independence” for this Individual

- For this individual, does independence mean
  - Able to follow an activity schedule that is developed by parent or staff?
  - Able to follow an activity schedule that is developed by the individual?
  - Does own laundry when directed to do so?
  - Does own laundry when it is laundry-day or the laundry basket is full?
  - Shops for a 10-item grocery list with parent/ staff following along “just in case”?
  - Shops for a 10-item grocery list with parent/staff waiting at the front of the store?
  - Shops for a 10-item grocery list with parent/staff waiting in the car?
  - Seeks assistance when needed in contrived situations?
  - Seeks assistance when needed in novel situations?
  - Correctly solves most problems without seeing assistance?

## Sphere of Intervention: Career

In order to be gainfully employed Spencer E. needs the following programs/skills to be targeted.

Skill	Challenge	Recommendation
Ability to work productively for 90 minutes with a production rate commensurate to other employees, on an assembly task requiring significant attention to detail (e.g. assembling mother boards)	<ul style="list-style-type: none"> <li>Spencer can follow an activity schedule but the extent to which he is fully engaged during that time is not documented.</li> <li>Need to locate training tasks of targeted detail and complexity.</li> </ul>	<ol style="list-style-type: none"> <li>Assess actual duration of productive engagement and rate of productivity during that time. Develop instructional program to systematically increase both by 2/18</li> <li>Coordination with SLE Coordinator to locate required tasks. Provide intensive intervention in production skills by 2/18</li> <li>Provide Spencer with tasks that involve both seated work and tasks that involve him moving around various locations within the building during the same activity schedule</li> <li>Monitor Spencer either by video camera or covertly to ensure he remains engaged when he thinks he is not being watched by a teacher</li> </ol>
Check completed work for quality control with 100% accuracy.	<ul style="list-style-type: none"> <li>Spencer is currently unable to identify "correct" vs "incorrect" completion of large numbers of competed work.</li> </ul>	<ol style="list-style-type: none"> <li>Develop and implement instructional program to teach this discrimination as last step in production skill chain by 6/18</li> </ol>
Stop work when short of supplies and either retrieve on own or seek assistance.	<ul style="list-style-type: none"> <li>This skill seems well within Spencer's current range of competence if not yet specifically taught.</li> </ul>	<ol style="list-style-type: none"> <li>Assess skill across multiple tasks and provide intervention if necessary by 2/18</li> <li>When out of materials, Spencer should first be taught to find more on his own, then to ask for help</li> </ol>
Socially interact with supervisor and co-workers	<ul style="list-style-type: none"> <li>Spencer has a limited, and inconsistently displayed, social repertoire.</li> </ul>	<ol style="list-style-type: none"> <li>Revisit direct instruction and collect accurate/consistent data on initiation of greeting, latency to respond to greeting, and accuracy of response by 2/18</li> <li>I recommend this be targeted everyday because it such an important skill in the work place AND it is feasible skills for Spencer. He should also work on engaging in 'small talk' and knowing when/how to interrupt.</li> </ol>

## Sphere of Intervention: **Career**

In order to be gainfully employed Spencer E. needs the following programs/skills to be targeted.

Skill	Challenge	Recommendation
Purchase a realistic variety of food for lunch at work and eat neatly	<ul style="list-style-type: none"><li>• Spencer currently eats a limited array of foods and very little in the way of protein.</li></ul>	<ol style="list-style-type: none"><li>1. A program designed to address food preferences was discussed at December Clinic and will be implemented in 1/18</li><li>2. Assess social "niceties" at mealtime.</li></ol>
Safety at work including public restroom use, responding to fire alarms, responding to supervisor, use cell phone to report location, etc.	<ul style="list-style-type: none"><li>• Public restroom is a current target of instruction and is practiced in vivo.</li><li>• The extent to which Spencer independently vacates premises in response to alarm is unknown.</li></ul>	<ol style="list-style-type: none"><li>1. Spencer will be have his own cell phone starting 1/18 and cell phone competencies can be addressed then.</li><li>2. Assess independent response to fire alarm in 1/18</li><li>3. Develop assertive responding program.</li></ol>

