

Transition to adulthood:  
Start with the end in mind.

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*THE EPIC SCHOOL*



Cigna Behavioral Health Awareness Series

# Presentation Notes

As a general rule I try to avoid using the terms “high functioning” or “low functioning” to describe where someone falls on the autism spectrum. The reason is that these terms often just describe someone’s degree of vocal verbal behavior than any actual level of functioning. So instead I try to use “high verbal” or “low verbal” which I think is more accurate.

A primary challenge in preparing a presentation on the subject of transition and adulthood is the complexity of the topic and the diversity of the autism spectrum. As such, biological development, and the resulting behavioral manifestations, are the only commonalities cross spectrum. As such, when working in this area the assessment of individual competencies, interests, deficits, excesses, etc. is essential.

The effective transition from EIBI to Adulthood requires Behavior Analysts to address problems of social importance, in ways that produce strong, socially important effects, by using interventions designed from the outset to operate in new environments and continue after the formal treatments have ended.





*The EPIC School is a private, nonprofit ABA-Based School for 32 individuals with classic autism ages 3-21 years. The Behavior Analytic Mission of the EPIC School is, through individualized evidence-based intervention, graduate students who:*

1. Are employed a minimum of 20-hours/week
2. Belong to a social community outside of his or her home
3. Contribute, on a regular basis, to family functioning (e.g., can complete chores).
4. Have a functional and effective communication system
5. Are independent in basic self-care skills
6. Can self-manage their own behavior across multiple environments, and
7. Have a reasonable medical transition plan.

## *The problem is...*

I am not entirely sure how we are going to do this. However, as a behavior analyst/educator who is committed to socially significant outcomes, I don't see where we have any other option. I do, at least, have a good idea how promote better adult outcomes than the current adult outcome research would indicate is standard.



# Most People's Understanding of Transition to Adulthood



# That is because...

Most professionals working in the field were NOT trained in identifying which skills, beyond the most obvious, to target for increase or decrease as part of transitioning to adult life. This often results in us teaching the wrong skills effectively and failing to teach the more functionally relevant skills.

And we are too compartmentalized.

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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)



# 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?



Source: National Autism Indicators Report: Transition into Young Adulthood. 2015. Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University. <http://drexel.edu/autisminstitute/>

Roux, AM, Shattuck, P, Rast, JE, Rava, JA, & Anderson, KA. (2015) *National Autism Indicators Report: Transition into Young Adulthood*. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University

# Effective Transition Programming...

Generally requires the individual, the parents and his or her teacher to regularly (attempt to) answer a series of personal and potentially, high impact questions for your client in the

following areas:

Employment

Privacy

Diet

Exercise

Bedtime

Leisure

Safety

Voting

Risk

Advocacy and Refusal

Relationships

Money

Masturbation

Clothes, Haircuts, etc.

Drugs and Alcohol

Community Access

BECAUSE...

# Let's Start with the Basics



1

The goal of an effective education is the acquisition of skills necessary to live and work in the community with proper supports.



2

Nobody should have to earn the right to be provided community-based intervention.

**3**

***However, there are a number of “walls” that may need to be scaled in the process***

- ✓ ***High rates of severe challenging behavior restricts community participation & social inclusion.***
- ✓ ***Poor hygiene and age incongruent clothing restrict social inclusion.***
- ✓ ***Poor eating/meal time skills restrict inclusion on many levels.***
- ✓ ***Inappropriate sexual behavior = zero tolerance.***
- ✓ ***Inability to independently toilet, in private and in public, presents an overall challenge to social inclusion and life in the community.***



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None of this is easy.

*(If it were, we wouldn't be  
here today.)*

TWO  
STEPS  
FORWARD  
ONE  
STEP  
BACK  
IS  
STILL  
FORWARD  
PROGRESS.

But this is, of course, not easy and the reason we are all here today







So what do we do?

# Transition Planning Needs to Start with the Desired Outcome

# Where We Need To Be

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In 5-years-time Student 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. Student 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, Student 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. Student 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, pass the time playing a game. Student 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. Student 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.

# The Universe of Skills at Age 5 (and those that we usually teach)





**The Actual Universe of Adult Skill  
Competencies**

# Defining critical adolescent/adult skills

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

## FREQUENCY OF USE

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

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

# The Essential Eight

(McGreevy, Fry, & Cornwall, 2012)

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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
1. Accepting 'No'
  2. Following directions related to health and safety
  3. Completing daily living skills related to health and safety
  4. Tolerating situations related to health and safety



# Application of Social Validity In ABA

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JOURNAL OF APPLIED BEHAVIOR ANALYSIS 1978, 11, 203-214 NUMBER 2 (SUMMER 1978)

## SOCIAL VALIDITY: THE CASE FOR SUBJECTIVE MEASUREMENT OR HOW APPLIED BEHAVIOR ANALYSIS IS FINDING ITS HEART\*

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.

