

TTAP



TEACCH Transition Assessment Profile

SECOND EDITION

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Second Edition

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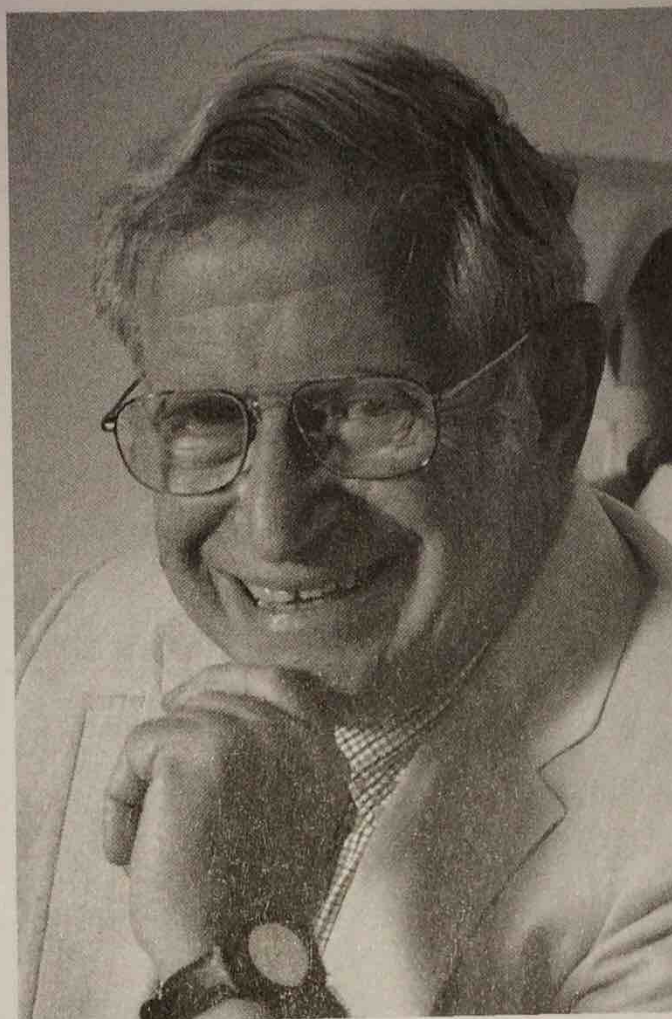
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Dedicated to Dr. Eric Schopler
1927-2006



Our founder, mentor, colleague, and friend,
who saw possibilities where others saw only problems
and thereby gave hope for a brighter future
to thousands of families touched by autism.

He will be missed.



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Chapter 1.

Introduction

As children with autism spectrum disorders approach adolescence, they and their caretakers face a major educational challenge: planning for their adult lives, which includes vocational, recreational, and living arrangements. When Gary Mesibov, Eric Schopler, Bruce Schaeffer, and Rhoda Landrus created *The Adolescent and Adult Psychoeducational Profile (AAPEP)* in 1988, their intent was to design a highly structured, skills-based instrument to evaluate students' current and potential skills in those areas most important for successful, semi-independent functioning in the home and the community. Considering the service options of the 1980s, most adults with moderate to severe mental retardation sought placements in sheltered employment settings and community-based group homes. Since then, several important changes have occurred. Partly in response to improving educational opportunities, more individuals are reaching adulthood with milder forms of mental and social delay. As a result, increasing numbers of individuals with autism spectrum disorders do not require a sheltered environment, but can contribute to community-based jobs in offices, in manufacturing, in retail businesses, and in other sites.

Rationale for the TTAP

Experience with adolescents in the autism spectrum has shown that it is too late to plan for their adult lives when they phase out of school attendance between 18 and 21 years of age. Instead, it is in the best interest of individuals, schools, and communities to begin planning and teaching toward this transition during early adolescence or even earlier. Educators now recommend that transition services and planning be incorporated into the curriculum during elementary and middle school (Repetto & Correa, 1996). In addition, needs assessment and comprehensive planning should occur at an early age (Michaels, 1998; Patton & Dunne, 1998). Awareness of the importance of such early planning was reflected in the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997, which required, conservatively, that an evaluation of transition needs must be made and an educational plan put in place by age 14 (in 2004, IDEA was modified to the age of 16). This revision of the AAPEP, now called the TEACCH Transition Assessment Profile (TTAP), is intended to accommodate the latest progress in disabilities legislation (IDEA 2004) and the converging views of scholars in education. Although developed with older children and adolescents in mind, the instrument is also effective for assessing and developing goals for adults in the autism spectrum and those with related developmental disorders.

The TTAP provides school personnel with a means of complying with federal law in two primary ways. First, it is a comprehensive screening instrument that identifies principal transition goals, identifies student interests and strengths, and incorporates the feedback and perceptions of family and school personnel. Second, the Cumulative Record of Skills form (see Appendix A), along with two data collection forms, provides a method of obtaining and compiling informal, community-based assessment information over the course of a student's transition education, with a central focus on preparing for positive adult outcomes. This cumulative record, which is important for a student's successful integration into adult employment and residential settings, can be provided to future service providers after the student leaves school.

The TTAP includes the following six features:

1. Assessment for transition. In his review of transition assessment instruments, Clark (1998) noted a dearth of instruments designed for students with autism spectrum dis-

orders, especially those with moderate to severe range of mental handicap. He emphasized that effective assessment requires student-centered, family-centered, and school- and work-centered evaluation. The TTAP addresses these elements of effective and comprehensive assessment through its three scales.

2. Focus on six functional areas. IDEA (2004) promotes education as the means for individuals with developmental disabilities to achieve positive outcomes in adulthood. In doing so, the act stipulates that a student's educational program can no longer be isolated from his or her working, social, and community environment. Similarly, Cronin and Patton (1993) emphasized the importance of generating curriculum from an analysis of the anticipated adult-life demands facing a student. They suggested a "top down" approach, in which a broad range of life demands are identified, the student's skill level is anticipated, and then the curriculum needed to improve these skills is determined. The TTAP addresses these issues by focusing on six areas of life demands and suggesting a potential curriculum that addresses the specific learning issues affecting adults with autism spectrum disorders. The six areas—vocational skills, vocational behavior, independent functioning, leisure skills, functional communication, and interpersonal behavior—provide a systematic way of identifying long-range educational goals for students with autism and addressing the cognitive style so frequently characteristic of these students.

3. Assessment in three different environmental contexts. The Direct Observation scale provides a skills-based observation and evaluation of a student. The School/Work scale and the Home scale each provide information from interviews with teachers and supervisors and with parents, respectively, on strengths and weaknesses in student performance. The culmination of observations from these three different environmental contexts helps the examiner confidently identify current skills and appropriate goals. This testing structure is supported by Clark's (1998) assertion that "most state guidelines addressing transition planning under IDEA requirements recommend that assessment service include standardized tests, interviews, direct observation, and curriculum-based evaluations" (p. 15). Bullis and Davis (1999) also emphasized the importance of multiple assessment procedures that measure work, living, and educational skills. Their conceptual model for functional assessment includes criterion-referenced measures, third-party rating scales, self-reports, and behavioral observations in employment, educational, and community settings—all of which are reflected in the organization of the TTAP.

4. A unique scoring system. The scoring system in the TTAP is the same one developed for the *Psychoeducational Profile* (Schopler, Lansing, & Marcus, 2005), or PEP, now in its third revision and known as the PEP-3, which was designed to provide the assessment data required for formulating an Individualized Educational Program (IEP) for younger students. With this system, a task can be scored in one of three ways: "pass" when the student completes the task successfully, "fail" when the student is unwilling or unable to do the task, and "emerge" when the student completes the task partially, showing a beginning understanding of how to do it. This unique scoring method and its resulting profile give an evaluator critical supporting evidence about a student's level of functional skills, his or her educational requirements, and the environmental supports needed for successful transition to adulthood.

5. Environmental accommodation. According to IDEA (2004), assessment instruments should identify life-skill domains (e.g., job skills, personal care) that require accommodation. The TTAP goes further by identifying types of accommodation that may assist independence in these domains. Because individuals with autism tend to have difficulty generalizing acquired skills to new or varied settings, identifying the physical and visual structures that assist generalization, and thus enhance independence, is promoted by the strategies in the TTAP. The elements of structured teaching used in some of the TTAP items provide information on a student's ability to use different kinds of structures to perform tasks independently. The structures that can help an individual focus on relevant information in various environments and on different kinds of tasks are identified in the Recommen-

dations for Structuring Intervention (see p. 8 of the Profile/Scoring Form). The form can assist the examiner in recommending appropriate accommodations that will enhance performance quality, stamina, independence, and generalization.

6. Establishment of preferences for individuals with limited communication skills. IDEA (2004, ¶ 300.42) states: "Transition services means a coordinated set of activities for a child with a disability that . . . [are] based on the individual child's needs, taking into account the child's strengths, preferences, and interests." Along these same lines, Wehman (1998) emphasized the importance of using appropriate methods to allow a student with a disability to express preferences about (a) a preferred job in 2, 5, and 10 years, (b) important qualities of a job, and (c) skills needed to obtain a preferred job. There is now growing awareness, however, that people with autism spectrum disorders require opportunities to experience different settings and activities to be able to identify their own preferences. The TTAP emphasizes the assessment of strengths and interests so that those preferences may be identified, even among those who have limited communication, perspective, and judgment skills when transition service needs must be evaluated. It does so both in the formal instrument (formerly the AAPEP) and in the new, informal community-based assessment protocol.

Overview of the TTAP

The following section provides an overview of the TTAP, including its organization, target population, item selection, and continuity with another instrument.

Organization

Like other formal assessments, the TTAP provides structured test items that are systematically administered in a controlled setting for the purpose of comparing an individual's level of performance to a skill set. The TTAP incorporates functional evaluations from three environmental contexts into one instrument through combining a direct assessment of skills (Direct Observation scale) with interviews that evaluate performance in the residential setting (Home scale) and in the academic/vocational setting (School/Work scale). The Direct Observation scale is administered by a teacher, psychologist, job coach, or other trained professional in a quiet testing environment, in a way that is similar to most traditional intellectual and skills assessments. The Home scale and the School/Work scale, in contrast, are made up of behavioral reports obtained by interviews with the primary care providers in each setting. For example, the Home scale is filled out by an interviewer who talks with the individual's parents or group home manager, depending on where the individual resides. The School/Work scale is based on a similar interview with the individual's teacher or work supervisor. Results obtained consistently across these three different environmental contexts offer powerful data for formulating appropriate educational and habilitation plans.

Each of the three scales is divided into six function areas: (1) vocational skills, (2) vocational behavior, (3) independent functioning, (4) leisure skills, (5) functional communication, and (6) interpersonal behavior. Described more fully in Chapter 2, TTAP Description and Administration, these are the basic areas of competency an individual needs for a degree of independent success in adult living and working environments. All three scales in the TTAP assess an individual's strengths and weaknesses in these areas, although there is some overlap among them, just as in real life different learning areas overlap.

Target Population

The TTAP was designed for individuals with autism spectrum disorders who have mild to severe mental disabilities. People in this group, which comprises most individuals with an autism spectrum disorder, are also among the most difficult to assess appropriately due to problems engaging their attention. As a result, the TTAP is also appropriate for use with

most individuals who have mild to severe mental disabilities, whether they have autism or not. For higher functioning individuals with Asperger syndrome, additional assessment may be appropriate.

Item Selection

For this revision, there were three criteria for adjusting or replacing items of the AAPEP: (1) adapt the materials of existing items to more relevant and useful tasks for residential and vocational independence, (2) provide additional items that assess more skills of students and adults with milder forms of mental disability, and (3) provide a broader range of visual structures within the items to assess student strengths and abilities to use visual cues. A description of item selection for each criterion follows.

To make items more relevant for assessing independent living, the cluster of Vocational Behavior items that address assembly, speed, handling corrections, and so forth, was adjusted from assembling pencils and erasers to inserting documents in envelopes. The materials available to assess solitary leisure activity were expanded and adjusted to address a broader range of leisure interests. Many material adjustments have been made to meet this criterion.

To assess students and adults with milder disabilities, items were added that assess slightly more sophisticated residential and vocational skills. The travel kit assembly (Item 7) addresses both a more relevant vocational packaging skill and a larger number of items to organize and package. Check writing and recording (Item 35) is an example of the more relevant and complex item addition. Within the Leisure Skills area, keeping score in a game of darts (Item 40) is a more complex skill, as is planning a recreational event from a newspaper (Item 47).

To assess the ability to use visual structures, the authors identified items that help determine how to use an individual's strengths and interests to support independence in skill development. The addition of picture/photo symbols to the survival signs item (Item 28) is one example. Following a schedule (Item 36) exemplifies assessing structure that assists the student in predicting events.

Continuity with the PEP-3

The *Psychoeducational Profile* (PEP), developed in the 1970s (Schopler & Reichler, 1979), was designed for children from school age through preadolescence who have been diagnosed in the autism spectrum. It provided a developmental profile showing a child's learning strengths and weaknesses. Now in use for more than 25 years, the PEP has been translated into many languages and is used in many different cultures. It has been so successful for several reasons. First, it was the first psychoeducational profile designed especially for children in the autism spectrum, based on the first statewide program for these children. Second, it was designed for use with children who have minimal language skills, and it employed materials that interest children in that age group. Third, it used a pass-emerge-fail scoring system that facilitated the development of an Individualized Educational Program (IEP) based on the assessment profile. Finally, it measured behaviors and skills relevant to learning. The PEP has now been revised (becoming the PEP-3) to improve its psychometric properties by using more current educational function areas. The TTAP uses the same unique testing structures and scoring system that are used in the PEP to determine and help an individual achieve an optimum placement for work and living arrangements.

Reliability and Validity Studies

Studies regarding the reliability and validity of the TTAP were being conducted at the time of this printing. Please contact the publisher, PRO-ED, for further information regarding these studies.



Chapter 2.

TTAP Description and Administration

This chapter describes the function areas assessed by the TTAP, gives general information about the instrument, and provides directions for administration.

Function Areas

The six function areas of each of the three scales in the TTAP represent the most important dimensions of successful, semi-independent functioning in the home and the community for severely disabled individuals. These six function areas are the same for each of the three scales (Direct Observation, Home, and School/Work). Although there is some slight overlap for each function area across the three scales, individual items generally differ from one scale to the next because of varying environmental demands. For example, items that are relevant for the Home scale may not be applicable to the School/Work scale or the Direct Observation scale. The information gathered from these three scales is integrated to form a complete picture of an individual's functioning across the three environments. A description of each of the six function areas follows.

Vocational Skills

The Vocational Skills items measure specific technical skills necessary for the completion of various vocational tasks. In the Direct Observation scale, skills that can be used on a variety of vocational tasks such as sorting, counting, and measuring are evaluated. In the Home scale and School/Work scale, skills that relate to independent living and potential employment opportunities are inventoried. These include the use of tools and kitchen appliances, as well as cleaning and cooking skills on the Home scale, and assembly, use of tools, and size discrimination on the School/Work scale.

Vocational Behaviors

The Vocational Behaviors items identify and evaluate work-related behavioral skills. These skills are extremely important because inappropriate behaviors, more than anything else, impede the ability of people with autism to function in vocational and residential settings. The Direct Observation scale assesses an individual's ability to work independently, to react appropriately to interruptions and corrections, and to sustain work on already-mastered tasks. The Home scale explores an individual's ability to ask for help when needed, to perform new tasks, and to follow delayed instructions. The School/Work scale assesses how an individual works in groups, follows instructions, adjusts to changes in routine, and corrects errors.

Independent Functioning

The Independent Functioning items cover the areas of self-help and self-guidance. A range of skills is assessed, allowing a determination of both an individual's overall ability in self-help skills within the home and his or her degree of independence in negotiating various aspects of community life. Self-help skills include grooming, bathing, dressing, eating, and toileting. Self-guidance skills include one's ability to use transportation independently, to follow a

schedule, to use money, to follow safety standards, and to maintain personal belongings independently.

Leisure Skills

Leisure Skills refer to one's capacity to use nonwork time for socially acceptable and pleasurable activities. This is important in both vocational and residential settings, where individuals are generally expected to occupy themselves for extended periods of time. The items in this area evaluate leisure skills in terms of an individual's interests and ability to sustain activities. Because both solitary and cooperative activities are rated, the examiner can learn about an individual's capacity to initiate activities and his or her willingness to participate in activities initiated by others. Activities assessed include simple interactive board games, card games, listening to music, exercise, care for plants, and care for pets.

Functional Communication

Severely delayed or atypical language development is one of the most important criteria in the diagnosis of autism. When children with autism become adolescents, they must be able to communicate on some level if they are to function outside of highly structured home and classroom environments. The Functional Communication items assess the minimal communicative abilities necessary for successful functioning in vocational and residential environments. Some of the specific skills evaluated include the ability to communicate basic needs, comprehension of instructions and gestures, and response to commands and prohibitions. In addition, an individual's comprehension and use of basic concepts such as locations, colors, and names of people and objects are assessed to help determine effective methods of instruction.

Interpersonal Behavior

Developing social relationships is among the most conspicuous difficulties experienced by people with autism. In developing the Interpersonal Behavior items, we focused on the social and interpersonal skills most important for success in vocational and residential environments. Therefore, there is an emphasis on the ability to work without distracting others, on general behavior in groups, and on responses to the presence of other people. In addition, the Home scale and the School/Work scale evaluate an individual's interpersonal behaviors with both familiar and unfamiliar people. This is an important distinction because individuals with autism are generally more likely to display inappropriate behaviors in the presence of strangers.

General Information

The following section describes general properties of the TTAP, including number of items, length, and materials needed for administration.

Number of Items

Each of the three scales (Direct Observation, Home, and School/Work) explores six areas of functioning (Vocational Skills, Vocational Behaviors, Independent Functioning, Leisure Skills, Functional Communication, and Interpersonal Behavior). In the TTAP, each of the three scales has 12 items in each function area, for a total of 72 items in each scale and 216 items in the entire instrument. This is an expansion from the original AAPEP, which had a total of 168 items, so that the instrument will assess a broader range of individuals with mild to severe developmental disabilities.

Length

The three scales are administered separately. The Direct Observation scale is administered by a psychologist, teacher, or other trained professional in a clinical setting. It should take approximately 1½ hours to complete, but the time may vary depending on the individual's level of functioning and rate of response. The Home scale involves an interview either with the individual's parents or residential supervisor and should take approximately 1 hour. The School/Work scale involves an interview with the individual's teacher and should take approximately 1 hour.

Materials

The Direct Observation scale consists of various tasks that use materials commonly found in vocational, leisure, and other settings. These materials (e.g., envelopes, magnetic darts) were selected to assess the basic functional skills that lead to successful adult living. Many of them were selected to help determine the strengths and interests of individuals on the autism spectrum, and all were chosen to be easily manipulated and used with a minimum of verbal direction. These materials can be ordered as an assembled kit online at www.teacch.com/TTAP or can be assembled from scratch using the list in Appendix B. The Home scale and School/Work scale are behavior checklists and do not require special materials.

Administering the TTAP

Order of Items

The Direct Observation scale items are presented in a general order that should assist effective administration. The examiner may, however, vary the order of items to fit the needs or behavioral characteristics of the individual being tested. Certain items should be clustered (i.e., presented together) for efficient administration, and these are noted under the heading for each item in Chapter 3 of this manual. The items on the Home and School/Work scales are also presented in a preferred order. Again, the examiner may vary this order during the interviews, if necessary, but this will likely happen less frequently with these scales because they do not involve direct interaction with the individual with autism.

Examiners should thoroughly familiarize themselves with the scales and their items before administering the test. This preparation will help ensure a productive test session for the individual being assessed and smooth interviews for parents and the personnel in schools and work settings.

Administration Procedures

To administer the TTAP, the examiner will need to assemble the objects (i.e., materials) for the assessment as described previously in this chapter. He or she will also need the Profile/Scoring form, which is a separate form included with the TTAP kit, and the written item descriptions, found in Chapter 3 of this manual.

The examiner uses the descriptions in Chapter 3 to present the items to the individual and to determine his or her scores. The Profile/Scoring Form should be used to record the score after each item has been administered. This form also provides a place for the examiner to write any notes about the individual's performance.

Direct Observation Scale

In Chapter 3, each item of the Direct Observation scale is described in three parts: materials, procedure, and scoring. The materials section lists what is needed to administer the item. The procedure section gives instructions for the item's administration. Administration requires minimal use of language for the individual being tested to understand and carry out specific tasks. Also included are procedures to follow in case the initial directions are not sufficient for the individual. These may involve demonstrating a correct response or altering the directions by providing more structure to clarify what response is expected. For items in which further demonstration is permissible, the procedure and the number of repetitions are specified. Finally, the scoring section describes the criteria used to determine the score on each item.

To avoid standardized verbal directions, the word *indicate* is used extensively throughout the manual. *Indicate* refers to a specific hierarchy of administrative techniques: (1) give the individual verbal directions using either speech alone or speech and sign language, (2) convey task requirements with nonverbal gestures, (3) demonstrate how the task should be done. The following example illustrates these procedures.

14. Works Continuously at Task

Cluster 13–18

Materials: 30 sets of 3 paper-clipped pages, 30 9"x 12" clasp envelopes

Procedure: Demonstrate placing one set of pages in an envelope. Then have the individual perform the task, offering demonstration and assistance if needed. The examiner is allowed to demonstrate the combination a total of 3 separate times. Once the individual has assembled 3 sets consecutively without assistance, indicate to the individual to continue alone. Begin timing and offer assistance only if the individual pauses for more than 10 seconds, directing individual's attention to the task by pointing.

Scoring:

Passing Works continuously for 5 minutes with no pauses longer than 10 seconds.

Emerging Works continuously for 5 minutes with 1 or 2 pauses of more than 10 seconds.

Failing Has 3 or more pauses of more than 10 seconds or never performs the task.

In this example, the examiner demonstrates the task without giving verbal directions. In case the individual is unable to do the task the first time, specific procedures are given as "demonstration and assistance if needed." Here, as in other items, *indicate* refers to a specific hierarchy of procedures:

1. *Verbal directions:* "Put pages in envelope" (oral only or oral and signed).
2. *Nonverbal gestures:* If verbal directions are not understood, the examiner should point to the pages and the envelopes or pantomime the movements required to complete the assembly.
3. *Demonstration:* In this item, the task has already been demonstrated. Because this item tests the ability to work continuously at a task, once three assemblies of pages and envelopes have been completed, no further demonstrations are given.

Home and School/Work Scales

As previously described, the Home scale and the School/Work scale consist of behavioral checklists administered by interviewing an individual's parents, teachers, or home and work supervisors. The examiner should become familiar with the items on these scales before the interviews occur. For each function area, the interview should begin with broad questions aimed at obtaining an impression about the individual's general level of functioning in the area. For example, the examiner might ask what the individual likes to do at home and then follow up with more specific questions from the Leisure Skills section of the scale that cover material the respondent has not mentioned when answering the broader question. Following this procedure, the examiner can use the items as a guideline for the parent interview and still obtain the specific responses necessary for evaluating the individual's skills. This process of starting with general questions and becoming more specific can help maintain the flexibility that will contribute to a productive interview. In some cases, it might become apparent that it is not necessary to cover all of the items in a scale because the individual does not have the requisite skills.

Each item on the Home and the School/Work scales has a heading that describes the skill and guidelines for scoring. For each item, the examiner should phrase questions so that they focus on the specific skills addressed in the item if the respondent has not provided that information in response to the general question. The following sample item from the Home scale illustrates the format for these items.

103. Uses Transportation Independently

- Passing* Travels independently to and from familiar locations (e.g., recreation center, movie theater, around home neighborhood). Walks, drives, or uses bus, taxi, shuttle, or carpool as arranged. Crosses intersection safely, responding to car horns and traffic signs and signals.
- Emerging* Travels to and from familiar locations alone but needs some help (e.g., boarding correct bus, hailing taxi, crossing pedestrian crosswalk) or restricts independent travel to the home area (e.g., yard, garage, house next door).
- Failing* Cannot travel alone to any location beyond home or fenced yard.

The examiner could phrase this question to the respondent in a variety of ways, depending on information already given. If the examiner has the sense that most of the individual's time is spent at home, he or she might ask the parents where their child likes to go, what the child likes to do at these places, and whether the child can get there alone. A guiding principle to remember is that the TTAP is designed to evaluate the ability of an individual to function independently at home and in the community.

Scoring

Individual performance is recorded on the TTAP Profile/Scoring Form. The scoring system is divided into three levels: Passing, Emerging, and Failing. Specific scoring criteria for each level of each item are given in the manual; following are some general rules and definitions for these three levels:

Passing: An item is scored as Passing if the individual is able to successfully complete the task either without any demonstration or with only the specified number of demonstrations.

Emerging: An item is scored as Emerging if the individual shows some knowledge of what is required, but lacks the skill necessary for complete understanding and satisfactory task performance. An item will be scored as Emerging if the individual is able to complete the task only after receiving repeated demonstrations or extra assistance.

Failing: An item is scored as Failing if the individual is unable to complete any aspect of the task or unable to initiate the task after receiving repeated demonstrations and extra assistance.

The Emerging score is the crucial element of this scoring system. By identifying those tasks of which the individual has some knowledge or skill, the examiner can immediately point to skill areas where intensive instruction might yield the most benefit. As discussed in Chapter 4, emerging skills often form the basis for program recommendations.

Whenever possible, test items should be scored as they are administered. If unsure of specific scoring criteria for a given item, the examiner should note the individual's performance and refer to the manual after the testing session. Some items are observational in nature and should be scored as soon as possible after the session, while the examiner's impressions of the individual are fresh.



Chapter 3.

TTAP Items

This chapter is used to administer the TTAP; it contains instructions for all 216 TTAP items. Appendix B provides comprehensive information about the materials needed for each item, including acquisition, construction, and setup. The examiner should become familiar with the TTAP items as presented here and the materials listed in Appendix B before administering the instrument to an individual.

Direct Observation Scale

Direct Observation Scale: Vocational Skills

1. Sorts Items

Cluster 1, 2, 3, 21

Materials: 5 washers, 5 bolts, 5 standard nuts, 5 green buttons, sorting tray

Procedure: Place sorting tray on table in front of individual with 1 item from each group separated into a compartment by itself. Place the rest of the materials in a pile in front of the individual and direct individual to finish sorting. If individual does not begin or makes an error in sorting 1 of the first 4 items, demonstrate with 1 item from each group and then put them back in the pile.

Scoring:

Passing Sorts all the remaining items with no more than 1 error.

Emerging Sorts at least 4 items correctly but does not finish the task within 5 minutes or makes more than 1 error.

Failing Sorts fewer than 4 items correctly in 5 minutes.

2. Corrects Sorting Errors

Cluster 1, 2, 3, 21

Materials: 5 washers, 5 bolts, 5 standard nuts, 5 green buttons, sorting tray

Procedure: Place sorting tray on table in front of individual with 4 correctly sorted items and 1 incorrectly sorted item in each compartment. Indicate to individual to take out the one that is different. If individual does not begin task, or begins incorrectly, demonstrate by removing an incorrectly sorted item and then put it back.

Scoring:

Passing Removes all incorrectly sorted items with no errors, either before or after demonstration.

Emerging Removes 1, 2, or 3 incorrectly sorted items, either before or after demonstration.

Failing Fails to remove any incorrectly sorted items.

3. Matches to Jig

Cluster 1, 2, 3, 21

Materials: 5 washers, 5 bolts, 5 standard nuts, 3 wing nuts, sorting tray, 5 sandwich bags empty plastic box for finished bags, 5 jig cards with different picture patterns to follow (numbered on back to show order of administration)

Procedure: Place divided tray containing the 4 groups of hardware in front of the individual. Place bags and empty box next to the tray. Present jig cards, one at a time and in order, and direct individual to "find these and put them in the bag and put the bag in the box." If individual does not begin or makes an error on the first card, demonstrate the task with the first card and then put back the card and objects.

Scoring:

Passing Matches at least 4 jigs correctly within 5 minutes and places all filled bags in the empty box.

Emerging Matches at least 2 jigs correctly but does fewer than 4 without errors or fails to put filled bags in the empty box.

Failing Matches fewer than 2 jigs correctly in 5 minutes.

4. Matches and Sorts Colors

Materials: 28 3" × 5" notecards—7 each of 4 different colors (e.g., 7 green, 7 blue, 7 yellow, 7 pink), 4 plastic trays with one card of each color in bottom of tray

Procedure: Place the 28 cards, randomly mixed, in a pile in front of the individual, and place the trays side by side from left to right just beyond the pile of cards. Place one card of a different color in each tray and tell the individual to place each card from the stack in the matching tray on the table, pointing to a tray for each color. If the individual does not respond, demonstrate by placing two cards in their correct trays. If the individual makes an error, pull the incorrectly sorted card from the tray and set it aside in a new pile to the side of the original mixed pile of cards. When the individual finishes sorting the mixed pile, direct him or her to sort the remaining pile of cards.

Scoring:

Passing Matches/sorts all colors correctly before demonstration, with no more than 2 errors.

Emerging Matches/sorts all colors, including "error pile," with no more than 6 errors.

Failing Makes more than 6 errors or does not comprehend what to do with cards.

5. Sorts and Collates Paper

Materials: 24 sheets of paper, 8 of which have the number 1 in the top right corner (in font size of 32 points), 8 with the number 2 on them, 8 with the number 3 on them, 8 large paper clips

Procedure: Place stack of pages on table in front of individual from left to right in ascending order with paper clips to the right. Demonstrate sorting by taking one each of pages labeled 1, 2, and 3 and forming a separate stack for each number. Indicate to individual to sort the remaining pages. If individual does not begin or begins incorrectly, remove the top page from the pile and sort it appropriately. After sorting is complete, demonstrate collating by taking one page from each stack, combining pages in numerical order (1, 2, 3) and using a paper clip to bind the three pages together. Indicate to individual to complete task by combining the remaining pages in order and clipping the sets of three together (as demonstrated). If individual does not begin or begins incorrectly, repeat demonstration.

Scoring:

- Passing* Sorts and collates pages with no more than 1 error (on each task) after initial demonstrations.
- Emerging* Sorts pages and/or collates pages with 2 or 3 errors (on each task) after demonstration.
- Failing* Does not sort pages or makes 4 or more errors, even after second demonstration.

6. Uses One-to-One Correspondence to Complete 3-Step Task

Materials: 20 pill bottles with snap-on tops, 20 small plastic chips that fit in the bottles, plastic box that will hold the 20 bottles

Procedure: Place chips, bottles, tops, and empty box in this order, from left to right, on the table in front of individual. Indicate and demonstrate to the individual the sequence of putting a chip into a pill bottle, putting a lid on the bottle, and then placing the bottle in the empty box. If individual does not begin the task or makes an error, demonstrate again. If individual still does not begin or completes the task with errors, then guide individual manually through the task.

Scoring:

- Passing* Performs task without errors at least 10 times in 3 minutes after verbal instructions and demonstrations.
- Emerging* Performs task correctly at least 10 times in 3 minutes but makes more than 1 error, or performs task correctly but completes fewer than 10 times in 3 minutes, or needs manual guidance to complete the task successfully, or masters at least 2 parts of the task correctly.
- Failing* Does not master at least 2 parts of the task correctly after demonstration or manual guidance.

7. Assembles Travel Kit

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: 6 each of travel size soaps, shampoos, lotions, toothbrushes, and tubes of toothpaste; 6 of a decoy item (e.g., powder); 7 bins; 6 zip lock bags; a photograph of the assembled kit (actual size); a photograph jig or outline/silhouette jig displaying all items to be packaged in the bag; 1 small basket

Procedure: Place the 7 sets of items in separate bins in front of the individual in a left-to-right sequence and the photograph of the assembled kit to the right side of the individual. Place the decoy item in the center bin, in between the bins containing the other 6 items portrayed in the jig and photograph. Tell the individual to make a kit just like the one in the photograph. If the individual makes 2 or more errors in the first assembly, place the photograph jig in front of him or her, and the box for finished items to his or her right, with the photograph of the assembled kit in front of the box. Indicate to the individual to match each item to the one in the photograph. When he or she matches all items, then indicate to the individual to assemble the items as in the second photograph and put in the box.

Scoring:

- Passing* Assembles 5 sets (either before or after photograph jig presented) within 5 minutes with no more than 3 errors.
- Emerging* Matches at least 2 items to the jig but does not complete the assembly within 5 minutes.
- Failing* Fewer than 2 items placed correctly.

8. Alphabetizes Cards

Materials: 2 sets of word cards, 5 cards in each set; Set 1: *book, stove, well, apple, hot*; Set 2: *shoe, small, store, school, same*

Procedure: Place cards in Set 1 in front of individual in the following order from individual's left to right: *book, stove, well, apple, hot*. Indicate to the individual to put the cards in alphabetical order from individual's left to right. If individual does not begin, or begins incorrectly, demonstrate by putting *apple* and *book* in the correct order and then put them back. If individual continues to have difficulties, further demonstrate task by putting all 5 cards in correct order. If individual is able to alphabetize Set 1, present Set 2 in the following order from individual's left to right: *shoe, small, store, school, same*. Do not demonstrate for Set 2. If individual is unable to do Set 1 after both demonstrations, discontinue and do not go on to Set 2.

Scoring:

- Passing* Alphabetizes both sets of cards before or after demonstrations with no errors.
- Emerging* Alphabetizes at least 1 set of cards with 2 or fewer errors, either before or after the demonstrations.
- Failing* Makes 3 or more errors in each set of cards.

9. Measures with Ruler

Materials: 12" ruler, one unsharpened 7" pencil, one 3" × 5" index card (with 5" side highlighted), one plastic rod (4" long), one 4" × 6" index card (4" side highlighted), one 5" unsharpened pencil, one 7" plastic rod, 3 labeled containers (labels: 7 inches, 5 inches, 4 inches)

Procedure: Place items in front of individual and indicate to individual to measure each item and place it in the appropriately labeled container. If individual does not begin or begins incorrectly, demonstrate with the pencil and indicate to continue.

Scoring:

- Passing* Measures each item and sorts by length with no more than 1 error before or after demonstration.
- Emerging* Sorts by length with 1, 2, or 3 errors.
- Failing* Makes 4 or more errors or does not measure with ruler.

10. Files by Number

Materials: File box with 10 tab dividers, each marked with a 5-digit number on the tab; 20 index cards—2 of each of the ten 5-digit numbers printed on them in a 36-point font size

Procedure: Present the 20 cards in random order to the individual along with the file box in which the dividers have already been placed. Indicate to the individual to sort the numbered cards *behind* the dividers. If the individual does not begin or begins *incorrectly*, demonstrate by pointing to the number on the card, matching and pointing to the corresponding divider, and placing the card behind the correct divider. If the individual makes 3 or more errors, pull out 5 dividers, place them in a left-to-right fashion on the table, and separate out the 10 cards with the corresponding numbers. Indicate to the individual to sort the numbered cards onto the appropriate dividers on the tabletop.

Scoring:

- Passing* Files all cards into the box either before or after demonstration with no more than 2 errors.

Emerging Files cards in box with 3 or more errors or correctly sorts 10 cards onto 5 dividers on table.

Failing Does not correctly sort cards onto dividers on table.

11. Measures with Cups and Spoons

Materials: 1 container of ground black pepper, 1 box of salt, 1 large container of lentils, ½ tsp. measuring spoon with red tab, 1 tsp. measuring spoon with yellow tab, ¼ cup measuring cup with green tab, 1 cup measuring cup with blue tab, one large container for mixing ingredients, one list of written directions for mixing the ingredients, one set of photograph directions

Procedure: Spread cups, spoons, and containers in front of individual along with the set of written directions. Indicate to the individual to follow the list and combine the ingredients. If the individual makes 2 errors or does not know how to proceed, present the photograph directions and indicate to the individual to follow the list.

Scoring:

Passing Completes either the written list or the photograph directions with no more than 1 error (on either structure).

Emerging Completes task with either structure with no more than 2 errors.

Failing Does not complete mixing or makes 3 or more errors.

12. Types

Materials: Computer or keyboard, pencil, paper

Procedure: Indicate to individual to type his or her first and last names. If individual does not begin task or begins incorrectly, demonstrate by typing individual's first and last names. If individual successfully types first and last names, print "You are working well" on paper, hand it to individual, and indicate for him or her to type it. If individual does not begin or begins incorrectly, demonstrate by typing the first word.

Scoring:

Passing Types name and sentence immediately or after one demonstration with 2 or fewer errors in less than 1 minute total typing time.

Emerging Types name and sentence with 3 to 6 errors or takes from 1 to 3 minutes total typing time.

Failing Does not type name and sentence, or makes more than 6 errors, or takes more than 3 minutes total typing time.

Direct Observation Scale: Vocational Behavior

13. Uses Assembly Line Method

Cluster 13-18

Also see Item 14: Works Continuously at Task, Item 15: Is Not Distracted by Office Noise, Item 16: Works Without Supervision, Item 17: Works Productively, and Item 18: Works Neatly and Systematically

Materials: 16 sets of 3 paper-clipped 8½" × 11" pages, 16 9" × 12" large clasp envelopes

Procedure: Place the envelopes on the table in front of the individual. Place a file tray on the individual's right. The examiner sits next to the individual on his or her left and begins to place one set of pages in front of the individual. Indicate to the individual to put one set into each envelope and put envelope into the tray. If the individual does not begin or incorrectly attempts a combination, demonstrate the task up to three times. Then proceed without further demonstration. Place one set of pages in front of the individual at a rate of one set every 15 seconds. After placing the first 8 sets, increase the speed to one set every 10 seconds. Note how many envelopes the individual has completed when the examiner places the last envelope in front of him or her.

Scoring:

Passing Successfully completes at least 13 sets, speeds up when the examiner does or waits for next at a rate that is reasonably approximate to the examiner's rate so that there are no more than 3 sets left after the examiner places the last set.

Emerging Performs task but completes 6 to 12 sets.

Failing Completes 5 or fewer sets successfully.

14. Works Continuously at Task

Cluster 13–18

Materials: 30 sets of 3 paper-clipped pages, 30 9" × 12" clasp envelopes

Procedure: Demonstrate placing one set of pages in an envelope. Then have the individual perform the task, offering demonstration and assistance if needed. The examiner is allowed to demonstrate the combination a total of 3 separate times. Once the individual has assembled 3 sets consecutively without assistance, indicate to the individual to continue alone. Begin timing and offer assistance only if the individual pauses for more than 10 seconds, directing individual's attention to the task by pointing.

Scoring:

Passing Works continuously for 5 minutes with no pauses longer than 10 seconds.

Emerging Works continuously for 5 minutes with 1 or 2 pauses of more than 10 seconds.

Failing Has 3 or more pauses of more than 10 seconds or never performs the task.

15. Is Not Distracted by Office Noise

Cluster 13–18

Materials: Telephone in room, intercom, or radio

Procedure: Arrange for an interruption after the individual completes placing 10 sets of pages in envelopes during the administration of Item 14. While the individual is working, have a telephone call come to the examiner or have someone call the examiner over the intercom. If these options are not available, turn on the radio. Note distraction and whether the individual is able to refocus on the work and reestablish the same rate of performance.

Scoring:

Passing Remains intent on the task and is not distracted or is distracted but returns to work at comparable rate after one reminder.

Emerging Becomes mildly distracted (rate slows) or needs several reminders to return to work.

Failing Becomes extremely distracted and is unable to return to task without consistent reminders.

16. Works Without Supervision

Cluster 13–18

Materials: See Item 14: Works Continuously at Task

Procedure: While individual is engaged in putting pages in envelopes during the administration of Item 14, the examiner ensures that there are at least 20 sets remaining to be completed. The examiner indicates that the individual should continue working when the examiner leaves the room. The examiner then leaves the room for 2 minutes. He or she observes from an observation window or from a point out of the individual's direct line of vision. Observe how long the individual continues to work without supervision (maximum of 2 minutes).

Scoring:

Passing Works continuously without supervision, with no pauses longer than 10 seconds, for an additional 2 minutes.

Emerging Works more slowly and less continuously without supervision than when supervisor was directing activities.

Failing Works fewer than 30 seconds without supervision.

17. Works Productively

Cluster 13–18

Materials: Same as Item 14: Works Continuously at Task

Procedure: While individual is engaged in Item 14: Works Continuously at Task and Item 16: Works Without Supervision, observe the individual's performance. Count the number of completed sets after administering both tasks (a 5-minute period).

Scoring:

Passing Completes 25 or more sets during the 5-minute period.

Emerging Completes 15–24 sets during the 5-minute period.

Failing Completes 14 or fewer sets in the 5-minute period.

18. Works Neatly and Systematically

Cluster 13–18

Materials: None

Procedure: Note individual's behavior while performing tasks during test session. Pay special attention to predominant mode of working.

Scoring:

Passing Is generally neat and systematic in approach to a task, putting materials in proper place and using them in systematic fashion.

Emerging Puts most but not all materials away or needs occasional guidance in organizing materials for a task.

Failing Generally leaves materials out of place or needs constant guidance in organizing materials for a task.

19. Responds to Environment

Materials: None

Procedure: Observe individual throughout testing session, noting reactions to physical surroundings (e.g., test room and materials, lights, windows, mirrors, and noises and voices inside and outside of the testing room). Watch for any atypical responses to stimuli, hyperresponsiveness, and overreaction or underreaction to stimuli.