# Sphere of Intervention: **Home**

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

Skill	Challenge	Recommendation
Spencer needs to independently wake himself up in the morning and complete his AM routine.	<ul style="list-style-type: none"> <li>A new skill and so needs to be assessed. He does, however, demonstrate the ability to respond to an alarm (timer) which is a prerequisite skill.</li> </ul>	<ol style="list-style-type: none"> <li>Probe responding to a morning alarm at home</li> <li>Develop a list of morning activities Spencer needs to complete</li> </ol>
Spencer needs to independently complete a number adaptive tasks at home including laundry, cooking, loading dishwasher, making bed, maintaining room neatly, etc.	<ul style="list-style-type: none"> <li>Given the number of skills some prioritization will need to take place.</li> <li>Identification of "normative" mastery outcomes for each skill.</li> <li>May need to be incorporated into activity schedule with initiation being of function of schedule.</li> </ul>	<ol style="list-style-type: none"> <li>Continue teaching additional sight words that can be incorporated into Spencer's activity schedule. These should include activities of daily living. New set includes "make lunch", "make copies", "shred", "do laundry", "empty / load dishwasher"</li> </ol>
Spencer needs to independently complete a number hygiene skills at home including showering, shaving, and brushing his teeth.	<ul style="list-style-type: none"> <li>Given the number of skills some prioritization will need to take place.</li> <li>Showering currently being taught at home by father. Can EPIC provide additional intervention once new shower is installed?</li> </ul>	<ol style="list-style-type: none"> <li>Spencer is currently being taught to shower more independently in school.</li> <li>When the new shower is installed there will be more frequent opportunities to practice and develop individualized protocols.</li> <li>The shower at the life skills house is available for Spencer to practice everyday.</li> </ol>
Spencer needs to follow a 2-hour activity schedule when at home.	<ul style="list-style-type: none"> <li>Some of the tasks that could be included in a full, 2-hour schedule will need to be taught separately first.</li> </ul>	<ol style="list-style-type: none"> <li>Continue to expand on his current activity schedule at an estimated rate of 1 activity/month? 2 activities/month. Let's try to quantify this.</li> </ol>
Spencer needs to expand the list of meals he makes for himself. Focus on choice plus nutrition.	<ul style="list-style-type: none"> <li>Spencer currently eats a limited array of foods and very little in the way of protein.</li> <li>When additional preferred foods are identified instructional programs can be developed.</li> </ul>	<ol style="list-style-type: none"> <li>Family to send in a variety of foods (meatballs, chicken, pasta with sauce, etc.). Follow up with family no later than 1/19/18</li> <li>School can work on introducing these foods</li> </ol>



# Sphere of Intervention: **Leisure**

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

Skill	Challenge	Recommendation
Spencer will participate in NJ Special Olympics	None, specifically.	1. Research website for further information and provide family with info by 1/19/18
Spencer may participate in an inter-ABA-School bowling league.	League needs to be developed. Possibility will be investigated by ED in 1/18	
Spencer will expand his repertoire of preferred video games (monitor or arcade based).	The challenge will be to find preferred, enjoyable games.	1. Continue with learning for leisure which includes trips to arcades. Follow up to make certain data are being consistently collected.
Spencer needs to use smart phone app to kill time when waiting for an activity or "hanging at the mall"	Spencer will have a personal smart phone in 1/18.	1. When phone is obtained begin introducing new games or other activities and instruction if necessary.
Spencer will continue running with staff and family and continue his participation in Spartan Runs.	Generally requires organization and travel support of staff or family.	1. Continue to collaborate with family for continued participation
A repertoire of independent and accessible leisure skills should be developed.	Needs to be more systematically investigated to identify characterizes of potential leisure activities.	1. Continue introducing more activities at school, home, and during learning for leisure. Independence and preference will be used as indicators of "leisure".