\*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 Dawson, Dean Finson, Bill Hopkins, Francis Horowitz, Keith Kirigin, Jack Michael, Keith Miller, Todd Risley, Jim Sherman, and Sandra Wolf. Preparation of the manuscript was partially supported by Grants MH20038, MH15644, and MH15881 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.

What was the purpose of our journal? It was a question that was clearly more important than the others I had been asked. So I decided to consult the Gods but, as usual, Don Baer, Don Boshell, Barbara Esel, Vance Hall, Bill Hopkins, Judy LeBlanc, Keith Miller, Todd Risley, and Jim Sherman were not in their offices. However, I did find Don Baer in the hall. So I asked Don, "What is the purpose of *JABA*?" and Don said in his usual offhand but eloquent way, "It is for the publication of applications of the analysis of behavior to problems of social importance." Well, that sounded so reasonable that it had to be true. So that is what I put in the *Journal* and it went to press.

There was only one small problem; I wasn't sure what "social importance" meant or, worse still, how to measure it. And, as I am sure you can appreciate, the more I thought about this the more concerned I became.

The dictionary only added to my distress. According to my *New Webster's Vest Pocket Dictionary* (1962) importance simply meant "having value" and of course, social meant "pertaining to society". Thus, something of social importance would have to be judged by someone as having value to society.

Unfortunately, that sounded slightly subjective to me. And subjective criteria have not been very respectable in our field. We have considered ourselves a natural science, concerned about the objective measurement of natural events such as arithmetic problems worked correctly, litter picked up, sexual responses occurring, and social skills learned. We have considered ourselves to be like the other natural sciences: like physics, chemistry, and biology, which concern

*"[ ] 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 [ ] 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

*“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)*

# 20 Social Validity 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

# 20 Social Validity 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

# 20 Social Validity 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

One final, simple statement about social validity

*What you do EVERY DAY  
matters more than what you do  
once in a while.*

*-Gretchen Rubin*

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



# Back to “Starting with the Outcome”

# Where We Need To Be

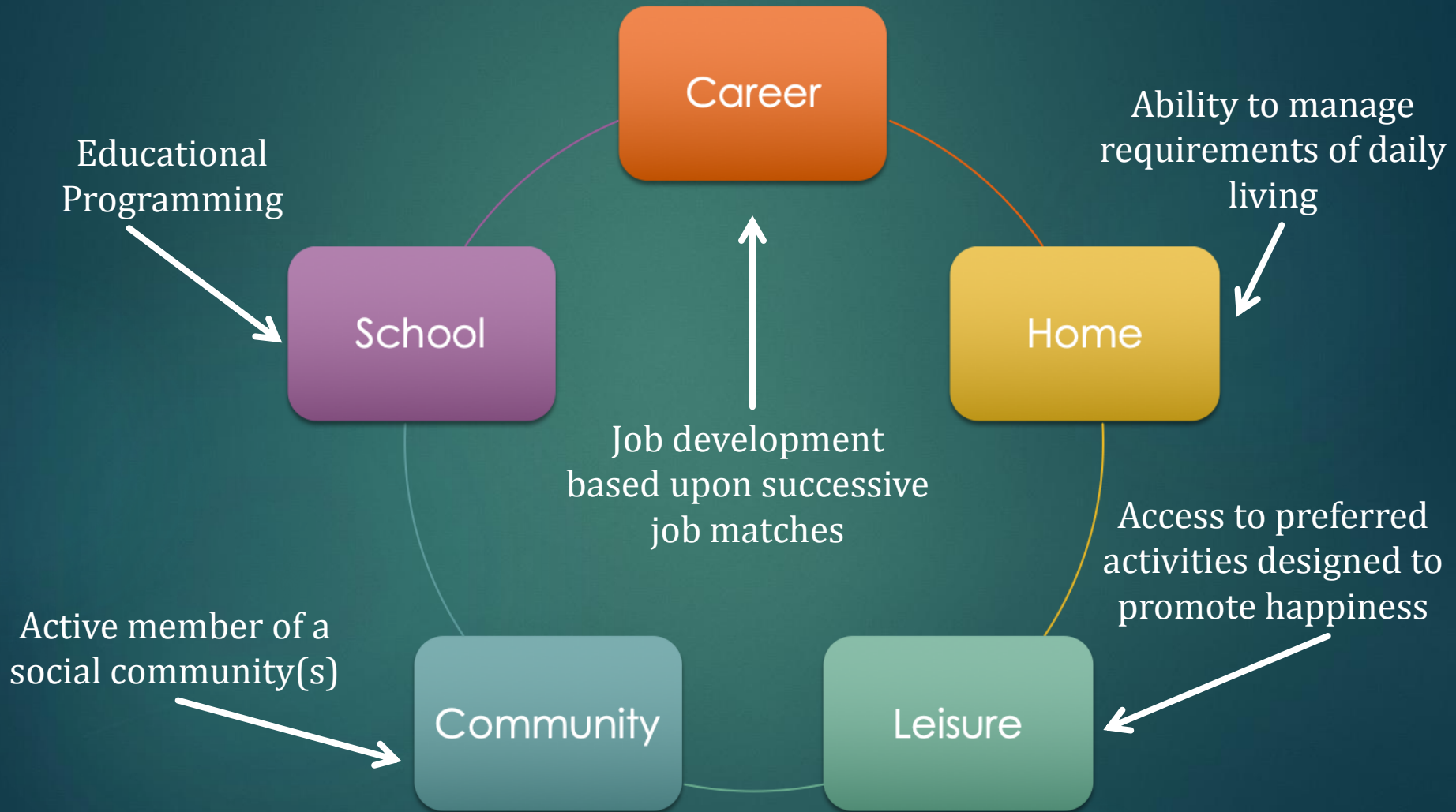
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In 5-years-time Student will be 20-years old and will be “ready” as if he is transitioning to live on his own. This includes independent in self-wakening, **showering**, dressing, **toileting**, tooth-brushing, laundry, cooking, and other general life skills. He will independently follow a schedule of activities for up to 8-consecutive hours. Student 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, Student 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. Student 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, pass the time playing a game. Student 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. Student 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.