Scoring:

- Passing* Shows awareness of, and responds appropriately to, surroundings (e.g., looks out window or into mirror, uses test materials appropriately, turns head toward or comments about noises).
- Emerging* Shows mildly inappropriate responses to surroundings (e.g., uses materials in repetitive or unusual fashion, occasionally stares at lights, occasionally shows no response to sound).
- Failing* Shows extremely inappropriate responses to surroundings (e.g., extreme hyper-responsiveness to visual stimuli, sounds, textures; repetitive or ritualistic behaviors that are hard to interpret, such as tapping or spinning all materials; no response to sound of voice).

20. Handles Transitions

Materials: None

Procedure: Note individual's behavior throughout the testing session during transitions from one activity to the next.

Scoring:

- Passing* Handles transitions without signs of anxiety or frustration.
- Emerging* Tolerates transitions but shows some signs of anxiety or difficulty in returning to work.
- Failing* Shows considerable anxiety and becomes upset during transition times or is unable to return to work for a long period of time after a transition.

21. Asks for Help When Needed**Cluster 1, 2, 3, 21**

Materials: 5 jig cards, 5 standard nuts, 5 bolts, 5 washers, 3 wing nuts, sandwich bags, divided sorting tray, plastic box for finished bags

Procedure: Place divided tray containing the nuts, washers, and wing nuts in front of individual. Remove bolts and put them out of individual's sight. Present jig cards one at a time, in order, and direct individual to "find these, put them in a bag, and put the bag in the box." If individual indicates a need for a bolt, provide a bolt and allow the task to continue.

Scoring:

- Passing* Clearly asks for bolts each of the 3 times they are needed.
- Emerging* Indicates a need for bolts only once or twice, or requests bolts in an indirect or unclear manner, or shows some signs of being confused and does not request bolts.
- Failing* Does not ask for bolts when needed; completes task without bolts or fails to complete task.

22. Responds to Corrections

Materials: None

Procedure: When the individual performs a task incorrectly, the examiner should dismantle the error and replace materials in their original containers (e.g., take the assembly apart, erase the incorrect written response). The examiner should then demonstrate to or direct the individual in the correct procedure. Note also the response of the individual to interruption and to calling the individual's name. Observe the individual's responses throughout testing.

Scoring:

- Passing* Consistently attends to the demonstration or direction and attempts to perform the task without overt signs of agitation or ignoring the examiner.
- Emerging* Attempts to perform the task after correction but gives only partial attention to correction or shows signs of agitation. Shows some signs of anxiety or has difficulty returning to work after an interruption.
- Failing* Ignores the direction or demonstration or shows significant signs of agitation when corrected or interrupted.

23. Tolerates Interruptions

Materials: None

Procedure: Note individual's behavior throughout the evaluation. Intentionally interrupt individual when involved in a task by calling the individual's name and asking a question or asking individual to hand something to the examiner.

Scoring:

- Passing* Tolerates interruptions without signs of anxiety or frustration and returns to work quickly.
- Emerging* Tolerates interruptions but shows some signs of anxiety or has difficulty returning to work.
- Failing* Shows considerable anxiety and becomes upset during interruptions or is unable to return to task for long period of time after interruption.

24. Maintains Stamina During Testing

Materials: None

Procedure: Throughout testing, observe the individual for signs of fatigue or agitation. Refer to Item 36: Follows Schedule, and add breaks or preferred activities as needed to sustain the individual's performance.

Scoring:

- Passing* Works for 1½ hours in testing session with only 1 or 2 breaks and shows no significant signs of agitation and fatigue or loss of quality in performance.
- Emerging* Works at least 1 hour but needs several breaks for preferred activities and shows some signs of fatigue or loss of quality.
- Failing* Works less than 1 hour and shows major signs of fatigue, frustration, and loss of quality.

Direct Observation Scale: Independent Functioning**25. Tells Time**

Materials: Toy clock with readable face and movable hands

Procedure: Set clock at 3:00 and ask individual to tell you what time it is. If response is correct, continue the same process with 11:00, 7:30, 2:30, and 5:20. If individual does not respond or responds incorrectly to the first item, reset the clock to 12:00 and then ask individual to set the clock to 3:00. If individual still does not respond or responds incorrectly, demonstrate and then ask again. Then continue with the other trials (11:00, 7:30, 2:30, and 5:20) in the same manner.

Scoring:

- Passing* Tells correct time or sets clock correctly for all 5 trials.
Emerging Tells time or sets clock correctly for 2, 3, or 4 trials.
Failing Tells time or sets clock correctly for no more than 1 trial.

26. Recognizes Money

Materials: \$5 bill, \$1 bill, quarter, dime, nickel, written directions

Procedure: Lay money on the table in the following order from individual's left to right: \$1 bill, nickel, \$5 bill, quarter, dime. Ask individual to point to each one in turn in the following order: dime, \$1, nickel, \$5, quarter. If individual fails, show the written directions to point to the items. If the individual continues to fail to start or points incorrectly, demonstrate the first one (dime).

Scoring:

- Passing* Points correctly to all 5 items.
Emerging Points correctly to 2, 3, or 4 items.
Failing Points correctly to no more than 1 item.

27. Calculates Monetary Amounts

Materials: \$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies, written directions

Procedure: Lay money on the table in the following order: 2 quarters, nickel, \$1 bill, 2 pennies, dime, \$5 bill. Then ask individual to give you 10¢, 25¢, 12¢, \$1.50, \$5.10. If the individual fails, show the written directions to give you the correct amounts. If individual does not start or gives you the first amount incorrectly, demonstrate the first one (10¢).

Scoring:

- Passing* Gets 4 or 5 of the amounts correct.
Emerging Gets at least 1 of the amounts correct, or knows value of coins (e.g., dime = 10¢) but cannot add value of two coins together.
Failing Gets none of the amounts correct.

28. Recognizes Survival Signs

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: Common survival signs with picture symbol on one side and written word on other: STOP, MEN, CROSSWALK, DON'T WALK, WOMEN

Procedure: Place all 5 signs on table in front of individual symbol-side up in this order: CROSSWALK, STOP, MEN, DON'T WALK, WOMEN. Indicate to individual to point to the following signs:

1. Point to the sign that says MEN.
2. Point to the sign that says CROSSWALK.
3. Point to the sign that says STOP.
4. Point to the sign that says WOMEN.
5. Point to the sign that says DON'T WALK.

Then flip the pictures over to the written words and repeat the directions.

Scoring:

- Passing* Identifies at least 4 signs correctly either with written or picture cues.
Emerging Identifies at least 2 signs correctly either with written or picture cues.
Failing Is unable to identify more than 1 sign correctly.

29. Washes Hands

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: Bathroom sink, soap, towel

Procedure: Indicate to individual to wash and dry hands. (This item can be administered before Item 30: Uses Vending Machines, and Item 31: Demonstrates Appropriate Eating Habits.)

Scoring:

Passing Turns on water, wets hands, applies soap to both hands, works soap over all areas of both hands, completely rinses soap from hands, turns off water, and dries hands completely with towel.

Emerging Completes part of hand washing independently but needs help with other parts or needs verbal reminders to undertake parts of task.

Failing Needs help with most or all parts of hand washing.

30. Uses Vending Machines

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: 5 quarters, 3 dimes, 3 nickels

Procedure: Direct individual to vending machine and give 5 quarters, 3 dimes, and 3 nickels. Indicate that individual may purchase choice of items (e.g., one drink and one snack item). If individual does not begin or fails to complete purchase (e.g., puts in some but not enough money to buy selected item), prompt as needed to complete task. Closely observe individual's behavior, particularly the ability to select the item desired and to remove returned change from the machine.

Scoring:

Passing Makes purchase independently. Selects items, puts enough coins in slot, removes change and item.

Emerging Performs some parts of purchase independently but needs assistance with other parts (e.g., inserts some money but not enough to complete purchase; makes purchase but fails to remove change).

Failing Is unable to perform any parts of purchase independently, even after prompts.

31. Demonstrates Appropriate Eating Habits

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: Packaged snack, beverage in container

Procedure: Encourage individual to open snack and beverage and begin eating them. If individual cannot open one or both, open them and encourage individual to begin eating. Observe the individual's eating habits.

Scoring:

Passing Exhibits generally good table habits including chewing with mouth closed, eating at an appropriate speed, and eating tidily.

Emerging Uses some good table habits (eats with mouth closed, at appropriate speed, or tidily) but does not do all of them consistently.

Failing Does not eat with mouth closed, at an appropriate speed, or tidily.

32. Uses Money

Cluster 32, 59

Materials: \$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies; paperback book, comic book, inexpensive food item (e.g., candy bar), gel pen, Post-it notes pad, stickers, price tags or signs for the items as follows:

| | |
|----------------|--------|
| paperback book | \$3.50 |
| comic book | \$3.50 |
| gel pen | 97¢ |
| candy bar | 75¢ |
| Post-it notes | 55¢ |
| stickers | 25¢ |

Procedure: Place all money on table in front of individual. Display items and prices where individual can see them easily. Tell individual to pretend to be going into a store and use the money to buy these items. When individual requests an item, state its price and indicate for him or her to hand you the necessary money to buy that item. Ask individual whether any change is due. After purchase is completed, return money to individual for use for 3 other purchases. If individual does not begin, or begins but fails to complete task, prompt or cue as necessary to complete the purchase of 1 item.

Scoring:

- Passing* Makes 4 purchases independently. Uses appropriate amount of money and is aware of whether change is due.
- Emerging* Makes 1, 2, or 3 purchases independently, or performs some parts of task independently but needs help with other parts to complete purchase (e.g., hands over some but not all of the money to pay for item and corrects self after cues or prompts; pays for item correctly but is unaware of whether change is due).
- Failing* Does not complete any purchase independently even after cues or prompts.

33. Delivers Messages

Materials: Paper, pencil

Procedure: At some point during the session, indicate to individual that you need another pen, pencil, or pad of paper. Ask individual to go to the secretary and get you another one. (If individual is nonverbal, write this message on paper, read it to individual, and ask individual to take it to the secretary.) Be certain that individual knows how to get to secretary's office.

Scoring:

- Passing* Travels independently to and from secretary's office, is not distracted by surroundings, and does not dawdle.
- Emerging* Needs further assistance with directions, or travels independently but dawdles, or is distracted while traveling.
- Failing* Is unable to travel to and from secretary's office.

34. Uses Calendar

Materials: December calendar with Christmas holiday clearly marked

Procedure: Place the calendar in front of individual. Ask the following questions. (Have nonverbal individual point to the answers.)

- Can you name the days of the week?
- On what day of the week is December 10?

- Do you go to school/work on _____? (Name a date that falls on a Tuesday.)
- Do you go to school/work on _____? (Name a date that falls on a Sunday.)
- When is Christmas?
- How many days do you go to school/work each week?

Scoring:

Passing Answers at least 4 questions correctly.

Emerging Answers 2 or 3 questions correctly without assistance.

Failing Is unable to answer more than 1 question correctly.

35. Writes and Records Checks

Materials: 3 filled-out and photocopied checks, check register sheet with a balance written for the first entry, pencil, highlighter, calculator

Procedure: Present individual with the completed checks, register sheet, pencil, and calculator. Point to the balance at the top of the register sheet and direct the individual to use the calculator to subtract each check from the balance on the right side of the sheet. If the individual is unable to proceed, use the highlighter to focus the individual's attention on any confusing feature of the task (e.g., highlight the balance, the check amount, and/or the place where the subtracted balance will be written). Prompt by pointing to highlight cues and explaining the confusing element (e.g., "This is where the balance goes."). If the individual is still unable to proceed, complete the first check subtraction and encourage him or her to try with the second check.

Scoring:

Passing Completes all subtractions with or without highlighting cues and prompts.

Emerging Completes at least 1 element of the task (e.g., uses calculator correctly, puts subtracted amount in correct box).

Failing Does not complete any portion of the calculation, or does not record amount.

36. Follows Schedule

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: Paper and pencil for writing out a schedule, or picture cards for scheduled testing activities (i.e., Survival Signs, Wash Hands, Vending Machine, Snack, Card Game, Travel Kit Assembly) along with top-to-bottom picture schedule with pocket at bottom

Procedure: At the point during testing when the individual needs a break from work activities, present him or her with either a written schedule or a picture schedule illustrating the sequence of activities as follows: Survival Signs, Wash Hands, Vending Machine, Snack, Card Game, Travel Kit Assembly. As the individual finishes a task, prompt him or her to check the schedule to find the next activity. If a written schedule is used, prompt him or her to cross the next item off the schedule and retrieve the activity from the table on his or her left. If a picture schedule is used, prompt him or her to take the top card, retrieve or complete the activity represented on the card, and place the card in the pocket at the bottom of the schedule. After prompting the first transition, observe the individual's use of the schedule. Does the individual use the cards or written instructions to predict the next event? Prompt him or her as necessary.

Scoring:

Passing After the initial prompt with the first activity on the schedule, he or she uses the schedule independently and recognizes the sequence of activities and when to check the schedule.

Emerging Requires repeated prompts to use the schedule but shows some understanding of the sequence of activities.

Failing Does not use the schedule without constant prompts and does not know what comes next.

Direct Observation Scale: Leisure Skills

37. Engages in Solitary Activities

Cluster 37, 38, 44, 51

Materials: Newspaper, 2 magazines (1 sports, 1 teen), 1 retail clothing catalog, 1 word search puzzle book, deck of playing cards, pencil, paper, markers, map, radio or tape player and tape, large box or basket

Procedures: Place all of the materials in the large box or basket and place to the side of the individual. Let the individual know that you will be busy for a few minutes and indicate that he or she may use the materials while you work. Then refrain from interaction and allow the individual to decide how to spend the next 3 minutes. Observe the individual's use of materials and other actions.

Scoring:

Passing Engages in one or more activities for 3 minutes with a gap of no longer than 10 seconds.

Emerging Engages in an activity for 1 minute but does not change activities or has a period of at least 10 seconds during which the individual is not engaged.

Failing Uses materials for less than 1 minute or not at all.

38. Puts Away Materials at End of Break

Cluster 37, 38, 44, 51

Materials: Digital timer, direction card with picture cues: "Timer rings, put in box"

Procedures: After presenting all materials in Item 37: Engages in Solitary Activities, set the timer for 3 minutes and put the written direction beside the timer. Indicate to the individual the direction and say, "When the timer rings, put all the materials back in the box." If the individual does not begin putting away materials within 20 seconds after the timer rings, point to the card.

Scoring:

Passing Independently puts all materials back in box either when the timer rings, when the examiner points to the card, or when examiner prompts verbally.

Emerging Responds by putting up at least 1 item independently.

Failing Makes no attempt to put away items even after prompt.

39. Plays Dart Board Game

Cluster 39, 40

Materials: Dart board with magnetic-tipped darts

Procedure: Throw darts at the dart board several times. Then offer darts to individual, indicating to do the same. If individual does not begin or begins incorrectly, repeat demonstration.

Scoring:

- Passing* Throws at least 3 darts at the board after demonstration and without additional encouragement.
- Emerging* Needs additional encouragement to throw darts at the board.
- Failing* Does not throw any darts at the board.

40. Records Score in Dart Board Game**Cluster 39, 40**

Materials: Same as in Item 39: Plays Dart Board Game, paper, pencil

Procedures: After the individual has taken one turn throwing 3 darts at the board, pull off each dart and count the score as you pull. Write both the individual's and your name on the paper and put the total under the individual's name. Then you take a turn and write the total under your name. Invite the individual to take another turn, then indicate to him or her to total his or her score. Provide a separate piece of paper for totaling score if appropriate. Continue 2 more turns.

Scoring:

- Passing* After the demonstration, individual correctly identifies each score, adds them (with or without paper), and notes the score on the score sheet with no more than 2 prompts.
- Emerging* Independently completes one part of scoring (recognizes score of one dart, adds two scores, or writes down score on sheet [after examiner assists adding]).
- Failing* Is unable to complete any part of scoring.

41. Plays Simple Card Game**Cluster 7, 28, 29, 30, 31, 36, 41, 54**

Materials: 10 playing cards with 2 each of numbers Ace-5

Procedures: Deal 5 cards to self and individual so that each person has one of each number. Indicate that you want to play a number matching game and turn one of your cards face up on the table. Indicate to the individual to find the same number in his or her hand and play the matching card. Continue until all cards are gone. Repeat the game.

Scoring:

- Passing* Takes turns and matches numbers with no more than 2 errors in either of these parts of play.
- Emerging* Makes 3 or fewer errors on one part of play.
- Failing* Makes 4 or more errors on both parts of play.

42. Shoots Baskets**Cluster 42, 43**

Materials: Small basketball hoop on wall or back of door, small foam ball

Procedure: After playing catch with individual for a few minutes, toss the ball several times at the basket on the wall. Then give the ball to individual with instructions to do the same thing. If individual fails to respond or begins doing something else, repeat the demonstration once and indicate to do the same. After individual has performed task 1 time, indicate to repeat the procedure 2 more times.

Scoring:

- Passing* Throws ball at basket at least 3 times after demonstration and without additional encouragement.

Emerging Takes ball and plays with it but needs additional encouragement or throws ball at basket fewer than 3 times.

Failing Does nothing with ball other than hold it.

43. Uses Counters To Recognize End of Leisure Activity

Cluster 42, 43

Materials: 6 chip counters and container with slot in top

Procedure: Administer this item only if individual receives Passing score on Item 42: Shoots Baskets. Once the individual shows the ability to shoot baskets, present him or her with the 6 chips and the container with the slot in top. Indicate to the individual to place a chip in the slot after he or she makes a basket. Prompt the individual one time through the sequence of placing the chip in the container after he or she makes a basket. Prompt him or her through the second basket if necessary. Then observe the individual's ability to follow the visual system.

Scoring:

Passing Requires prompting through no more than 2 baskets, independently places a chip in slot after each completed shot, and demonstrates understanding that the task is finished when all chips are in the container.

Emerging Completes at least one part of the task independently (e.g., places a chip in the slot after making a shot, recognizes when task is finished, does not place a chip in the slot when he or she misses a shot).

Failing Does not recognize any connection between making shots and chips, and does not recognize when task is finished.

44. Reads Magazine or Catalog

Cluster 37, 38, 44, 51

Materials: Magazine, store catalog

Procedure: Place magazine and store catalog on table and let individual know you will be busy for a few minutes. Indicate that magazine and catalog are for individual to look at. Refrain from further interaction and allow individual to decide how to spend the following 3 minutes. Observe individual's use of the reading materials and other actions. (This item can be scored as part of Item 37: Engages in Solitary Activities, or administered separately.)

Scoring:

Passing Reads (or browses through) one or both of the magazines for at least 2 minutes without any gaps of longer than 10 seconds.

Emerging Occupies self with magazines for at least 1 minute.

Failing Does not appropriately occupy self with magazines (without tearing or otherwise defacing) for at least 1 minute.

45. Plays Higher Level Card Game

Materials: Full deck of playing cards or deck of UNO cards

Procedures: Shuffle and deal 8 cards to self and individual. Indicate that you are going to play a number-matching game (like UNO). Indicate that when the player whose turn it is does not have the same number that's on the face-up pile, he or she must pick a card from the face-down pile. Prompt as necessary and allow game to continue for 3 minutes.

Scoring:

- Passing* Independently takes turns, matches cards, and pulls one card from the face-down pile when he or she does not have a match, with no more than 2 errors in each part of the game.
- Emerging* Makes no more than 2 errors on one part of the game (i.e., taking turns, matching cards, pulling cards from pile).
- Failing* Makes more than 2 errors on all 3 parts of the game.

46. Requests Leisure Activity and Responds to Work System

Materials: Break card or object that represents a preferred activity, basket for finished work

Procedure: When the individual shows signs of fatigue with an activity, indicate verbally and by pointing to a break card or object that represents a preferred activity that you can take a break if he or she is getting tired. Ask if he or she would like a break. Place the break card or preferred object on the table to the right of the individual and just above the basket or box into which finished work is placed. Then observe the individual for improvements in performance and attention to task. Does he or she show same level of fatigue or stress with the activity? Does individual recognize that a break is coming next? Does he or she complete activity despite signs of fatigue? If the individual shows continued frustration, indicate by pointing to the card or object and the activity and saying, "Finish work, then break."

Scoring:

- Passing* Communicates desire for a break and responds to work system by completing activity despite signs of fatigue.
- Emerging* Either communicates desire for break or attempts to complete activity as set up on work system.
- Failing* Refuses to finish activity even when presented with pointing/verbal direction to finish work, then break as presented on work system.

47. Plans a Community Recreation Activity**Cluster 47, 48**

Materials: Page from newspaper with movie advertisements (obtain prior to testing), pencil, paper

Procedure: Present the newspaper and indicate that your friend, Tommy, wants to see a specific movie and you need to find where that movie will be shown. Ask the individual to find the movie that Tommy wants to see. ("Tommy and I want to go see _____. Please find the theatre where it is shown.") Then provide a limitation on when you can see the movie (e.g., "I have to go after 5 p.m." or "I have to be home before 11 p.m.") and ask what times it will be shown.

Scoring:

- Passing* Finds the correct theatre, identifies it for the examiner (verbally, in writing, or by pointing) and identifies times that the examiner can go (verbally, in writing, or by pointing).
- Emerging* Identifies one of two elements independently.
- Failing* Is unable to identify either element without prompting from the examiner.

48. Plans Amount of Money Needed for Community Recreation Activity

Cluster 47, 48

Materials: Calculator, "money for movie" card filled in with costs for each item, paper, pencil

Procedure: If the individual successfully completes Item 47: Plans a Community Recreation Activity, present the card and calculator to the individual. Point to each line on the card and indicate the cost of each item. (You will need to write the amounts for each item on the card before presentation.) Tell the individual that you need to know the total cost of a ticket, medium popcorn, and medium soft drink and indicate to the individual to use the calculator to determine the amount. If the individual is unable to proceed, point to the items on card (ticket, popcorn, soft drink), the amount of each and the line for the "total." Indicate to the individual to continue. Prompt the individual as necessary.

Scoring:

- Passing* Correctly uses the card to add the 3 items on the calculator and indicates to the examiner the total amount, either with or without prompting.
- Emerging* Completes at least one part of the task when prompted.
- Failing* Does not complete any parts of the task when prompted.

Direct Observation Scale: Functional Communication

49. Comprehends Verbal Instructions or Gestures

Materials: 2 pencils, sheet of paper, slip-on eraser, box (large enough to hold the other items)

Procedure: Spread the pencils, box, paper, and eraser on the table from individual's left to right. Say the instructions listed below, one at a time, to the individual. After each instruction, wait for the individual to carry out the task. If individual makes no response or an incorrect response, repeat the verbal instructions, adding gestures and emphasizing the key underlined words. After each trial, return materials to their original positions.

1. "Give me the box."
2. "Put the pencils on the paper."
3. "Knock on the door."
4. "Put the pencils in the box, then give me the box."
5. "Put the paper in the box: then put the box on the floor."
6. "Put the paper in the box, put the pencils on top of the paper, then give me the box."
7. "Put the eraser on the pencil, put the pencils in the box, then put the box on the floor."

Scoring:

- Passing* Carries out at least 5 verbal instructions without additional gestures or repetitions.
- Emerging* Carries out 3 or 4 verbal instructions without additional gestures or repetitions, or carries out 2 or more instructions with gestures or repetitions.
- Failing* Carries out 1 or none of the instructions with or without gestures and repetitions.

50. Responds to Questions About Present State

Materials: None

Procedure: At appropriate times during the session ask the following questions:

1. "Do you want some water?" (during break)
2. "Are you finished?" (after a task has been completed)
3. "Do you need to use the bathroom?" (in the middle of the session)
4. "Do you like these activities?" (after a series of tasks)

Scoring:

- Passing* Gives appropriate and apparently accurate response either verbally or nonverbally to all 4 questions.
- Emerging* Answers 2 or 3 questions appropriately and accurately.
- Failing* Answers 1 or none of the questions appropriately and accurately.

51. Follows Delayed Instructions

Cluster 37, 38, 44, 51

Materials: Same as Item 38: Puts Away Materials at End of Break: Digital timer, direction card with picture cues—"Timer rings, put in box"

Procedure: After presenting all materials in Item 37: Engages in Solitary Activities, set the timer for 3 minutes and put the written direction beside the timer. Indicate to the individual the direction and say, "When the timer rings, put all the materials back in the box." If the individual does not begin putting away materials within 20 seconds after the timer rings, point to the card.

Scoring:

- Passing* Independently puts materials back in box when timer rings.
- Emerging* Responds to examiner prompt after 20 seconds by putting away at least 1 item independently.
- Failing* Makes no attempt to put away items even after prompt.

52. Follows Picture Instructions

Materials: Refer to Item 7: Assembles Travel Kit and Item 11: Measures with Cups and Spoons

Procedure: For at least one of the above tasks, present picture instructions as a second trial. Determine whether the individual is able to complete the steps of the task independently as a result of the picture directions.

Scoring:

- Passing* Follows at least one complete picture list without prompts in the second trial of the task.
- Emerging* Partially follows the picture instructions but needs prompts to complete all steps successfully.
- Failing* Is unable to follow the picture directions to complete the task.

53. Provides Emergency Information

Materials: Pencil, paper

Procedure: Ask the individual to tell you his or her name, address, and phone number. If the individual responds correctly, ask him or her to tell you the name, address, and phone number of a person to contact in case of emergency. If the individual is unable to respond verbally, ask him or her to write it down.

Scoring:

- Passing* Provides all of the above information, either verbally or in writing.

Emerging Provides information only about himself or herself, either verbally, in writing, or by showing an identification card.

Failing Provides none or 1 piece of the information.

54. Communicates Needs

Cluster 7, 28, 29, 30, 31, 36, 41, 54

Materials: Packaged snack, beverage in container

Procedure: After administering Item 30: Uses Vending Machines and Item 31: Demonstrates Appropriate Eating Habits, take the snack and beverage and place them out of the individual's general visual field. Ask the individual to tell you at any time during the session when he or she wants more. If the individual communicates a desire to finish the snack immediately, allow him or her to do so. If the individual makes no requests, give one reminder near the end of the session about telling you when more is desired.

Scoring:

Passing During session, clearly and consistently communicates desire for more snack or beverage, or, if individual chooses to finish the snack at one time, clearly communicates another need, such as going to the toilet or wanting more materials.

Emerging Communicates desire for more snack, beverage, or some other need, but does not always do so clearly or consistently.

Failing Rarely, if ever, communicates any needs during the session.

55. Displays Positive Affect

Materials: None

Procedure: Observe individual during the session when he or she appears to be relatively content and satisfied.

Scoring:

Passing Displays positive affect in a relatively appropriate manner in situations that are generally enjoyable to most people.

Emerging Displays some positive affect at times or does so inappropriately or in situations others do not usually define as enjoyable.

Failing Does not display appropriate affect in a manner that is clear to other people.

56. Understands Prohibitions

Materials: None

Procedure: When individual engages in inappropriate behavior during the session, say firmly, "No." If individual does not engage in any inappropriate behavior, say "No" when he or she makes an error.

Scoring:

Passing Immediately stops the preceding activity.

Emerging Responds to command by changing activity, and behavior does not intensify but also is not totally inhibited.

Failing Behavior either intensifies or does not noticeably change.

57. Communicates Spontaneously

Materials: None

Procedure: Observe individual's spontaneous communication throughout the session.

Scoring:

Passing Initiates and engages in communication with the examiner. Communication is conversational in that it both relates directly to the session and goes beyond it (e.g., individual mentions some aspect of own life or talks about test activities in an imaginative way). Individual's communication is coherent and meaningful, with little or no evidence of echolalia, rote phrases, or jargon.

Emerging Responds to spontaneous communication but does not initiate it, or initiates spontaneous communication that is difficult to understand or contains rote phrases, jargon, or echolalic speech.

Failing Does not initiate or participate in spontaneous communication.

58. Follows Written Instructions

Materials: 2 pencils, box (large enough to hold pencils), foam or lightweight ball, 5 cards with written instructions (listed below)

Procedure: Spread the pencils, box, and ball on the table in front of the individual. Present the cards to the individual, one at a time and in the order below. Ask individual to read card and do what it says on the card. If individual fails to begin or begins incorrectly, point to the underlined words on the card and demonstrate the first instruction. After each attempt by the individual to follow an instruction, spread items out as before for next trial.

1. Put pencils in box.
2. Give me the ball.
3. Put box on floor.
4. Knock on the door.
5. Give me the pencils.

Scoring:

Passing Reads and carries out at least 4 instructions either before or after demonstration.

Emerging Reads and carries out 2 or 3 instructions or needs assistance (pointing to underlined words) to carry out instructions.

Failing Carries out 1 or none of the instructions, even with assistance.

59. Makes Simple Purchases

Cluster 32, 59

Materials: \$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies, paperback book, comic book, inexpensive food item (e.g., candy bar), gel pen, Post-it notes pad, stickers, price tags or signs for these items as follows:

| | |
|----------------|--------|
| paperback book | \$3.50 |
| comic book | \$3.50 |
| gel pen | \$.97 |
| candy bar | \$.75 |
| Post-it notes | \$.55 |
| stickers | \$.25 |

Procedure: Place money on table in front of individual. Display items and prices where individual can see them easily. Tell individual to pretend to be going into a store and to use the money to buy these items. When individual requests an item, state its price and indicate to hand you the necessary money to buy that item. Ask individual whether change is due. After purchase has been completed, return all money to individual for use for other purchases. If individual does not begin or begins but fails to complete task, prompt or cue as necessary to complete the purchase of 1 item.

Scoring:

- Passing* Clearly identifies and requests items. Exhibits social courtesies (such as saying "thank you"), looks at examiner, hands money to examiner.
- Emerging* Indicates desired item but does not transact purchase with examiner (e.g., puts money on table and takes item without involving examiner) or indicates desired item in vague or unclear manner (e.g., speech or sign unclear, gestures vague).
- Failing* Does not indicate desired item or does not engage in purchase, even after cues or prompts.

60. Records Phone Message

Materials: 2 telephones, message pad, pen

Procedure: Show the individual the phone and message pad. Indicate how to take a message by writing in the name of the caller, checking the "please call" window, and writing the phone number. Leave the example with the individual. Call the individual on the phone and give the following message: "Hi, this is (state your name), please leave a message for Jane Jones that _____ (state your name) called. Please ask her to return my call at 555-1300. Thank you." Give the message slowly to accommodate the individual and repeat if necessary, spelling names.

Scoring:

- Passing* Completes all information on message sheet correctly: name of caller, name of person called, check "please call" window, and phone number in correct spaces (as per example).
- Emerging* Correctly writes at least one piece of information on the message sheet, even in the wrong place.
- Failing* Does not complete any part of the task.

Direct Observation Scale: Interpersonal Behavior

61. Responds to Name

Materials: None

Procedure: At some point early in the session, call individual's name when he or she is not looking at you. Closely observe response.

Scoring:

- Passing* Responds appropriately to hearing own name. Responds verbally, looks at examiner, or shows other appropriate sign of awareness of own name.
- Emerging* Reacts to hearing own name (e.g., looks around, fidgets, makes a sound), but response is not addressed directly to examiner.
- Failing* Gives no indication of awareness of hearing own name.

62. Makes Appropriate Initial Greeting

Materials: None

Procedure: Note individual's behavior toward you on first meeting before the evaluation.

Scoring:

- Passing* Greets examiner appropriately by maintaining eye contact, shaking hands, and not exhibiting any unusual behaviors.
- Emerging* Acknowledges presence of examiner but some aspects of greeting (e.g., type of eye contact, manner of shaking hands, other behaviors) are unusual, or requires prompt to return greeting.
- Failing* Does not acknowledge presence of examiner with any form of eye contact or greeting.

63. Responds to Examiner's Presence

Materials: None

Procedure: Throughout the session, pause and note the individual's behavior toward you. Note his or her emotional reaction to questioning. Note if questions lead to any agitation, confusion, or avoidance.

Scoring:

- Passing* Shows awareness of and responds appropriately to examiner's presence (e.g., looks at examiner when working together, turns toward examiner's voice, notices examiner's gestures and movements). Consistently responds to questions without agitation, confusion, or avoidance reaction.
- Emerging* On more than 1 occasion seems unaware of or unresponsive to examiner's presence. Demonstrates mild level of confusion or tension in response to questions of the examiner.
- Failing* Is frequently (at least 3 times) or mostly unaware of or unresponsive to examiner's presence. Repeated questions lead to avoidance of examiner or significant level of agitation.

64. Smiles Appropriately

Materials: None

Procedure: Throughout the session, note individual's affect, with particular attention to when individual smiles and laughs.

Scoring:

- Passing* Smiles and laughs appropriately (e.g., in a commonly accepted way, at a time when examiner knows what individual is laughing about, and at something most people would understand and find amusing).
- Emerging* Smiles and laughs in an appropriate way, but not about something most people would understand and find amusing, or laughs in a manner that is mildly inappropriate.
- Failing* Either laughs in a very inappropriate way or at things totally unrelated to anything the examiner can understand, or does not smile at all.

65. Demonstrates Self-Control

Materials: None

Procedure: Observe individual's behavior throughout the session while working independently on tasks individual does well.

Scoring:

- Passing* Works quietly and calmly. Rarely (no more than once) displays work habits that might disturb others (e.g., whistling or talking to self, clattering tools or materials excessively, shaking table with knees).
- Emerging* Occasionally (up to 5 times) displays work habits that might be mildly disturbing to others.
- Failing* Displays seriously disruptive work habits (e.g., constant loud talking to self, frequent dropping of materials, excessive shaking of table), or frequently (6 or more times in a session) displays mildly disruptive behaviors.

66. Demonstrates Positive Interpersonal Behaviors

Materials: None

Procedure: Observe individual's interpersonal behavior throughout the session.

Scoring:

- Passing* Interacts positively with the examiner (e.g., when greeted, says hello, smiles, or offers handshake; shows interest in examiner by asking questions and smiling when praised by examiner for work; responds to changes in examiner's voice or facial expressions).
- Emerging* Shows inconsistent pattern of interpersonal behaviors, interacting positively at some times but not at others.
- Failing* Shows 1 or no positive interpersonal behaviors during the entire session.

67. Does Not Demonstrate Negative Interpersonal Behaviors

Materials: None

Procedure: Observe individual's interpersonal behavior throughout session. Negative behaviors to be noted include (a) aggressive or disruptive behavior (e.g., angry or defiant arguing, or threatening or potentially dangerous resistance to instructions; aggression with objects or walls; aggression toward people, such as attempting to strike the examiner or engage in self-injurious behavior); (b) excessively affectionate behavior (e.g., attempting to hold hands with examiner for long periods; hugging, kissing, or touching the examiner inappropriately; making verbal or nonverbal sexual advances); (c) negative personal habits (e.g., talking too loudly, standing too close to other people, excessive belching, coughing, or spitting).

Scoring:

- Passing* Shows only very mild and infrequent (1 or 2 times during the session) negative interpersonal behaviors. Shows no aggressive, sexual, or disruptive behaviors.
- Emerging* Shows mild negative behaviors 3, 4, or 5 times during the session or shows a more severe aggressive, sexual, or disruptive behavior 1 time during the session.
- Failing* Shows mildly negative behaviors 6 or more times during the session or shows severe aggressive, sexual, or disruptive behaviors 2 or more times during the session.

68. Travels with Examiner

Materials: None

Procedure: Observe individual's behavior while traveling with you to unfamiliar places.

Scoring:

- Passing* Goes cooperatively with examiner to a place that is unfamiliar (walks next to examiner independently; does not show any avoidance behavior).
- Emerging* Goes cooperatively with the examiner but needs some guidance (e.g., having hand held), or walks independently but shows mild avoidance behavior (e.g., hesitating initially or lagging behind while walking).
- Failing* Is uncooperative when traveling to an unfamiliar place (e.g., refuses to accompany examiner, becomes visibly anxious or upset).

69. Responds Appropriately to Physical Contact

Materials: None

Procedure: Observe individual's behaviors during physical contact (e.g., shaking hands, friendly gestures).

Scoring:

- Passing* Reacts to physical contact appropriately by returning handshake, smiling, or not physically withdrawing.
- Emerging* Reacts to physical contact in a manner that is mildly inappropriate (e.g., body tenses when touched; handshake is limp).
- Failing* Avoids or withdraws from physical contact, or is excessively affectionate.

70. Plays Cooperative Game

Materials: Refer to Item 40: Records Score in Dart Board Game, Item 41: Plays Simple Card Game, and Item 45: Plays Higher Level Card Game

Procedure: During administration of these and any other items where turn taking occurs, note individual's awareness of you as a partner, noting his or her attention to turn taking and sharing of materials during games.

Scoring:

- Passing* Clearly demonstrates an awareness of partner during game. Takes own turn and recognizes partner's turn (with or without demonstration) and interacts appropriately with partner.
- Emerging* Demonstrates some awareness of partner during game but needs occasional reminders about partner's turn or responds to only some of partner's interactions.
- Failing* Does not demonstrate any awareness of partner during game. Needs frequent reminders about partner's turn, or does not respond or responds inappropriately to partner's interaction.

71. Engages in Conversation

Materials: 6 topic cards: TV Programs, Home and Family, Games, Sports, School, Work; one blank card

Procedure: From the 6 topic cards, choose 3 that best fit the interests and lifestyle of the individual. Present the 3 cards on the table in front of the individual and indicate that you are going to have a conversation. Indicate that the individual can choose 1 of the 3 topics for the conversation and that you will talk about this topic until a timer rings (3 minutes). If the individual shows no interest in the topics, present the blank card and ask him or her what he or she prefers to talk about, and write that topic on the blank card. Indicate that after he or she talks about 1 of the 3 topics, then you will talk about his or her preferred topic.

Begin by asking a general question about the topic (e.g., "What TV programs do you like to watch?" "Who lives at your house?" "What computer games do you play?"). During the conversation time, ask follow-up questions that are related to the individual's interests. Make at least 2 statements that provide an overture to the individual to build on the conversation (e.g., "I really like to watch _____ [TV show].") Then comment on some aspect of the show that is funny or related to the individual's statement. Or, "I have been in your class and really like _____ [specific student]. He likes to _____."). Look for response to overture, ability to build on your comments (adjust to minor changes), response to questions, and questions by individual related to your comments.

Scoring:

- Passing* Stays with the topic for 3 minutes, responding to questions, building on comments.
- Emerging* Answers examiner questions briefly or is unable to sustain conversation for full time, becomes preoccupied by one aspect of topic and fails to respond to overtures and questions without repeated direction by the examiner.
- Failing* Does not answer questions or avoids topic completely.

72. Follows Visual Rules

Materials: Picture or written rule cards (Walk, Shake Hands, Quiet Voice, Talk at Break)

Procedure: During session, note any behaviors that may cause problems in public settings (e.g., running in halls, squeezing hands or any inappropriate touching, talking or vocalizing loudly, persistent talking about a specific subject). At the beginning of an activity, before the behavior can occur, present the appropriate rule card and verbally indicate what the individual should do. If during the activity the individual engages in a behavior inconsistent with the rule card, point to the rule card and repeat the rule. If the individual continues the behavior, immediately set up a work system to finish a concrete amount of an activity, indicating that following the rule will result in a preferred activity (e.g., point while saying, "Finish work, quiet voice, and get tape player.").

Scoring:

- Passing* Corrects own behavior when examiner presents rule card, or demonstrates no behaviors that would cause problems in public.
- Emerging* Corrects own behavior after examiner presents rule card and work system in combination.
- Failing* Persists in behavior despite visual rule and work system.

Home Scale

Home Scale: Vocation Skills

73. Uses Simple Workshop/Kitchen/Desk Tools

- Passing* Uses at least 3 simple tools (hammer, screwdriver, pliers, wrench, scissors, stapler, tape, can opener, bottle opener) adequately without supervision or after one demonstration.
- Emerging* Uses 1 or 2 simple tools or needs occasional guidance to use tools adequately.
- Failing* Does not use tools without constant guidance.

74. Sorts Everyday Items

- Passing* Sorts everyday items accurately without help (e.g., knives, forks, and spoons into silverware tray; underpants into one drawer, shirts into another).
- Emerging* Sorts everyday items with some errors or needs occasional guidance.
- Failing* Does not sort everyday items without constant guidance.

75. Sweeps or Vacuums

- Passing* Sweeps or vacuums entire area adequately without supervision or after one demonstration.
- Emerging* Needs occasional guidance or repeated demonstrations to sweep or vacuum adequately.
- Failing* Does not sweep or vacuum without constant guidance.

76. Uses Cleaning Tools

- Passing* Uses 3 or more common cleaning tools (mop, scrub brush, dust cloth) adequately without supervision or after one demonstration.
- Emerging* Uses 1 or 2 cleaning tools or needs occasional assistance to use cleaning tools adequately.
- Failing* Does not use cleaning tools without constant guidance.

77. Washes and Dries Clothes

- Passing* Uses washing machine and dryer adequately without supervision or after one demonstration.
- Emerging* Needs occasional assistance or repeated demonstrations to use washing machine or dryer adequately.
- Failing* Does not use washing machine or dryer without constant guidance.

78. Washes and Dries Dishes

- Passing* Washes and dries dishes adequately without supervision or after one demonstration (e.g., uses sponge, soap, towel, or operates dishwasher without supervision or after one demonstration).
- Emerging* Needs occasional assistance or repeated demonstrations to wash and dry dishes or operate dishwasher.
- Failing* Does not wash or dry dishes without constant guidance.