## Sphere of Intervention: **Community**

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

Skill	Challenge	Recommendation
Spencer will be able to purchase his own clothes by size and color.	<ul style="list-style-type: none"><li>• Does not currently have ability to state his size and locate size in store.</li><li>• Consider targeting one store and one brand of clothes to assure correct size and match.</li></ul>	<ol style="list-style-type: none"><li>1. Determine sizing information for various types of clothes</li><li>2. Probe current ability to make an appropriate clothing selection (based on weather, sizing, style, etc.) by 1/31/18</li></ol>
Independently navigate increasingly greater distances (i.e., malls).	<ul style="list-style-type: none"><li>• Currently walks appropriately with staff in community but true independence has not been tested.</li><li>• Community locations where can establish and practice skill need to be identified.</li><li>• Definition of "great distance"</li><li>• Cell phone use should be mastered first.</li></ul>	<ol style="list-style-type: none"><li>1. When phone has been obtained begin teaching texting and resume teaching phone calls.</li><li>2. Develop criteria for increasing independence in the community including obtaining risk consent by 1/31/18</li></ol>
Use cell phone either vocally describe location to another person or text location	<ul style="list-style-type: none"><li>• Spencer will have personal cell phone in 1/18.</li><li>• Instruction in providing vocal description may be difficult. "Text My Location" may be a better option.</li><li>• Will require a significant intensity of instruction and ongoing probes to ensure maintenance of acquired skills.</li></ul>	<ol style="list-style-type: none"><li>1. When phone has been obtained reintroduce reporting location verbally and begin teaching texting from a model..</li></ol>
Stranger/Friend Discrimination.	<ul style="list-style-type: none"><li>• Need to determine how many categories of people and the rules for each.</li></ul>	<ol style="list-style-type: none"><li>1. Collaborate with family to identify rules for each set of people and under what circumstances. Implement instruction by 2/1/18</li></ol>

# Family Responsibility in Support of Transition Programing

AREA	RESPONSIBILITY
Career	<ol style="list-style-type: none"><li>1. Coordinate with EPIC a program to expand Spencer's food preferences across environments</li></ol>
Home	<ol style="list-style-type: none"><li>1. Prioritize skills at home to be taught first, second, etc.</li><li>2. Expand current activity schedule by both time and activity..</li><li>3. Coordinate with EPIC, if desired, regarding Spencer showering program once the new teaching shower in installed.</li><li>4. Expand upon current food preferences.</li><li>5. Prioritize and provide direct and consistent instruction in a number adaptive tasks including laundry, cooking, loading dishwasher, making bed, maintaining room neatly, etc.</li><li>6. Prioritize independent completion of a number hygiene skills at home including showering, shaving, and brushing his teeth.</li></ol>
Leisure	<ol style="list-style-type: none"><li>1. Coordinate with EPIC on development of Bowling League</li><li>2. Make contact with Special Olympics and find out what requirements for participation.</li><li>3. Continue running and Spartan Runs</li><li>4. Coordinate with EPIC on the identification of preferred electronic games, etc.</li></ol>
Community	<ol style="list-style-type: none"><li>1. Identify sizes and preferences for clothes shopping. This is a low frequency skill but an important one nonetheless.</li><li>2. Coordinate with EPIC on instruction in cell phone use and generalized application</li><li>3. Coordinate with EPIC on determining boundaries and rules for family v. friend, v. co-worker, v. stranger.</li></ol>
School	<ol style="list-style-type: none"><li>1. Continue monitoring implementation of this plan</li></ol>

# EPIC's Responsibility in Support of Transition Programing

AREA	RESPONSIBILITY
Career	<ol style="list-style-type: none"><li>1. Assess duration of productive engagement and rate of productivity during engaged time. Develop instructional program to systematically increase both by 2/18</li><li>2. Coordination with SLE Coordinator to locate complex, high detail tasks. Provide intensive intervention in production skills starting in 2/18. Emphasis on engagement, rate, and quality control.</li><li>3. Develop and implement instructional program to teach quality control/self-correction of production skills chain by 6/18</li><li>4. Revisit direct instruction and collect accurate/consistent data on initiation of greeting, latency to respond to greeting, and accuracy of response by 2/18</li><li>5. Develop and implement program designed to expand food preferences as was discussed</li><li>6. Begin assessment of cell phone use skills in 1/18</li><li>7. Assess independent response to fire alarm in 1/18</li><li>8. Develop assertive responding program (e.g., a functional and appropriate "no")</li></ol>
Home	<ol style="list-style-type: none"><li>1. Coordinate and cooperate with family as requested.</li></ol>
Leisure	<ol style="list-style-type: none"><li>1. Coordinate with family re: Special Olympics</li><li>2. Investigate potential of bowling league</li><li>3. Complete preference assessment for different video games including identification of smart phone games.</li></ol>
Community	<ol style="list-style-type: none"><li>1. Provide instruction in cell phone use in community</li><li>2. Identify locations in which Spencer can safely be taught independence across greater distances.. Develop program and provide intervention.</li><li>3. Evaluate interpersonal discriminations to establish social/behavioral rules for each and practice in natural environment .</li></ol>

# Desired community Responsibility in Support of Transition Programing

AREA	RESPONSIBILITY
Career	1. Allow initial internship/SLE opportunity
Leisure	1. Encourage more social inclusion in Spartan Run and community running. A local running group, perhaps?
Community	1. Accept feedback and instruction from EPIC and Family regarding best way to interact with Spencer in the community.