# Transition Profile Areas of Focus

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# Focus on Essential Skills

Central to the EPIC 5-Year Plan is the focus on the development of what are categorized as the essential skills across five, basic environments. As a student moves through the 5-Year Plan and approaches graduation, instructional priorities need to include those skills that:

- ❑ **When acquired, enable the individual to independently complete a variety of relevant tasks and engage in desired activities.** *In behavior analytic terms, these might best be understood as behavioral cusps.*
- ❑ **Has the potential to be used with sufficient frequency to remain in the individual's repertoire.** *The exception here are safety skills which, ideally, are low response frequency skills.*
- ❑ **Can be acquired within a reasonable time frame.** *If it is likely that a critical skill will not be acquired in a reasonable time frame, functional accommodations or modifications to the skill or the target environment should be identified, considered, and implemented as appropriate.*

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

Skill	Challenge	Recommendation
<p>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)</p>	<ul style="list-style-type: none"> <li>• Student 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>1. 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>2. Coordination with SLE Coordinator to locate required tasks. Provide intensive intervention in production skills by 2/18</li> </ol>
<p>Check completed work for quality control with 100% accuracy.</p>	<ul style="list-style-type: none"> <li>• Student is currently unable to identify “correct” vs “incorrect” completion of large numbers of completed work.</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and implement instructional program to teach this discrimination as last step in production skill chain by 6/18</li> </ol>
<p>Stop work when short of supplies and either retrieve on own or seek assistance.</p>	<ul style="list-style-type: none"> <li>• This skill seems well within Frankie’s current range of competence if not yet specifically taught.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess skill across multiple tasks and provide intervention if necessary by 2/18</li> </ol>
<p>Socially interact with supervisor and co-workers</p>	<ul style="list-style-type: none"> <li>• Student has a limited, and inconsistently displayed, social repertoire.</li> </ul>	<ol style="list-style-type: none"> <li>1. 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> </ol>
<p>Purchase a realistic variety of food for lunch at work and eat neatly</p>	<ul style="list-style-type: none"> <li>• Student 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>
<p>Safety at work including public restroom use, responding to fire alarms, responding to supervisor, use cell phone to report location, etc.</p>	<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 Student independently vacates premises in response to alarm is unknown.</li> </ul>	<ol style="list-style-type: none"> <li>1. Student 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, Student E. should be able to independently (or with minimal supports), accomplish the following.