79. Uses Kitchen Appliances

- Passing* Uses 3 or more common kitchen appliances (can opener, toaster, hand or power mixer) adequately without supervision or after one demonstration.
- Emerging* Uses 1 or 2 kitchen appliances, or needs occasional guidance to use kitchen appliances adequately.
- Failing* Does not use kitchen appliances without constant guidance.

80. Folds Towels

- Passing* Folds washcloths into quarters and hand or bath towels into thirds independently and stacks neatly for storage.
- Emerging* Completes folds into quarters or thirds, but folds are not always uniform and neat, or does not stack neatly for storage.
- Failing* Does not complete either type of fold without consistent prompting or stack towels and washcloths neatly.

81. Makes Bed

- Passing* Pulls up sheet or blanket, smooths out wrinkles, puts pillow at head of bed, and covers with bedspread independently when directed.
- Emerging* Completes one or more parts of making a bed but needs reminders or assistance to complete the process.
- Failing* Does not complete any step of making a bed without assistance.

82. Unloads Dishwasher and Puts Away Dishes

- Passing* Removes all dishes from drainer or dishwasher and places in correct cabinet or drawer without assistance.
- Emerging* Completes some aspect of putting away dishes (e.g., puts away cutlery or dinner plates) independently or requires assistance to complete whole process.
- Failing* Does not complete any step of putting away dishes without assistance.

83. Sets Table

- Passing* Retrieves cutlery, napkins, plates, and cups from cabinets or drawers and places correct number on each placemat (or designated spot) on table without assistance.

Emerging Needs correct number of materials laid out for setting table, or completes at least one step of setting table (e.g., puts one napkin on each placemat or puts one plate on each designated spot) without assistance.

Failing Does not complete any step of setting the table without constant assistance.

84. Cleans Up After Meal or Cooking

Passing Independently puts unused food portions into appropriate containers and stores in correct place, throws out food scraps that cannot be stored, puts dirty dishes in sink or dishwasher as appropriate, wipes counters and table without assistance.

Emerging Completes at least one step of cleanup without assistance (e.g., stores food, throws out scraps, puts dirty dishes in sink or dishwasher, wipes counters and table), or requires assistance to complete all steps of cleanup.

Failing Does not complete any step of cleanup without assistance.

Home Scale: Vocational Behaviors

85. Works Independently

Passing When working on a previously mastered task (e.g., cleaning room, putting away dishes, putting away clothes), works steadily for a period of 15 minutes or more, even if parent's or supervisor's presence is necessary.

Emerging Works on a previously mastered task steadily for at least 5 minutes, even if parent's or supervisor's presence is necessary.

Failing Does not work independently on previously mastered tasks for at least 5 minutes.

86. Asks for Help When Needed

Passing Requests help when unable to proceed (e.g., when materials or clearer instructions are needed) and does not seek help unnecessarily (e.g., when it seems likely task could have been performed independently).

Emerging Occasionally seeks help unnecessarily or occasionally does not seek help when unable to proceed with task and complete it.

Failing Frequently seeks help unnecessarily or rarely seeks help when unable to proceed.

87. Recognizes Authority Figures and Accepts Supervision

Passing Recognizes authority figures, obeys instructions, accepts correction of work, rarely interrupts or argues, and displays no inappropriate physical behavior (e.g., aggressive or overly affectionate behavior).

Emerging Sometimes (2 to 5 incidents per week) displays inappropriate but manageable behavior with an authority figure (e.g., clear disobedience, arguing, mild physical aggression, or excessive affection).

Failing Frequently (6 or more incidents per week) displays inappropriate behavior with an authority figure or occasionally displays severely disruptive or aggressive behavior.

88. Shows Respect for Property, Rules, and Regulations

- Passing* Consistently shows respect for property, rules, and regulations. Is careful with the possessions of others.
- Emerging* Occasionally (2 or 3 incidents per month) violates rules and regulations or displays carelessness with the property of others.
- Failing* Frequently (4 or more incidents per month) violates rules, regulations, or property rights.

89. Performs New Tasks

- Passing* After 1 or 2 explanations and demonstrations, learns and performs new tasks in which the level of difficulty and the strategies necessary to complete the task are similar to familiar tasks.
- Emerging* Learns and performs new tasks after 3 or more verbal explanations and complete demonstrations.
- Failing* Is generally unable to learn new tasks without a great deal of time and practice spanning over at least a week.

90. Follows Delayed Instructions

- Passing* Remembers and responds to instructions that involve a delay of 10 minutes or more (e.g., "After you clean your room, go get the mail." "After dinner is over, can you take out the trash?").
- Emerging* Follows instructions involving delays of 5 to 10 minutes but does not do it consistently or needs reminders to carry them out.
- Failing* Does not carry out delayed instructions without constant guidance.

91. Tolerates Interruptions

- Passing* While working independently and intently at a task, tolerates interruptions without signs of anxiety or frustration and returns to work quickly and works steadily.
- Emerging* While working independently and intently at a task, displays mild disturbance when interrupted or needs reminders to return to work.
- Failing* While working independently and intently at a task, displays considerable disturbance when interrupted (e.g., tantrums, hand flaps, leaves work area) or has to be physically guided to return to work.

92. Adjusts to Changes in Routine

- Passing* Shows no unusual reactions to changes in customary schedules, routines, or surroundings (e.g., change in mealtime, substitute caregiver, furniture rearrangement).
- Emerging* Shows mild or infrequent difficulties (no more than 2 of 5 times) in adjusting to changes in routines (e.g., becomes upset, insists on following old schedule, becomes confused and disorganized).
- Failing* Shows severe or frequent difficulties (3 or more of 5 times) in adjusting to change in routines.

93. Maintains Own Area and Possessions

- Passing* Maintains proper care of own room and possessions without supervision.
- Emerging* Needs guidance or reminders at least 2 times a week to maintain care of own room and possessions.
- Failing* Does not maintain care of own room and possessions without guidance 3 or more times a week.

94. Handles Movement During Tasks

- Passing* When completing a task that requires movement within a room or between rooms (e.g., unload groceries, clean up kitchen, make bed), moves and stays focused on task without signs of anxiety or without wandering and confusion.
- Emerging* Tolerates movement but shows signs of anxiety or confusion or has difficulty staying focused on task.
- Failing* Shows considerable anxiety and confusion during movement or wanders without returning to work independently.

95. Works in Proximity to Others

- Passing* Behavior is not adversely affected by working in close proximity to others during household chores (e.g., remains on task, does not become anxious or withdrawn).
- Emerging* Shows mildly inappropriate behavior (e.g., is distracted by others, avoids eye contact with others) or reduced work rate when working in close proximity to others.
- Failing* Shows severely inappropriate behavior (e.g., complete withdrawal, hand flapping) or markedly reduced work rate when working in close proximity to others.

96. Is Not Distracted by TV, Computer, or Favored Materials

- Passing* Completes task without distraction, not adversely affected by the presence of TV, computer, or favored materials (e.g., hobbies or preoccupations) in room or in vicinity while working.
- Emerging* Completes task with 1 or 2 redirections, shows some distraction if (a) TV or computer is on in another room, (b) TV or computer is off but in same room, (c) favored materials are present in room while working.
- Failing* Requires 3 or more redirections to complete task because of presence of TV, computer, or favored materials.

Home Scale: Independent Functioning

97. Dresses and Grooms Self

- Passing* Dresses and undresses independently: chooses appropriate clothing; puts on clothes, coats, pajamas, and other apparel without help; manipulates buttons, zippers, belts, and other fasteners. Independently attends to grooming: maintains a clean and neat appearance, uses deodorant, combs hair, maintains nails.

- Emerging* Completes part of dressing and undressing independently (e.g., gets pants off and on) but needs help with other parts, or dresses independently but inappropriately (e.g., puts on pajama top for school or chooses clothing that is not appropriate for weather conditions). Independently attends to grooming but needs assistance with some aspects (e.g., combs hair but does not cut nails independently) or does not meet acceptable standards in all aspects (e.g., hair is not always adequately combed, does not use deodorant consistently).
- Failing* Needs help with most or all parts of dressing.

98. Bathes and Brushes Teeth

- Passing* Bathes independently: turns on bath or shower, regulates water temperature, washes body, shampoos hair, dries self. Brushes teeth independently without reminders.
- Emerging* Completes part of bathing and brushing teeth independently but needs help with other parts or needs verbal reminders to undertake task.
- Failing* Needs help with most or all parts of bathing and brushing teeth.

99. Uses Toilet

- Passing* Handles toileting needs independently: recognizes need to go, manages clothing, cleans self, flushes toilet, and washes hands. Very rarely or never has accidents (3 or fewer a year) either day or night.
- Emerging* Uses toilet independently but has occasional day or night accidents (fewer than 2 per month), needs reminders to go, or needs help with some parts of toileting (e.g., cleaning self, flushing toilet).
- Failing* Uses toilet independently but has frequent day or night accidents (2 or more per month) or needs help with most or all parts of toileting.

100. Handles Menstrual Hygiene or Shaves

A. Menstrual Hygiene (women only)

- Passing* Manages menstrual hygiene independently: recognizes need for protection and uses it without help, with infrequent noticeable accidents (no more than 3 per year).
- Emerging* Manages independently but has occasional accidents (between 4 and 7 per year), or needs reminders to use or change protection, or recognizes need for protection but needs assistance positioning sanitary pad or tampon.
- Failing* Does not recognize need for protection and cannot use it without help.

B. Shaving (men only)

- Passing* Shaves independently without reminders or help.
- Emerging* Shaves independently but needs reminders or help with some parts of shaving (e.g., plugging in razor, catching missed spots).
- Failing* Needs help with all parts of shaving or must be shaved by someone else.

101. Cooks

- Passing* Prepares simple meals independently (e.g., heats canned food, makes sandwiches, prepares cereal, cuts up vegetables and fruit, uses stovetop and oven for simple boiled, fried, and baked dishes). May need occasional help.

Emerging Prepares only a limited range of foods independently (e.g., prepares sandwiches, cold cereal, lemonade from concentrate) but does not use stovetop or oven (or only uses them for boiling water).

Failing Needs assistance for all dishes requiring food preparation or cooking.

102. Shops Independently

Passing When given a predetermined amount of money, can go into store and independently make simple purchase of 2 or more items (i.e., selects items appropriately, recognizes need to pay, and waits for change).

Emerging Can perform some parts of making a simple purchase but needs assistance with others.

Failing Does no shopping.

103. Uses Transportation Independently

Passing Travels independently to and from familiar locations (e.g., recreation center, movie theater, around home neighborhood). Walks, drives, or uses bus, taxi, shuttle, or carpool as arranged. Crosses intersection safely, responding to car horns and traffic signs and signals.

Emerging Travels to and from familiar locations alone but needs some help (e.g., boarding correct bus, hailing taxi, crossing pedestrian crosswalk) or restricts independent travel to the home area (e.g., yard, garage, house next door).

Failing Cannot travel alone to any location beyond home or fenced yard.

104. Demonstrates Good Eating Habits

Passing Serves self at table, uses utensils independently, consistently displays good table manners, and eats a variety of foods.

Emerging Needs assistance or reminders with some of the skills listed above.

Failing Rarely uses utensils appropriately, eats only a limited range of foods, and needs constant reminders for good table manners (e.g., eating at appropriate speed, eating from own plate only).

105. Follows Safety Standards

Passing Consistently observes safety standards (e.g., using tools safely, responding to safety signals such as poison symbols or fire alarms, identifying and avoiding dangerous areas or equipment).

Emerging Occasionally (once a month) violates safety standards or has difficulty recognizing more complex safety standards.

Failing Frequently (more than once a month) violates safety standards or has difficulty recognizing even simple safety standards.

106. Self-Medicates as Prescribed

Passing Takes prescription medications at appropriate times without reminders and follows prescribed guidelines independently (e.g., takes with meals, follows dietary restrictions, avoids sunlight).

- Emerging* Needs occasional reminders to take medication at appropriate time or needs supervision to follow guidelines.
- Failing* Needs frequent reminders to take medication as prescribed or to follow guidelines for taking medication.

107. Packs for Overnight Outing or School Using List

- Passing* Consistently and independently packs toiletries and change of clothes for overnight trip along with other personal items, or consistently and independently packs all books, notebooks, and papers necessary for school, with only rare omissions (1-2 times per month in packing for school). *Note: A picture or written packing list may be used.*
- Emerging* Makes occasional errors or omissions in packing for school or an overnight outing, or needs a parent or supervisor to double-check packing.
- Failing* Makes frequent errors in packing or needs constant supervision to ensure all items are packed.

108. Closes Bathroom Door

- Passing* Consistently and independently closes bathroom door before using facilities without reminder.
- Emerging* Occasionally needs reminder to close bathroom door before using facilities.
- Failing* Frequently fails to close bathroom door when using facilities or must be reminded consistently.

Home Scale: Leisure Skills

109. Uses Free Time Appropriately

- Passing* During free time, when not guided by scheduled activities or direct instructions, individual initiates and continues appropriate activities for at least 30 minutes (e.g., solitary play, games with others, informal interaction, work on a hobby).
- Emerging* Engages in appropriate activities for at least 5 but fewer than 30 minutes with no guidance or needs occasional guidance to continue free-time activities for 30 minutes.
- Failing* Does not initiate or carry out appropriate free-time activities for more than 5 minutes without frequent reminders or guidance.

110. Engages in Solitary Play

- Passing* Engages in appropriate solitary play for periods of 30 minutes or more. Uses 3 or more different toys or materials (e.g., colors with markers, plays on computer, bounces ball) either during one play period or over a number of occasions.
- Emerging* Engages in solitary play but uses only 1 or 2 types of materials, or uses 3 or more different materials in solitary play but needs guidance or reminders to continue to play for 30 minutes.
- Failing* Does not engage in solitary play for more than 10 minutes without constant prompting, or uses materials in very limited or odd ways (e.g., spins all objects, licks materials).

111. Engages in Cooperative Play

- Passing* Shows awareness of, or interest in, other people in unstructured play situations, sharing toys and materials and actively cooperating in play without reminders to do so.
- Emerging* Shows awareness of, or interest in, other people but shares materials poorly, snatches materials from others, or shows other difficulties in cooperative play, or plays cooperatively after reminders to do so.
- Failing* Displays no ability to play cooperatively or shows no awareness of other people in unstructured play.

112. Plays Table Games

- Passing* Plays 1 or more simple table games (e.g., lotto, cards, tic-tac-toe) with another person, understands and follows rules, and takes turns.
- Emerging* Attempts to play at least 1 table game with another person but has difficulty following rules, taking turns, and maintaining attention.
- Failing* Does not attempt to play any table games with other people.
- Note: List table games individual can play.*

113. Listens to Radio or Watches TV

- Passing* Turns on TV or radio, displays preferences for certain programs or songs, selects preferred channel or station, and watches or listens for 15 minutes or more at a time.
- Emerging* Turns on radio or TV but shows no program or song preferences, or watches or listens for fewer than 15 minutes at a time, or attends to radio or TV but depends on others to turn it on or select programs.
- Failing* Shows little or no interest in radio or TV.

114. Engages in Ongoing Hobby or Collection

- Passing* Engages in an indoor hobby or collection (e.g., scrapbook, stamps, toy cars) on a fairly regular basis (2 or more times per month) without guidance.
- Emerging* Engages in a hobby or collection but needs assistance with some parts of its execution (e.g., keeping the collection in one space or set of containers, putting glue on scrapbook items), or rarely engages in collection activities unless urged repeatedly, or engages in collection activities fewer than 2 times per month.
- Failing* Does not engage in any hobbies or collection.

115. Engages in Ongoing Arts and Crafts

- Passing* Engages in an arts and crafts activity (e.g., drawing, painting, building models [robots, vehicles]) on a fairly regular basis (2 or more times per month) without guidance.
- Emerging* Engages in an arts and crafts activity but needs assistance with some parts of its execution (e.g., consistently requires assistance to connect parts of model), or rarely engages in arts and crafts activities unless urged repeatedly, or engages in arts and crafts activities but fewer than 2 times per month.
- Failing* Does not engage in arts and crafts activities.

116. Engages in Ongoing Outdoor Activity

- Passing* Engages in an outdoor activity or interest (e.g., soccer, swimming, biking, walking, camping, fishing) on a regular basis (2 or more times per month) without guidance.
- Emerging* Engages in an outdoor activity or interest but needs assistance with some part of its execution (e.g., weeding garden, baiting fish hook) or rarely engages in an outdoor activity unless urged repeatedly, or engages in activities fewer than 2 times per month.
- Failing* Does not engage in any outdoor activities or interests.

117. Shows Interest in Public Entertainment Events

- Passing* Pays attention to and displays an interest in 2 or more types of spectator events (e.g., movies, sports, concerts, circus).
- Emerging* Pays attention to and displays an interest in 1 type of public event (e.g., goes to movies), or shows interest by anticipating public events but not actually attending them.
- Failing* Does not pay attention to or show interest in any public entertainment events.

118. Cares for Pets

- Passing* Enjoys and is gentle with a pet in home, and consistently assists with some aspect of care of pet (e.g., feeding, providing water, grooming, cleaning up).
- Emerging* Shows interest in and enjoys pet but is not always gentle or does not consistently assist with some aspect of pet care.
- Failing* Shows no interest in or may be harmful to a pet.

119. Eats at Fast-Food Restaurant Independently

- Passing* Enjoys going to restaurant, orders independently, gives money, obtains change, obtains condiments, and disposes of trash without reminders.
- Emerging* Enjoys going to restaurant but needs assistance with some aspect of ordering, paying, preparation, or cleanup.
- Failing* Unable or unwilling to go to fast food restaurant, or unable to help with any aspects of obtaining, paying, preparation, and cleanup.

120. Cleans Up After Leisure Activity

- Passing* Independently assists in cleanup after party or recreational event or cleans up after hobby or game, returning all materials to designated containers.
- Emerging* Assists in cleanup after recreational event, hobby, or game but needs some reminders to complete cleanup, or assists in only one aspect of cleanup.
- Failing* Does not assist in cleanup.

Home Scale: Functional Communication

121. Communicates Basic Needs

- Passing* Spontaneously communicates at least 6 of 8 basic needs (i.e., hunger, thirst, fatigue, pain, sick, warm, cold, need to use toilet) clearly and comprehensibly with clear gestures or words without prompts. When ill, consistently responds to "show me where it hurts," or other request for similar information, by pointing to area, gesturing clearly, or verbally describing what is wrong.
- Emerging* Attempts to communicate needs but is not always clearly understandable (e.g., uses only vague gestures, uses same signal for all needs, whines), or communicates some needs but not others (succeeds with at least 2 basic needs consistently). Sometimes points clearly or verbally describes pain or illness, but may be vague (in gestures or words) or require repeated inquiries to obtain information.
- Failing* Does not communicate at least 2 basic needs successfully.

122. Responds to Questions About Present State

- Passing* Responds appropriately and understandably to questions about present state (e.g., "Are you hungry?" "Are you finished?" "Do you want a drink?").
- Emerging* Gives appropriate responses to some questions but not others, or responds inconsistently to all questions.
- Failing* Does not give appropriate responses to questions about present state.

123. Understands Concepts

This item evaluates the individual's ability to understand the following concepts when used in daily conversation:

1. Names of people and objects (e.g., "Alice," "teacher," "milk," "sofa").
2. Descriptions of actions (e.g., swimming, dressing, talking, crying).
3. Locations (e.g., "in the kitchen," "at work," "under the blanket").
4. Time concepts (e.g., later, tomorrow, now).
5. Reasons and causes (e.g., why, because).
6. Sequences (e.g., "First we'll eat, then we'll play dominoes.").

- Passing* Consistently understands at least 5 or 6 concepts when they are used by others in daily conversation.
- Emerging* Consistently understands between 2 and 4 concepts or inconsistently understands 5 or more concepts (e.g., understands some time concepts but not others; understands descriptions of actions that are presently visible but not those that are out of sight).
- Failing* Does not consistently understand more than 1 concept used in daily conversation.

124. Uses Concepts

This item evaluates the individual's ability to use in daily conversation the concepts listed in Item 123: Understands Concepts.

- Passing* Consistently uses 4 or more concepts appropriately in daily conversation.

Emerging Consistently uses 2 or more concepts appropriately or inconsistently uses 4 or more concepts (e.g., use is sometimes inappropriate).

Failing Does not consistently use more than 1 concept in daily conversation.

125. Reads Signs

Passing Reads and understands simple written signs (e.g., "Men," "Women," "Do Not Enter," "Restroom," "Exit," "Walk").

Emerging Reads and understands only 1 or 2 signs.

Failing Does not read and understand any signs.

126. Uses Telephone

Passing Makes telephone calls independently for business or social purposes, obtaining or asking for number desired, dialing phone, and carrying on comprehensible conversation; is able to answer phone and receive incoming calls.

Emerging Makes telephone calls but needs help with some aspects of task (e.g., finding or dialing number, getting correct person to come to the phone), or only uses telephone when answering incoming calls.

Failing Does not communicate by telephone.

127. Uses Communication for Social Activities

Passing Consistently uses communication skills to engage in social activities and responds to communication from others whose purpose is to engage in social activities (e.g., responds to invitations to play a game or share materials, makes or understands explanations of rules or plans for the activity, makes comments during the activity).

Emerging Inconsistently uses communication skills to engage in social activities.

Failing Does not use communication skills to engage in social activities.

128. Engages in Spontaneous Conversation

Passing Engages in conversation on a regular basis. Conversation is coherent and meaningful with little or no evidence of echolalia, rote phrases, or jargon. Conversation goes beyond comments directly related to basic needs and daily activities (e.g., individual asks and answers personal questions, makes comment about daily events or changes in routine, talks about activities).

Emerging Conversation contains moderate amounts of echolalia, rote phrases, or jargon or is limited to direct comments about basic needs and daily activities.

Failing Does not participate in conversation beyond rote, echolalic, or unintelligible speech.

129. Ceases Action When Told To Stop

Passing When told to stop (with dangerous circumstances or actions potentially harmful to the environment), ceases action consistently and waits for direction or clarification without major signs of agitation.

Emerging When told to stop, ceases action inconsistently or ceases only briefly unless re-directed.

Failing Shows major signs of agitation when told to stop or fails to cease unless physically redirected.

130. Points or Holds Out Hand for Desired Object

- Passing* Consistently uses a specific and clear pointing gesture or holds out hand to request a desired object.
- Emerging* Points in the general direction of desired object, or inconsistently points or holds out hand to obtain an object.
- Failing* Does not use a pointing gesture or hold out hand to obtain an object.

131. Rejects with Gestures or Words

- Passing* When presented with an object or activity that is not desired, consistently and appropriately uses a gesture to signify rejection, shakes head, or verbally rejects without agitation.
- Emerging* Inconsistently uses a gesture to signify rejection, shakes head, or verbally rejects, or shows signs of agitation at times when rejecting.
- Failing* Does not use a gesture to signify rejection, shows consistent signs of upset to signify rejection (e.g., walks away, throws object, engages in self-injurious behavior).

132. Attends to Pointing Gesture of Others To Obtain Objects or Information

- Passing* Consistently attends to pointing gesture of others and follows point to find a desired object or information about an activity.
- Emerging* Inconsistently attends to pointing gesture and needs repetition of gesture or additional cues to find what is desired.
- Failing* Does not understand pointing gesture or consistently needs additional support to find what is desired.

Home Scale: Interpersonal Behavior

133. Demonstrates Positive Behaviors with Familiar People

- Passing* Initiates and responds to positive interaction with caregiver or other members of household in ways appropriate to familiar acquaintances (e.g., recognizes familiar people among others in a room; greets them spontaneously; knows their names; knows which chair, bed, or personal items belong to whom; initiates and engages in games or other interactions; gives and receives a pat on the back, brief hug, or other appropriate physical contact).
- Emerging* Interacts positively at some times but not others, or responds positively to familiar people but does not initiate interaction independently.
- Failing* Rarely shows positive interpersonal behaviors with familiar people.

134. Demonstrates Positive Behaviors with Strangers

- Passing* Initiates and responds to positive interactions with strangers in appropriate ways (e.g., smiles or greets strangers at home and responds to their greetings but does not stop strangers on street or in public places, limits physical contact with strangers to handshake, may ask or answer brief questions, will not go alone into strangers' houses or cars).
- Emerging* Shows inconsistent or mildly inappropriate behavior with strangers. Sometimes fails to interact or respond to greetings or is too intrusive or affectionate with strangers.
- Failing* Rarely shows positive interpersonal behaviors with strangers or fails to discriminate between strangers and familiar people.

135. Demonstrates Negative Behaviors—Aggression and Property Destruction

In answering this item, negative behaviors to be noted include the following:

Aggressive or disruptive behavior such as resistance to instructions or angry or defiant arguing that appears threatening or potentially dangerous; aggression toward objects, such as throwing objects or hitting the wall; aggression toward people, such as attempting to strike others or to engage in self-injurious behavior during interaction.

Passing Does not show aggressive or disruptive behaviors.

Emerging Occasionally (3 or 4 times per year) shows severe negative behaviors (e.g., threatens or attempts physical violence, engages in self-injurious behavior).

Failing Shows severe negative behaviors 5 or more times per year.

136. Demonstrates Negative Behaviors—Exploitative, Annoying, Disturbing, and Distracting Self-Stimulatory Actions

In answering this item, negative interpersonal behaviors to be noted include the following: Exploitative behavior such as taking another's possessions without permission; eating someone else's food; borrowing and not returning; physically impinging on others; excessive touching, hugging, or kissing; standing too close or staring; and verbal and nonverbal sexual advances.

Annoying, disturbing, and distracting self-stimulatory behaviors such as talking too loudly; belching; passing wind; sniffing food, objects, or people; spraying others with spittle; fondling self in public; profanity.

Passing Shows only mild and infrequent exploitative and annoying or disturbing behaviors 1 time per month.

Emerging Shows mild behaviors 2 or more times per month.

Failing Shows negative behaviors almost daily.

137. Participates in Social Gatherings

Passing Enjoys social gatherings (e.g., holiday gatherings, birthday parties, visits with guests) and initiates contact with others while attending them.

Emerging Attempts to initiate interaction at social gatherings but lacks necessary social skills, or participates in social gatherings but only minimally interacts with others.

Failing Does not participate in social gatherings.

138. Responds to Presence of Other People

- Passing* Shows awareness of and responds appropriately to other people (e.g., watches members of household, notices people entering or leaving room, looks at other person when spoken to, speaks or gestures to others appropriately for level of communication skills).
- Emerging* Occasionally (no more than 1 of 5 times) seems unaware of or unresponsive to other people.
- Failing* Frequently (2 or more of 5 times) seems unaware of or unresponsive to other people.

139. Behaves Appropriately Toward Others in Public

- Passing* Behaves appropriately toward others in public (e.g., maintains reasonable social distance, does not engage in inappropriate physical contact, takes place in line).
- Emerging* Occasionally (1 time per day) displays mildly inappropriate behaviors toward others in public (e.g., crowds others, fails to take place in line, talks too loudly).
- Failing* Frequently (2 or more times per day) displays mildly inappropriate behaviors toward others in public or displays severely inappropriate behaviors toward others in public (e.g., pushes or shoves others, argues or displays threatening behavior).

140. Seeks Company of Particular People

- Passing* Actively and consistently seeks out one or more particular people at home or in the neighborhood and expresses desire for or initiates contact (e.g., visits or asks to visit others, plays games, shares materials, and works cooperatively with others on a consistent basis).
- Emerging* Enjoys contact with one or more particular people (staff more frequently than peers) but does not actively seek contact, or attempts to initiate interaction but lacks necessary social skills.
- Failing* Shows little desire for social contact with specific people.

141. Does Not Disturb Others During Individual Activities

Observe individual's behavior when working or playing independently.

- Passing* Does not disturb others by making noises, interrupting the activity of others, using materials or furniture needed by or belonging to others, playing radio or records too loudly, or engaging in behaviors that disturb the work of others.
- Emerging* Occasionally (no more than 2 times a week) disturbs others during individual activities.
- Failing* Frequently (3 or more times a week) disturbs others.

142. Apologizes for Unintentional Mistakes

- Passing* Communicates regret either verbally or gesturally after unintentional mistake in appropriate manner and shows an intent to rectify the error or to prevent its recurrence.
- Emerging* Inconsistently communicates regret after unintentional mistake or makes little effort to rectify the error or prevent its recurrence.
- Failing* Does not communicate regret in an appropriate manner or shows no effort to rectify the error or to prevent future errors.

143. Controls Temper and Expresses Dissatisfaction Constructively

- Passing* Consistently expresses irritation, annoyance, and dissatisfaction without aggression, property destruction, yelling, or verbal abuse. May remove self from situation to calm down, may express frustration or distress without yelling, may ask to be left alone, or may ask for explanation.
- Emerging* Occasionally (2 or fewer times a month) expresses annoyance or dissatisfaction by yelling, mild verbal abuse or making rude remarks, or performing physically demonstrative acts (e.g., pounding table, stomping feet), but can be redirected to a safe place to calm without aggression or property destruction.
- Failing* Occasionally engages in aggression or property destruction to express annoyance or dissatisfaction, or frequently (3 or more times a month) expresses annoyance by yelling, mild verbal abuse or making rude remarks, or performing physically demonstrative acts.

144. Shares Food and Belongings with Others

- Passing* During break or leisure activity in which materials are shared (e.g., tape player, jigsaw puzzle, magazines, snacks), consistently and willingly shares materials when others express interest.
- Emerging* Inconsistently shares materials or shows minor agitation when others express interest, may have one set of materials that he or she is unwilling to share even for short period of time without some agitation.
- Failing* Becomes upset if expected to share materials, physically avoids sharing.

School/Work Scale

School/Work Scale: Vocational Skills

145. Sorts Objects

- Passing* Sorts objects (e.g., several kinds of nails, washers, buttons) correctly or with few errors without supervision.
- Emerging* Needs occasional guidance or makes frequent errors without supervision.
- Failing* Does not sort objects without constant guidance.
- Also note how many objects individual sorts in 15 minutes.

146. Follows Assembly Diagram

- Passing* Uses a new or unfamiliar picture diagram to complete an assembly of at least 3 pieces (e.g., building-block diagram, nut/bolt/washer diagram) without prompting from supervisor.
- Emerging* Makes an error when presented with the diagram or requires a prompt to attend to the visual cue in the diagram.
- Failing* Requires consistent prompts to follow a new diagram or is unable to assemble parts using the diagram.

147. Files by Matching Symbols

- Passing* Files papers with few errors by matching symbols on papers to symbols on folders, card files.
- Emerging* Files papers with few errors (no more than 1 out of 10) if given occasional guidance or gestural prompts.
- Failing* Does not file accurately without constant guidance.

148. Uses Simple Machines and Tools

- Passing* Uses simple machines and tools adequately without supervision or after one demonstration (e.g., vending machine, scissors, stapler, and basic hand tools).
- Emerging* Needs occasional guidance or repeated demonstrations to use simple machines and tools adequately.
- Failing* Does not use simple machines or tools without constant guidance.

149. Discriminates by Size

- Passing* Consistently distinguishes between objects on the basis of a difference in size (e.g., large vs. small).
- Emerging* Occasionally makes errors in distinguishing between objects on the basis of size.
- Failing* Does not distinguish between objects on the basis of size.

150. Measures

- Passing* Makes accurate linear measurements using yardstick, ruler, meter stick, or measuring tape and records or uses results in a practical way (e.g., marks materials at correct spot, writes down length), or weighs objects accurately on small or large scale and records or uses results in a practical way (e.g., writes down weight, adds more items to equal required total).
- Emerging* Needs occasional assistance to measure accurately or makes some errors in linear measurements without supervision, or needs assistance or makes some errors in weighing objects without supervision.
- Failing* Does not make linear measurements or does not use scales to weigh objects.

151. Packages Objects

- Passing* Obtains one set of objects to be packaged, puts objects into container (e.g., envelope, bag), closes or seals container, and places container in a designated place (e.g., pile, box).
- Emerging* Needs assistance with one or more aspects of packaging or occasionally makes errors.
- Failing* Does not package without supervision.

152. Cleans Own Work Area

- Passing* Maintains a clean and orderly work area without supervision or after one reminder.

Emerging Needs occasional assistance or repeated reminders to maintain a clean work area.

Failing Does not maintain a clean work area without guidance and repeated reminders.

153. Fills Containers to Rim

Passing When pouring (e.g., filling salt shakers, filling glasses for snack, pouring food-stuffs into containers), fills each container to within $\frac{1}{2}$ in. of rim without overfilling or underfilling container, and spills only rarely.

Emerging Inconsistently overfills or underfills containers or occasionally spills when pouring.

Failing Frequently spills when pouring or consistently overfills or underfills containers.

154. Uses List to Retrieve Items from a Shelf

Passing When given a picture or written list of 4 or more items, can retrieve each item on the list from a shelf consistently without errors.

Emerging Makes no more than 2 errors (e.g., leaves out one item, gets an additional item) on each occasion that individual follows the list.

Failing Makes 3 or more errors or is unable to find items on the shelf consistently.

155. Operates Equipment in Response to Gauge, Timer, Buttons

Passing With at least one appliance (e.g., microwave, oven timer, dryer), responds to gauge, timer, or auditory signal from appliance with correct action (e.g., removes food from microwave, turns off stove, removes clothes from dryer) without a personal reminder.

Emerging Occasionally needs a reminder from supervisor to perform correct action in response to signal.

Failing Requires frequent reminders to operate equipment correctly.

156. Lifts and Moves Item

Passing When presented with a task of carrying an item weighing at least 10 lbs., successfully carries the item at least 20 feet to area designated by supervisor.

Emerging Successfully lifts item but carries it only part of the way or drops it roughly when putting it down.

Failing Is unable to lift item or puts it down immediately after lifting.

School/Work Scale: Vocational Behaviors

157. Works Steadily

(This item is designed to measure time on task, not speed of production.)

Passing When working on a previously mastered task that is part of daily program (e.g., sorting, packaging, assembly), works independently and steadily for a period of 30 minutes or more.

Emerging Works on a previously mastered task independently and steadily for at least 5 minutes.

Failing Does not work independently on previously mastered tasks for at least 5 minutes.

158. Works at Consistent Rate

Passing When working on familiar tasks, generally maintains a constant, steady work rate, yielding approximately same output each hour.

Emerging When working on familiar tasks, work rate varies from constant and steady to inconsistent and variable, causing output to vary from one hour to the next.

Failing When working on familiar tasks, generally works at a slow or extremely erratic rate.

List a familiar task and give an estimate of individual's usual work rate (units completed per hour) for that task.

159. Completes Tasks Correctly

Passing Generally completes tasks within own ability with few, if any, errors (0-10%).

Emerging Error rate varies, depending upon the task, from few errors to frequent errors (11-50%).

Failing Generally completes tasks with frequent errors (more than 50%).

List a familiar task and give an estimate of individual's usual error rate on that task.

160. Controls Preoccupations During Work

Passing Completes task despite presence of distractions and preoccupations, and is not adversely affected by the presence of computer or favored materials (e.g., hobbies) in room or in vicinity while working.

Emerging Completes task with 1 or 2 redirections, and shows some distraction (a) if computer is on in room, (b) if a preferred activity is occurring in room, (c) if favored materials are present in room while working.

Failing Requires 3 or more redirections to complete task because of presence of computer or favored activities or materials.

161. Shows Respect for Property, Rules, and Regulations

Passing Consistently shows respect for property, rules, and regulations. Is careful with the possessions of others and with school or work property.

Emerging Occasionally (2 or 3 incidents per month) violates rules and regulations or displays carelessness with the property of others.

Failing Frequently (4 or more incidents per month) violates rules, regulations, or property rights.

162. Works in Proximity to Others

Passing Behavior is not adversely affected by working in close proximity to others (e.g., remains on task, does not become anxious or withdrawn).

Emerging Shows mildly inappropriate behavior (e.g., attentional difficulties, avoids eye contact with others) or reduced work rate when working in close proximity to others.

Failing Shows severely inappropriate behavior (e.g., complete withdrawal, hand flapping) or markedly reduced work rate when working in close proximity to others.

163. Recognizes Authority Figures

Passing Recognizes authority figures, obeys instructions, rarely interrupts or argues, and displays no inappropriate physical behavior (e.g., aggressive or overly affectionate behavior).

Emerging Occasionally (2 to 5 incidents per week) displays inappropriate but manageable behavior with an authority figure (e.g., clear disobedience, arguing, mild physical aggression, excessive affection).

Failing Frequently (6 or more incidents per week) displays inappropriate behavior with an authority figure or occasionally displays severely disruptive or aggressive behavior.

164. Organizes Work Materials To Assist Performance

Passing When working on a task, keeps materials in proper containers rather than letting them spread across table or keeps only books and papers necessary to complete task on table.

Emerging Sometimes pulls materials out of container, lets them drop on floor, or loses track of needed materials, but responds to reminders to keep materials organized.

Failing Frequently loses materials and is unable to complete task without assistance in organizing work area.

165. Makes Independent Transitions Between Tasks in Work Area

Passing Independently finishes a task, puts in designated place, obtains next activity, and begins it consistently without reminders. (A work system or other visual cues may be used to assist this skill.)

Emerging Independently completes at least 1 of the 4 transition steps listed above or needs occasional reminders to make transition.

Failing Needs frequent reminders during transition between activities.

166. Behaves Appropriately During Transition Times

Passing Changes from one activity to another cooperatively and attentively without disruptive behavior or overt signs of emotional upset (e.g., changing from break to work, work to lunch, or one task to another).

Emerging Displays moderate but intermittent difficulty (no more than 2 out of 5 times) in transition to different activities (e.g., disruptive behavior, emotional upset, poor attention toward activity).

Failing Displays frequent (3 or more out of 5 times) moderate or severe difficulty during transitions.

167. Corrects Errors in Response to Directions

- Passing* Responds to verbal, picture, or written directions by correcting errors during work activities without visible agitation or upset.
- Emerging* Shows mild signs of resistance or confusion but makes an effort to correct errors after direction.
- Failing* Refuses to correct errors or shows significant signs of resistance or upset, even with visual cue.

168. Adjusts to Changes in Routine

This change may be shown through a visual schedule ahead of time.

- Passing* When presented with a change of customary routines, circumstances, or surroundings (e.g., new activity, substitute teacher or supervisor, rearrangement of furniture), individual willingly engages in changed activity without visible signs of confusion, resistance, or disruptive reaction.
- Emerging* Shows mild or infrequent (no more than 2 of 5 times) difficulties in adjusting to changes in routines (e.g., becomes upset, insists on following old schedule, becomes confused and disorganized).
- Failing* Shows severe or frequent (3 or more of 5 times) difficulties in adjusting to changes in routines.

School/Work Scale: Independent Functioning

169. Eats Independently

- Passing* Eats independently: gets lunch sack or goes through cafeteria line, brings food to table and disposes of tray or sack when finished, uses utensils independently, serves self, eats a variety of foods.
- Emerging* Uses spoon or fork independently but needs help with some eating tasks (e.g., getting food, cutting food, serving self, cleaning up) or requires special food due to picky eating habits.
- Failing* Does not use any utensils appropriately or eats only a limited range of foods (fewer than 8 different foods).

170. Demonstrates Good Table Manners

- Passing* Consistently displays good table manners (e.g., chewing with mouth closed, using napkin, eating at appropriate speed, eating from own plate only, eating tidily).
- Emerging* At times requires some reminders to use good table manners or consistently has 1 or 2 bad habits. (Please specify these.)
- Failing* Rarely uses good table manners without reminders or consistently has 3 or more bad habits. (Please specify these.)

171. Delivers Messages and Moves Independently

- Passing* Leaves one room in familiar environment and goes to another room with message, delivers written or verbal message to identified recipient in separate room, waits for and obtains response, and returns with response when given.
- Emerging* Walks around school or work building and grounds independently without difficulties (e.g., getting lost, wandering, or running away), but is unable to consistently complete all steps of delivering message.
- Failing* Requires prompts when moving about school or gets lost, wanders off, or has other difficulties when away from classroom or work site without supervision.

172. Follows Daily Schedule

- Passing* Knows and follows daily schedule, reports to classes or work areas on time, returns to correct area after lunch or break, and resumes work after breaks on time.
- Emerging* Needs occasional reminders (no more than 3 per day) to follow daily schedule and to report to different areas of facility on time.
- Failing* Needs regular reminders (4 or more per day) to follow daily schedule and to report to different areas of facility on time.

173. Follows Safety Standards

- Passing* Consistently observes safety standards (e.g., using tools safely, responding to safety signals such as poison symbols or fire alarms, identifying and avoiding dangerous areas or equipment).
- Emerging* Occasionally (1 time a month) violates safety standards or has difficulty recognizing more complex standards.
- Failing* Frequently (2 or more times a month) violates safety standards or has difficulty recognizing even simple standards.

174. Behaves Appropriately in Public

- Passing* Handles self with discretion in public. Does not display self-stimulatory, self-injurious, destructive, or bizarre behaviors that significantly affect others.
- Emerging* Displays infrequent (no more than 2 of 5 times) episodes of mildly inappropriate behavior in public (e.g., rocking, hand flapping, inappropriate laughter) that affects others.
- Failing* Displays frequent (3 or more of 5 times) episodes of mildly inappropriate behavior that affects others or displays severely inappropriate behavior in public (e.g., tantrums, overt masturbation, self-injurious behavior).