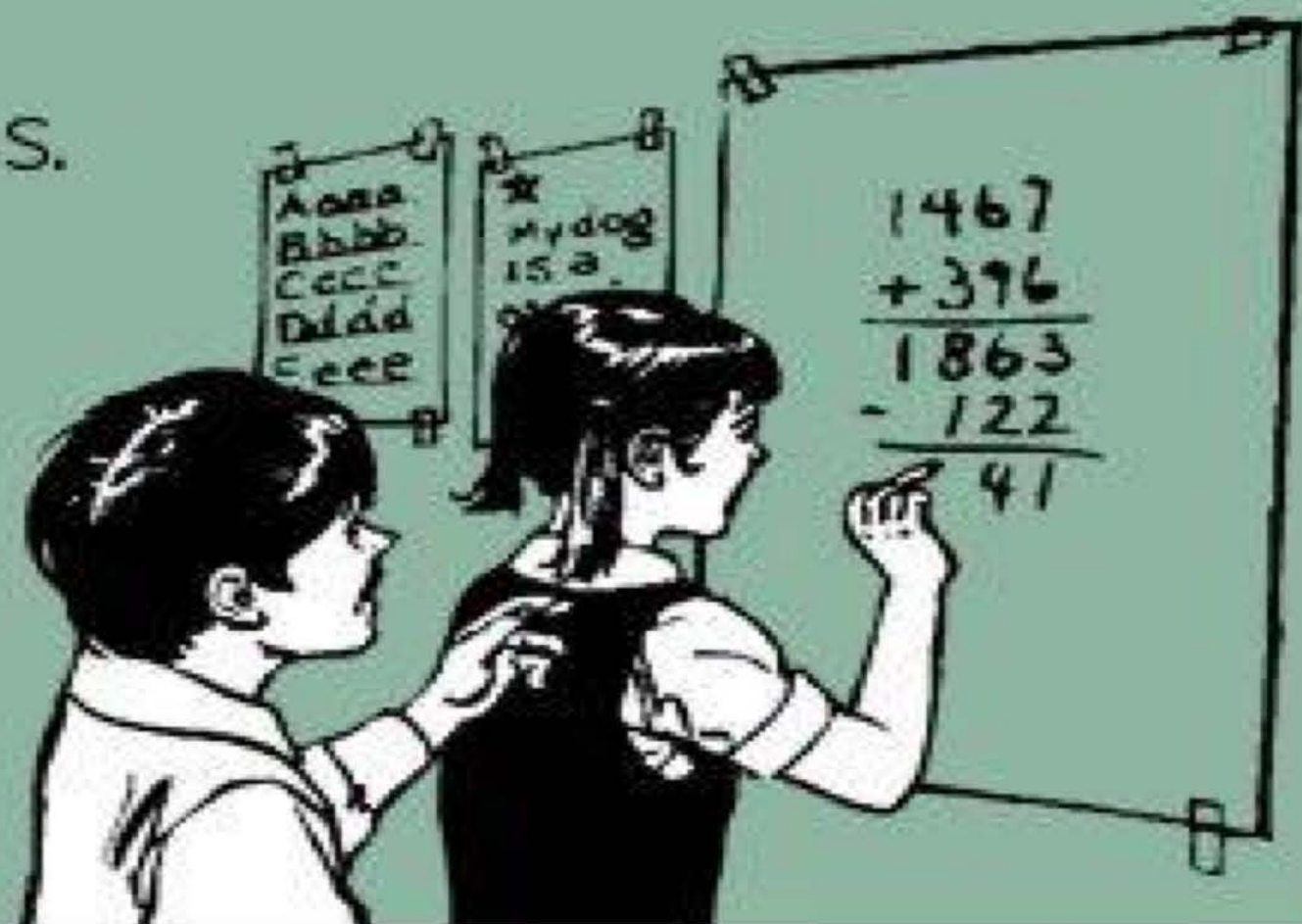


Closing thoughts

Here's what I know about the future:  
it happens as a result of what we do today.