Skill	Challenge	Recommendation
<p>Student needs to independently wake himself up in the morning and complete his AM routine.</p>	<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 Student needs to complete</li> </ol>
<p>Student needs to independently complete a number adaptive tasks at home including laundry, cooking, loading dishwasher, making bed, maintaining room neatly, etc.</p>	<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 Frankie's activity schedule. These should include activities of daily living. <b>New list (if necessary) will be developed by _____ with new words added as necessary.</b></li> </ol>
<p>Student needs to independently complete a number hygiene skills at home including showering, shaving, and brushing his teeth.</p>	<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>Student is currently being taught to shower more independently in school.</li> <li>When the new shower is installed there <b>will be more frequent opportunities to practice and develop individualized protocols.</b></li> </ol>
<p>Student needs to follow a 2-hour activity schedule when at home.</p>	<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 <b>at an estimated rate of 1 activity/month? 2 activities/month. Let's try to quantify this.</b></li> </ol>
<p>Student needs to expand the list of meals he makes for himself. Focus on choice plus nutrition.</p>	<ul style="list-style-type: none"> <li>Student 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.). <b>Follow up with family no later than 1/19/18</b></li> <li>School can work on introducing these foods</li> </ol>

# Sphere of Intervention: Leisure

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

Skill	Challenge	Recommendation
Student will participate in NJ Special Olympics	None, specifically.	1. Research website for further information and provide family with info by 1/19/18
Student may participate in an inter-ABA-School bowling league.	League needs to be developed. Possibility will be investigated by ED in 1/18	
Student 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.
Student needs to use smart phone app to kill time when waiting for an activity or "hanging at the mall"	Student 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.
Student 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**

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

Skill	Challenge	Recommendation
<p>Student will able to purchase his own clothes by size and color.</p>	<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.) <b>by 1/31/18</b></li> </ol>
<p>Independently navigate increasingly greater distances (i.e., malls).</p>	<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. <b>If phone is not available by 1/19, follow up with parents.</b></li> <li>2. Develop criteria for increasing independence in the community including obtaining risk consent <b>by 1/31/18</b></li> </ol>
<p>Use cell phone either vocally describe location to another person or text location</p>	<ul style="list-style-type: none"> <li>• Student 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. <b>If phone is not available by 1/19, follow up with parents.</b></li> </ol>
<p>Stranger/Friend Discrimination.</p>	<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. <b>Implement</b></li> </ol>

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 Student 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>

# Family Responsibility in Support of Transition Programing

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AREA	RESPONSIBILITY
Career	<ol style="list-style-type: none"><li>1. Coordinate with EPIC a program to expand Frankie'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 Student showering program once the new teaching shower is 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>



# Desired community Responsibility in Support of Transition Programing

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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 Student in the community.

# Transition, Adaptive Behavior and Adult Outcomes

# Adaptive Behavior

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

Adaptive behavior is not considered one of the core symptoms of ASD and, as such, receives significantly less attention in terms of effective intervention and current research.

# Adaptive Behavior Competencies:

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

# Adaptive Behavior Intervention

The parameters of effective intervention in adaptive behavior include:

**1. Context** – Where instruction takes place

**2. Intensity** – How often instruction takes place

**3. Efficiency** – What is the response effort/equivalence associated with instruction

**4. Transfer of control** – Where does stimulus control lie

**5. Value** – Why might this skill be important to the student

# Context

- ❑ The primary rule in the provision of effective adaptive behavior instruction is, “Teach where the behavior is most likely to be displayed.” It has been long documented that most individuals with autism do not independently generalize skills to new environments or maintain skills that are of little use in their primary environments. This again highlights the importance of context as an instructional variable.
- ❑ Further, even the youngest individuals in transition will remain in a classroom environment for, at most, the next 7 years. Upon graduation, however, they will never again be in a similar environment and, instead, must be prepared with skills and competencies that work in the environments where they will spend the rest of their lives (i.e., their neighborhoods, communities of faith, home, etc.)

# Intensity

- ❑ Intensity refers to the rate of instruction across a given time period; day, week, or month.
- ❑ There is an extremely large body of research supporting that fact that a certain level of intensity is required if skill mastery is to be demonstrated with all of us.



# Intensity

- ❑ By way of example, consider the 5-year old with ASD who required 1,000 trials (50 sets of 20 trials) of color identification to consistently identify all 64 colors in the Crayola box across all teachers and all environments.
- ❑ Now take the same child at age 15 with the goal being that of buying lunch at Burger King. If he is provided 1(one) instructional opportunity (i.e., trial)/week, it will take more than 15 years to provide the 1,000 trials that were necessary to acquire a relatively simple discrimination skill (color ID).
- ❑ As such, a lack of skill acquisition is often not a function of learning ability but rather insufficient intensity within our instructional protocols.