175. Uses Public Restroom Independently and Appropriately

- Passing* Handles toileting and hand washing in public restroom appropriately (e.g., pulls down clothing only in toilet stall, uses limited amount of toilet paper or towels, flushes only once) and refrains from excessive interactions with strangers.
- Emerging* Requires occasional redirection for toileting or hand washing in public restroom but completes most of sequence independently.
- Failing* Requires consistent redirection and supervision with some aspect of public restroom behavior.

176. Washes Hands Independently Before Meal

- Passing* Consistently or with only an occasional prompt to begin, independently (1) turns on water to appropriate temperature, (2) washes hands with moderate amounts of soap and water, (3) turns off water, (4) dries hands with no more than 2 paper towels, and (5) disposes of towels appropriately before meals.
- Emerging* Needs consistent prompts to wash hands before meals or to complete 1 of the 5 steps of hand washing sequence.
- Failing* Needs consistent supervision and assistance to complete 2 or more steps of hand washing sequence.

177. Identifies Time on Clock

- Passing* Identifies a specific time on a clock and independently notes the arrival of that time to make a change in activity without reminder from supervisor or teacher.
- Emerging* May identify a specific time on a clock but needs occasional reminders to change activities when that time arrives.
- Failing* Cannot identify a specific time on a clock or needs constant reminders to change activity at that time.

178. Obeys Public Signs

- Passing* Consistently recognizes and responds to public signs that guide movement and action in restaurants, stores, and traffic crossings (e.g., Order Here, Pick Up Here, Enter, Do Not Enter, Caution, Walk, Don't Walk).
- Emerging* Needs reminders to look for signs but reads and uses them to guide movement in public places.
- Failing* Does not read or use signs to guide movement in public.

179. Responds to Emergencies

- Passing* Responds to alarm signal, bell, or intercom announcement by quickly walking to nearest exit without the direction of authority or by following intercom announcement directions without significant signs of distress or confusion.
- Emerging* Shows signs of disorientation and confusion such that supervisor needs to prompt individual occasionally to follow emergency procedures.
- Failing* Needs consistent supervisor prompts to ensure that individual follows emergency procedures because of disorientation and confusion.

180. Keeps Personal Belongings in Appropriate Place

- Passing* Consistently keeps belongings in designated space as directed; needs infrequent reminders (1 to 2 per month) to prevent losing or misplacing items.
- Emerging* Needs occasional reminders to keep belongings in designated space; needs occasional reminders (3-8 times per month) to prevent losing or misplacing items.
- Failing* Frequently scatters belongings outside of designated space and needs frequent reminders (9 or more times per month) to maintain belongings.

School/Work Scale: Leisure Skills

181. Uses Free Time Appropriately

- Passing* During free time, initiates and continues appropriate activities for 30 minutes or more when not guided by either scheduled activities or direct instructions (e.g., solitary play, games with others, informal interaction, work on a hobby).
- Emerging* Engages in appropriate activities for at least 5 but fewer than 30 minutes with no guidance, or needs no more than occasional guidance to continue free-time activities for 30 minutes.
- Failing* Does not initiate or carry out appropriate free-time activities for more than 5 minutes without frequent reminders or guidance.

182. Engages in Cooperative Play

- Passing* Shows awareness of and interest in other people in unstructured play situations, shares toys and materials, and actively cooperates in playing without reminders.
- Emerging* Shows awareness of or interest in other people, but shares materials poorly, snatches materials from others, or shows other difficulties in cooperative play; or plays cooperatively after reminders.
- Failing* Shows no ability to play cooperatively or no awareness of other people in unstructured play.

183. Engages in Activity During Lunch or Break Time

- Passing* Anticipates lunch or break time and makes appropriate use of lunch or break time by engaging in an activity for most or all of the period (e.g., informal interaction, solitary activities).
- Emerging* Engages in an activity for at least a quarter of the period or anticipates lunch or break time with more interest than its actual occurrence.
- Failing* Does not engage in an activity for more than 1 or 2 minutes of break time or does not seem to distinguish between break and work time.

184. Participates in Group Events

- Passing* Participates actively in group events (e.g., picnics, parties), displaying interest in and knowledge of reason for event (e.g., whose birthday it is, where picnic will take place).
- Emerging* Participates actively in events but is unaware of reason for event, or anticipates events but does not show interest during events themselves.
- Failing* Does not participate in or shows no interest in group events.

185. Plays Sports

- Passing* Successfully plays 1 or more sports (e.g., kickball, volleyball), participating actively and understanding rules.
- Emerging* Attempts to play at least 1 sport but needs help understanding rules or executing physical movements (e.g., serving in volleyball, relay races).
- Failing* Does not attempt to play any sports.

186. Uses Vending Machine

- Passing* Makes purchase, independently selecting item, putting enough coins in slot, and removing change and item.
- Emerging* Performs some aspects of purchase independently but needs assistance with other aspects (e.g., inserts some money but not enough to complete purchase, makes purchase but fails to remove change).
- Failing* Does not perform any aspects of purchase independently even after prompts.

187. Learns New Leisure Activities

- Passing* Periodically (2 or more times a month) attempts new leisure activities and responds to suggestions of teacher or supervisor about new uses of leisure time (e.g., new games or hobbies, expanding reading repertoire).
- Emerging* Attempts new leisure activities but has difficulty learning them or quickly loses interest in them, or infrequently attempts new leisure activities (1 time a month or fewer).
- Failing* Rarely attempts new leisure activities (1 or 2 times per year) or strongly resists suggestions of teacher or supervisor in this area.

188. Participates in Individual Indoor Activities

- Passing* Shows a sustained interest and participates in one or more indoor activities (e.g., reading, word search puzzles, computer games, video games, or indoor hobbies) 2 or more times per month.
- Emerging* Participates in individual indoor activities fewer than 2 times per month or needs guidance to maintain interest.
- Failing* Shows no interest in participating in an indoor activity.

189. Cares for Plants

- Passing* Independently either (a) checks plant soil for dryness and adds appropriate amount of water to sustain plant on a regular basis, or (b) follows a chore schedule and uses specific containers to ensure the proper amount of water is delivered to the plant on a regular basis.
- Emerging* Demonstrates knowledge that plants must be watered but occasionally needs prompts to deliver correct amount of water, to check for dryness, or to follow chore schedule.
- Failing* Shows no interest in or knowledge of needing to water plants or consistently delivers inappropriate amount to plant.

190. Plays Target, Board, or Card Games

- Passing* Participates in at least one cooperative indoor game with others (i.e., target, board, or card game) on a regular basis (2 or more times a month) for at least 15 minutes, taking turns and following a simple rule system until the object of the game is reached.
- Emerging* Attempts to participate in at least one cooperative indoor game on a regular basis but needs assistance in following rules or cannot sustain interest until objective is reached.

Failing Does not participate in a cooperative indoor game on a regular basis or cannot follow simple rules without constant assistance.

191. Follows Picture or Written Instructions for Game

The individual is presented with a set of picture or written instructions (up to 5-6 steps) for a cooperative or individual leisure activity that has been taught to the individual.

Passing Refers to the visual cues to successfully complete the activity independently.

Emerging Requires some supervisor prompts to follow visual cues and instructions to complete the activity.

Failing Requires constant supervision to complete the activity or does not consistently refer to the visual cues.

192. Exercises Regularly

Passing Engages in some form of aerobic exercise independently for 20 minutes twice weekly (e.g., walking, running, biking, exercise routine).

Emerging Engages in aerobic exercise for 5-15 minutes twice weekly with supervision.

Failing Does not engage in 5 minutes of exercise with close supervision.

School/Work Scale: Functional Communication

193. Communicates Basic Needs

Passing Communicates at least 6 of 8 basic needs (i.e., hunger, thirst, warm, cold, pain, illness, fatigue, need to use toilet) clearly and comprehensibly without prompts.

Emerging Attempts to communicate needs but is not always comprehensible (e.g., uses only vague gestures, uses same signal for all needs, whines), or communicates at least 2 basic needs clearly but not others.

Failing Does not communicate 2 basic needs successfully.

194. Communicates Needs During Activities

Passing When in need of assistance with school or work activities, successfully demonstrates need for (1) more materials, (2) clarification or understanding of the activity, and (3) assistance in completing a difficult step of the task in an appropriate manner and does not ask for assistance unnecessarily.

Emerging Consistently and appropriately communicates at least 1 of 3 needs during work activity.

Failing Does not consistently and appropriately communicate at least 1 of 3 work needs.

195. Responds to Simple Instructions

Passing Generally carries out familiar, single-step instructions without needing repetitions or guidance (e.g., "Put the box on the table." "Wash all the cups.").

Emerging Carries out simple instructions but needs at least 1 prompt or repetition, or is inconsistent in carrying out simple instructions.

Failing Rarely or never carries out simple instructions without constant guidance.

196. Responds to Prohibitions

- Passing* Obeys simple prohibitions at least 3 of 4 times without needing repetitions or guidance (e.g., "Don't touch the dog." "Don't give Mary the ball.").
- Emerging* Obeys prohibitions at least 1 of 4 times or obeys them but needs more than 1 repetition or prompt.
- Failing* Obeys prohibitions fewer than 1 of 4 times or never obeys them without constant guidance.

197. Counts Objects

- Passing* Counts 10 or more objects without errors.
- Emerging* Counts 5 to 9 objects without errors.
- Failing* Does not count 5 objects without errors.

198. Writes Name

- Passing* Writes own name correctly and legibly (printing or cursive).
- Emerging* Writes name but makes 1 or more errors or needs slight guidance.
- Failing* Does not write name without constant guidance.

199. Understands Names of Shapes, Colors, Letters, and Numbers

- Passing* Understands 3 to 4 common shapes, 6 to 8 colors, 20 to 26 letters, and 9 to 10 numbers as shown by ability to follow directions related to these concepts (e.g., "Give me the blue one." "Put all the As and Bs here." "Put it in the square box." "Go get nine spoons.").
- Emerging* Understands some names but not others (e.g., understands shapes but not colors, understands numbers only up to 4, or understands 1 to 2 shapes, 1 to 5 colors, 1 to 19 letters, or 1 to 8 numbers).
- Failing* Does not understand any names of shapes, colors, letters, or numbers.

200. Follows Instructions Requiring Decisions

- Passing* Carries out instructions requiring decisions at least 3 of 4 times (e.g., "If George is in the bathroom, wait outside." "When the light turns on, come tell me." "If the door is open, close it.").
- Emerging* Carries out instructions requiring decisions at least 1 of 4 times or needs more than 1 repetition or prompt to carry out instructions requiring decisions.
- Failing* Carries out instructions requiring decisions without constant guidance fewer than 1 of 4 times.

201. Responds to Basic Gestures

- Passing* Understands and responds consistently to at least 4 of 5 basic gestures (i.e., wave, quiet, stop, come, give).
- Emerging* Responds consistently and appropriately to at least 2 basic gestures.
- Failing* Does not respond consistently or appropriately to 2 basic gestures.

202. Ceases Action When Told To Stop

- Passing* When told to stop (with dangerous circumstances or actions potentially harmful to the environment), ceases action consistently and waits for direction or clarification without major signs of agitation.
- Emerging* When told to stop, ceases action inconsistently or ceases only briefly unless re-directed.
- Failing* Shows major signs of agitation when told to stop or fails to cease unless physically redirected.

203. Continues When Praised

- Passing* Responds to praise or nod of approval from supervisor by continuing actions consistently.
- Emerging* Understands and responds to praise or nod but temporarily stops actions or inconsistently attempts to engage the approving supervisor in interaction during work.
- Failing* Consistently becomes distracted by approval or praise and requires prompts to continue work after approval.

204. Obeys Instructions in Emergency

- Passing* Consistently and appropriately responds to verbal directions from supervisor or authority figure in emergency situations without significant agitation or disorientation.
- Emerging* Is inconsistent in responding appropriately to directions from supervisor or authority figure in emergency because of agitation or disorientation.
- Failing* Does not respond to verbal directions from authority figure in emergency situations, demonstrates significant disorientation and agitation.

School/Work Scale: Interpersonal Behavior

205. Responds to Presence of Other People

- Passing* Shows awareness of and responds appropriately to other people (e.g., watches classmates or coworkers, notices people entering or leaving room, looks at other person when spoken to, speaks or gestures to others appropriately considering level of communication skills).
- Emerging* Occasionally (no more than 2 of 5 times) seems unaware of or unresponsive to other people.
- Failing* Frequently (3 or more of 5 times) seems unaware of or unresponsive to other people.

206. Demonstrates Positive Behaviors with Familiar People

- Passing* Consistently responds to positive interactions with supervisor, classmates, or co-workers in ways appropriate to familiar acquaintances (e.g., recognizes familiar people among others in a room; greets them spontaneously; knows their names; knows which chair, lunch pail, or personal items belong to whom; initiates and engages in games or other interactions; gives and receives a pat on the back, brief hug, or other appropriate physical contact).
- Emerging* Interacts positively at some times but not others or responds positively to familiar people but does not initiate interaction independently.
- Failing* Rarely displays any positive interpersonal behaviors with familiar people.

207. Demonstrates Positive Behaviors with Strangers

- Passing* Responds to positive interactions with strangers in appropriate ways (e.g., smiles or greets strangers in classroom or responds to their greetings but does not stop strangers in hallways, on street, or in public places; limits physical contact with strangers to handshake; may ask or answer brief questions; will not go alone into strangers' houses or cars).
- Emerging* Shows inconsistent or mildly inappropriate behavior with strangers; sometimes fails to interact or respond to greetings or is too intrusive or affectionate with strangers.
- Failing* Rarely displays any positive interpersonal behaviors with strangers or fails to discriminate between strangers and familiar people.

208. Demonstrates Negative Behaviors—Aggression and Property Destruction

In answering this item, negative behaviors to be noted include the following:

Aggressive or disruptive behavior such as resistance to instructions or angry or defiant arguing that appears threatening or potentially dangerous; aggression toward objects, such as throwing objects or hitting the wall; aggression toward people, such as attempting to strike others or to engage in self-injurious behavior during interaction.

Passing Does not show aggressive or disruptive behaviors.

Emerging Occasionally (3 or 4 times per year) shows severe negative behaviors (e.g., threatens or attempts physical violence, engages in self-injurious behavior).

Failing Shows severe negative behaviors 5 or more times per year.

209. Demonstrates Negative Behaviors—Exploitative, Annoying, Disturbing, and Distracting Self-Stimulatory Actions

In answering this item, negative interpersonal behaviors to be noted include the following: Exploitative behavior such as taking another's possessions without permission; eating someone else's food; borrowing and not returning; physically impinging on others; excessive touching, hugging, or kissing; standing too close or staring; and verbal and nonverbal sexual advances.

Annoying, disturbing, and distracting self-stimulatory behaviors such as talking too loudly; belching; passing wind; sniffing food, objects, or people; spraying others with spittle; fondling self in public; profanity.

Passing Shows only mild and infrequent exploitative and annoying or disturbing behaviors once a month.

Emerging Shows mild behaviors more than once a month.

Failing Shows mild negative behaviors almost daily.

210. Demonstrates Self-Control During Work Activities

Rate individual's behavior when working independently on an activity he or she does well.

- Passing* Generally works quietly and calmly, rarely (no more than once a day) displaying work habits that might disturb others (e.g., whistling, talking to self, clattering tools or materials excessively, jiggling table with knees).
- Emerging* Occasionally (more than once a day) displays work habits that are mildly disturbing to others but generally stops on request and can work for periods of time without displaying these behaviors.
- Failing* Frequently displays mildly disturbing work habits and does not generally stop on request, or occasionally (more than once a week) displays seriously disruptive work habits (e.g., constant loud talking to self, frequent dropping of materials, jiggling of table).

211. Participates in Group Activities

- Passing* Participates appropriately in group activities (e.g., takes turns, follows rules, shares materials, conforms to group norms and decisions, expresses opinions appropriately).
- Emerging* For the most part, participates appropriately in group activities but sometimes (2 or 3 of 5 times) becomes passive and withdrawn or refuses to participate; or sometimes (2 or 3 of 5 times) behaves disruptively or uncooperatively (e.g., does not comply with group decisions, refuses to share or take turns).
- Failing* Rarely or never participates in group activities appropriately.

212. Seeks Company of Particular People

- Passing* Actively and consistently seeks out one or more particular people and expresses desire for or initiates contact (e.g., chooses to eat or spend time with a particular person; consistently invites others to share materials, work cooperatively, or play game).
- Emerging* Enjoys contact with one or more particular people (staff more frequently than peers), but does not actively seek contact, or attempts to initiate interaction but lacks necessary social skills.
- Failing* Shows little desire for social contact with specific people.

213. Shares Food or Belongings with Others

- Passing* During break or leisure activity in which materials are shared (e.g., CD player, jigsaw puzzle, magazines, snacks), consistently and willingly shares materials when others express interest.
- Emerging* Inconsistently shares materials or shows minor agitation when others express interest; may have one set of materials that he or she is unwilling to share even for short periods of time without some agitation.
- Failing* Becomes upset if expected to share materials; physically avoids sharing.

214. Demonstrates Good Sportsmanship

- Passing* Consistently shows good sportsmanship skills whether he or she wins or loses (e.g., expresses enjoyment of finished game with gestures or words to all other players, refrains from gloating and negative remarks about other players, refrains from negative comments or tantrum over loss).
- Emerging* Shows minor signs of frustration in losing or gloats in victory but can be redirected to sportsmanlike conduct easily.
- Failing* Shows major signs of frustration or gloats and does not respond to redirection to sportsmanlike conduct.

215. Controls Temper and Expresses Dissatisfaction Constructively

- Passing* Consistently expresses irritation, annoyance, and dissatisfaction without aggression, property destruction, yelling, or verbal abuse. May remove self from situation to calm down, may express frustration or distress without yelling, may ask to be left alone, or may ask for explanation.
- Emerging* Occasionally (no more than twice a month) expresses annoyance or dissatisfaction by yelling, mild verbal abuse or making rude remarks, or performing physically demonstrative acts (e.g., pounding table, stomping feet), but can be redirected to a safe place to calm without aggression or property destruction.
- Failing* Occasionally engages in aggression or property destruction to express annoyance or dissatisfaction, or frequently (more than twice a month) expresses annoyance by yelling, mild verbal abuse or making rude remarks, or performing physically demonstrative acts.

216. Uses Language Courtesies

- Passing* Consistently uses language courtesies (e.g., please, thank you, excuse me) in daily interactions with strangers, visitors, authority figures, and others without reminders.
- Emerging* Sometimes uses language courtesies but needs reminders to use consistently.
- Failing* Infrequently uses language courtesies unless directly prompted to do so or never uses language courtesies.



Chapter 4.

Interpretation of Results

This chapter explains how to interpret an individual's performance on the TTAP items.

Profile/Scoring Form

Once the three scales—Direct Observation, Home, and School/Work—have been administered, the examiner can fill out the Profiles section on page 1 of the Profile/Scoring Form. This section provides a place to summarize an individual's performance on the TTAP. The Scores Profile charts the scores on each of the three scales in each function area. This allows the examiner to compare skills among different function areas and across environments. To fill out the Scores Profile, the examiner darkly colors the blocks representing the number of items the individual passed in a specific function area for a specific scale. For example, if the individual received 5 passing scores on the Direct Observation scale in the Vocational Skills function area, the examiner would darkly color the first column from the bottom up, from 1 through 5. Next, the examiner would lightly shade or make several diagonal lines in each box representing the number of emerging scores in that same function area. For example, if the same individual who received 5 passing scores on the Direct Observation scale of the Vocational Skills function area received 3 emerging scores in that section, the examiner would lightly shade (or fill with diagonal lines) boxes 6 through 8 (see Figure 4.1). The examiner repeats this process for six function areas on all three scales.

After the Scores Profile is completed, the examiner should proceed to the bottom half of the page to the Skills and Scales Average Profiles, which allow for direct comparisons between skill areas and scales. These profiles are filled in with average scores obtained from the Scores Profile on the top of the form. For example, for the Skills Profile, the examiner would average the individual's passing scores, then average the emerging scores, for each of the function areas for all three scales. The individual had received 5, 3, and 4 passing scores on the Vocational Skills part of the Direct Observation, Home, and School/Work scales, respectively. Those three scores are summed (12) and divided by 3, which yields an average of four passing scores for the Vocational Skills area. As before, the examiner would darkly color boxes 1 through 4 for Vocational Skills on the Skills Profile. This process is repeated for all six function areas. Figure 4.1 shows a Skills Profile, completed for the Vocational Skills function area.

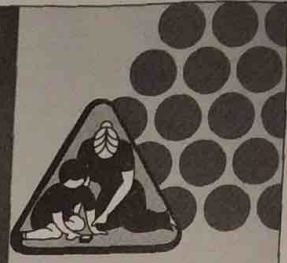
Similarly, for the Scales Profile, the average Direct Observation scale score represents the average of all six function areas of the Direct Observation scale. Passing and emerging scores are handled in the same way as on the Skills Profile. That is, the passing scores are averaged first and darkly colored, and then the emerging scores are added on top of them with light shading or diagonal lines.

Once the examiner has summarized the individual's performance on page 1 of the Profile/Scoring Form, he or she can turn to page 8 of the form, which is designed to help structure the individual's intervention. The Recommendations for Structuring Intervention page provides a means of identifying the most effective teaching strategies for engaging and focusing the individual's attention. This contrasts with the first two profile sections, which focus on specific skills in different environments.

The form is divided into three columns: Instructional Design Elements, Items from the Direct Observation Scale, and Level of Performance. The examiner refers to the individual's scores on the Direct Observation scale and transfers them to page 8 of the form for a select few items. For example, to fill in the second row of the form, the examiner would turn

TTAP

TEACCH Transition Assessment Profile Profile/Scoring Form



Identifying Information

Student Name Tom Smythe Female Male

Date Tested Year 2006 Month July Day 7 School Harper Valley Middle School

Date of Birth Year 1994 Month May Day 13 Parent/Guardian Name Alex and Marie Smythe

Rater Name Celeste Bell

Profiles

Scores Profile

| | VS | | | VB | | | IF | | | LS | | | FC | | | IB | | |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Direct | Home | School/Work | Direct | Home | School/Work | Direct | Home | School/Work | Direct | Home | School/Work | Direct | Home | School/Work | Direct | Home | School/Work |
| 12 | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| Total Pass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Emerge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Skills and Scales Average Profiles

Skills Profile

| | VS | VB | IF | LS | FC | IB |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12 | | | | | | |
| 11 | | | | | | |
| 10 | | | | | | |
| 9 | | | | | | |
| 8 | | | | | | |
| 7 | | | | | | |
| 6 | | | | | | |
| 5 | | | | | | |
| 4 | | | | | | |
| 3 | | | | | | |
| 2 | | | | | | |
| 1 | | | | | | |
| Total Pass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Emerge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scales Profile

| | Direct | Home | School/Work |
|--------------|--------------------------|--------------------------|--------------------------|
| 12 | | | |
| 11 | | | |
| 10 | | | |
| 9 | | | |
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| Total Pass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Emerge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VS = Vocational Skills; VB = Vocational Behaviors; IF = Independent Functioning; LS = Leisure Skills; FC = Functional Communication; IB = Interpersonal Behavior.
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Figure 4.1. Completed page 1 of the Profile/Scoring Form.

the Profile/Scoring Form to page 2 and note the individual's score for Item 5. He or she would then record the score in the appropriate column—Pass, Emerge, Fail—on page 8. See Figure 4.2 as one example. This page allows the examiner to determine which of the listed instructional design elements are likely to be most useful for assisting independent performance. When an item on this page is scored as passing, the design element should be used to promote independence in future community environments and activities. Emerging-level skills should be developed so they, too, can be used to promote independence in future community environments. For instance, the individual in Figure 4.2 has shown the consistent ability to use photo and written instructions for vocational tasks and even social rules. This strongly suggests that these types of visual cues would assist independent performance on many other activities. The individual's emerging skill with the use of a visual schedule also suggests that using a visual strategy regularly could improve his or her understanding of the sequence of events and build both persistence and independence in performing a sequence of activities.

Written Interpretive Summary of Performance

In addition to filling out the Profile/Scoring Form, the examiner should also create a written report of the TTAP results. A written summary serves as a complement to the three test score profiles. The purposes of such a report are the following:

1. to summarize the individual's strengths and weaknesses
2. to identify structures and strategies that support independent use of skills
3. to identify environments that support specific skills
4. to make general and specific recommendations for programming at home, at school, and in the community

This report provides a way for the examiner to record those tasks the individual actually performed and the manner in which they were executed. Thus, observations concerning the individual's behavior, motivation, and interactions during the testing session can be reported in more detail. This information becomes extremely valuable when interpreting the individual's performance to make program recommendations and to decide what skills need to be developed for the next placement.

The written report generated from the TTAP begins with a brief description of the reason for the testing referral and a description of the individual tested. Next comes a somewhat longer section that summarizes the individual's strengths and weaknesses. In this section, the examiner must integrate the information gathered from the Direct Observation, Home, and School/Work scales. If the scales were given by different examiners, the examiner who administered the Direct Observation scale is generally in the best position to summarize the information. The individual's task performance should be analyzed according to the six function areas. It is particularly important to note those areas that stand out as strengths or weaknesses or those in which a large number of emerging skills suggest the potential for growth.

For each function area, the examiner should discuss the Direct Observation, Home, and School/Work scales together rather than separately. In other words, the examiner should not discuss all of the Direct Observation items first, then all of the Home items, and finally all of the School/Work items. The examiner should write about the student's specific strengths, interests, and weaknesses across function areas, focusing on emerging skills and performance that will affect recommendations for programming. The examiner is looking for patterns of performance and should compare and analyze skills for a more complete written report.

Recommendations for Structuring Intervention

| Instructional Design Elements | | Items from Direct Observation Scale | Level of Performance | | |
|-------------------------------|---|---|--|---|-------------------------------------|
| | | | P | E | F |
| Schedule | | Item #36: Follows Schedule <input checked="" type="checkbox"/> Picture <input checked="" type="checkbox"/> Written | | <input checked="" type="checkbox"/> both | |
| Work System | Left-to-Right Sequence | Item #5: Sorts and Collates Paper | <input checked="" type="checkbox"/> | | |
| | | Item #7: Assembles Travel Kit | <input checked="" type="checkbox"/> | | |
| | First-Then Sequence | Item #46: Requests Leisure Activity and Responds to Work System | <input checked="" type="checkbox"/> | | |
| | | Item #38: Puts Away Materials at End of Break | <input checked="" type="checkbox"/> | | |
| | | Item #72: Follows Visual Rules | <input checked="" type="checkbox"/> | | |
| Visual Instructions | Picture Instructions | Item #3: Matches to Jig | <input checked="" type="checkbox"/> | | |
| | | Item #7: Assembles Travel Kit | <input checked="" type="checkbox"/> photo | | |
| | | Item #11: Measures with Cups and Spoons | | <input checked="" type="checkbox"/> | |
| | | Item #38: Puts Away Materials at End of Break | <input checked="" type="checkbox"/> | | |
| | Written Instructions | Item #72: Follows Visual Rules | <input checked="" type="checkbox"/> | | |
| | | Item #11: Measures with Cups and Spoons | <input checked="" type="checkbox"/> | | |
| | | Item #58: Follows Written Instructions | | | <input checked="" type="checkbox"/> |
| Visual Organization | Container Organization | Item #72: Follows Visual Rules | | | <input checked="" type="checkbox"/> |
| | | Item #4: Matches and Sorts Colors | | | |
| | | Item #7: Assembles Travel Kit | | | |
| Visual Clarity | Highlighting/ Clarifying Quantity | Item #9: Measures with Ruler | | | |
| | | Item #35: Writes and Records Checks | | | |
| | | Item #43: Uses Counters To Recognize End of Leisure Activity | | | |
| | | Item #48: Plans Amount of Money Needed for Community Recreation Activity | | | |

Figure 4.2. Sample Recommendations for Structuring Intervention.

Within each function area, however, the examiner may compare the individual's skills across the three scales. Special attention should be paid to any discrepancies in performance among the different environments. The examiner should discuss ways in which information taken within the three environments seems to disagree or to be complementary. In the case of disagreements, the examiner should try to determine possible reasons for this (e.g., reliability of reporters, level of stimulation in a particular setting, unequal opportunities in all settings, greater structure in one setting, differing perspectives of reporters).

The examiner should avoid reporting every passing and emerging skill in a skill area. Instead, he or she should report key skills and patterns that give an overview of the individual's abilities or are likely to lead to programming recommendations. Within each function area, the examiner should review the passing items in the first paragraph and review the emerging skills in the second. This organizes the report around the portrayal of strengths and potential areas for instruction.

When reviewing the individual's strengths and weaknesses, the examiner should keep in mind the general goals of the TTAP as an assessment instrument. The overriding purpose is to evaluate whether an individual possesses the skill necessary for successful community functioning. Is the individual ready to function independently in the community? If not, what skills are required? What structure may assist this skill development? How can current skills be used to help the individual acquire new skills? In what specific environments does the individual perform best, and what aspects of that environment may support independence? In answering these questions, the examiner should look at those test items that were scored as emerging. Items are scored as emerging if the individual possesses some knowledge of what is required but lacks the skills necessary for complete understanding and satisfactory task performance. Emerging-level skills indicate areas that would be appropriate for beginning intervention.

The next section of the written report, the summary, briefly reviews the description of the individual, his or her behaviors, and the most relevant observations that illustrate the general areas of strength, emerging skills, and disabilities. This can be a brief description of the relative strengths of the individual across areas. It is also useful at this point to identify the structures that are most likely to assist independent performance.

Finally, the examiner can begin to make program recommendations. The recommendations section should identify areas of potential strength and emerging skills that will require training and attention. Recommendations should address multiple skill areas, the settings that will be conducive to productive use of the skills, and structures that will promote independence. Suggestions about communication will be especially helpful. These suggestions can be both general and specific and should address the priorities of the parents, school or workplace, and the larger community. Specific recommendations will often include ideas or activities that serve as examples of how to address goals. It may be helpful to organize recommendations by function area. The examiner should state the goals, methods, settings, and skills that would be most helpful in preparing the individual for positive adult living and vocational environments. Again, the examiner should address the main questions that prompted the referral of the individual for assessment.

The outline in Figure 4.4 shows the topics that should be addressed in the written summary of the individual's performance on the TTAP. A sample written report can also be found in Appendix C.

Developing Transition Goals

The overriding purpose of the TTAP is to provide information that is useful in assisting an individual to function successfully in community settings. Under the IDEA (2004), every student who receives special education or related services must have a statement of the transition services needed in their IEPs by age 16. This requirement implies that specific goals must be generated to help individuals on the autism spectrum make the transition from

Referral Information

Referral Source _____

Reason for Evaluation _____

Parental Concerns _____

Current Status _____

Description of Individual

Physical Description: age, size, appearance, disabling conditions, or peculiarities of appearance

(Note briefly any unusual features of social interaction at the beginning of testing, the level of the individual's comfort with the testing experience, and any sensory factors that appear significant.)

Test Performance

Vocational Skills

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

Vocational Behavior

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

Independent Functioning

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

Leisure Skills

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

(continues)

Figure 4.3. Format and topics for TTAP written report.

Functional Communication

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

Interpersonal Behavior

Significant passing scores in Direct Observation, Home, and School/Work scales

Significant emerging scores in Direct Observation, Home, and School/Work scales

Summary

Review of individual, behaviors, and most relevant observations illustrating general areas of strength, emerging skills, and disabilities

Brief description of the individual's relative strengths across areas

Review of the structures that assist independent performance

Recommendations

Identification of areas of potential strength and emerging skills that require training and attention

Description of multiple skill areas, the settings that will assist in use of the skills, and structures promoting independence

General and specific suggestions about communication

Specific recommendations, organized by function area, may include ideas or activities for how to address goals

The goals, methods, settings, and skills most helpful in preparing for positive adult living and vocational environments

Note: Be sure to address the main priorities and concerns of the parents, school or workplace, and the larger community.

school to community. The TTAP provides critical information to school-based personnel and families in their efforts to comply with these requirements.

Clark and Patton (2005) stressed the need to develop two types of transition-related goals: instructional goals and linkage goals. Instructional goals are statements that specify the need for skills or knowledge acquisition, which should be documented as IEP goals. Linkage goals are statements that outline what needs to be done to link the student and his or her parents, guardians, or caretakers with services and supports that will be needed when school is over. The transition planning process requires assessment information on which to generate these two types of goals, and the TTAP provides this critical information.

In preparing a transition plan for an individual with an autism spectrum disorder, analysis of the Scores Profile or the Skills and Scales Average Profiles from the TTAP provides a general indication of which functional areas are strong and which may need training. To

generate useful transition goals, however, analysis of performance on specific skills areas is needed. This information may be available in the Recommendations section of the TTAP report if the report is completed and the information is sufficiently detailed. What may be more useful is the Transition Planning Analysis Form.

This form provides school-based personnel with a method for listing those skill areas that need attention. It is organized according to the six major areas of functioning that the TTAP evaluates, capturing the responses from the Direct Observation scale, the Home scale, and the School/Work scale. As a result of having such observable performance information, appropriate IEP and linkage goals can be written. The Direct Observation scale, in particular, provides first-hand data that can be used to write useful statements about an individual's present levels of educational performance. However, any emerging-level score from the three scales identifies a specific skill area for which training might be necessary and should be considered. Those skill areas for which either instructional goals (IEP) or linkage goals are needed would be listed on the form. Figure 4.4 shows a sample Transition Planning Analysis Form, completed for a student. A reproducible form is provided in Appendix A.

Transition Planning Analysis Form

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

| Functional Area | Specific Skills Needing Attention | Instructional | Type of Goal Needed | Linkage |
|--------------------------|--|---|---------------------|--|
| Vocational Skills | <ul style="list-style-type: none"> Measures with cups and spoons Washes and dries clothes Operates equipment in response to gauge, timer, buttons | <p>Will follow three-step picture instruction sequence to fill washing machine with clothes, pour correct amount of detergent into machine, and set washer dials for load and fabric</p> | | <p>Will follow same picture instruction sequence at home after demonstrating proficiency at school</p> |
| Vocational Behaviors | <ul style="list-style-type: none"> Responds to corrections Corrects errors in response to picture rules Asks for help Tolerates interruptions | <p>When visually prepared for correction by the presence of "correction time" card on visual schedule, will complete one correction of a task in response to teacher's visual prompt to correct</p> | | <p>When presented with "correction card" on schedule during community work activity, will complete one correction of work task</p> |
| Independent Functioning | <ul style="list-style-type: none"> Cooks Packs for overnight outing Keeps personal belongings in book bag or other appropriate place | <p>Will follow a picture packing list to pack up to four items for school activity (e.g., physical education class) or community outing</p> | | <p>Will follow a picture packing list for community or overnight outing at home after demonstrating proficiency at school</p> |
| Leisure Skills | <ul style="list-style-type: none"> Keep score on dart board Exercises Plays higher level card game Engages in sustained indoor activities (hobbies or collection) | <p>Will follow a picture list for three different exercises for 10 minutes twice a week at school</p> | | |
| Functional Communication | <ul style="list-style-type: none"> Follows picture directions Makes simple purchase Uses telephone Communicates needs during activities | <p>Note three tasks above will independently use a picture card to communicate need for specific material in one of four familiar work tasks twice during a 15-minute work period</p> | | <p>Note two linkage goals above</p> |
| Interpersonal Behavior | <ul style="list-style-type: none"> Demonstrates self-control Engages in conversation Behaves appropriately toward others in public Apologizes for unintentional mistakes Uses language courtesies | <p>Will independently hand a "sorry" card to peer after spilling, dropping, or bumping error during classroom cooperative task (e.g., cooking, cleaning, leisure)</p> | | <p>Will independently hand "sorry" card to coworker after error during community work activity</p> |

Figure 4.4. Sample Transition Planning Analysis Form.



Chapter 5.

Expanding the Use of the Test with Informal Assessment

As noted previously, the formal assessment of the TTAP determines an individual's level of performance in six principal areas of adult functioning (i.e., vocational skills, vocational behavior, independent functioning, leisure skills, functional communication, and interpersonal behavior) as measured in three different settings (i.e., direct observation, home, and school/work). It provides the basis for determining transition and life-skill goals by identifying existing and emerging skills and by identifying intervention strategies that will help the individual perform these skills independently. Thus, it provides an initial direction for an individual's transition curriculum.

To successfully prepare an individual for vocational and residential placement, however, one must perform an evaluation with more detailed information specific to a variety of community sites. This is best accomplished through ongoing informal assessment. In fact, best practices in transition suggest that an array of interventions and assessments in a variety of educational, vocational, and community settings is most effective. Informal assessment consists of ongoing, contextual, systematic skills evaluation over the course of the individual's entire academic and adult life. It permits individualized assessment of skills and behaviors as they occur in everyday settings and situations, which helps to bridge the gap that frequently exists for individuals with developmental disabilities between the results of a formal evaluation and the application of the results in less controlled environments. It is because such individuals are especially vulnerable to being lost in this gap between school and adult living that IDEA (2004) requires a systematic transition planning process.

There are some distinct advantages to including informal evaluation strategies with the TTAP. First, as varied as the items in the formal assessment are, they represent only a small sample of the entire range of necessary life skills. The formal assessment allows a general identification of skills and needs for beginning the transition process. But the informal assessment provides more detailed and specific vocational and living placement information. Second, the formal assessment identifies emerging and existing skills that lead to development of the educational goals used in an individual's transition planning IEP. These goals, by law, may include community-based training and assessment, however, this requires moving beyond the items presented in the formal assessment. The informal assessment process is needed to measure progress toward new desired outcomes and to identify new emerging skills. Over time, the process of building on existing skills and identifying newly emerging ones allows the development of a broad and effective transition plan for an individual with autism spectrum disorders (ASD)—a plan with enough detailed information about the individual's skills in various settings to allow adult vocational and living placements to be devised that will minimize the risk of unpleasant placement surprises. Third, in the informal assessment setting, varying degrees of physical and visual structure can be used to evaluate different skills in different situations. This allows materials to be presented in a different manner than is prescribed in the formal assessment, which in turn fosters maximized skill attainment and retention. Fourth, it is often noted that individuals with ASD can perform a task in one environment yet are unable to perform the same task in what appears to be a nearly identical situation. This means that individuals with ASD may have difficulty generalizing skills taught in the classroom to community-based settings. With the informal assessment, these generalization difficulties can be assessed and effective teaching strategies developed to foster independence across more diverse settings. Finally, it is recommended that informal assessment take place in natural settings during the years of transition education.

Informal assessment in community settings allows documentation of the needs and achievements of the individual in various environments. Together, the formal and informal assessments of the TTAP not only contribute to the requirements of IDEA (2004), they also meet the criterion of effective transition planning for individuals with developmental disabilities.

Using the formal assessment of the TTAP as a starting point, the TEACCH Supported Employment Program has developed a set of tools that extends the assessment process and can be used as an abridged curriculum for informal assessment and training in the area of employment. These tools consist of several coordinated instruments, all of which can be found in Appendix A.

1. The Cumulative Record of Skills (CRS) is a detailed reference document used to determine the skills needed in community environments. It is also used as an individualized, cumulative resume or portfolio of skills acquired during multiple community-based interventions.
2. The Community Site Assessment Worksheet (CSAW) is a preinstruction and postinstruction form designed to assist the teacher in determining what goals to teach and what strategies to use during instruction within the community site.
3. The Community Skills Checklist (CSC) is a quick reference form used by teachers to identify both relevant sites and important vocational skills to assess within those sites.
4. The Community Behaviors Checklist (CBC) is another quick reference form used by teachers to determine behaviors or behavioral skills that need to be trained within a community site. These behaviors or skills span the areas of Vocational Behaviors, Independent Functioning, Leisure Skills, Communication, Interpersonal Skills, and Mobility.
5. The Daily Accomplishment Chart (DAC) is a daily data collection form to assist the teacher or job coach in assessing the effectiveness of the instructional and environmental strategies being used and to document progress or lack of progress during the instruction phase of community-based interventions.

A typical informal assessment within a specific community site will use these instruments in the following steps:

1. Identify a school or community training site.
2. Use the Cumulative Record of Skills to identify the skills that will most likely be needed within that site.
3. Use the Community Site Assessment Worksheet to complete an initial (preinstruction) on-site assessment of the individual's abilities with regard to the skills identified in Step 2.
4. Identify any training objectives for the community setting and the strategies that will promote independence, and note these objectives on the Daily Accomplishment Chart.
5. Use the Daily Accomplishment Chart to track the individual's progress in acquiring the desired skills during the 6–12 weeks of training at the community placement site.
6. At the end of this period, use the Community Site Assessment Worksheet to complete a postinstruction assessment of the individual's abilities at the site.
7. Make a note of the completed objectives, including the settings and any structures used, on the Cumulative Record of Skills.

By completing this process for each community- or school-based informal assessment, the teacher provides for the individual a portfolio that documents his or her achievements in preparation for adulthood.