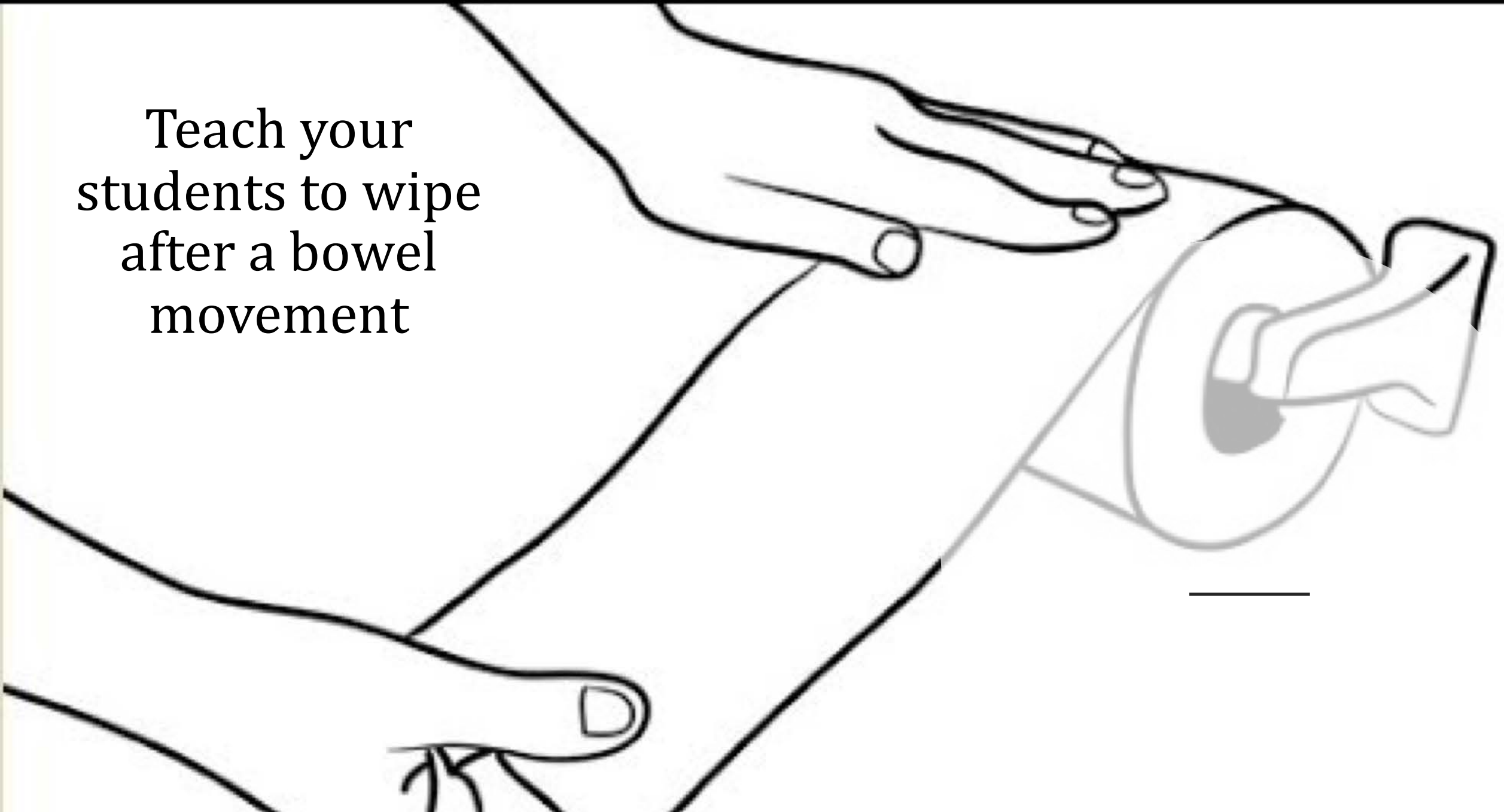


Billy has 32 pieces of bacon. He eats  
28. What does he have now?  
Happiness.  
Billy has happiness.





Teach your  
students to wipe  
after a bowel  
movement





A failure is not always a mistake,  
it may simply be the best one can  
do under the circumstances.  
The real mistake is to stop trying.

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B.F. Skinner

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