# Efficiency

- ❑ Directly related to both skill generalization and maintenance is response effort and equivalence. ***This combination constitutes response efficiency which is the ease with which a task (desirable or not) can be accurately accomplished.***
- ❑ Incorporating the concept of response efficiency in instructional programming can be illustrated by the example below on cell phone use.
  - ❑ As a function of functioning level, different response efficient interventions may include:
    - ❑ *Teaching to initiate calling, dial numbers from memory, or look up in the relevant directory, or;*
    - ❑ *Teaching to dial by finding a familiar face or icon in the phone's contact directory, or;*
    - ❑ *Teaching to dial by pressing a single face or icon, out of a small number of such, on the phone's home screen, or;*
    - ❑ *Teaching simply to retain phone with him/her to allow for answering of the phone and, as appropriate, GPS monitoring.*

# Transfer of Control

- ❑ A general goal of many ABA-based programs is for teachers to demonstrate stimulus control over their students and classroom.
- ❑ However, the ultimate goal of any transition program is to transfer such control from the teacher to both the environment (e.g., stop at the red light) and the individual themselves (e.g., via self management).
- ❑ Pragmatically, as individuals age and move from a ratio of 1:1 instructional support to, at best, a ratio of 4:1, the importance of transfer of control rapidly becomes clear.

# Value

- ❑ Skills that are of great value (i.e., highly preferred or have significant functional utility) to the individual tend to be skills that, once acquired, are maintained over time with little additional intervention.
- ❑ Conversely, skills that are of little value generally require significant instructional intensity both during skill acquisition and maintenance phases.
- ❑ Any effective and appropriate program of intervention needs to combine both high-value and low-value targets in such a way as to support engagement, competence, maintenance, enjoyment, and personal safety.

So to wrap this up  
I offer a few memes

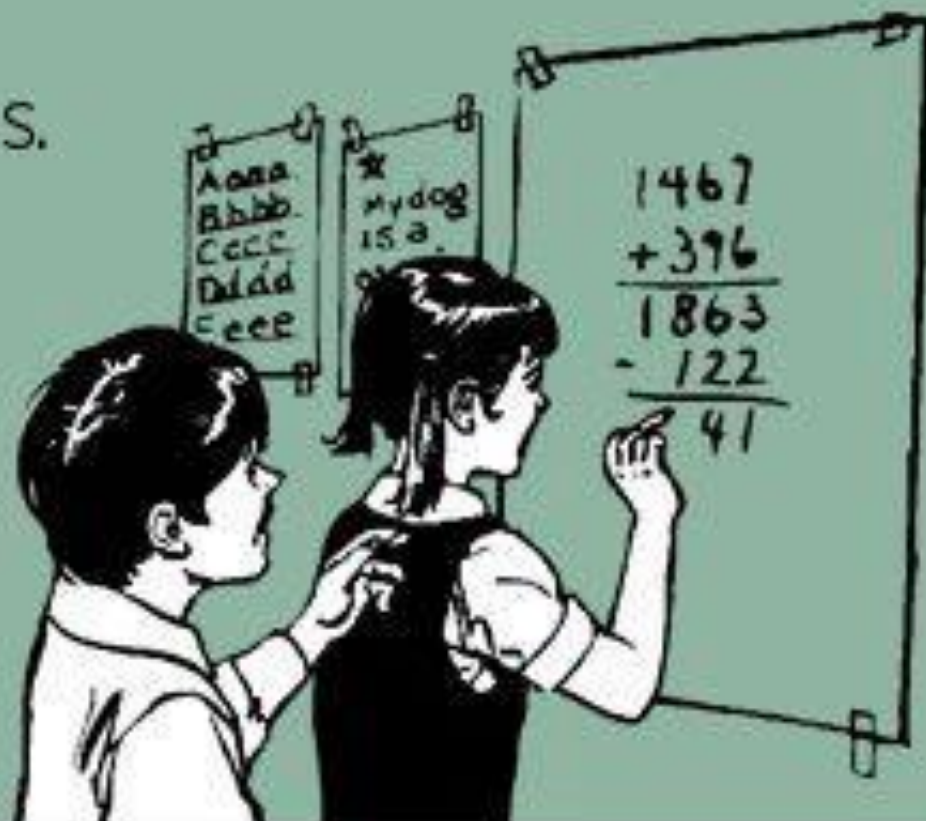
Here's what I know about the future:  
it happens as a result of what we do today.



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

Happiness.

Billy has happiness.





Moira Gibbons

**DON'T DREAM IT,  
BE IT.**





**Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.**

**Margaret Mead**



Thank you!