Cumulative Record of Skills

The Cumulative Record of Skills (CRS) is the backbone of the informal assessment instrument (see Appendix A). It is divided into 12 sections that roughly correspond to the function areas found in the formal assessment, plus additional areas that are useful to note for community settings. Sections 1 through 5 of the CRS are the five principal vocational areas (with an itemization of some of the skills necessary to each) that have led to productive employment for adults within the autism spectrum and include Clerical, Library, Domestic, Landscape/Nursery, and Warehouse/Stocking. These five sections of the CRS serve as a reference to assist the teacher or counselor in choosing appropriate community training sites and in identifying skill acquisition goals.

The Community Skills Checklist is a one-page summary of some of the primary skills in the five types of job training sites identified in Sections 1 through 5 of the CRS (see Appendix A). It is intended as an initial screening tool in determining a match between a student's abilities and the potential training site. A coach or teacher may use the Community Skills Checklist both for deciding what training sites to seek and for deciding what skills to train at a site.

Sections 6–12 of the CRS focus on a set of functional and social behaviors important for positive outcomes in vocational and residential placement: (a) vocational behaviors, (b) independent functioning, (c) leisure skills, (d) communication skills, (e) interpersonal skills, and (f) mobility and related environmental factors (Mesibov, 1988). These areas are some of the most critical for sustaining employment and quality of life for an individual with ASD. Problems in these areas are frequent reasons for supervisor dissatisfaction and termination if not addressed with specific training. Usually this means devising concrete strategies and providing accommodations for dealing with problems and expectations in the workplace or the living space. Because these behaviors are so critical, it is highly recommended that teaching staff identify goals in each of these areas when providing skills training both in the classroom and at community sites.

While a wide range of adult living needs are addressed within these 12 sections of the CRS, the specific skills mentioned are not intended to be an exhaustive list. Blank spaces are included within each section for recording other goals that are uniquely appropriate to the student or that reflect special skill requirements of a particular community setting. This suggests the importance of tailoring instruction to the unique local environment of the student and adding goals that are deemed important in the IEP or by the treatment planning team. All skills will be assessed and trained through the use of the Community Site Assessment Worksheet and the Daily Accomplishment Chart (see Appendix A).

The CRS has been designed to serve two primary functions. First, professional staff should use it as a reference to determine what goals to assess and teach in the classroom and in various community environments. To use the CRS, the teacher or trained job coach initially goes to the site with the individual and uses the instrument as a reference to identify the skills required of the individual in that particular setting. It is important to note that the skills identified might be listed under any section of the CRS.

The second function of the CRS is to serve as a record of achievement in all classroom and community settings throughout an individual's entire career in transition education. Professional staff use it over the years to record performance information (e.g., passing-level skills, settings in which the skills were demonstrated, and accommodations/strategies needed to support independent performance), and this document then goes with the individual from one class to another. In the last year of transition education, the teacher should also note emerging skills, relevant settings, and any important accommodations needed for independence. This entire record should then be passed on with the individual as he or she

leaves school and enters an adult environment in the form of a summary of performance.

Positive outcomes in adulthood require a total-person view—one that addresses not only employment and daily work activity, but also recreational options, social outlets, and residential routines that fulfill independent living needs. The CRS provides a means of identifying and documenting progress across a broad range of activities related to these areas, within multiple community settings. The objective is to develop a well-rounded program for an adult who is exiting a school-based program. The CRS provides a foundation for the following:

- identifying the specific skills that can be targeted for teaching within one or multiple settings
- documenting the level of competence and the necessary accommodations
- analyzing differences in performance in various settings
- tracking progress toward transition outcomes

Using the record as a foundation for and chronicle of informal assessment helps to ensure continuity of programming, teaching strategies, and life-skills education based on previously achieved results. By combining information on acquired skills and successful teaching strategies, it gives adult service providers the information they need to continue education that promotes an individual's independence through further acquisition and generalization of skills.

After the initial site assessment has been completed, the teacher or counselor uses the Community Site Assessment Worksheet (CSAW) to design goals for the individual's performance at the site (see Appendix A). The CSAW documents the initial informal assessment at a specific community site. It is then repeated at the end of the individual's period of training there in 6 to 12 weeks. On the first page of the form, the teacher task-analyzes the specific job skills needed and the individual's ability to perform them. The teacher uses the second page to analyze behaviors.

In the initial assessment, the teacher records the skills required for each task the individual will perform at the site, referring to the CRS as needed. This information is entered in the Job Responsibilities column on the left side of page 1 of the CSAW (Skills). The teacher notes the individual's performance level for each step of each task as Pass, Emerging, or Fail. If the skill is emerging, the teacher notes whether the skill is "high emerge" (i.e., partial skill acquisition, but nearly independent) or "low emerge" (partial skill acquisition, but requires much assistance). The Emerge column is larger than the other two to allow the teacher to write about steps of the task that the student finds difficult.

In general, high-emerge and low-emerge skills may be taught in the community setting, but those rated Fail should be taught in the classroom. It is difficult to teach failed skills effectively in the community due to the added distractions, the different context, and the need of students with autism for predictability and success. Any tasks at the community work site that are at a failing level during the preinstruction assessment should be removed from the student's responsibilities at that site for the duration of training. The job coach or teacher must negotiate with the site supervisor to eliminate or shift those responsibilities.

At the bottom of the CSAW Skills page (p. 1) is a space to list the skills that will be taught in the classroom. The teacher puts a check beside the steps or job skills in the column marked Goals on the far left of the CSAW and writes the skill at the bottom of the form, noting under the Accommodation/Instructional Strategy heading the structures that will be used in the classroom to assist the individual's performance. By moving certain tasks back to the classroom, the teacher is using information from the community setting to drive the transition planning process, as encouraged in IDEA (2004).

For emerging skills that will be taught in the community site, the teacher identifies in the column at the far right any accommodations, visual structures, or teaching strategies that need to be implemented to assist the individual's independent performance. During any on-

site training, the individual is expected to consistently complete tasks that received a passing score and to use accommodations, visual structure, and strategies to improve tasks that received an emerging score. Therefore, only a limited number of skills at a high-emerge or low-emerge level should be taught in the community. The teacher or job coach must determine which skills the student is likely to be able to acquire in the more stimulating or unfamiliar community environment and which skills will require more structured instruction in the classroom. Because of the need to limit and prioritize on-site skill training, even some high-emerge skills may need to be addressed in the classroom or other sheltered setting. The teacher must recognize that attempting to teach too many skills in the community site may lead to incomplete skill development and, consequently, poor performance. Teaching too many skills can also lead to an inordinately high level of training responsibility for educational and site supervisory staff, supervisor dissatisfaction, and loss of the community site for training.

After completing page 1 of the CSAW, the teacher uses the assessment information to determine whether there are vocational behaviors that must be taught in the community site. The behaviors observed in preinstruction assessment that will negatively affect performance or supervisors and coworkers should be defined on page 2 of the CSAW (Behaviors page) under the Area of Note column. The teacher may use the Community Behaviors Checklist form during preinstruction assessment as a reference for determining behaviors that may become problematic in the community site. Upon returning to the classroom and reviewing the student's preinstruction performance, the teacher may refer to the CRS (Vocational Behaviors, Independent Functioning, Leisure Skills, Communication, Interpersonal Skills, and Environmental Factors sections) to further refine these behavioral goals. At this point the teacher determines which visual structures or strategies will be used to support the student's behavioral goals in the community site and which behavioral goals are better addressed in the classroom. The teacher must determine whether poor behavioral performance will jeopardize the community site placement and determine how to restructure the community environment so that the student can succeed and the supervisor is satisfied. The teacher will also note any facts about the working environment that may affect the individual, such as lighting, proximity to others, or distractions.

The job coach or teacher has three primary responsibilities with regard to the job site. The first is to determine how educational supervision will be provided while the individual is at the site to ensure that the job is performed with the quality expected by the supervisor. The second is to negotiate with the supervisor prior to the 6- to 12-week training period to determine what visual structures and accommodations will be added to the site to ensure the individual's success. The third is to discuss with the supervisor the visual structures and teaching strategies to be used to address vocational behavior issues. The CSAW Skills and Behaviors pages provide a focus for this discussion.

At the end of the 6- to 12-week training period, the teacher or counselor uses the CSAW again to perform a second informal assessment at the community site. The teacher lists the same skills and behaviors identified on the preinstruction form and rates them according to how the student is doing after the 6- to 12-week instruction period. This provides documentation of the individual's performance and progress. The use of the CSAW as a pre- and postinstruction data form simplifies data collection in a cumulative assessment portfolio and assists in making a comparative analysis of work situations across settings and over time (i.e., progress monitoring). It also provides a means of assessing the effectiveness of various accommodations across settings. For instance, if a specific intervention or accommodation—for example, a picture list—helps the individual achieve independence in using a copier, the teacher may use another picture list in a future community site to help the same individual complete food preparation tasks.

At the end of each training period, the teacher adds the information on passing-level skills from the postinstruction CSAW to the relevant sections of the CRS. The CRS thus serves as a cumulative record or résumé of skill achievements and community competence. The teacher also notes on the form any skills the individual achieved in the classroom setting, which indicates the need to provide him or her with a chance to perform them in a community

setting to ensure their generalization. In this way, the Cumulative Record of Skills used in combination with the Community Site Assessment Worksheet helps drive the transition planning process as prescribed by IDEA (2004).

Daily Accomplishment Chart

If the teacher has designed the community work environment so that passing-level skills are structured well and the data on skill acquisition has been addressed through the preinstruction CSAW, then at this point a trained assistant or job coach can carry out the community site supervision and instruction. Yet daily information will still be necessary to ensure success at the site and to help the teacher identify potential trouble spots. The Daily Accomplishment Chart (DAC) provides a format for collecting daily information about the individual's performance during training at a community site (see Appendix A). The DAC emphasizes the range of vocational, independent functioning, leisure, communication, and interpersonal skills that have proven most important in our experience with regard to successful employment. On the reverse side of the DAC is a quick reference—the Community Behaviors Checklist (CBC; see Appendix A), a very abbreviated form of Sections 6 through 11 on the CRS which deals with vocation behaviors, leisure skills, interpersonal and independent functioning skills, and mobility issues. The CBC is designed to help the job coach or teacher see potential areas of need (possibly before they become problems) and to guide his or her comments throughout instruction.

The teacher transfers to the DAC the specific job skills at the high-emerge level that were identified in the preinstruction CSAW. These are noted in the first column under the heading, Vocational Skills. (During the preinstruction site assessment, the teacher should refer to Sections 6 through 11 of the CRS to also identify the specific vocational behaviors, independent functioning skills, leisure skills, communication skills, and interpersonal skills that are likely to be important during the training period.) These vocational and behavioral goals should also be listed on the DAC under the appropriate headings, with notations in the Accommodation/Instructional Strategy column regarding the supports necessary to help the individual be more independent with the skill or behavior. Using the DAC, the job coach then scores the individual's performance each day on the identified goals and makes notes in the Comments column if there are any problems. This provides a method for the teacher to review performance frequently and provides the job coach with guidance regarding the primary areas of instruction on the site.

The teacher should limit the number of skills under the Vocational Skills heading, depending upon the student's aptitude, to no more than three or four, and to no more than one or two skills in each of the other areas listed on the DAC. When the total number of goals is no more than three or four during the period of instruction, the individual is more likely to attain competence in community performance. In addition, by identifying only a few skills on the DAC, the teacher has room to add skills if problems arise at the site. Hopefully, the comments provided by the coach will alert the teacher to the need for other structures and goals to help redirect problems and teach new behaviors.

At the end of each training period, the teacher will use the DAC to help complete the postinstruction CSAW, noting passing skill levels in the community setting and in the classroom. With this information from the CSAW, the teacher will then note the passing skills on the CRS, thus contributing to a résumé or summary of the individual's community competence that will be useful in creating a positive transition into adulthood upon graduation.

Considerations During the Community-Based Instruction Period

The following section presents two factors to consider while the student is at the job site: environment and leisure.

Environment

In the designated space at the bottom of the DAC, the teacher or job coach should describe the overall environment at the site and note any issues related to mobility, regardless of their apparent effect on the individual. Some individuals within the autism spectrum do not clearly indicate a stressful or distracted reaction to environmental conditions, yet their performance and degree of comfort may be suffering, eventually causing an unexpected emotional outburst. No behavioral challenge occurs out of the blue, though it may be difficult at times to determine the cause or trigger. Describing the environment for each community site on the DAC allows the teacher to analyze the effects of different sites and to look for patterns that may be important for future nonstressful placements. A review of common environmental factors across multiple settings may identify in hindsight circumstances that distract or overwhelm students who do not otherwise clearly communicate their stress or confusion. This frequently overlooked information is often pivotal for effective placement. For environmental factors that clearly distract, confuse, or tax the individual, the teacher should assess with the employer whether physical adjustments to the site are possible to support the student's job performance.

Leisure

One of the most overlooked aspects of transition and vocational assessment is the need to identify leisure skills and potential recreational activities for the individual with ASD. Although people often mistakenly believe that the development of leisure skills is not an important component of the transition to adult life after school or that it is not relevant to the vocational setting, our experience has shown otherwise. A lack of leisure skills and opportunities adversely affects the individual's ability to live a well-rounded life and to maintain employment. During break times or times of stress at work, anyone benefits from engaging in a relaxing activity. By assessing and creating goals around leisure activities, the teacher can assist the individual in developing appropriate activities to pursue during break time and to develop more person-centered relaxation strategies. In addition, once the activities are identified and the skills are taught, the individual may find that he or she has common interests that can be shared with coworkers. Shared interests are often the first step toward developing appropriate and long-lasting social contacts within the community. Again, the teacher or counselor should refer to the section of the CRS on leisure skills to plan the individual's break activities in the community site.

Case Study: Carol

Following is a case study demonstrating how to perform an informal assessment and use those findings to create a CRS that will serve as an important transition document when this individual leaves school and begins adult life.

Carol is a 14-year-old female with a diagnosis of autism and mild mental retardation. She stands approximately 5'7" and is slightly overweight. Carol currently attends middle school and is in a combination of self-contained and general curriculum classes during the academic day. She has a close relationship with her mother and enjoys bowling, playing games, and watching movies.

Carol responds well to simple written instructions and uses a written schedule to complete her tasks, but she has some difficulty following verbal instruction. When verbal instructions are used, Carol often needs additional instruction before she clearly understands the task. She often becomes anxious and engages in inappropriate behaviors when she does not clearly understand what is expected of her.

Carol's language patterns reflect her difficulty in taking the perspective of others. She often speaks of herself in the second or third person. For example, if Carol needs to use the restroom she would say, "You need to go to the bathroom." Or if she

does not want to complete an activity she would say, "You don't want to do that." Most of Carol's language appears to be in the form of questions she has internalized. Because of her problems taking the perspective of others, she repeats these questions exactly as she heard them rather than changing the point of view. Carol initiates very little conversation. She responds to questions, but often inappropriately.

Carol's receptive language ability is marked by the fact that she processes information slowly. She often answers "Yes" to questions that require more complex answers because she has not yet fully processed the question, but she will often correct her answer once she has had time to do so. Carol sometimes becomes frustrated if she is asked several questions consecutively, and may become agitated or even cry.

Carol demonstrates a strong social interest but does not possess the skills necessary to successfully navigate social interactions. She often approaches strangers and asks their names. She also engages in a variety of inappropriate social behaviors, including making spontaneous loud noises and making repetitive inappropriate comments. Carol seems to enjoy the attention she receives when she engages in these behaviors.

Carol tends to be highly distracted by other people in her work area. She requires a good deal of verbal prompting and redirection to remain on task. Her level of distraction is especially high when she begins a new task. Once Carol is thoroughly engaged in an activity, however, she is able to work for significant periods of time without staff interaction.

From the formal assessment using the TTAP and a review of her performance in the classroom, the teacher knows that Carol has some strengths in the area of clerical skills. Because it is an area of competence and interest to her, the IEP team decided to provide her with a 9-week period of instruction in a school-based clerical site. Because of Carol's distractibility, school staff and administration agreed that they could rearrange the school office area to meet her learning needs. They were cautious about the stimulation level of a community office environment.

Carol will be taken to the school office for a skills assessment in that setting. The office is a very busy place with four employees who are performing various duties. There are frequent visitors who come in and ask questions or seek information. Carol's tasks in this setting are to use the computer to retype short weekly announcements to the teachers, to make copies for teachers and administrators, to file paperwork, and to distribute the mail.

Before Carol is ever taken to the office setting, the teacher visits the site to assess the environment and physical layout. This information, combined with what is already known about Carol's needs either through the TTAP formal assessment or the classroom setting, may help determine whether this will be an appropriate setting for her. After observing that the site does pose some potential problems for Carol (e.g., in particular, too many distractions by people in the work area), the teacher determines that with some simple changes to the physical structure and the times she is to work in the office, Carol will have a greater chance of success. Now the teacher begins documentation on the preinstruction CSAW.

The teacher takes Carol to the community site and assesses Carol's skills and interactions with others in the setting. The teacher identifies the skills used in that location and records Carol's initial scores (pass, emerge, or fail) on the preinstruction CSAW by placing a check in the appropriate column, noting any accommodations or structure that may be necessary for emerging skills (see Figure 5.1). She notes that Carol is able to perform both copying and collating tasks with either passing or high-emerging skill in the copy room setting, which is quieter because it is off of the main office. The teacher also determines during assessment that Carol would perform better with a visual list that clarifies the sequence of steps in the task. The teacher notes on the DAC that the list should instruct Carol to close the door when

she starts work. This environmental modification will help improve her performance in the office setting by keeping her attention focused on the task instead of on the people who enter the main office.

Using information from the preinstruction CSAW, the teacher then notes any other environmental factors that could impede Carol's performance and refers to the CRS (in particular, the sections on Vocational Behaviors, Communication, Interpersonal Skills, and Independent Functioning), the Community Behaviors Checklist, and any previous experience with Carol in similar settings or situations to determine the necessary accommodations that will be required for Carol to successfully master the goals that are marked. Based on her observations of Carol in this environment, the teacher notes that Carol is too distracted when large numbers of people enter the copy room or the main office. The teacher then decides that for Carol to have the greatest chance of mastering the targeted skills in this setting, she needs to perform them at times of day when fewer personnel are in the office. After talking with the office manager to determine the least busy times, the teacher arranges for Carol to complete these jobs from 9:50 to 11:20 a.m. three days a week when only an occasional staff member is likely to come into the copy room. The teacher also suggests putting a drop-off box at the door of the copy room for teachers and staff to put their copy and collate orders. The teacher creates a blue Copy Form that allows teachers to check off what they need copied or collated. This makes it easier for Carol to understand what to do.

Another task noted on the CSAW is typing. The teacher knows from previous assessment that Carol will have trouble reading handwritten notes from teachers and that this will slow her performance. Because Carol's typing in the office proves to be slower than her classroom performance, the teacher recognizes that dealing with the distractions of a new environment and typing handwritten notes (written by a variety of people) is too much to ask of Carol. The teacher decides to try to expand on Carol's skills by changing the typing context in the classroom, moving Carol's typing desk into a more open spot. She will also provide a written list for Carol that breaks down the steps of typing into (a) checking for capitalization, (b) checking for punctuation, and (c) putting her finished work in a separate container that will later go to the office. Finally, the teacher will present Carol with memos to be typed from a limited variety of styles (handwritten and typed) to further assess whether practice helps her interpret memos.

The teacher also notes that Carol struggled with social interactions and appropriate topics of conversation. She frequently tried to gain the attention of other staff members when she should have been working or when they were working. The teacher decides to provide a specific time when Carol can talk to the office staff for 5 minutes and, after checking with the staff, puts this item at the end of Carol's work period. She also prepares a list of acceptable topics and guidelines for conversation that Carol will use during these breaks to prevent her from discussing certain embarrassing subjects.

Because the teacher now has a plan for the community job site, she and the job coach discuss the goals and structures to be used during the 9-week training period. They fill out the left-hand column of the DAC (see Figure 5.2) and develop a written list of all the steps for the copying task: closing the door, finding orders in a "To Be Completed" box, entering the copier's access code, reading the copying and collating instructions, and putting away the finished work. With this list of steps, the teacher can keep Carol's attention focused on her work. The job coach and the teacher also review their behavioral goal for the task: 3 or fewer prompts during the work period is passing level, 4-10 prompts is emerge-high level, and 11-20 prompts is emerge-low level. The DAC allows the teacher to review performance daily and adjust instructional approaches as necessary. During the 9-week period the staff helps track progress on the goals using the DAC, noting pass, emerge, and fail scores in the appropriate locations. After the 9-week period has passed, the teacher will once

again assess Carol's skills and note goal attainments on a postinstruction CSAW (see Figure 5.3).

For those skills that are considered passing in this setting, the teacher records them along with the date, location, and structure used to complete goals independently on the CRS (see Figure 5.4).

From this process, the teachers and others are able to identify key skills and make notes about what to look for in the next community placement. The teacher also notes that this community assessment setting should end and another one should be located, since Carol has learned most of the vocational skills that this setting has to offer. One of the biggest items noted in this community assessment setting is that Carol is too distracted by people in her work environment. To work around this and facilitate greater independence, community sites should be found that do not have as many distractions for her.

The process just described will continue throughout Carol's academic career. She will continue to go from one community site to another, each time learning different skills for that particular environment and transferring them to the next. Through continuous, ongoing assessment, education, and documentation of those skills using the Community Record of Skills, the student, her family, and any service providers will have an invaluable tool that will assist Carol in her transition to adult life.

Community Site Assessment Worksheet

Skills Section

Name Carol Date: _____

Job Site: School Office Job Coach/Staff: Ben

Preinstruction (circle one) Postinstruction (circle one)

| Goals (Check if task is a goal) | Job Responsibilities (Tasks) | Level of Performance | | For Emerging skills, note any accommodations, visual structures, or teaching strategies to be used |
|---------------------------------|--|----------------------|--------------------------------------|--|
| | | Pass | Emerging (high or low; note limits) | |
| X | Copying: Inputs access code on keypad Sets number of copies | X | High | Needs written list of instructions |
| X | Sets single-sided or double-sided Sets collate or staple functions as noted | X | High | Needs written list of instructions |
| X | Retrieves copies and original Returns to box of person requesting copies | X | High | Needs written list of instructions |
| X-class | Typing: Retrieves memos to be typed from inbox Retypes handwritten memo at 15 wpm | | Low—Distracted, slower than in class | Needs opportunity to work on typewriter in open area in classroom |
| X-class | Checks for capitalization and punctuation errors | | Low—Distracted, needs reminders | Needs written list of task steps |

Pass = no prompt necessary/independent; Emerge (high or low) = with assistance; Fail = completes no part of task

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Skill

Retypes handwritten memo at 15 wpm

Checks for capitalization and punctuation errors

Accommodation/Instructional Strategy

Provide typing desk in more open setting in class with written list and timer to redirect attention

Provide written list

(continues)

Figure 5.1. Sample Community Site Assessment Worksheet, completed preinstruction.

Community Site Assessment Worksheet

Behaviors Section

Name Carol Date: _____
 Job Site: School Office Job Coach/Staff: Ben

Preinstruction (circle one) Postinstruction (circle one)

| Goals (Check if task is a goal) | Area of Note | Level of Performance | | | For Emerging skills, note any accommodations, visual structures, or teaching strategies to be used |
|---------------------------------|---|----------------------|--|------|---|
| | | Pass | Emerging (high or low; note limits) | Fail | |
| X | Vocational Behaviors On-task Ability: Stays on task with coach in close proximity | | High | | Difficult when distracted by others in work area |
| X | Independent Functioning Carol will follow list with no more than three prompts by coach to the list for each 1/4-hour. | | High | | |
| X | Communication Carol will use her script of topics for break time discussion to prevent discussion of embarrassing or inappropriate topics. | | High—Does not know who to ask for help | | Carol will be given a list of topics to talk about on break time with other coworkers. |
| X | Interpersonal Skills Carol will use her written list and visual cues in the copy room to only interact with office staff during the scheduled break time. | | High | | Use a social story to be reviewed every day before work, so that Carol will be able to talk to people during break time |
| X | Environmental Factors Works when others are nearby (within 15 feet) | | High | | Needs to work at a time of day when there are fewer people in office, to reduce other off-task behaviors and interpersonal issues as well. 9:50-11:20, with door to copy room closed. (should give Carol a note to "close door" before she begins work) |

Describe environment at this site:
 Small office cluster of four rooms, with copier in its own small room with the other office supplies. Overhead fluorescent lighting, with a comfortable temperature. Lots of traffic during the day, with obvious slow periods. Staff of four people who are all very friendly. The main noises come from the copier and the constant ringing of the phone. This office is also located next to the cafeteria and the smell of food is pervasive. The main area has open glass so that people can see out and others can see in. This is not the case in the copy room, which has no windows. The copy room does get a little warmer when the door is closed.

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Behavior **Accommodation/Instructional Strategy**

Daily Accomplishment Chart

Client Name Carol Job Coach Ben
 Job Site: School Office Supervising Staff: Mrs. L
 Date: April 2007 Page of

| Skill Area | Score (P, EH, EL, F, NM) | Accommodation/ Instructional Strategy | Comments |
|--|--------------------------|--|---|
| Vocational Skills Carol will follow a written list of steps for completing copy-and-collate orders, returning them to person's mailbox after completion | EH EH EH EH | Written list—check off items | |
| Vocational Behaviors/ Independent Functioning Carol will follow list with no more than three prompts by coach to the list for each 1/2-hour session | EH F EH EH F EH | Written prompts | 4/7: Distracted by conversation among other coworkers |
| Leisure Skills | | | |
| Communication Carol will communicate the need for help when copy machine is jammed. Carol will use her script of topics for break-time discussion to prevent discussion of embarrassing or inappropriate topics. | EH NM EH EH NM EH | Picture and list of people to go to for help | |
| Interpersonal Skills Carol will use her written list and visual cues in the copy room and only interact with office staff during the scheduled break time. | NM EH EH NM EH EH | Story to identify when she should talk | 4/1: Reviewed social story instead |

Note environmental factors and mobility issues present at this site: Usually no more than three people enter copy room at this time; copy machine makes whirring noise; occasional school announcements on intercom

P = Pass EH = Emerge High EL = Emerge Low F = Fail NM = Not Measured

Figure 5.2. Sample Daily Accomplishment Chart.

Community Site Assessment Worksheet

Skills Section

Name Carol Date: _____
 Job Site: School Office Job Coach/Staff: Ben

Preinstruction Postinstruction (circle one)

| Goals (Check if task is a goal) | Job Responsibilities (Tasks) | Level of Performance | | |
|---------------------------------|--|----------------------|-------------------------------------|---|
| | | Pass | Emerging (high or low; note limits) | Fail |
| | Copying; Inputs access code on keypad | X | | For Emerging skills, note any accommodations, visual structures, or teaching strategies to be used Needed written list of instructions |
| | Sets number of copies | X | | |
| | Sets single-sided or double-sided | X | | |
| | Sets collate or staple functions as noted | X | | Needed written list of instructions |
| | Retrieves copies and original | X | | Needed written list of instructions |
| | Returns to box of person requesting copies | X | | Needed written list of instructions |
| | Typing; Retrieves memos to be typed from inbox | X | | |

Pass = no prompt necessary/independent; Emerge (high or low) = with assistance; Fail = completes no part of task

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Accommodation/Instructional Strategy

Skill

(continues)

Figure 5.3. Sample Community Site Assessment Worksheet, completed postinstruction.

Community Site Assessment Worksheet

Behaviors Section

Name Carol Date: _____
 Job Site: School Office Job Coach/Staff: Ben

Preinstruction Postinstruction (circle one)

| Goals (Check if task is a goal) | Area of Note | Level of Performance | | | For Emerging skills, note any accommodations, visual structures, or teaching strategies to be used |
|---------------------------------|---|----------------------|-------------------------------------|------|--|
| | | Pass | Emerging (high or low; note limits) | Fail | |
| X | Vocational Behaviors On-task Ability: Stays on task with coach in close proximity | X | High | | Was distracted by others in work area, so had her work in a smaller area with door closed to limit most distractions. |
| X | Independent Functioning Carol will follow list with no more than three prompts by coach to the list for each 1/2-hour. | X | | | Followed the written list |
| X | Communication Carol will use her script of topics for break-time discussion to prevent discussion of embarrassing or inappropriate topics. | | High | | Carol used a list of topics to talk about with other coworkers at break time; did much better at the end of the 12-week period than at the beginning. May have been successful with more time. |
| X | Interpersonal Skills Carol will use her written list and visual cues in the copy room to only interact with office staff during the scheduled break time. | | High | | Used a social story that was reviewed every day before work, that Carol could talk to people during break time. She did much better at the end of the 12-week period than at the beginning. May have been successful with more time. |
| X | Environmental Factors Works when others are nearby (within 15 feet) | | | X | Needs to work at a time of day when there are fewer people in office to reduce other off-task behaviors and interpersonal issues. 9:50-11:20, with door to copy room closed, note to "Close door." |

Describe environment at this site: Small office cluster of four rooms, with copier in its own small room with the other office supplies. Overhead fluorescent lighting, with a comfortable temperature. Lots of traffic during the day, with obvious slow periods. Stall of four people who are all very friendly. The main noises come from the copier and the constant ringing of the phone. This office is also located next to the cafeteria and the smell of food is pervasive. The main area has open glass so that people can see out and others can see in. This is not the case in the copy room, which has no windows.

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Behavior **Accommodation/Instructional Strategy**

Figure 5.3. Sample Community Site Assessment Worksheet, completed postinstruction.

Excerpt from Vocational Skills—Clerical Section of CRS

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|--|------|--------|-----------------------|
| Using Copier <ul style="list-style-type: none"> • Makes single one-sided copy • Makes multiple one-sided copies • Uses sort function • Uses collate function • Uses staple function • Uses double-sided originals to make double-sided copies • Note other skills: | 5-03 | | High school office-written list | | | |
| | 5-03 | | Same | | | |
| | 5-03 | | Same | | | |
| | 5-03 | | Same | | | |
| | 5-03 | | Same | | | |
| | 5-03 | | Same | | | |
| Picking Up and Delivering Materials (Note details) <ul style="list-style-type: none"> • From single setting to single setting • From multiple settings to single setting • From single setting to multiple settings • From multiple settings to multiple settings | 5-03 | | High school office-single setting/written list | | | |
| | 5-03 | | High school office-single setting/written list | | | |
| | 5-03 | | High school office-single setting/written list | | | |
| | 5-03 | | High school office-single setting/written list | | | |

Excerpt from Vocational Behaviors Section of CRS

| | | | | | | |
|--|------|--|-----------------------------------|--|--|-------------|
| On-Task Ability (In Setting and Structure, note number of minutes and tasks or job) <ul style="list-style-type: none"> • Stays on task with supervisor or coach in close proximity | 5-03 | | High school office-single setting | | | (continues) |
|--|------|--|-----------------------------------|--|--|-------------|

Figure 5.4. Excerpts from Carol's Cumulative Record of Skills, completed after training.

Excerpt from Communication Section of CRS

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|--|------|--------|-----------------------|
| Requesting Help <ul style="list-style-type: none"> • Requests help when needs information • when machine copy is jammed | 5-03 | | High school office—single setting/Used picture list of who to go to for help | | | |

Excerpt from Independent Functioning Section of CRS (This is not a goal specified in the CRS but one that has been added specifically for Carol.)

| | | | | | | |
|--|------|--|-----------------------------------|--|--|--|
| <ul style="list-style-type: none"> • Carol will follow list with no more than 3 prompts by coach to the list for each 1/2-hour session. | 5-03 | | High school office—single setting | | | |
|--|------|--|-----------------------------------|--|--|--|

Excerpt from Environmental Factors Section of CRS

| | | | | | | |
|---|------|--|---|--|--|--|
| Responding to Proximity of Other People <ul style="list-style-type: none"> • Can work with others within 10 feet 15 | 5-03 | | High school office—single setting with the people staying the same and small numbers of new people entering, worked in a smaller space, with door closed to limit numbers | | | |
|---|------|--|---|--|--|--|

Figure 5.4. Excerpts from Carol's Cumulative Record of Skills, completed after training.

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Appendix A

Reproducible Forms

1. Transition Planning Analysis Form

This form provides a framework for taking information from the TTAP administration results and developing instructional and linkage goals for the student's IEP.

2. Cumulative Record of Skills (CRS)

This form provides a reference for determining skills needed in community environments and provides an individualized résumé of acquired skills during community-based interventions.

3. Community Skills Checklist (CSC)

This form is a quick reference for use by teachers in determining both relevant sites and skills to be trained at a site.

4. Community Site Assessment Worksheet (CSAW)

This is a preinstruction and postinstruction assessment worksheet of student skills within a community site. It assists the teacher in determining what goals and strategies will assist student performance in the community site.

5. Daily Accomplishment Chart (DAC)

This form provides a method for daily data collection and interaction between job coach and teacher on effectiveness of strategies in addressing identified goals.

6. Community Behaviors Checklist (CBC)

This form is a quick reference for use by teachers in determining behaviors to be trained at a community site.

Transition Planning Analysis Form

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

| Functional Area | Specific Skills Needing Attention | Type of Goal Needed | Linkage |
|-------------------------|-----------------------------------|---------------------|---------|
| Vocational Skills | | Instructional | |
| Vocational Behaviors | | | |
| Independent Functioning | | | |
| Leisure Skills | | | |
| Communication | | | |
| Interpersonal Skills | | | |

Cumulative Record of Skills

Student Name _____

1. Vocational Skill—Clerical

Be sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| Basic Computer Use <ul style="list-style-type: none"> • Turns on and off correctly • Uses mouse • Accesses Internet, finds site • Saves files • Opens files • Note other skills: | | | | | | |
| Word Processing <ul style="list-style-type: none"> • Uses word processor • Note speed and accuracy level • Uses different menu commands to change font, change style, etc. • Note other skills: | | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Sorting by Letter</p> <ul style="list-style-type: none"> • Sorts by one-letter sequence • Sorts by one word • Sorts by two words | | | | | |
| <p>Using Copier</p> <ul style="list-style-type: none"> • Makes single one-sided copy • Makes multiple one-sided copies • Uses sort function • Uses collate function • Uses staple function • Uses double-sided originals to make double-sided copies • Uses single-sided originals to make double-sided copies • Note other skills: | | | | | |
| <p>Picking Up and Delivering Materials (Note details)</p> <ul style="list-style-type: none"> • From single setting to single setting • From multiple settings to single setting <p style="text-align: right;"><i>(continues)</i></p> | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <ul style="list-style-type: none"> • From single setting to multiple settings • From multiple settings to multiple settings | | | | | |
| <p>Collating Various Materials (Note details)</p> <ul style="list-style-type: none"> • Letters • Forms • Booklets | | | | | |
| <p>Mailing</p> <ul style="list-style-type: none"> • Folds correctly (bifold, trifold) • Seals envelopes • Applies stamps • Uses return address stamp • Applies address labels | | | | | |
| <p>Answering Telephones</p> <ul style="list-style-type: none"> • Gives appropriate greeting • Transfers calls • Takes a message, obtains name of caller, telephone number, date and time, other details (Specify method) • Knows what to do with unexpected requests | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Using Phone to Deliver Message or Obtain Information</p> <ul style="list-style-type: none"> • Calls correct number • Asks for correct person • Gives information correctly • Asks for information and records appropriately • Ends conversation appropriately | | | | | |
| <p>Using Scissors</p> <ul style="list-style-type: none"> • Uses scissors safely and neatly • Uses scissors to follow a line for a complex shape (Specify) | | | | | |
| <p>Shredding Papers</p> | | | | | |
| <p>Using Rolodex or Address File</p> <ul style="list-style-type: none"> • Finds names and transfers information | | | | | |
| <p>Processing Documents for Electronic Data Storage</p> <ul style="list-style-type: none"> • Uses scanner | | | | | |
| <p>Laminating Documents</p> <ul style="list-style-type: none"> • Turns on and waits for laminator to warm up | | | | | |

(continues)

(continues)

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • Prepares documents • Cuts out object when finished • Note other skills: | | | | | | |
| <p>2. Vocational Skill—Domestic Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.</p> | | | | | | |
| <p>Dusting</p> <ul style="list-style-type: none"> • Dusts large and small objects • Moves items safely on a table to be dusted • Replaces items on a table after dusting | | | | | | |
| <p>Vacuuming</p> <ul style="list-style-type: none"> • Vacuums large and small areas (Specify) • Vacuums close to the edges of walls and furniture • Moves objects to vacuum under them | | | | | | |
| <p>Sweeping</p> <ul style="list-style-type: none"> • Sweeps large and small areas (Specify) • Sweeps close to the edges of walls and furniture <p style="text-align: right;"><i>(continues)</i></p> | | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • Moves objects to sweep under them • Uses dustpan | | | | | |
| <p>Mopping</p> <ul style="list-style-type: none"> • Mops large and small areas (Specify) • Mops close to the edges of walls and furniture • Moves objects to mop under them | | | | | |
| <p>Wiping Tables</p> <ul style="list-style-type: none"> • Cleans whole table systematically • Removes stubborn dirt (Note method used) | | | | | |
| <p>Washing Windows and Mirrors</p> <ul style="list-style-type: none"> • Cleans surface, leaving it streak free | | | | | |
| <p>Washing Dishes by Hand (Note method, cleaning utensils, etc.)</p> | | | | | |
| <p>Sorting Dishes</p> <ul style="list-style-type: none"> • Sorts into stacks • Sorts to cabinet | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Emptying Trash</p> | | | | | |
| <p>Sewing</p> <ul style="list-style-type: none"> • Sews buttons • Makes simple seam repair • Uses sewing machine for repairs • Note other skills: | | | | | |
| <p>Identifying Areas That Need To Be Cleaned (Specify)</p> | | | | | |
| <p>Identifying Proper Cleaning Materials for a Specific Task (Specify)</p> | | | | | |
| <p>Using Washing Machine</p> <ul style="list-style-type: none"> • Sorts by type of clothes to be washed • Sets correct temperature • Uses correct amount of detergent • Loads proper amount • Recognizes when machine is out of balance and corrects | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Using Dryer</p> <ul style="list-style-type: none"> • Sets to correct temperature • Cleans lint filter • Sets timer • Loads proper amount | | | | | |
| <p>Doing Laundry</p> <ul style="list-style-type: none"> • Folds (Specify) • Sorts (Specify) • Hangs on hanger • Note other skills: | | | | | |
| <p>Sorting/Recycling</p> <ul style="list-style-type: none"> • Sorts two different types of materials • Sorts 3-5 materials • Rejects materials that cannot be recycled | | | | | |
| <p>Making Beds</p> | | | | | |
| <p>Rolling Silverware</p> | | | | | |
| <p>Loading Dishwasher</p> | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|------|------|--|------|--------|-----------------------|
| | | Unloading Dishwasher | | | |
| | | Cleaning Bathroom <ul style="list-style-type: none"> • Cleans sink • Cleans toilet • Places toilet paper on holder | | | |
| | | Setting Table | | | |
| | | Preparing Food <ul style="list-style-type: none"> • Gathers materials and utensils • Follows simple recipe • Measures ingredients • Cuts • Slices • Mixes • Note other skills: | | | |
| | | Using Microwave <ul style="list-style-type: none"> • Uses multiple settings • Sets timer correctly | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| Using Stove <ul style="list-style-type: none"> • Uses stove to prepare an item or meal • Uses proper settings • Operates safely • Recognizes when food is done (Specify how) | | | | | |
| Following Safety Procedures (Note specifics) <ul style="list-style-type: none"> • Sanitation • Machinery | | | | | |
| Using Pot Sink <ul style="list-style-type: none"> • Uses a three-sink system to wash and sanitize pots | | | | | |
| Using Dishwasher <ul style="list-style-type: none"> • Uses a household dishwasher • Uses an industrial dishwasher | | | | | |
| Identifying Clean and Dirty Dishes | | | | | |
| Filling Condiments <ul style="list-style-type: none"> • Fills salt, pepper, sugar • Fills prepackaged serving stations | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| Removing Items from Trays Entering a Dish Room (Check during a very busy time) | | | | | |
| Using Cash Register <ul style="list-style-type: none"> • Rings up items • States cost • Counts money received • Returns change • Bags items | | | | | |
| Serving Food to Others <ul style="list-style-type: none"> • Serves correct amount • Takes verbal requests • Uses proper sanitation | | | | | |
| Wearing Gloves | | | | | |

3. Vocational Skill—Warehouse/Stocking

Be sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.

| | | | | | |
|--|--|--|--|--|--|
| Taking Inventory <ul style="list-style-type: none"> • Identifies products • Counts • Records on proper sheet | | | | | |
|--|--|--|--|--|--|

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| Locating Items in a Store or Warehouse | | | | | | |
| Filling an Order or Using a List to Gather Items | | | | | | |
| Putting Items Away in a Store or Large Facility | | | | | | |
| Blocking (Stacking items on back of shelf) | | | | | | |
| Fronting (Bringing items to front of shelf to make it look full) | | | | | | |
| Lifting and Moving <ul style="list-style-type: none"> • Lifts 10 pounds and carries 20 feet • Lifts 20 pounds and carries 20 feet • Lifts 30 pounds and carries 20 feet • Lifts 40 or more pounds and carries 20 feet | | | | | | |
| <ul style="list-style-type: none"> • Does student use proper technique? • Note other skills: | | | | | | |

(continues)

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| <p>Labeling and Pricing</p> <ul style="list-style-type: none"> • Checks to make sure price and label are correct and match | | | | | | |
| <p>Stocking and Stacking</p> <ul style="list-style-type: none"> • Checks items for correct location • Follows store procedures for extra items that cannot be shelved • Follows store procedures when cannot find matching items on shelf | | | | | | |
| <p>Packaging (Specify task, number of items, etc.)</p> | | | | | | |
| <p>Assembling (Specify task, number of items, etc.)</p> | | | | | | |
| <p>Taping and Mailing</p> <ul style="list-style-type: none"> • Boxes for delivery • Note other skills: | | | | | | |

Cumulative Record of Skills Continued.

4. Vocational Skill—Library

Be sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| Using Card Catalog and Electronic Catalog To Locate Books <ul style="list-style-type: none"> • Searches by title • Searches by author • Searches by category • Records information for later use | | | | | | |
| Scanning Shelves for Books (Note strategy used) | | | | | | |
| Shelving Books <ul style="list-style-type: none"> • Uses Dewey Decimal system • Uses Library of Congress system • Discriminates between books that have very similar call letters | | | | | | |
| Replacing Cards in Returned Books <ul style="list-style-type: none"> • Checks in books using electronic system | | | | | | |
| Locating and Using References and Materials | | | | | | |

(continues)

Cumulative Record of Skills Continued.

5. Vocational Skill—Landscaping/Gardening

Be sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate sheet for each location. Make a note of the environmental differences or similarities between each location.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| Watering Plants with Watering Can or Hose <ul style="list-style-type: none"> • Uses correct amount of water (Specify method) | | | | | | |
| Weeding <ul style="list-style-type: none"> • Recognizes where to weed • Recognizes what to weed • Avoids stepping on plants | | | | | | |
| Potting Plants <ul style="list-style-type: none"> • Transplants seedlings to larger pots • Fills with correct amount of dirt • Uses fertilizer • Packs dirt correctly • Puts plant at correct depth • Note other skills: | | | | | | |

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| <p>Digging Hole</p> <ul style="list-style-type: none"> • Uses shovel or spade • Digs to correct depth and width • Refills hole with dirt | | | | | | |
| <p>Carrying Items</p> <ul style="list-style-type: none"> • Carries shovels • Carries rakes • Carries buckets • Collects items for task | | | | | | |
| <p>Mowing</p> <ul style="list-style-type: none"> • Starts mower • Uses mower safely • Knows where and how to mow • Completes entire area • Follows care and operation procedure (gas, oil, blade check, etc.) | | | | | | |
| <p>Using Weed Trimmer</p> <ul style="list-style-type: none"> • Starts weed trimmer • Knows where and how to remove weeds • Follows care and operation procedure | | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Planting and Packaging Seeds</p> <ul style="list-style-type: none"> • Puts correct number of seeds in hole • Digs holes at proper depth • Uses correct amount of water | | | | | |
| <p>Raking Leaves</p> <ul style="list-style-type: none"> • Rakes entire area (Specify size) • Rakes completely and neatly (Specify size) • Bags and takes to correct location | | | | | |
| <p>Picking Vegetables</p> <ul style="list-style-type: none"> • Identifies ripe vegetables • Identifies rotten or damaged vegetables • Avoids damaging plant when picking • Packages vegetables gently | | | | | |
| <p>Trimming Hedges</p> <ul style="list-style-type: none"> • Uses handheld or electric trimmer • Correctly shapes hedge | | | | | |

Cumulative Record of Skills Continued.

6. Vocational Behaviors

These correspond to the issues related to length of day, ability to attend to details, and ability to focus for extended periods of time. Note the various locations and what was observed. Please list anything that is relevant to the student that may hinder or improve the ability to work.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| Stamina (For each passing score, note in Setting and Structure tasks that student completes at this pace.) <ul style="list-style-type: none"> • Works at a steady, fast pace for 10 minutes • ... for 20 minutes • ... for 30 minutes • ... for 1 hour • ... for 1½ hours | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Length of Workday (For each passing score, note in Setting and Structure tasks that student completes at what time of day.) <ul style="list-style-type: none"> • Works for 1½ hours without a break and maintains quality and focus • Works for 2 hours with a break • Works for 4 hours with one meal break | | | | | | |
| | | | | | | |
| | | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Length of Work Week (Note tasks or job in Setting and Structure column)</p> <ul style="list-style-type: none"> • Works at least a 3-hour shift 2 days a week, maintaining quality and focus • Works at least a 3-hour shift 3 days a week • Works at least a 3-hour shift 4 days a week | | | | | |
| <p>Reporting to Work on Time</p> <ul style="list-style-type: none"> • Requires personal support to arrive at work on time 90% of time (Define type of support needed) • Arrives at work on time without personal support 90% of time (Define structure needed) | | | | | |
| <p>Returning from Break on Time</p> <ul style="list-style-type: none"> • Requires personal support to return from break on time 90% of time (Define type of support needed) • Returns to work on time independently without personal support 90% of time (Identify structure needed) | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>On-Task Ability (In Setting and Structure, note number of minutes and tasks or job)</p> <ul style="list-style-type: none"> • Stays on task with supervisor or coach in close proximity • Stays on task with coach across room • Stays on task with coach in next room | | | | | |
| <p>Stationary and Mobile Transitions Within Tasks (Note tasks or jobs in Setting and Structure column)</p> <ul style="list-style-type: none"> • Consistently completes multi-step tasks that do not require movement (stationary), without hesitation or repetitious movement • Consistently completes multistep tasks that require movement within a small area (20 sq. ft.), without hesitation or repetitious movement • Completes multistep tasks that require movement within a large room (100 sq. ft.) without hesitation or repetitious movement • Completes tasks requiring movement from room to room with no hesitation or repetitious movement | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Transitioning from Task to Task (Note type of schedule that assists independent transition)</p> <ul style="list-style-type: none"> • Makes at least one transition between tasks without personal prompt • Makes at least three transitions between tasks without personal prompt • Makes all transitions from one task to the next during workday | | | | | |
| <p>Stamina in Standing Activities (Specify)</p> <ul style="list-style-type: none"> • Completes activities while standing for 15 minutes • ... for 30 minutes • ... for 1 hour • ... for 1½ hours | | | | | |
| <p>Stamina in Seated Activities (Specify)</p> <ul style="list-style-type: none"> • Completes seated activities for 15 minutes • ... for 30 minutes • ... for 1 hour • ... for 1½ hours | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Sustaining Quality of Task (Note tasks or job in Setting and Structure column)</p> <ul style="list-style-type: none"> • Sustains quality of task for over 1 hour • ... for 2 hours • ... for 3 hours • ... for 1 week • ... for 6-week training period | | | | | |
| <p>Working at Necessary Speed (Note job or tasks in Setting and Structure column)</p> <ul style="list-style-type: none"> • Works at 50% of rate expected by employer • Works at 75% of rate expected by employer • Works at 100% of rate expected by employer | | | | | |
| <p>Responding to Corrections (Note job or tasks in Setting and Structure column)</p> <ul style="list-style-type: none"> • Accepts correction at planned time (on schedule or work system) with written or picture cue • Accepts correction at planned time (on schedule or work system) with verbal or personal cue | | | | | |

(continues)

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • Accepts correction at un-planned time in midst of task with written or picture cue • Accepts correction at un-planned time in midst of task with verbal or personal cue | | | | | |
| <p>Self-Calmng Strategies (Identify techniques in Setting and Structure column)</p> <ul style="list-style-type: none"> • Responds to visual cue from supervisor to remove self from stressful situation and engage in preestablished self-calmng strategy • Responds to verbal cue from supervisor to remove self from stressful situation and engage in preestablished self-calmng strategy • Independently removes self from stressful situation and engages in self-calmng strategy | | | | | |
| <p>Responding to Interruptions</p> <ul style="list-style-type: none"> • Responds to visual cue to stop one job and go to another (does not return to old job independently when finished) • Responds to verbal cue to stop one job and go to another (does not return to old job when finished) | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • Responds to visual cue to stop job and go to another (independently returns to old job and finishes) • Responds to verbal cue to stop one job and go to another (independently returns to old job and finishes) | | | | | |
| <p>Accepting Supervision (Specify jobs)</p> <ul style="list-style-type: none"> • Responds to job coach supervision without confusion or agitation • Responds to on-site supervisor without confusion or agitation • Responds to multiple supervisors without confusion or agitation | | | | | |
| <p>Correcting Mistakes (Note type of mistakes in job setting under Setting and Structure)</p> <ul style="list-style-type: none"> • Identifies and corrects own mistakes when completing a task | | | | | |

(continues)

Cumulative Record of Skills Continued.

7. Independent Functioning

In this section please list the student's ability to perform daily or work-related tasks. List anything that may hinder the student's ability to complete these tasks independently, such as slow pace or prompt dependency.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| <p>Arriving at Appointments on Time</p> <ul style="list-style-type: none"> Requires personal support to arrive at appointments on time 90% of time (Define type of support needed) Arrives at appointments on time independently without personal support 90% of time (Identify structure needed) | | | | | | |
| <p>Behavior During Break Time (Identify structures and activities in Setting and Structure column)</p> <ul style="list-style-type: none"> Engages independently in hobby or preferred activity for at least 5 minutes during break that is not disruptive to coworkers Engages independently in hobby or preferred activity for 15 minutes during break that is not disruptive to coworkers | | | | | | |

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| <p>Behavior During Meal Break</p> <ul style="list-style-type: none"> • Independently retrieves and eats meal in designated area • Cleans up own meal and area after eating • Independently chooses and engages in nondisruptive activity after eating | | | | | | |
| <p>Manners</p> <ul style="list-style-type: none"> • Closes mouth while eating • Wipes mouth throughout meal • Eats only from own plate • Removes own plate and utensils and cleans area after meal • Note other skills: | | | | | | |
| <p>Responding to Schedule Changes</p> <ul style="list-style-type: none"> • Responds without confusion or agitation to schedule changes presented at least 1 hour prior to change event • Responds without confusion or agitation to schedule changes presented 5 minutes prior to change event | | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Organizing Work Materials</p> <ul style="list-style-type: none"> Retrieves and replaces dropped materials in appropriate container or space Independently puts out familiar materials in work space using visual cues to assist speed and quality Independently puts out new materials in work space using visual cues to assist speed and quality | | | | | |
| <p>Following Safety Procedures</p> <ul style="list-style-type: none"> Looks both ways and crosses street safely Follows street signs as a pedestrian Uses kitchen appliances safely Uses knives and sharp utensils safely Uses chemicals, household cleaning supplies, and other materials safely Follows posted safety rules in work setting (Specify) | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Time Management</p> <ul style="list-style-type: none"> • Adjusts speed of familiar task in response to supervisor instruction • Adjusts speed of familiar task in response to amount of work in work space • Adjusts speed of familiar task in response to time deadline | | | | | |
| <p>Clothing Care</p> <ul style="list-style-type: none"> • Independently chooses appropriate clothing and dresses for work activity • Independently chooses appropriate clothing and dresses for leisure activity • Independently chooses clean clothes for work and leisure activities | | | | | |
| <p>Menu Planning</p> <ul style="list-style-type: none"> • Independently prepares own meal requiring only assembly (e.g., sandwich and fruit) • Independently prepares own meal requiring simple heating (e.g., microwave, soup on stove) • Independently prepares meal in which cooking and food preparation require at least five steps | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> Independently prepares meal in which cooking and food preparation require at least 10 steps Follows a balanced menu plan for week Independently prepares and eats at least two meals per day | | | | | |
| <p>Personal Hygiene</p> <ul style="list-style-type: none"> Independently bathes regularly Independently brushes teeth regularly Independently maintains hair daily Independently shaves (Male) Independently cares for menstrual needs (Female) Independently cares for skin (e.g., dryness, cuts, abrasions) | | | | | |
| <p>Medical Needs</p> <ul style="list-style-type: none"> Independently seeks emergency medical attention Independently makes medical appointments as needed Independently goes to planned medical appointments | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Managing Personal Finances</p> <ul style="list-style-type: none"> Independently pays at least two bills monthly in a timely manner Independently pays at least five bills monthly in a timely manner Independently pays all bills monthly in a timely manner (Note any visual cues or structure used in Setting and Structure column) Follows weekly or monthly budget and stays within established limits for at least three categories of spending (e.g., food, transportation, recreation) Follows a budget for more than five categories of spending | | | | | |
| <p>Using Money to Make Purchases</p> <ul style="list-style-type: none"> Chooses and purchases meals Gives correct amount of cash in response to cashier Waits for change Correctly obtains items from short shopping list (fewer than five items) Correctly obtains items from long shopping list (five or more items) | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Checking Account</p> <ul style="list-style-type: none"> • Writes checks to make purchases • Maintains checking account independently (adding and subtracting in account record) • Makes deposits and withdrawals at bank independently | | | | | |
| <p>Using ATM or Debit Card (Credit card use is not recommended.)</p> <ul style="list-style-type: none"> • Uses ATM card independently for withdrawal • ... for deposit • ... for balance inquiry | | | | | |
| <p>Waiting in Line</p> <ul style="list-style-type: none"> • Recognizes end of line and takes place • Stays in line and moves with line | | | | | |

8. Leisure Skills *(continues)*

Describe the student's leisure time activities, including those that they can do independently or with others. What do they do in their free time? What are some of their interests (these may or may not be leisure time activities).

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Games (Note length of time and other conditions)</p> <ul style="list-style-type: none"> • Plays board games (Identify) • Plays word games (e.g., cross-word puzzles, find-a-word, brain teasers) • Works puzzles (Identify size and type) • Plays card games (Identify) • Note others: | | | | | |
| <p>Interaction in Playing Games (Identify games)</p> <ul style="list-style-type: none"> • Plays games alone for 5 minutes • Plays games alone for 15 minutes • Plays with one other person, taking turns for 5 minutes • Plays with one other person, taking turns for 15 minutes • Plays with two or more people, taking turns for at least 15 minutes | | | | | |
| <p>Art (Note length of time and other conditions)</p> <ul style="list-style-type: none"> • Draws • Paints <p style="text-align: right;"><i>(continues)</i></p> | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <ul style="list-style-type: none"> • Colors, cuts, and pastes • Makes crafts (e.g., crochets, knits) | | | | | |
| <p>Hobbies, Collections</p> <ul style="list-style-type: none"> • Engages in indoor hobby or collection for at least 15 minutes twice monthly • Obtains hobby magazines and reads for pleasure • Budgets to purchase hobby items • Purchases items at hobby store or online | | | | | |
| <p>Computer and Electronic Games (Specify type of games, type of console)</p> <ul style="list-style-type: none"> • Starts the computer or game independently • Stops the game before it is finished by use of visual cue, timer, or other method (Specify) • Stops game before it is finished when verbally directed | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <p>Reading or Looking at Books or Magazines (Identify type and level of reading material)</p> <ul style="list-style-type: none"> • Reads or looks at books or magazines for 5 minutes • Reads or looks at books or magazines for 15 minutes | | | | | |
| <p>Writing Creatively (Identify structure or materials needed in Setting and Structure column)</p> <ul style="list-style-type: none"> • When presented with topic, writes independently for 5 minutes • When presented with topic, writes independently for 15 minutes • Generates ideas on own and writes for 5 minutes • Generates ideas on own and writes for 15 minutes | | | | | |
| <p>Exercise</p> <ul style="list-style-type: none"> • Walks at least 20 minutes twice a week (Specify environment) • Runs at least 20 minutes twice a week (Specify environment) • Lifts weights at least 20 minutes twice a week (Specify routine) • Uses exercise equipment at least 20 minutes twice a week <p style="text-align: right;"><i>(continues)</i></p> | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <ul style="list-style-type: none"> • Swims • Note other skills: | | | | | |
| <p>Independently Gathering and Putting Away Items for Leisure Activity (Specify activities in Setting and Structure column)</p> | | | | | |
| <p>Participating in Community Leisure Activities</p> <ul style="list-style-type: none"> • Attends movies • Attends sports events • Attends concerts, plays, or entertainment events • Attends fairs, exhibits, museums, etc. (Specify) | | | | | |
| <p>Planning Community Events</p> <ul style="list-style-type: none"> • Budgets for community event • Obtains information from newspaper, Web site, or other source on time, place, and cost • Arranges transportation for outing | | | | | |

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| <p>Choosing from a Variety of Activities</p> <ul style="list-style-type: none"> • Independently chooses one leisure activity on a consistent basis • Independently chooses two to four leisure activities • Independently chooses more than four different leisure activities | | | | | | |
| <p>Pet Care</p> <ul style="list-style-type: none"> • Feeds fish, turtle, hamster, or other small animal on daily basis • Cleans small animal cage or aquarium and changes bedding or water • Feeds and waters larger animal (e.g., dog, cat) on daily basis • Recognizes veterinary needs and arranges to visit vet | | | | | | |

9. Communication

Describe student's communication skills, including his or her ability to follow verbal or written directions and the speed with which he or she processes information. Also describe expressive communication skills including student's ability to express personal or work-related needs and the method he or she uses to communicate. Does the student talk a lot about limited topics or ask a lot of questions?

(continues)

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Primary Method of Expressive Communication</p> <ul style="list-style-type: none"> • Uses objects to communicate personal needs (Describe format and content) • Uses pictures to communicate personal needs (Describe format and content) • Uses picture or word cards to communicate (Describe format and content) • Uses written communication system (Describe format and content) • Uses verbal language to communicate (Describe content) | | | | | |
| <p>Following Directions</p> <ul style="list-style-type: none"> • When presented with familiar object, uses it to make transition or to complete direction (Specify) • When presented with picture, uses it to make transition or to complete direction (Specify) • When presented with picture or word card, uses it to make transition or to complete direction (Specify) | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • When presented with written card or cue, uses it to make transition or to complete directions (Specify) • When presented with verbal directions, follows them or makes transition (Specify) • Specify number of steps student can independently complete and give examples: | | | | | |
| <p>Obtaining an Individual's Attention Appropriately</p> <ul style="list-style-type: none"> • Gestures to obtain attention (Specify) • Makes general statement to get attention (Specify: e.g., Hey, Excuse Me) • Calls individual's name to obtain attention • Makes eye contact while using one of these methods | | | | | |
| <p>Requesting Help</p> <ul style="list-style-type: none"> • Requests help when runs out of work or needs materials • Requests help when needs information | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Communicating Personal Needs or Pain</p> <ul style="list-style-type: none"> • Communicates pain or illness to someone who can help (Specify how) • Communicates hunger or thirst to someone who can assist (Specify how) • Communicates feeling of too cold or too hot or other personal discomfort to someone who can assist (Specify how) • Communicates other personal needs (Specify) | | | | | |
| <p>Providing Emergency Information</p> <ul style="list-style-type: none"> • Presents premade card upon request • Gives names upon request (Specify how: e.g., verbally, in writing) • Gives address to appropriate person upon request • Gives phone number to appropriate person upon request • Gives name of emergency contact upon request | | | | | |

Cumulative Record of Skills Continued.

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|------|-----------------------|------|--------|-----------------------|
| Volume of Speech <ul style="list-style-type: none"> • Uses moderate voice volume in interaction and conversation • Modulates tone and voice depending on noise level in the environment | | | | | | |
| 10. Interpersonal Skills Describe student's social behaviors including his or her affect, ability to take another's perspective, response to others' emotions, and typical ways of interacting with others. Describe typical social interactions in terms of whether student displays appropriate social behaviors (e.g., uses greetings, good working skills, appropriate social distance) and avoids inappropriate social behaviors (e.g., swearing, picking nose). | | | | | | |
| Appropriate Language <ul style="list-style-type: none"> • Refrains from swearing • Refrains from talking about inappropriate topics (if not, specify) | | | | | | |
| Initiating Social Interaction <ul style="list-style-type: none"> • Initiates social interactions without prompt • Initiates interactions at appropriate times (during breaks, at lunch, etc.) and not excessively | | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| <p>Participating in Social Events</p> <ul style="list-style-type: none"> • Participates in small-group activity (e.g., family dinner, party of fewer than eight) • Participates in large-group social activities (e.g., church service, wedding, large party of more than eight) • Shares information about social activities with others | | | | | |
| <p>Maintaining Appropriate Personal Space</p> <ul style="list-style-type: none"> • Refrains from physical contact with strangers or acquaintances • Refrains from excessive physical contact with familiar people or friends • Maintains appropriate distance during conversation or interaction | | | | | |
| <p>Greeting Others</p> <ul style="list-style-type: none"> • Initiates appropriate greeting with familiar people • Initiates appropriate greeting with strangers | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Emerge | Setting and Structure |
|---|------|-----------------------|--------|-----------------------|
| <p>Conversing and Responding to Initiation by Others</p> <ul style="list-style-type: none"> • Answers yes-no questions • Answers questions requesting simple information • Responds appropriately when he or she does not know the answer • Answers questions and follows by asking similar question • Makes a related comment on topic of conversation • Asks about others' interests • Recognizes when a conversation is ending and ends it appropriately • Engages in more than just a few topics (If not, specify topics) • Responds to change of subject by other individual • Enters discussion during break in conversation | | | | |
| <p>Responding to Questions in Work Setting</p> <ul style="list-style-type: none"> • Responds to a stranger's (i.e., customer's) question either by answering or referring to another person • Provides sufficient and accurate answer without excessive interaction | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <p>Following Posted Social Rules in Work Setting</p> <ul style="list-style-type: none"> • Uses posted social rules to curb or redirect own behavior (Specify) | | | | | |
| <p>Using Appropriate Outlets for Emotional Needs</p> <ul style="list-style-type: none"> • Requires only occasional support or praise (Specify amount and type) • Refrains from discussing personal or emotional problems during work times • Refrains from excessive review of personal emotional problems with familiar people • Refrains from discussion of personal or emotional problems with strangers or acquaintances | | | | | |

11. Mobility

Transportation is often one of the most overlooked components of the assessment. Please note the ability of the student to access the transportation system in the area and whether he or she has difficulty transitioning from one task to another within a work setting.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| | | | | | |
| <p>Method of Transportation (i.e., walk, bike, bus, car)</p> <ul style="list-style-type: none"> • Uses the bus system • Transfers buses <p style="text-align: right;"><small>(continues)</small></p> | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <ul style="list-style-type: none"> • Reads the schedule and finds correct bus and time • Follows traffic safety rules • Rides a bike safely • Drives a car safely | | | | | |
| <p>Arranging Own Transportation</p> <ul style="list-style-type: none"> • Calls a cab • Maintains a car (Specify skills) • Maintains a bike (Specify skills) • Obtains bus tickets | | | | | |
| <p>Needing Special Travel Arrangements</p> <ul style="list-style-type: none"> • Needs travel to be handicapped accessible • Needs specialized communication system • Needs picture book to remind individual when to signal for stop | | | | | |
| <p>Following a Map or Directions</p> <ul style="list-style-type: none"> • Uses map to find a place or building • Asks for directions | | | | | |

(continues)

Cumulative Record of Skills Continued.

12. Environmental Factors

Describe responses to typical environmental factors in the area. Does individual appear to be bothered by people or things nearby?

| | Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|------|-----------------------|------|--------|-----------------------|
| Responding to Noise Level (Note if not disturbed or overly distracted) <ul style="list-style-type: none"> • Responds to loud noises • Responds to soft noises • Responds to people talking nearby • Responds to unexpected and unpredictable noises | | | | | | |
| Responding to Visual Stimuli or Lighting <ul style="list-style-type: none"> • Responds to brightness • Responds to darkness • Responds to fluorescence flicker • Responds to colors or patterns of walls and area • Responds to unusual activities that interest the student | | | | | | |
| Responding to Temperature Extremes <ul style="list-style-type: none"> • Responds when too cold • Responds when too hot • Responds when too humid | | | | | | |

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|---|------|-----------------------|------|--------|-----------------------|
| Responding to Dirty Environment | | | | | |
| Responding to Wet Environment | | | | | |
| Responding to Proximity of Materials (Note if not disturbed or overly distracted) <ul style="list-style-type: none"> • Responds when materials are close by • Responds when materials are far away, out of reach • Note any materials that distract from performance: | | | | | |
| Responding to Proximity of Other People <ul style="list-style-type: none"> • Can work with others within 5 feet • Can work with others within 10 feet • Stays at least arms' length away from others with whom they are working • Stays out of others' work spaces | | | | | |

(continues)

Cumulative Record of Skills Continued.

| Date | Pass | Setting and Structure | Date | Emerge | Setting and Structure |
|--|------|-----------------------|------|--------|-----------------------|
| <p>Responding to Nearby Movement</p> <ul style="list-style-type: none"> • Responds appropriately to moving machinery • Responds appropriately to moving people • Responds appropriately to sudden movement | | | | | |
| <p>Responding appropriately to smells, fumes, odors</p> | | | | | |

Community Skills Checklist

(VS)-Landscaping/Gardening

- Watering plants with watering can or hose
- Weeding
- Potting plants
- Digging hole
- Carrying, moving items
- Mowing
- Using trimmer
- Planting and packaging seeds
- Raking leaves
- Picking vegetables
- Trimming hedges
- Watering with containers

(VS)-Library

- Using card catalog
- Scanning shelves for books
- Shelving books
- Shelf-reading books
- Replacing cards in returned books
- Locating and using references

(VS)-Warehouse/Stocking

- Taking inventory
- Locating items
- Filling orders
- Putting items away
- Blocking
- Fronting
- Lifting
- Labeling and pricing
- Stocking and stacking
- Packaging
- Assembling
- Taping and mailing

(VS)-Domestic

- Dusting
- Vacuuming
- Sweeping
- Mopping
- Wiping tables
- Washing windows and mirror
- Identifying areas to clean
- Identifying cleaning materials
- Using washing machine
- Using dryer
- Folding laundry
- Sorting recycling
- Making beds
- Preparing food using recipes
- Cutting and slicing
- Using microwave
- Using stove
- Following safety procedures
- Using pot sink
- Using dishwasher
- Identifying clean and dirty dishes
- Sorting and putting away clean dishes
- Filling condiments
- Removing items in line
- Serving as cashier
- Serving food to others
- Wearing gloves

(VS)-Clerical

- Using computer
- Using word processor
- Performing data entry
- Typing: copy corrections
- Filing
- Sorting by number (one-number sequence)
- Sorting by letter (one-word sequence)
- Using copier
- Collating
- Stuffing envelopes
- Using phone book
- Answering telephones
- Cutting
- Shredding papers
- Using rolodex
- Microfilming
- Laminating

Community Site Assessment Worksheet

Behaviors Section

Name _____ Date: _____
 Job Site: _____ Job Coach/Staff: _____

Preinstruction _____ Postinstruction _____ (circle one)

| Goals (Check if task is a goal) | Area of Note | Level of Performance | | | For Emerging skills, note any accommodations, visual structures, or teaching strategies to be used |
|---------------------------------|-------------------------|----------------------|-------------------------------------|------|--|
| | | Pass | Emerging (high or low; note limits) | Fail | |
| | Vocational Behaviors | | | | |
| | Independent Functioning | | | | |
| | Communication | | | | |
| | Interpersonal Skills | | | | |
| | Environmental Factors | | | | |

Describe environment:

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Behavior _____ **Accommodation/Instructional Strategy** _____

Daily Accomplishment Chart

Client Name: _____ Job Coach: _____
 Job Site: _____ Supervising Staff: _____
 Date: _____ Page _____ of _____

| Skill Area | Score (P, EH, EL, F, NM) | Accommodation/ Instructional Strategy | Comments |
|--|--------------------------|--|----------|
| Vocational Skills | | | |
| Vocational Behaviors/ Independent Functioning | | | |
| Leisure Skills | | | |
| Communication | | | |
| Interpersonal Skills | | | |

Note environmental factors and mobility issues present at this site:

P = Pass EH = Emerge High EL = Emerge Low F = Fail NM = Not Measured

Community Behaviors Checklist

| Vocational Behaviors | Independent Functioning | Leisure Skills | Communication | Interpersonal Skills | Mobility |
|---|--|--|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Maintains stamina through day <input type="checkbox"/> Works a specified number of hours per day <input type="checkbox"/> Works a specified number of days per week <input type="checkbox"/> Stays on task and works at normal pace <input type="checkbox"/> Is not distractible to a specified degree <input type="checkbox"/> Transitions from task to task <input type="checkbox"/> Stays in work area, moves within room at correct time <input type="checkbox"/> Maintains quality <input type="checkbox"/> Changes speed in response to demand <input type="checkbox"/> Maintains pace over time and controls preoccupations <input type="checkbox"/> Organizes work materials to assist performance <input type="checkbox"/> Corrects mistakes <input type="checkbox"/> Responds to interruptions during activities <input type="checkbox"/> Manages stress, uses relaxation techniques <input type="checkbox"/> Works without supervision <input type="checkbox"/> Responds to corrections <input type="checkbox"/> Responds to multiple supervisors | <ul style="list-style-type: none"> <input type="checkbox"/> Arrives at appointments on time <input type="checkbox"/> Follows daily schedule <input type="checkbox"/> Adapts to schedule change or new activity <input type="checkbox"/> Wears appropriate clothes for setting <input type="checkbox"/> Follows safety procedures <input type="checkbox"/> Uses money to make purchases <input type="checkbox"/> Follows visual instructions <input type="checkbox"/> Manages personal finances, budgets <input type="checkbox"/> Maintains clothing <input type="checkbox"/> Handles own meal, disposes of trash properly <input type="checkbox"/> Maintains personal hygiene | <ul style="list-style-type: none"> <input type="checkbox"/> Engages in break or free-time options <input type="checkbox"/> Returns on time <input type="checkbox"/> Goes to designated break area <input type="checkbox"/> Exercises/Participates in recreation activities | <ul style="list-style-type: none"> <input type="checkbox"/> Controls voice volume <input type="checkbox"/> Follows verbal directions <input type="checkbox"/> Requests help <input type="checkbox"/> Communicates needs and pain <input type="checkbox"/> Follows written or visual directions <input type="checkbox"/> Provides emergency information <input type="checkbox"/> Responds to questions <input type="checkbox"/> Describes emotional needs <input type="checkbox"/> Takes phone message <input type="checkbox"/> Uses telephone to deliver information | <ul style="list-style-type: none"> <input type="checkbox"/> Participates appropriately in social interaction <input type="checkbox"/> Uses appropriate language <input type="checkbox"/> Greets others <input type="checkbox"/> Initiates social interaction <input type="checkbox"/> Responds to initiation by others <input type="checkbox"/> Participates in social activities <input type="checkbox"/> Demonstrates need for personal space <input type="checkbox"/> Respects others' personal space <input type="checkbox"/> Understands visual rules <input type="checkbox"/> Participates in topics of conversation, changes subject | <ul style="list-style-type: none"> <input type="checkbox"/> Uses method of transportation (e.g., walk, bike, bus, car) <input type="checkbox"/> Follows map and directions <input type="checkbox"/> Arranges own transportation <input type="checkbox"/> Needs special travel arrangements <input type="checkbox"/> Has any physical disability |

Appendix B

Materials Needed for TTAP Administration

The test materials for the TTAP can be assembled according to the instructions and illustrations provided in this appendix, or an assembled kit can be ordered online at <http://www.teacch.com/materials.html>.

The images in Figures B.14, B.16, B.19, B.20, B.22, B.25, and B.26 are from Boardmaker, by Mayer-Johnson LLC. (1981–2004). The Picture Communications Symbols. All Rights Reserved Worldwide. Used with permission.

Contents of the TTAP Kit

The following items need to be purchased or acquired. The numbers refer to the numbers of the test items in the TTAP using these materials.

| Item | Materials to Acquire or Purchase | Materials to Construct | How to Construct | Examples and Graphics |
|------|---|------------------------|---|--|
| 1 | 1 washers, 5 bolts, 5 standard nuts, 5 green buttons, sorting tray | | The washers, bolts, and standard nuts should fit together correctly and be of a size that is easy to handle. The sorting tray should have at least 5 divided compartments, such as a coin tray used in a cash box or a series of 5 small shallow trays. | See Figure B.1 |
| 3 | 3 wing nuts, 5 sandwich bags, plastic box, sorting tray; plus following from Item 1: 5 washers, 5 bolts, 5 standard nuts | 5 jig cards | The standard nuts, bolts, washers, and wing nuts should fit together correctly. The sandwich bags should be small, and the plastic box should be similar to a dishpan. The jig cards should accurately reflect the size of the nuts, bolts, and washers used and should be laminated. | The jig patterns are shown in Figure B.2a-e; Also see Figure B.1 |
| 4 | 28 3" × 5" index cards in 4 different colors; 4 plastic trays | | The 28 3" × 5" index cards should be 4 different colors (e.g., 7 green, 7 blue, 7 yellow, 7 pink). Take 1 pink, 1 green, 1 blue, and 1 yellow card and place a different color card in each of the 4 trays. Randomly mix the remaining 24 cards. | See Figure B.3 |
| 5 | 24 sheets of paper, 8 large paper clips | | Number the sheets as follows: Print the number 1 in the top right corner of 8 sheets in font size of 32 points, print the number 2 in the same way for 8 sheets, print the number 3 in the same way for the remaining 8 sheets. | See Figure B.4 |
| 6 | 20 plastic pill bottles with snap-on tops, 20 small plastic chips that fit in the bottles, plastic box that will hold the 20 pill bottles | | The pill bottles should be plastic and about 2" high. The lids should pop on and off easily. All of the chips should be the same color. The tray should be large enough to hold all 20 pill bottles easily in an organized fashion. | See Figure B.4 |

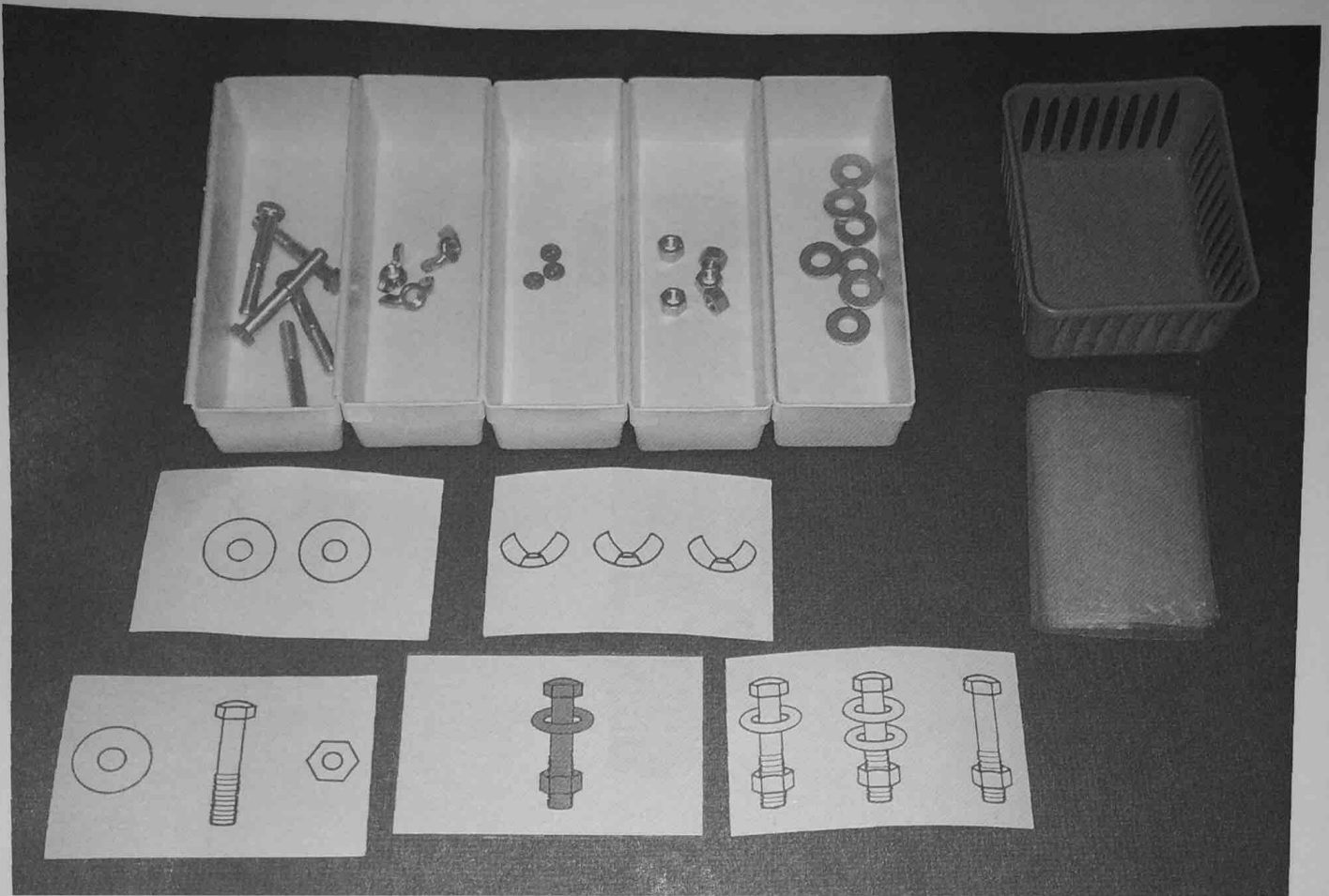


Figure B.1. Items 1, 2, 3, 21.

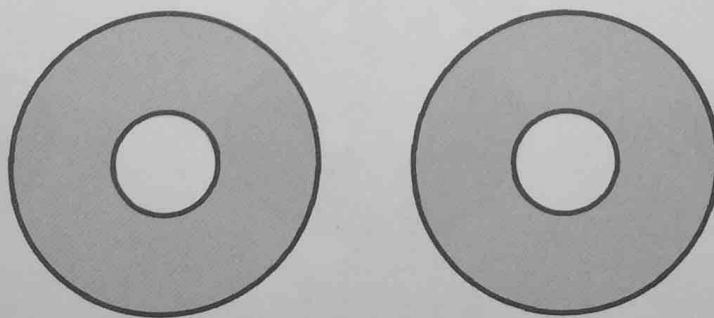


Figure B.2a. Jig 1 for Items 3, 21.

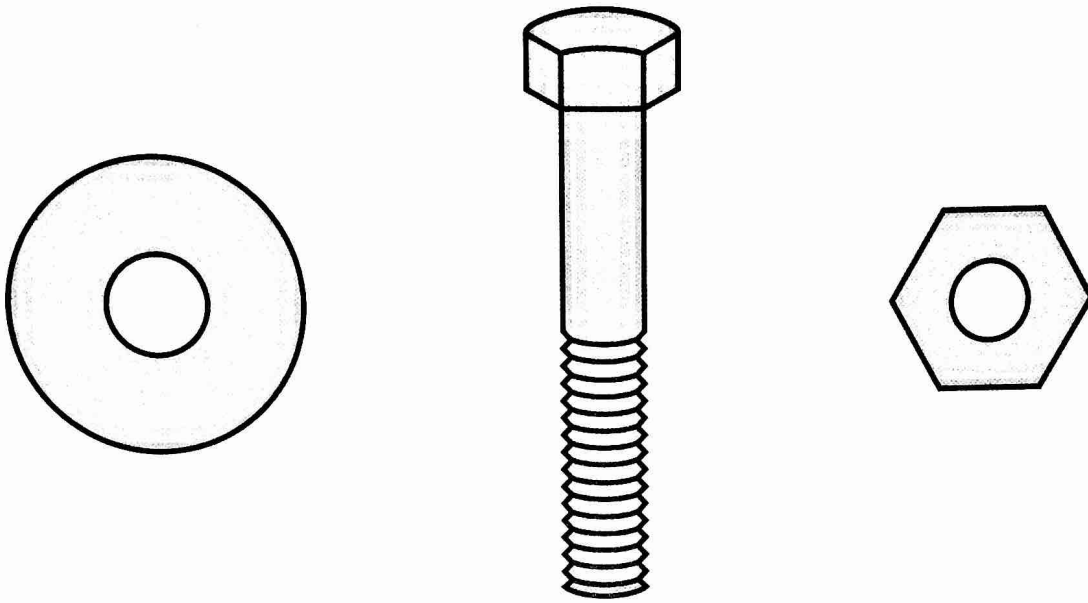


Figure B.2b. Jig 2 for Items 3, 21.

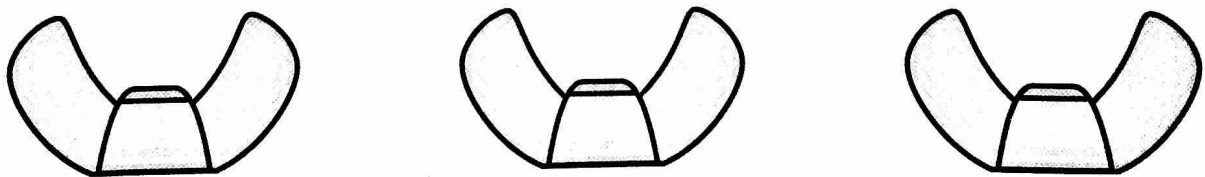


Figure B.2c. Jig 3 for Items 3, 21.

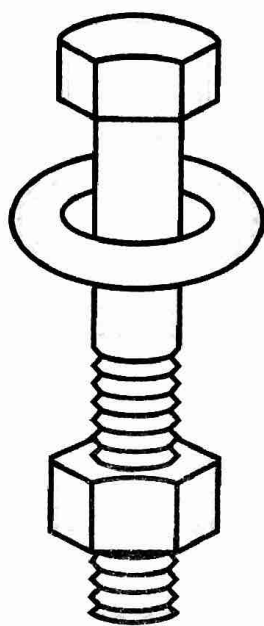


Figure B.2d. Jig 4 for Items 3, 21.

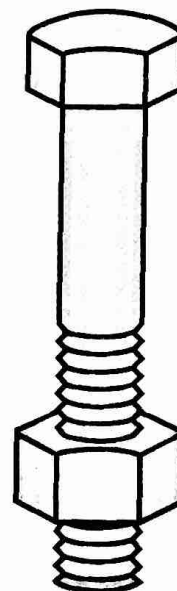
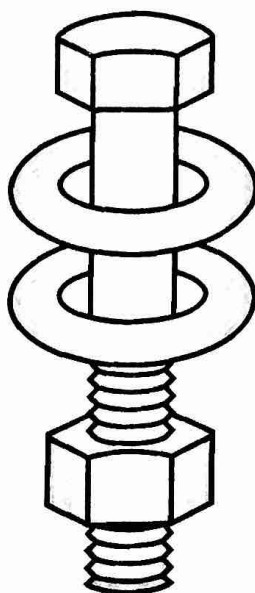
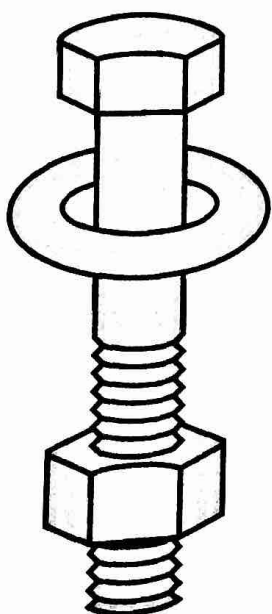


Figure B.2e. Jig 5 for Items 3, 21.



Figure B.3. Item 4.



Figure B.4. Item 6.

How to Construct

Materials to Acquire or Purchase

Item

Materials to Construct

See Figure B.5

The 7 bins should be large enough to hold the travel-sized items easily in an organized fashion. The small basket should be large enough to hold all 6 travel kits once they are assembled. (Remember, one of the items is a decoy and will not be used during the assembly task.) The photograph jig should contain photos of the exact travel-sized items purchased in actual size. (Do not take a photo of the decoy item.) The photos should be printed on several sheets of paper so that the items are not too close together and each sheet should be laminated. There should be two photos of the final assembled product, each one laminated. One should be the actual size of the finished product and the other should be about one fourth of the size of the finished product. The silhouette jig should contain black-and-white silhouettes of the travel-sized items purchased in actual size. (Do not make a silhouette of the decoy item.) The silhouettes should be printed on several sheets of paper so that the items are not too close together, and each sheet should be laminated.

See Figure B.6 for Set 1; See Figure B.7 for Set 2

Photocopy the 10 cards provided here, put on 3" x 5" index cards and laminate them. Write the appropriate set number on the back of each card.

See Figure B.8

Take one pencil and cut it to a length of 7". Cut the other pencil to a length of 5". Neither pencil should have a point. Take a plastic rod and cut one piece to 7" and another to 4". Highlight the 3" side of a 3" x 5" index card. Label the 3 shallow containers as follows: "7 inches," "5 inches," and "4 inches."

- 6 each of travel-size soaps, shampoos, lotions, toothbrushes, tubes of toothpaste;
- 6 of a decoy item (e.g., baby powder); 7 bins;
- 6 zip-lock bags; 1 small basket

7

- Photograph of an assembled travel kit,
- photograph jig of travel kit items, silhouette jig of travel kit items

- 10 word cards, divided into 2 sets: Set 1: *book, stove, well, apple, hot*;
- Set 2: *shoe, small, store, school, same*

8

- 2 pencils: one 7" long, one 5" long;
- 2 plastic rods in a color other than that of the pencils;
- one rod 7" long, one rod 4" long

9

- 12-inch ruler, one 3" x 5" index card, one 4" x 6" index card,
- 3 shallow containers



Figure B.5. Item 7.

APPLE

HOT

Figure B.6. Item 8, Set 1.

BOOK

STOVE

Figure B.6. Item 8, Set 1. (continued)



WELL

Figure B.6. Item 8, Set 1. *(continued)*

SCHOOL

SHOE

Figure B.7. Item 8, Set 2.

SMALL

STORE

Figure B.7. Item 8, Set 2. *(continued)*

SAME

Figure B.7. Item 8, Set 2. *(continued)*

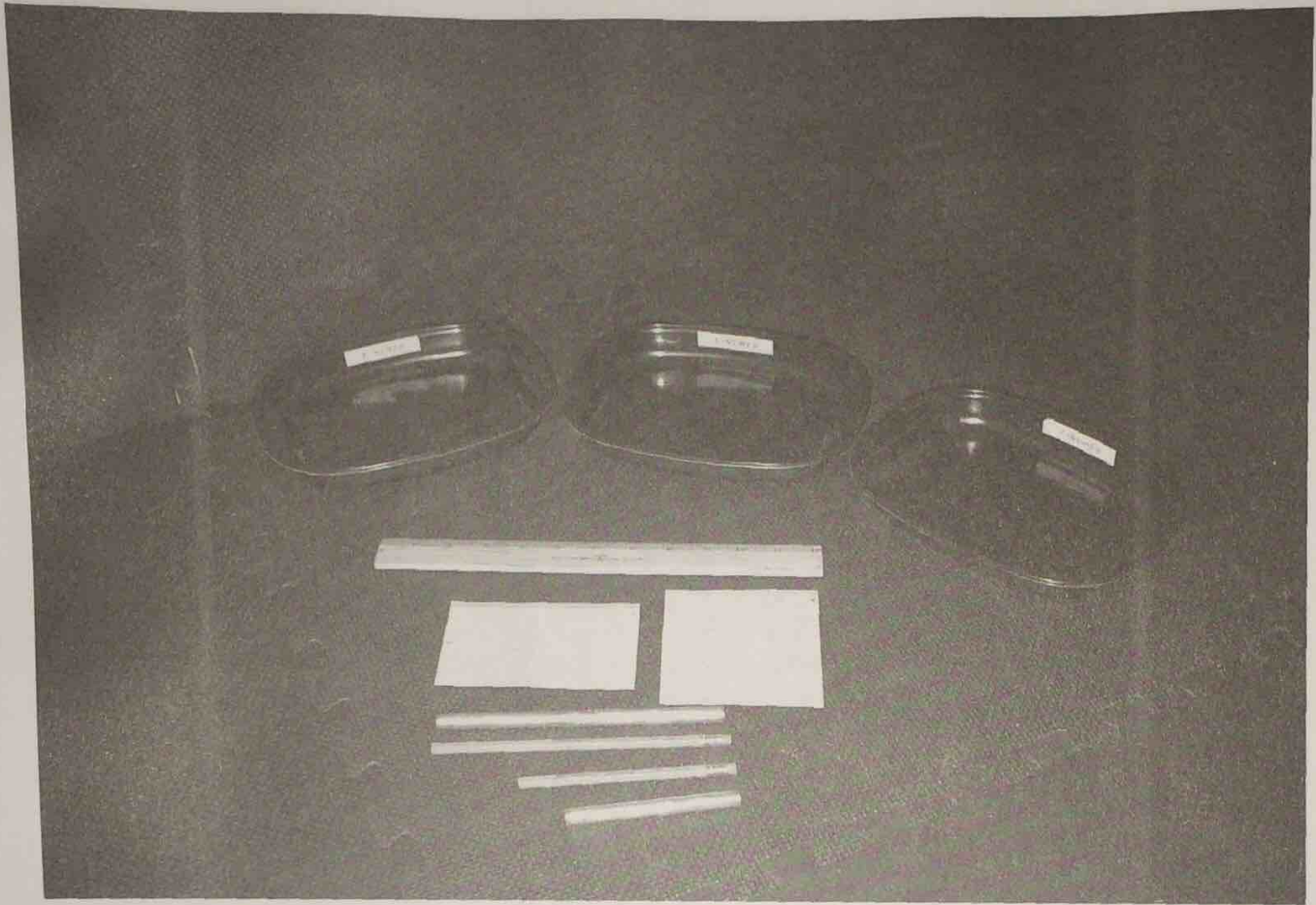


Figure B.8. Item 9.

How to Construct

Label 10 tab dividers with 5-digit numbers. The numbers are not important as long as at least two different pairs start with the same digit (e.g., 60732 and 67013). For each number, create 2 index cards with the same number printed in 36-point font size in the upper left corner of the index cards.

See Figures B.10 and B.11

Label one container with the word "lentils" and pour the lentils into that container. Wrap a small piece of different color electrical tape around the ends of the two measuring spoons and two measuring cups: red tape on the 1/2 tsp. measuring spoon, yellow tape on the 1 tsp. measuring spoon, green tape on the 1/4 cup measuring cup, blue tape on the 1 cup measuring cup. Do not obscure the existing labels of the sizes of the cups and spoons. Print the instructions for "Lentils" (see Figure B.10) on a 4" x 6" index card and laminate it. Take 5 photographs: (1) the pepper together with the red-labeled 1/2 tsp. measuring spoon, (2) the salt together with the yellow-labeled 1 tsp. measuring spoon, (3) the lentils together with the green-labeled 1/4 cup measuring cup, (4) the empty container, (5) the container, lentils, salt, pepper, 1/2 tsp. measuring spoon, 1 tsp. measuring spoon, and the 1/4 cup and 1 cup measuring cups. Put each separate picture on a 4" x 6" index card and laminate it.

Create 16 sets of 3 paper-clipped 8 1/2" x 11" sheets of paper. Place the paper clip in the upper left-hand corner of each set.

Materials to Construct

Written instructions for measuring and mixing, 5 cards with photo instructions for measuring and mixing

Materials to Acquire or Purchase

Small file box for 3" x 5" index cards with 10 tab dividers, 20 3" x 5" index cards

1 container of ground black pepper, 1 box salt, 1 large bag of lentils, 1/2 tsp. measuring spoon, 1 tsp. measuring spoon, 1/4 cup measuring cup, 1 cup measuring cup, 2 lidded containers large enough to hold lentils, 4 different colors of electrical tape (i.e., red, yellow, blue, green), 4" x 6" index card

Computer or keyboard, pencil, paper

48 sheets of 8 1/2" x 11" paper, divided into 16 sets of 3 and fastened with paper clips; 16 9" x 12" large clasp envelopes

Item

10

11

12

13

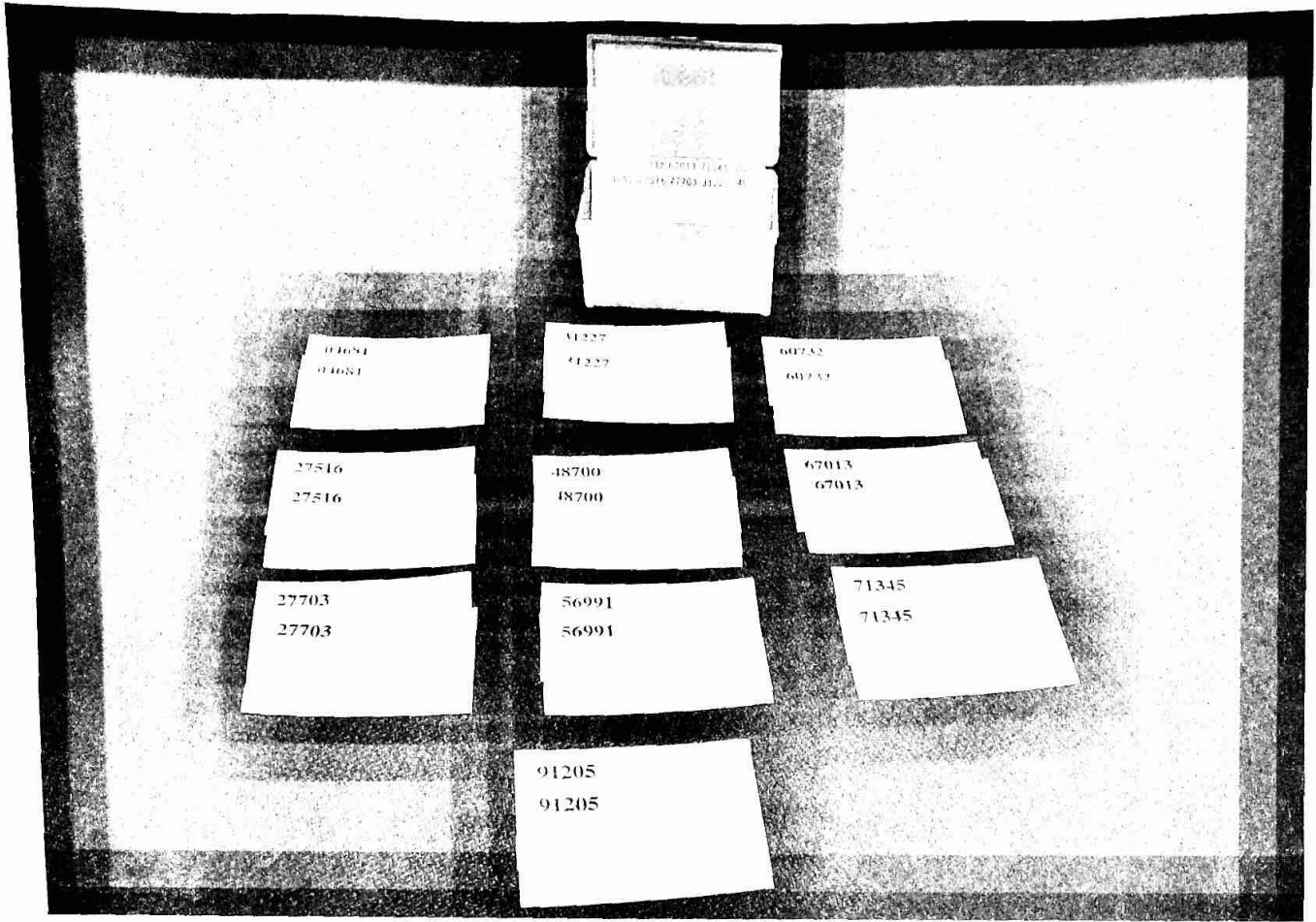


Figure B.9. Item 10.

Lentils

Measure $\frac{1}{4}$ cup of lentils, put in bowl

Measure 1 teaspoon of salt, put in bowl

Measure $\frac{1}{2}$ teaspoon of pepper,
put in bowl

Finished

Figure B.10. Item 11.



Figure B.11. Item 11.

How to Construct

Materials to Construct

Materials to Acquire or Purchase

Item

14

90 sheets of 8½" × 11" paper, divided into 30 sets of 3 and fastened with paper clips; 30 9" × 12" large clasp envelopes

Create 30 sets of 3 paper-clipped 8½" × 11" sheets of paper. Place the paper clip in the upper left-hand corner of each set.

25

Toy clock with readable face and moveable hands

See Figure B.12

26

\$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies (real money)

Use real money. Copy the 5 phrases provided, attach them to 3" × 5" index cards, and laminate them.

5 cards with the words "Point to the" and one of the following phrases: "five dollar bill," "one dollar bill," "quarter," "dime," and "nickel"

27

\$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies (real money)

Use real money. Copy the 5 phrases provided, attach them to 3" × 5" index cards, and laminate them.

See Figure B.13

28

5 survival signs

Photocopy the 5 sign pairs provided. There is a symbol and corresponding word for each sign. Attach each sign pair (symbol/word) to an index card so that the word is on one side and the corresponding symbol is on the other. Laminate the cards.

See Figure B.14

30

5 quarters, 3 dimes, 3 nickels, and access to a vending machine

A packaged snack and beverage can be purchased by the examiner or the individual before or during the testing session. They should be in packages or containers that have to be opened by the individual.

31

Packaged snack, beverage in a container

**Point to the
five dollar bill**

**Point to the
one dollar bill**

Figure B.12. Item 26.

**Point to the
quarter**

**Point to the
dime**

Figure B.12. Item 26. *(continued)*

**Point to the
nickel**

Figure B.12. Item 26. *(continued)*

**Give me
12¢**

**Give me
\$1.50**

Figure B.13. Item 27.

**Give me
\$5.10**

**Give me
10¢**

Figure B.13. Item 27. *(continued)*

**Give me
25¢**

Figure B.13. Item 27. *(continued)*

CROSSWALK



Figure B.14. Item 28.

DON'T WALK

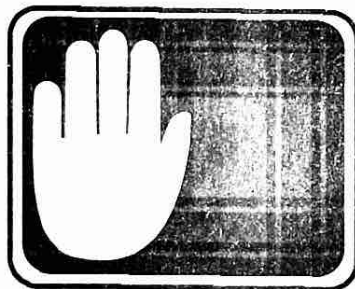


Figure B.14. Item 28. *(continued)*

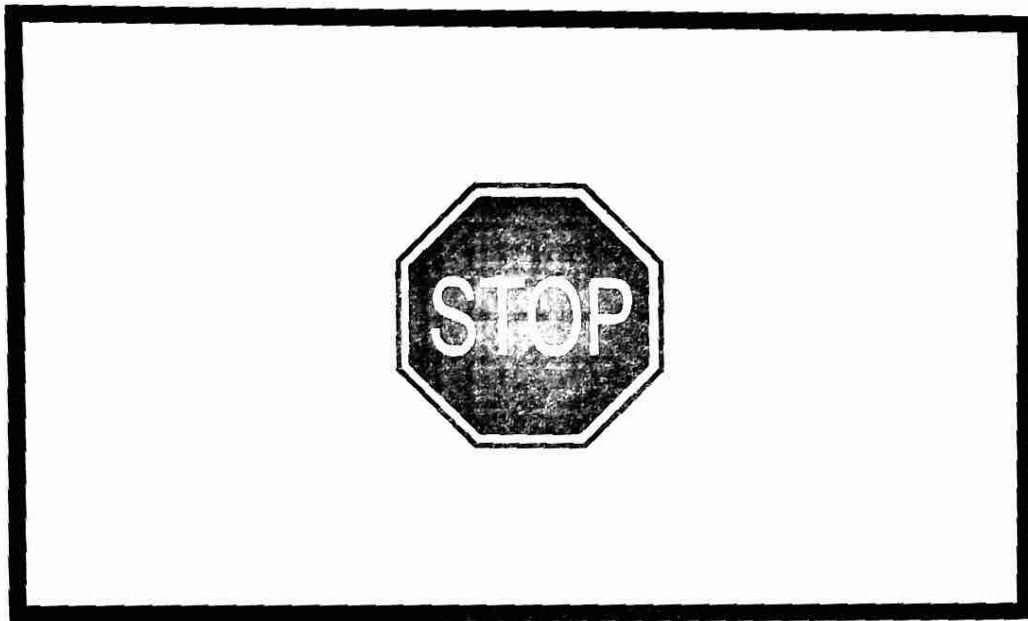
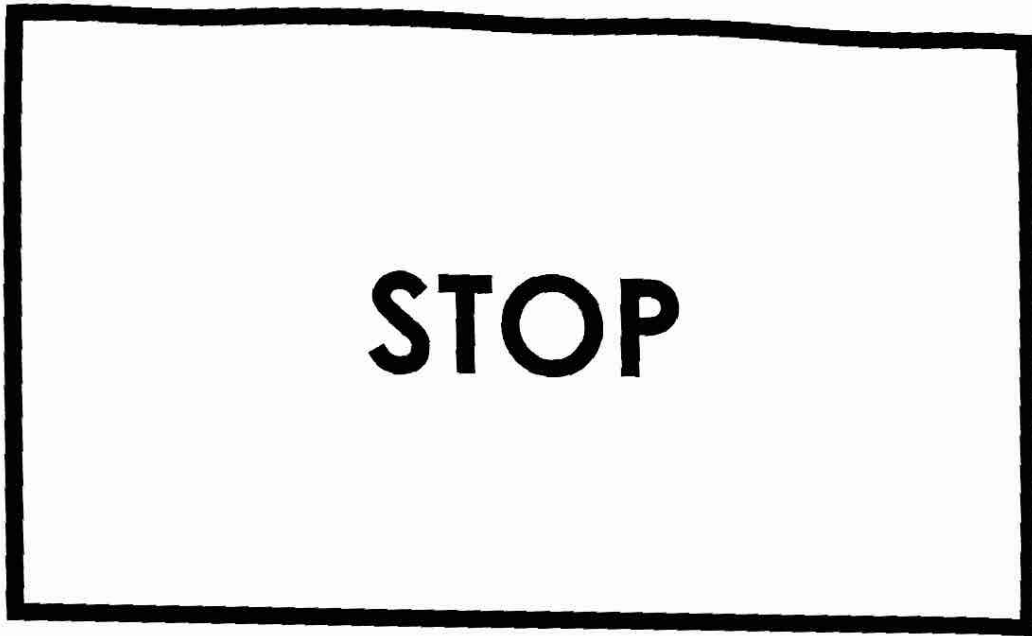


Figure B.14. Item 28. *(continued)*

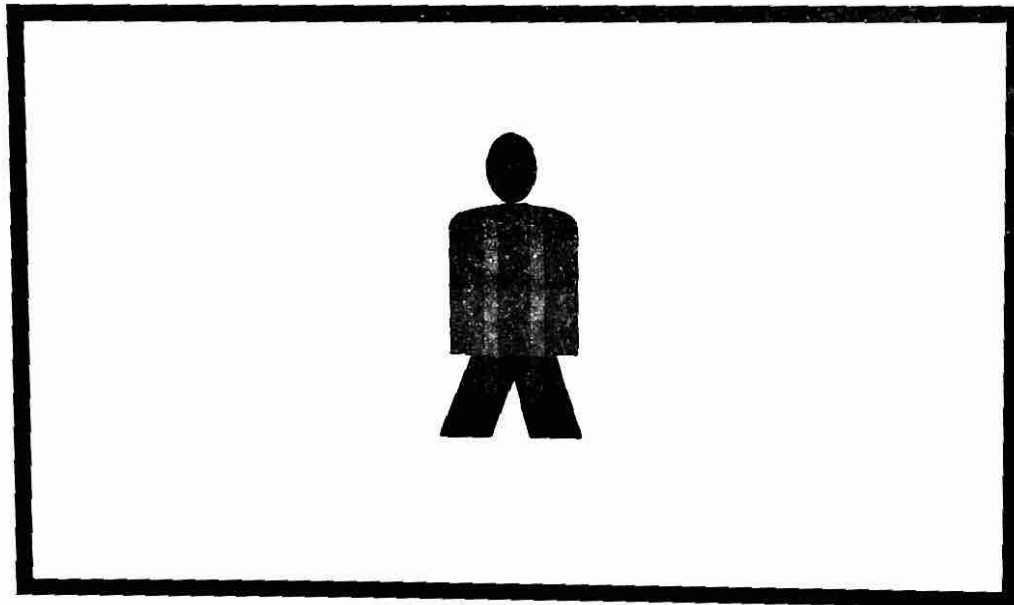
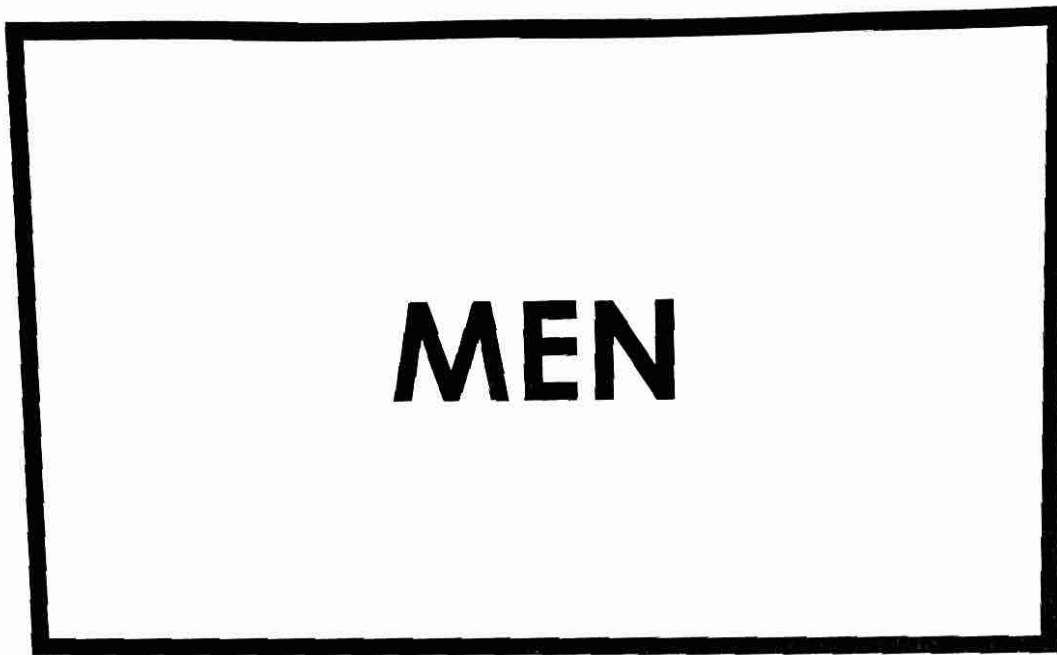


Figure B.14. Item 28. (continued)

WOMEN



Figure B.14. Item 28. *(continued)*

How to Construct

See Figure B.15

Materials to Acquire or Purchase

Materials to Construct

Item

Use real money. The book, comic book, food item, Post-it notes, gel pen, and stickers should be new, colorful, and appealing. The price tags for the items should be laminated. Patterns for the price tags are provided here. If you do not want to laminate the tags, you can place small stickers on the items with the correct prices.

See Figure B.16

The December calendar should have the days of the week spelled out, not abbreviated (e.g., M, T, W), and the Christmas holiday should be marked distinctly.

See Figure B.17

Photocopy the provided check register and write in a starting balance amount at the top on the copy. Then photocopy and cut out the completed checks provided.

See Figures B.18 and B.19

Create a top-to-bottom schedule to hold the 6 cards. The holder for the picture schedule can be made by laminating 3 strips of paper that are 4 inches wide and 11 inches long. Tape the laminated sheets of paper together to create a long strip. A paper clip will be used to attach the cards to the schedule. Laminate another strip of paper that is 4 inches wide and 5 inches long. Tape this piece over the last 5 inches at the bottom of the 3-foot long piece to create a pocket. The drawings of the schedule activities are provided in this appendix. Copy the 5 drawings of the activities, mount them on card stock and laminate them. The schedule card for the travel kit was created in Item 7.

6 price tags or signs: "97¢," "75¢," "55¢," "25¢," and two of "\$3.50"

December calendar with Christmas holiday marked on it

3 completed checks and a check register with a starting balance written in

Schedule of 6 daily activities, picture of each activity, top-to-bottom schedule with a pocket

\$5 bill, \$1 bill, 2 quarters, 1 dime, 1 nickel, 2 pennies, paperback book, comic book, inexpensive food item (e.g., candy bar), gel pen, Post-it notes

Highlighter, pencil, calculator

\$3.50

\$3.50

97¢

55¢

75¢

25¢

Figure B.15. Item 32.

DECEMBER



| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|--------|---------|---|----------|--------|----------|
| Hanukkah 1  | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | Christmas 25  | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Figure B.16. Item 34.

Joseph Moore
1234 Walkers Avenue
Some Town, NY 23378

DATE Aug. 20, 2006

1567

PAY TO THE
ORDER OF My-T-Fine Food Market \$ 75.84

Seventy-five and 84/100's----- DOLLARS

Century Bank

MEMO groceries Joseph Moore

Joseph Moore
1234 Walkers Avenue
Some Town, NY 23378

DATE Aug. 30, 2006

1568

PAY TO THE
ORDER OF Gourgers Electric Co. \$ 65.02

Sixty-five and 02/100's----- DOLLARS

Century Bank

MEMO Aug. electric bill Joseph Moore

Joseph Moore
1234 Walkers Avenue
Some Town, NY 23378

DATE Sept. 5, 2006

1569

PAY TO THE
ORDER OF A Different Strummer \$ 24.20

Twenty-four and 20/100's----- DOLLARS

Century Bank

MEMO guitar strings Joseph Moore

Figure B.17b. Item 35.

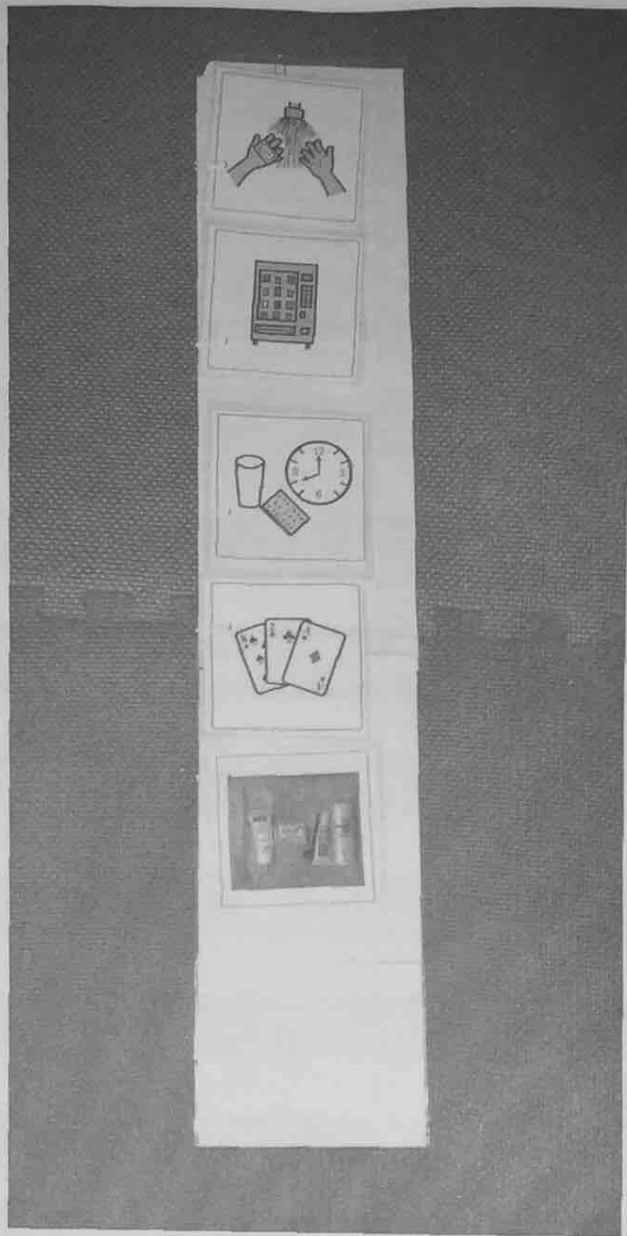


Figure B.18. Item 36.

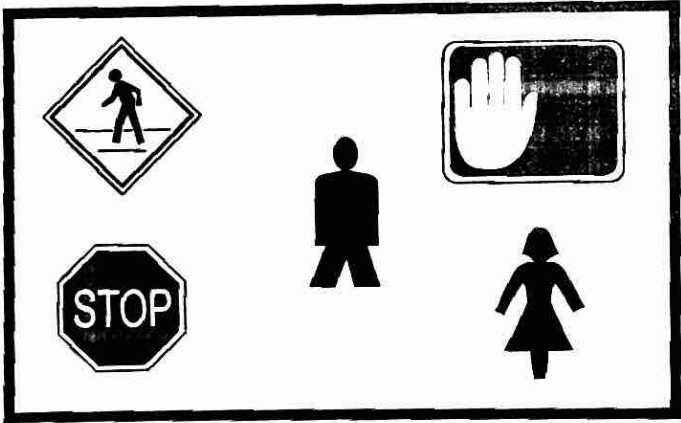
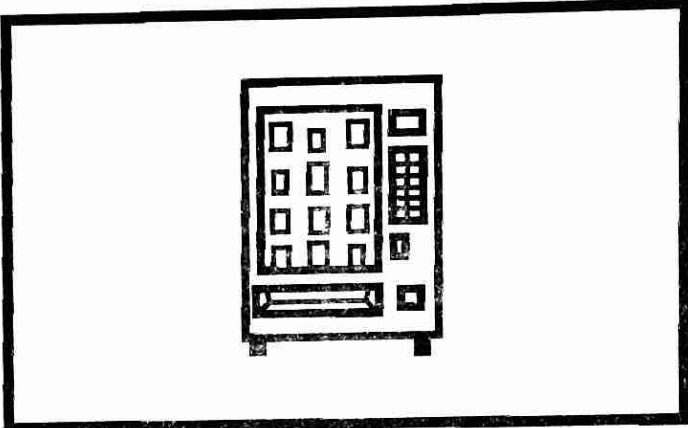
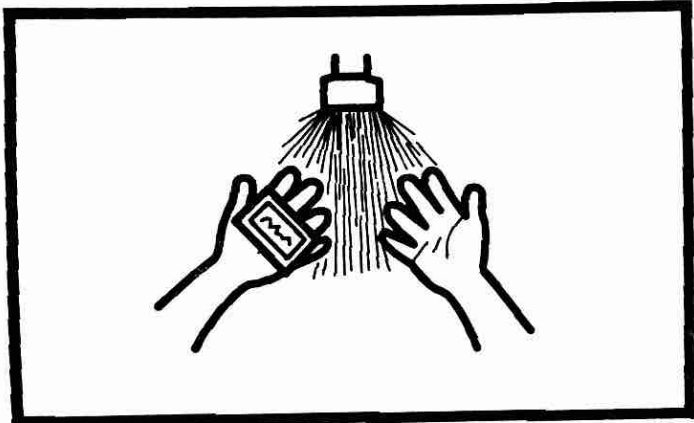
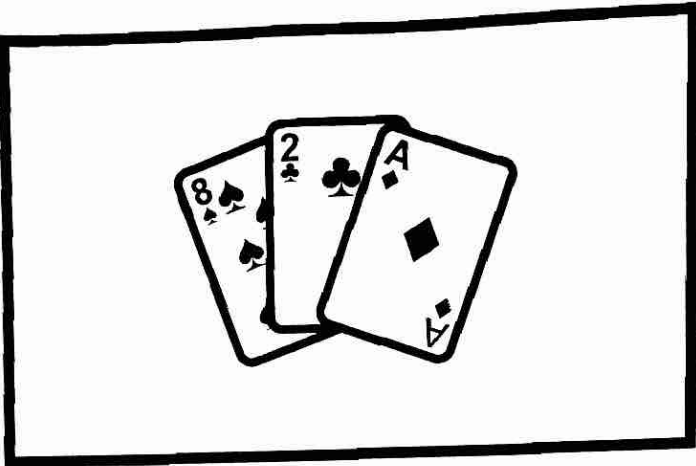
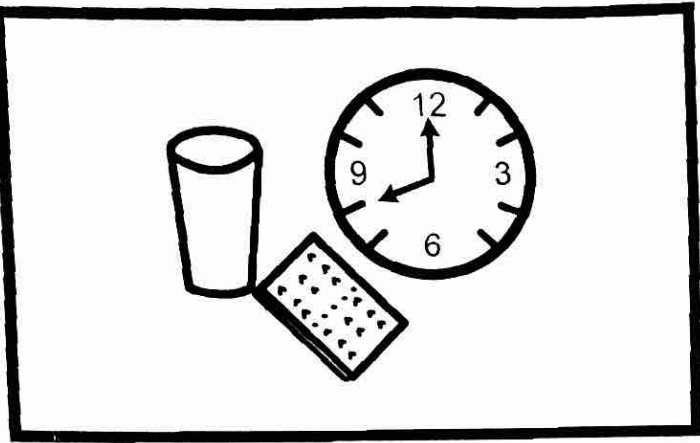


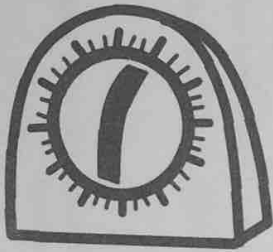
Figure B.19. Item 36.

Item

| | | | | |
|----|---|------------------------|--|-----------------|
| 37 | Newspaper, 2 magazines (1 sports, 1 teen), 1 retail clothing catalog, 1 word search puzzle book, deck of playing cards, pencil, paper, markers, map, radio or tape player and tape, large box or basket | | The magazines should have a variety of pictures and advertisements. The catalog should display a variety of items. The playing cards should be a standard deck with the jokers removed. The radio or tape player should be easy to use and have fresh batteries. | |
| 38 | Digital timer | First-Then card system | Copy the First-Then card system provided, attach to card stock and laminate. | See Figure B.20 |
| 39 | Dart board with magnetic-tipped darts, paper, pencil | | | |
| 41 | 10 playing cards with 2 each of numbers Ace through 5 | | Select from a standard deck of 10 cards, 2 each of the numbers Ace through 5. It is not necessary that you pick the same color for any given pair (e.g., the ace of spades and the ace of diamonds are fine as one of the pairs). | |
| 42 | Small basketball hoop on wall or back of door, small foam ball | | | |
| 43 | 6 chip counters, container with slot in top | | | See Figure B.21 |
| 45 | Full deck of playing cards or deck of UNO cards | | | |

First

Timer



Then

Put in box

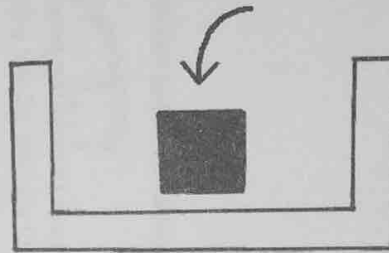


Figure B.20. Item 38.



Figure B.21. Item 43.

How to Construct

Materials to Construct

Materials to Acquire or Purchase

Item

See Figure B.22

Photocopy the break card provided, attach to a 3" × 5" index card and laminate.

Break card or object that means break for the individual

46

Page from newspaper with movie advertisements

47

Calculator

48

2 pencils, box, sheet of paper, slip-on eraser

49

58

Access to 2 telephones, pad for taking phone messages

60

71

72

Photocopy the "Money for Movie" cards provided and cut out each one individually.

See Figure B.23

The box needs to be big enough to hold the pencil, and the eraser needs to fit easily and correctly on the pencil.

See Figure B.24

Use the pencils and box from Item 49 and the ball from the basketball activity (Item 42). Photocopy the provided cards, attach to 3" × 5" index cards, and laminate.

Photocopy the 6 topic cards and 1 blank card provided. Attach to 4" × 6" index cards and laminate.

See Figure B.25

Photocopy the 4 written rule cards provided. Attach to 4" × 6" index cards and laminate.

See Figure B.26

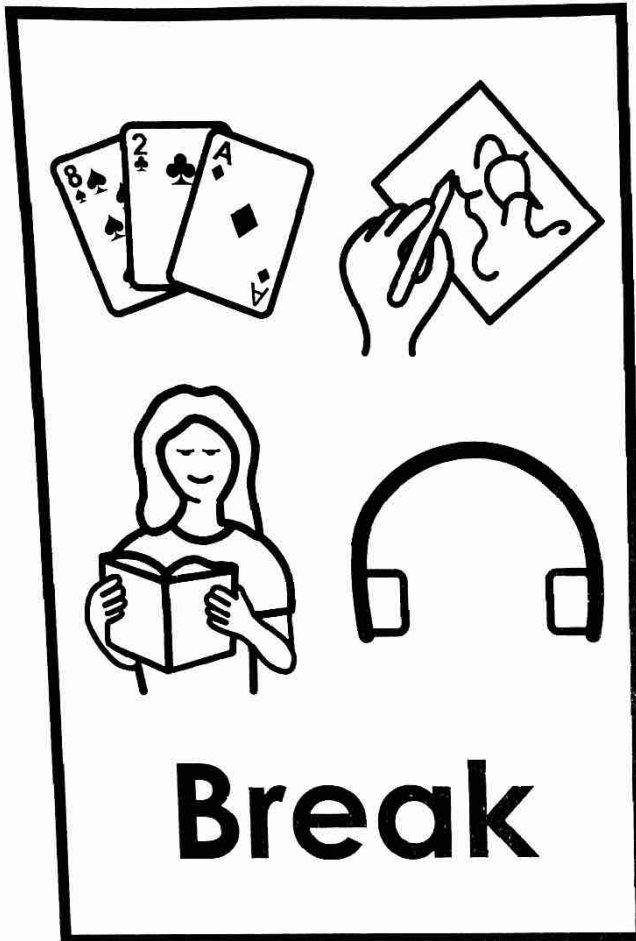


Figure B.22. Item 46.

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Money for Movie

Ticket _____
Medium Popcorn _____
Medium Soft Drink _____
Total _____

Figure B.23. Item 49.

**GIVE ME
THE PENCILS.**

**PUT BOX
ON FLOOR.**

Figure B.24. Item 58.

**GIVE ME
THE BALL.**

**PUT PENCILS
IN BOX.**

Figure B.24. Item 58. (continued)

**KNOCK ON
THE DOOR.**

Figure B.24. Item 58. (continued)

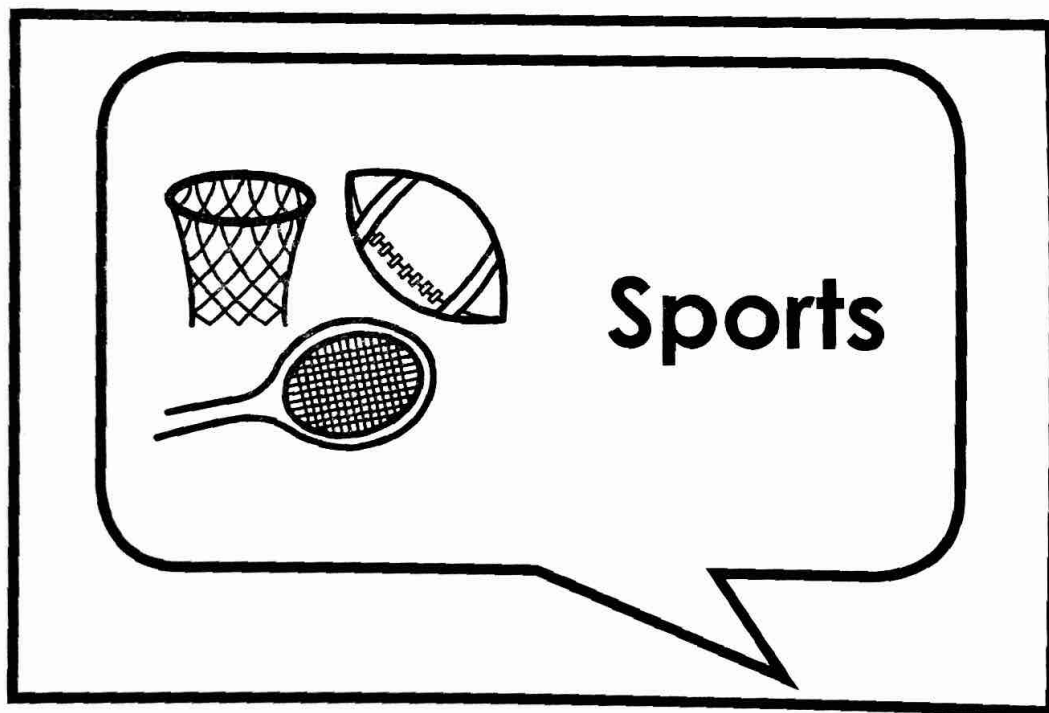
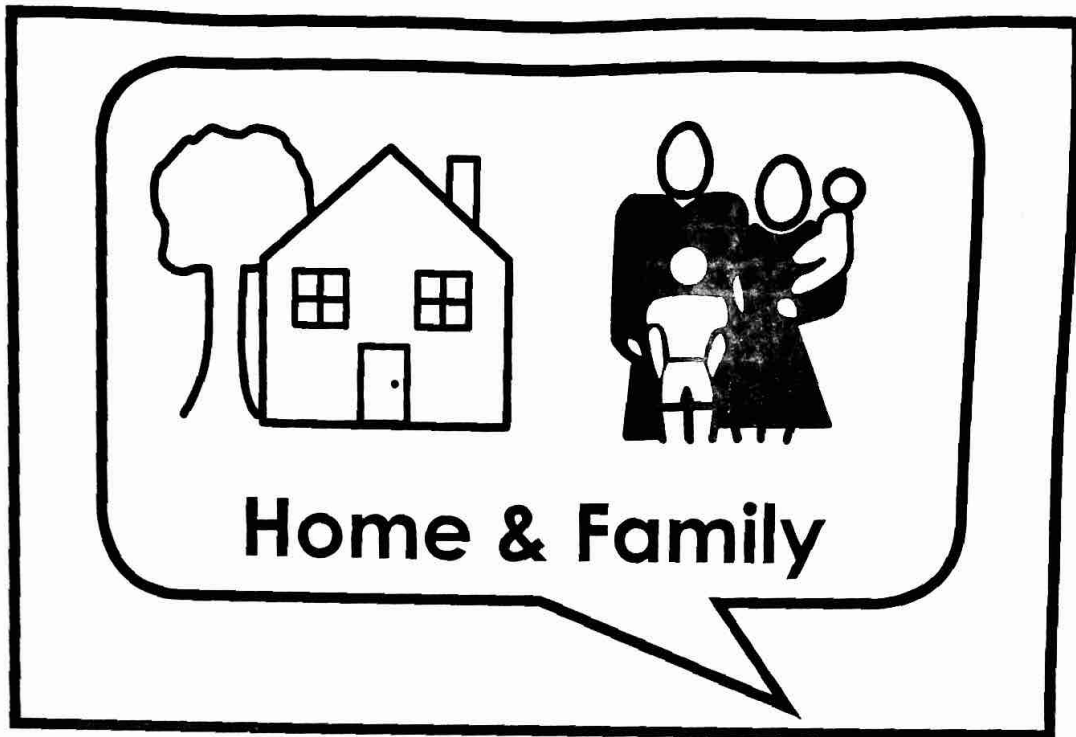


Figure B.25. Item 71.

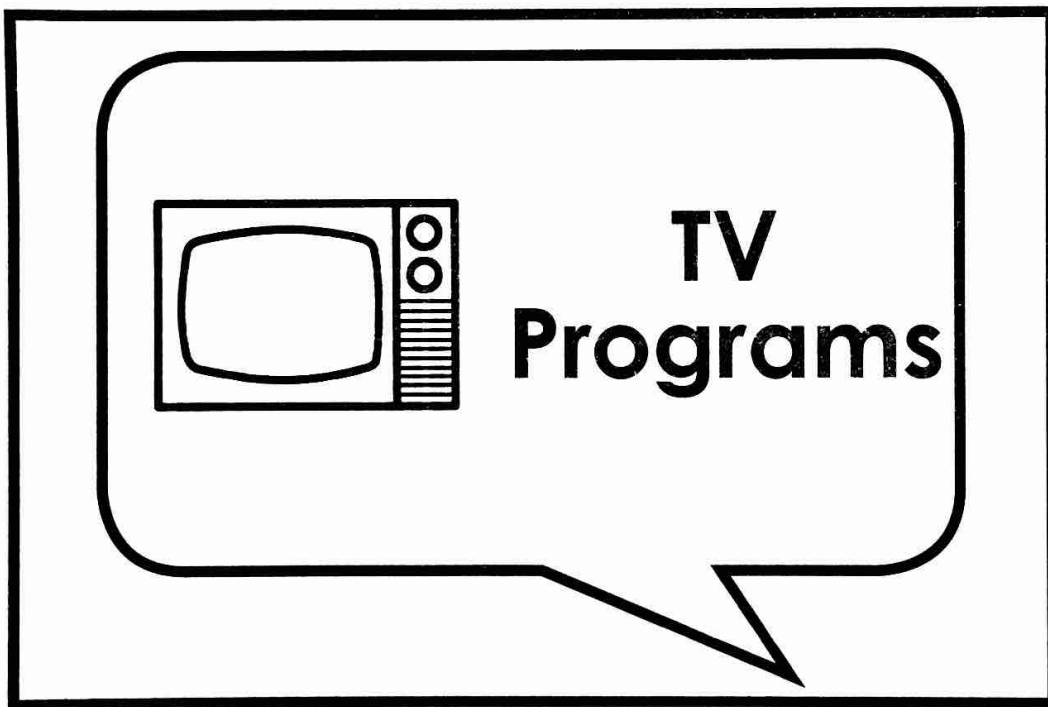
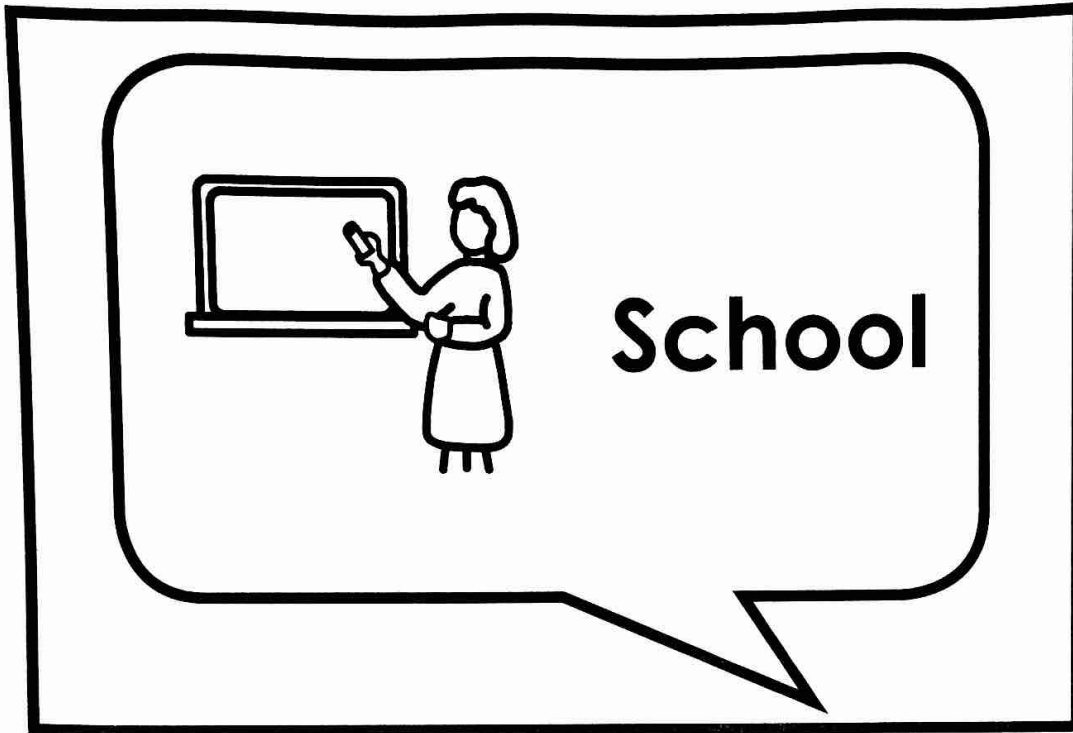


Figure B.25. Item 71. (continued)

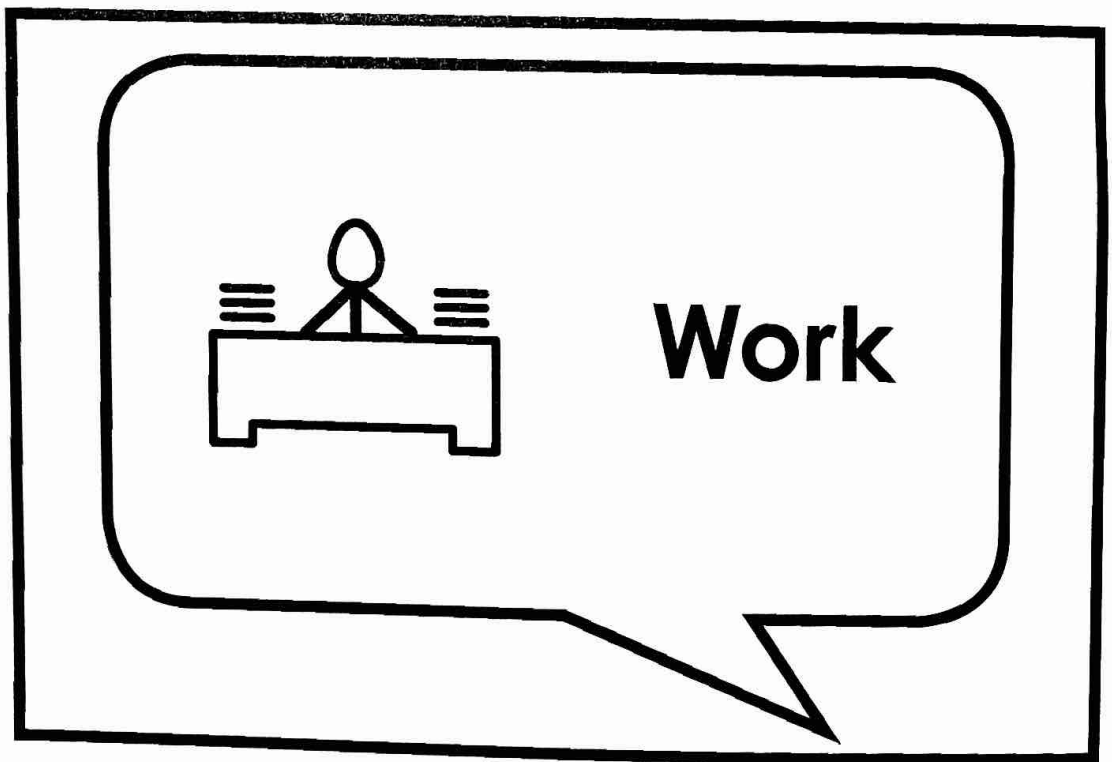
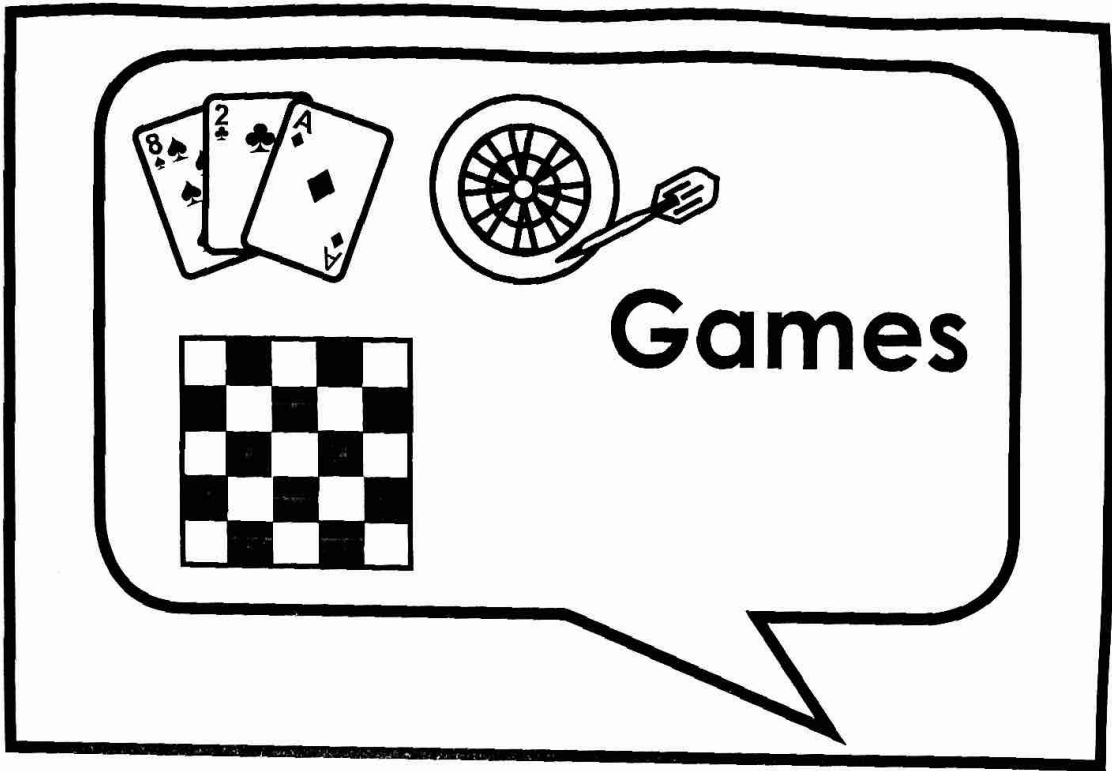


Figure B.25. Item 71. (continued)

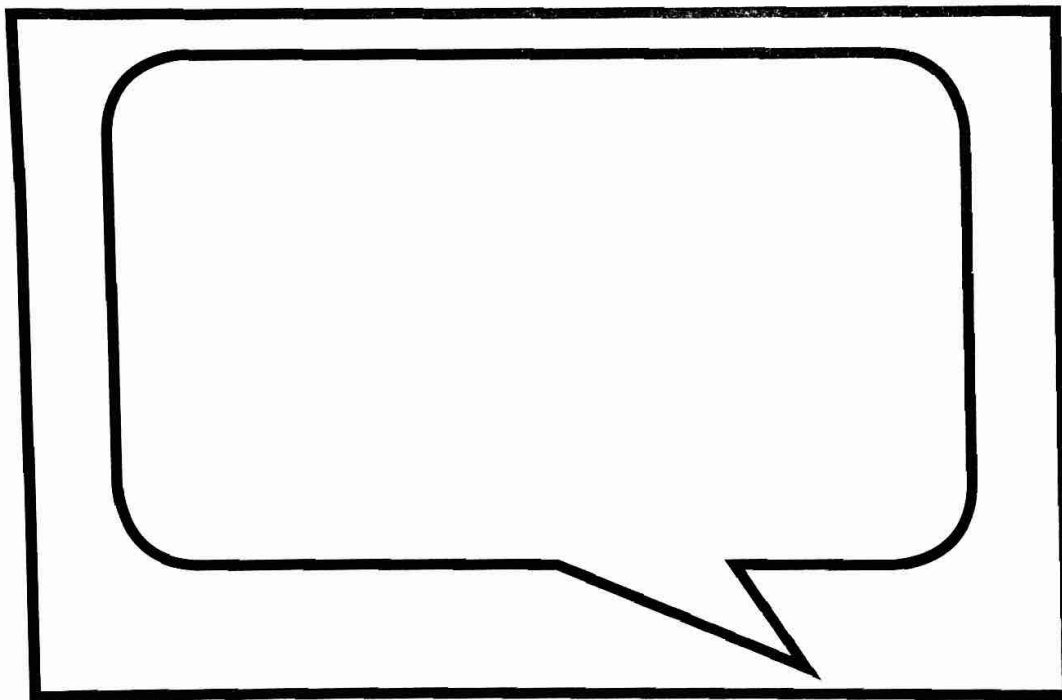
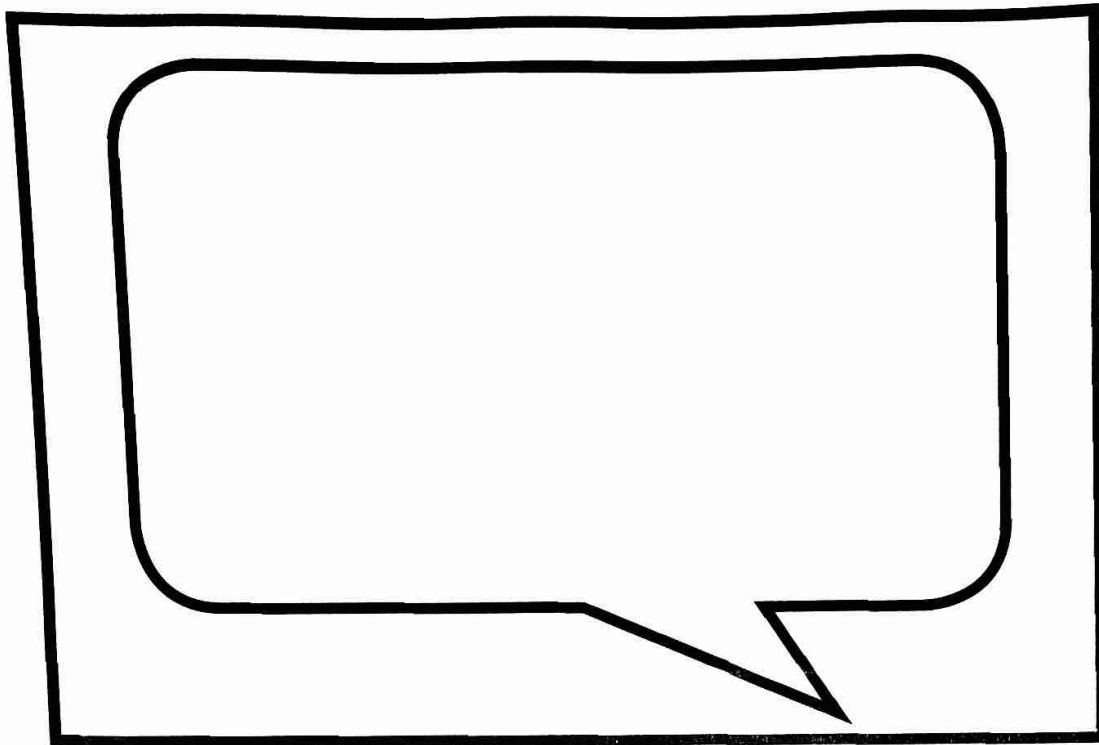
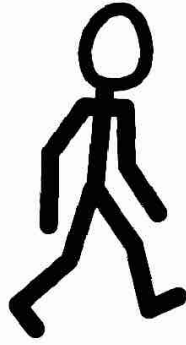
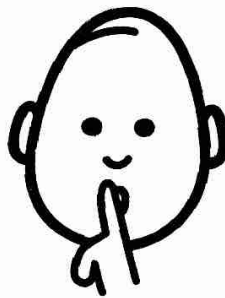


Figure B.25. Item 71. (continued)

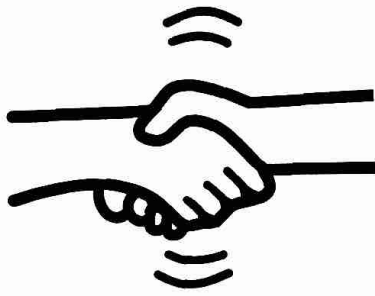


Walk

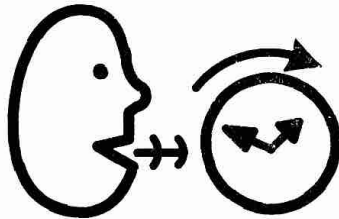


Quiet voice

Figure B.26. Item 72.



Shake hands



Talk at break

Figure B.26. Item 72. (continued)

Appendix C

Example of TTAP Report

Report of TTAP Evaluation

Student: Andrew S.

Date of Testing: 10/24/06

Location: Green Hope High School

Test Administrator: John B. Thomas

Date of Birth: 02/12/88

Referral Information and Description of Student

Andrew is an 18-year-old student at Green Hope High School in an ICAN program for students with significant disabilities (e.g., severe and profound mental disabilities, moderate mental disabilities, severe autism). He was referred for evaluation by his teacher, Ms. Carrie Sifferlen, and his parents to determine transition planning objectives and intervention methods that would enhance effective community integration.

Andrew is a tall and thin Caucasian male with light brown hair. He has an engaging smile and made good eye contact periodically with the examiner. He shook hands with a light grasp and came easily to the testing area when directed. Andrew is nonverbal but uses a picture communication book, flipping through pages to communicate messages by pointing. Andrew has scars on his arms, hands, and face from scratching himself. This scratching appears to be his response to confusion or stress.

Test Performance

Vocational Skills

During direct testing, Andrew sorted index cards by color and completed a 1:1 correspondence task (i.e., one chip in and one cap on each of 10 bottles) competently. He demonstrated emerging skills in sorting four dissimilar items (i.e., mixed nuts and washers), correcting sorting errors, and in sorting and collating. At school, he can independently sort when provided with small amounts and only two to three different items to discriminate. He is inconsistent with size discrimination. He demonstrated an emerging skill in using a left-to-right structure to complete assemblies and packaging tasks. He also demonstrated emerging skills in using diagrams for various packaging and assembly tasks. Although he generally matched items to the diagram or jig, he did not always use the visual cue to discriminate visual instructions for packaging versus assembly. With the travel kit assembly task, Andrew matched self-care items to a silhouette jig well at first, using a left-to-right sequence in getting the correct material from a basket and placing it on the silhouette. After two repetitions, however, his attention wandered. He placed items out of sequence and did not place two items in the last repetition of the task, which caused packaging errors. Andrew clearly can learn to discriminate visual cues on diagrams or jigs. He has emerging skills in filling a container to the rim and in lifting and moving materials. He uses a toaster independently. His emerging skills in unloading a dishwasher and cleaning up after a meal are noteworthy.

Vocational Behaviors

Andrew handled transitions well during testing but clearly benefited from the presentation of a picture schedule and left-to-right work system to clarify the sequence of events. He demonstrated emerging skill in working neatly and systematically (although occasionally items were strewn or misplaced), demonstrating stamina, responding to corrections, and working continuously on tasks. Andrew did not speed up his performance when documents were

presented more frequently for insertion in envelopes. After inserting papers in envelopes for 3 to 4 minutes, he stopped working and required several reminders from the examiner to continue. He was willing to comply but did not work continuously. At school, he may work for 15 minutes one day and only 5 the next. His distractibility seems to be internal and is not a result of working close to others. He does become distressed by loud sounds. When corrected to leave the examiner's pen with the top off, he initially complied but was driven to put the top back on the pen throughout testing. This compulsion did not lead to severe agitation during testing, although it is clear that unstructured time can lead to an increase in these behaviors and to more severe agitation. Andrew did not use the test structure to work without supervision and was quite distracted by noises and activity surrounding him. He did not seem to recognize that he could ask the examiner for assistance either when unable to perform a task or when there were insufficient materials. Even after the examiner gave him a missing item, he did not recognize that a gesture or action by him could lead to obtaining the other items that the examiner held. Andrew tolerated interruptions by the examiner quite well.

Independent Functioning

Andrew demonstrated appropriate eating habits during testing but uses his hands for most foods and may take food from others' plates. He demonstrated emerging skills in using the vending machine. He placed coins in the slot until all his change was inserted, chose a drink (but was unable to use letter and number buttons to choose a snack item), and retrieved the item. He did not retrieve his change. He recognized three of five survival signs presented (i.e., men, exit, stop) and received partial credit for washing hands. He did not seem to enjoy getting his hands wet and did not scrub his hands thoroughly. He demonstrated partial skill at delivering a message. He sometimes puts his shirt on backward and needs assistance in choosing clothes. When using the bathroom, he does not consistently close the door.

Leisure Skills

Andrew enjoyed shooting baskets and throwing Velcro darts at a dart board with the examiner. He demonstrated emerging skills at putting away materials at the end of break, at matching numbers and taking turns in a card game, and at using counters to recognize when a leisure activity is finished. Andrew did not independently engage in any leisure activities presented during testing. He could benefit from a work system for leisure activities to keep him engaged during break times. This might interfere with his preoccupation with straightening materials, putting tops on pens, and so forth. He demonstrated no interest in books, magazines, or art materials. At home, his attention will be sustained with a trampoline or a swimming pool. At school, he will watch a specific video for 15–20 minutes. At home, he will leave the television after 30 seconds. He demonstrates some enjoyment of public entertainment events, but his family has to watch for signs that Andrew is becoming stressed at loud noises. He walks the track at school for 5 to 20 minutes, showing inconsistency in sustained exercise.

Functional Communication

Andrew displayed positive affect throughout testing and seemed to enjoy the examiner's initiations of interaction. Andrew will at times use his communication book independently to communicate personal needs. Spontaneous communication from Andrew was infrequent during testing, yet he uses it to communicate most concrete needs, occasionally needing prompting. He does not communicate "sick" or "tired." He systematically flipped through the pages to find and point to what he wanted. However, he received only emerging credit for comprehending verbal directions, because he did not consistently follow two-step directions. In response to questions about present state (e.g., "Are you finished?" "Do you want

some water?”), he consistently nodded even when he did not appear to want something. Andrew demonstrated partial or emerging skill in following picture instructions; this appears to be a potential skill. Although he understood when the examiner told him “no” or to stop an action, Andrew did not use the prohibition to stop his own actions at a later time. He was compelled to put the cap back on the examiner’s pen repeatedly. He has good gestures for pointing and rejecting and responds to a pointing gesture from parents at home.

Interpersonal Behavior

This was a surprising area of strength for Andrew, suggesting the great improvements in self-calming, communication, and comfort in a predictable school setting. Andrew responded to his name consistently, smiled appropriately, responded to the examiner’s presence, and traveled with the examiner around the school. His interpersonal behaviors were generally positive during testing despite his aloofness. Though he showed no irritation or anxiety during testing, the examiner recognized that he can hit, throw, or engage in self-abuse if expectations are not visually clear to him or if he is unable to successfully communicate a personal need. Andrew responded to an initial greeting but did not approach the examiner and gave only a quick handshake. Andrew received an emerging score on self-control because of his urges to get up and reorganize materials around the room. He demonstrated emerging skill at following picture rules, and these may assist redirecting him to a task. He seeks out the company of certain others at social events and at home.

Summary and Recommendations

1. Andrew’s present pattern of inconsistent sorting, packaging, and assembly skills suggests adjustments should be made in teaching structure to promote independence and consistency. His sustained attention (5–20 minutes) and error rate vary from day to day. This could be related to loss of interest if tasks have been presented for a long time or to variations in his distractibility. Andrew’s performance improves when a staff person is close by; yet the goal is to have him work independently. Sorting tasks that require discriminating between two and four items, and no more than 15 of each, should be presented first in a one-to-one teaching station. The teacher should prompt by gesture to the visual structure of the task (e.g., container organization for separate items, presence of one item in the bottom of each container) and gradually remove him or herself from the task. As Andrew performs the 5- to 8-minute task independently on five consecutive presentations, the task can be moved to the independent work area. This establishes a routine that Andrew should maintain in the independent station where staff will not be present. This contrasts his strategy of being focused on quality of performance only when a staff person is in close proximity. It is also important to thoroughly assess whether the presence of new tasks engages his attention.

2. Andrew must have a clear work system (e.g., visual cues for tasks to be completed and number of materials, a “finished” box or basket to the right of the work table, and a visual cue for the expected reward) in both the one-to-one and independent work areas. The visual cue for an expected reward (i.e., “What’s next?”) is particularly important in helping to engage his attention on the task (e.g., finish work, then video). Again, the teacher should point to the work system cues when he is distracted to re-engage his attention on what to do and what comes next when finished. His emerging response to left-to-right structure, first-then structure, container organization, and picture cues suggests that these can be used to overcome his dependence on the presence of others to work without error or distraction.

3. Although Andrew sometimes works for 15 to 20 minutes, it is recommended that he begin working in a consistent pattern of 5 to 8 minutes, then gradually increase length and amount of work as necessary. Andrew should be presented with a variety of sorting tasks (e.g., 2–4 items with 10–15 of each) so that he uses the structure of the task rather than getting stuck in a pattern of using a certain material in only one way. Likewise, Andrew should be presented

with a variety of packaging jigs (e.g., 2-4 pieces) and assembly jigs (e.g., 2-3 pieces) so that he attends to the visual cues. Materials used in sorting on one task may be used also in another packaging, assembly, or collating task. For example, paper clips may be one item in a three-piece packaging task and may also be necessary for collating two pages in sequence.

4. Andrew will need a jig to organize and set up materials for certain tasks. He demonstrated emerging skill in keeping his work area organized. Providing a consistent routine of using a visual mat or diagram on which to place containers for various tasks will help him to independently set up an organized work environment. Helping him to consistently use this visual cue to set up a left-to-right sequence with tasks can prevent some errors in performance. This structure may help him figure out what to do with a new task.

5. Andrew's interest in keeping things in their place should be addressed vocationally and should also be redirected because it both distracts his performance and may not be acceptable in all future circumstances. Creating an area in the classroom (probably the break area) that is his to arrange (e.g., put scissors up, put tops on pens and markers, put paper in specific container, close the door next to the break area) is necessary. Placing "cleanup" cards on his present picture schedule so that he can better predict when he can clean (e.g., 3-4 times daily) is also important. Providing a time and a place for this preoccupation will help the staff to redirect his efforts to clean elsewhere and will help redirect the agitation that he demonstrates with this behavior. This is a long-term goal of great importance to his future community involvement. Staff can point to the cleanup card on the schedule when he becomes preoccupied or can put the cleanup card on his work system either at independent or one-to-one work areas. In this manner Andrew can be taught a simple concept of "yours to clean" versus "not yours."

6. In vocational training, staff should take advantage of Andrew's interest in ordering the environment. Unloading the dishwasher, putting away dishes, putting away groceries, cleaning up after meal or snack, taking out trash, setting the table, and putting clothes in drawers are all relevant goals for Andrew's community and residential training.

7. Andrew should learn to fill to the rim of containers for cooking, cleaning, and vocational jobs. Filling a cup to the rim for measuring detergent for washing machine, for recipes, or for packaging tasks should be a goal.

8. Following a simple picture list is an emerging skill for Andrew. He could begin by using a simple picture list to retrieve items (e.g., foods one time, utensils and bowls the next) in the kitchen for cooking and mixing. He could collect items from a picture list for packing an overnight bag. Eventually this strategy could be transferred to community settings so that he could retrieve one or two items from a small grocery shelf, gradually increasing the number of items and the range of area to scan.

9. Andrew can learn to use other kitchen and household tools. He may benefit from instruction in using a can opener, an egg beater, or a squeegee for cleaning small windows or small tables in a left-to-right strategy.

10. Teaching staff and the family are encouraged to assess whether Andrew will respond to training in using a nonwater sanitizing agent to clean his hands. Again, he may need to dispense such a product into a small portion cup to prevent dumping of this material. Once he is taught to dispense into a portion cup, does he resist wiping it on his hands?

11. Andrew needs an emergency information card in his communication book and he should carry one with him at all times. He should be taught to respond to questions (e.g., What is your name? Where do you live? What is your phone number?) by opening the book and pointing to the emergency card with this information.

12. A picture cue should be placed on Andrew's locker next to his name because he does not consistently place his belongings in his own locker. Consistent training on looking for the picture cue before placing possessions in a locker would be desirable.

13. Andrew could benefit from a picture work system in his break area for leisure activity. Because he enjoys cleaning up, this may be an activity on his work system in the leisure area, although assessment of how to present this card and activity is required. Broadening his interests and activities during break seems important because he is likely to wander and to organize materials that do not require his attention. Clearly, videos and music can be presented as activities on the leisure work system. Also, his emerging skills in using the chip counter system to throw magnetic darts at a dart board or to shoot foam basketballs at a small basket suggest that these activities could be built into the list of activities. Giving him structure around leisure time will help engage his attention and avoid unwanted rituals. Andrew's parents noted that they would try to set a timer to clarify how long he could watch a video before going to another activity.

14. Continued emphasis should be placed on Andrew's communication book for communicating basic needs. He may use his green card (meaning, "I need to calm down and go to my safe place") to communicate "tired" or "sick." Because these two concepts are often difficult to express, an existing method of communication should be used for these messages. Setting a timer for Andrew when he goes to the "calm area" seems necessary to help him know the limits of this time. Andrew earns his favorite activities (e.g., video, clean up, outside time) by completing his tasks and his schedule.

Figures C.1 and C.2 show Andrew's performance on TTAP items.

Recommendations for Structuring Intervention

| Instructional Design Elements | | Items from Direct Observation Scale | Level of Performance | | |
|--------------------------------|-----------------------------------|--|----------------------|---|----------------------|
| | | | P | E | F |
| Schedule | | Item #36: Follows Schedule <input checked="" type="checkbox"/> Picture <input type="checkbox"/> Written | | ✓ | |
| Work System | Left-to-Right Sequence | Item #5: Sorts and Collates Paper | | ✓ | |
| | | Item #7: Assembles Travel Kit | | ✓ | |
| | First-Then Sequence | Item #46: Requests Leisure Activity and Responds to Work System | | | ✓ did not request |
| | | Item #38: Puts Away Materials at End of Break | | ✓ | |
| | | Item #72: Follows Visual Rules | | ✓ | |
| Visual Instructions | Picture Instructions | Item #3: Matches to Jig | | ✓ | |
| | | Item #7: Assembles Travel Kit | | ✓ | |
| | | Item #11: Measures with Cups and Spoons | | | ✓ |
| | | Item #38: Puts Away Materials at End of Break | | ✓ | |
| | Written Instructions | Item #72: Follows Visual Rules | | ✓ | |
| | | Item #11: Measures with Cups and Spoons | | | ✓ |
| | | Item #58: Follows Written Instructions | | | ✓ |
| Item #72: Follows Visual Rules | | | No (picture) | | |
| Visual Organization | Container Organization | Item #4: Matches and Sorts Colors | ✓ | | |
| | | Item #7: Assembles Travel Kit | | ✓ | |
| | | Item #9: Measures with Ruler | | | ✓ |
| Visual Clarity | Highlighting/ Clarifying Quantity | Item #35: Writes and Records Checks | | | ✓ |
| | | Item #43: Uses Counters To Recognize End of Leisure Activity | | ✓ | |
| | | Item #48: Plans Amount of Money Needed for Community Recreation Activity | | | ✓ |

Figure C.1. Recommendations for Structuring Intervention, p. 8 of TTAP Profile/Scoring Form, as completed for Andrew.

TTAP

TEACCH Transition Assessment Profile Profile/Scoring Form



Identifying Information

Student Name Andrew S. Female Male

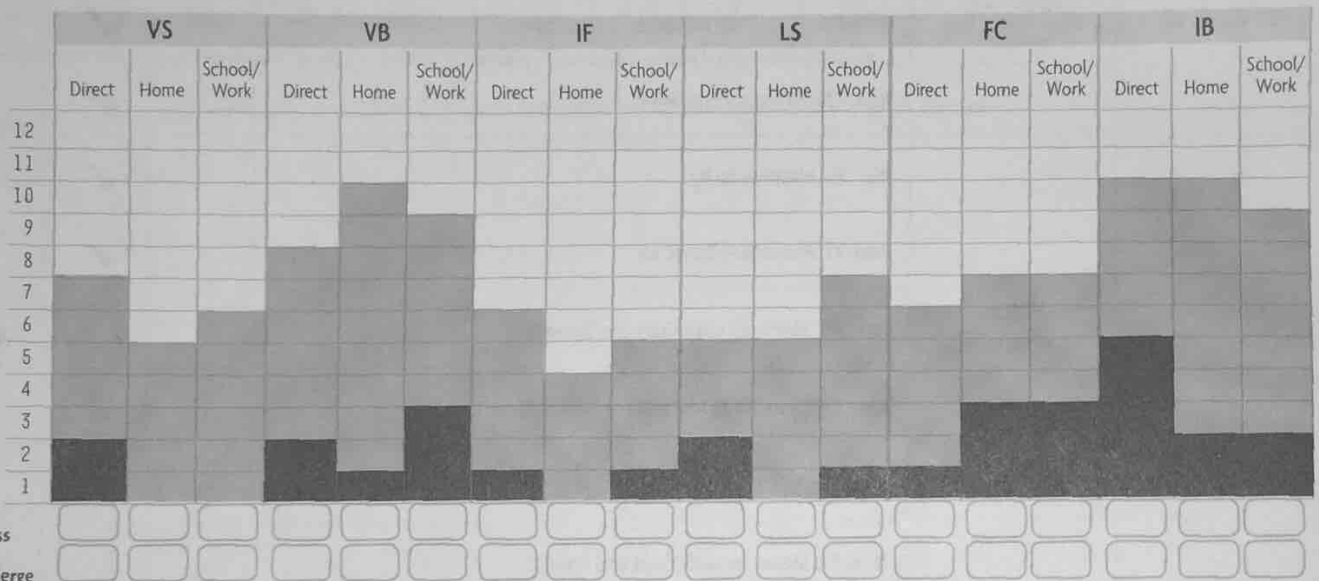
Date Tested Year 2006 Month 10 Day 24 School Green Hope High School

Date of Birth Year 1988 Month 2 Day 12 Parent/Guardian Name _____

Rater Name _____

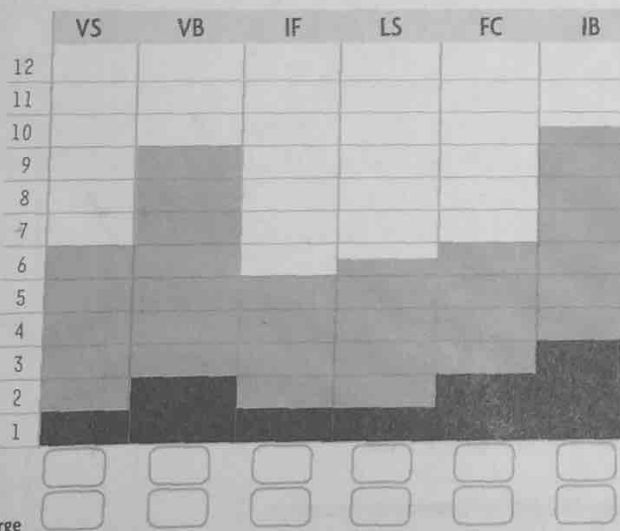
Profiles

Scores Profile

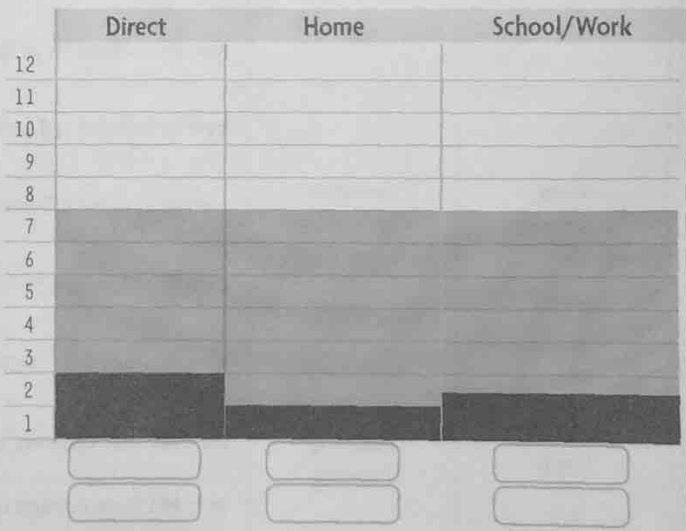


Skills and Scales Average Profiles

Skills Profile



Scales Profile



VS = Vocational Skills; VB = Vocational Behaviors; IF = Independent Functioning; LS = Leisure Skills; FC = Functional Communication; IB = Interpersonal Behavior.
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Figure C.2. TTAP Profile/Scoring form completed for Andrew.

Complete TTAP Kit includes Manual and 10 Profile/Scoring Forms (10)

#11980 TTAP Complete Kit

#11981 TTAP Manual

#11982 TTAP Profile/Scoring Form (10)



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