

TO GRADUATION AND BEYOND! PLANNING FOR SUCCESS IN TRANSITION AND EMPLOYMENT

Brenda Smith Myles, Ph.D.
www.texasautism.com

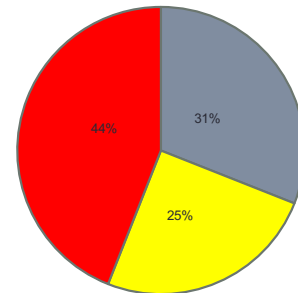
AUTISM DEMOGRAPHICS: A BRIEF OVERVIEW

PREVALENCE: 1 IN 59



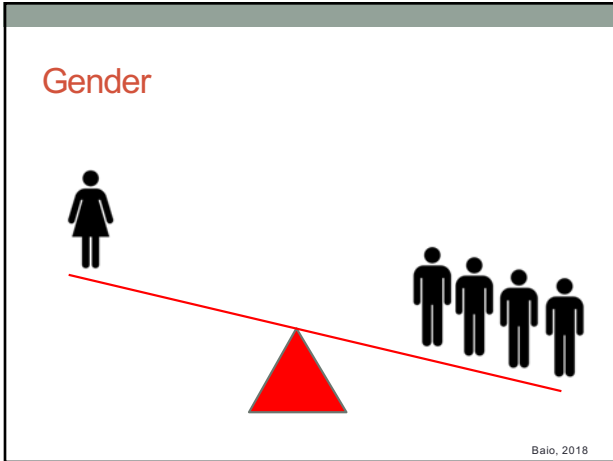
Biao et al., 2018

Intelligence Range

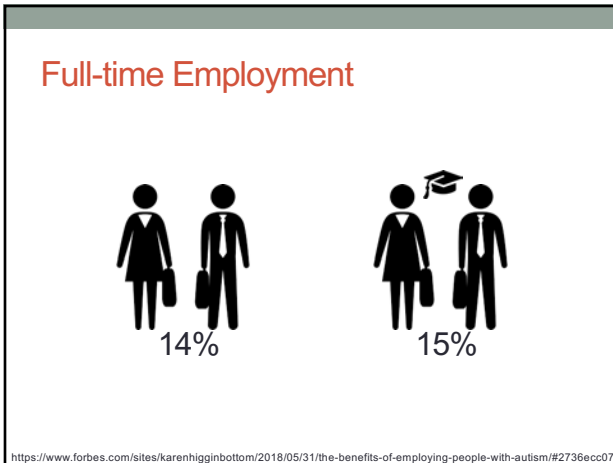


■ < 70 (Intellectual disability) ■ 71 to 85 (borderline) ■ Greater > 85 (average-to-above average)

Baio, 2018



OUTCOMES



INDEPENDENT LIVING: 20%

Newman et al. (NLTS2), 2011

SOCIAL INCLUSION

- 54% not invited to activities with friends
- 69% never saw friends
- 65% never talked with friends on the phone



CHARACTERISTICS OF AUTISM: WHAT'S IT LIKE?

The Mighty
 Rachel Kassenbrock
 August 22, 2015

http://themighty.com/2015/08/22/people-with-autism-answer-the-...utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

PREDICTORS

The Best Predictor of Independent Living, Employment, and Relationships



Who Attended Postsecondary Education

Unable to complete	12%
A lot of trouble completing	27%
A little trouble completing	50%
No trouble completing	49%

Who Lived Independently

Unable to complete	0%
A lot of trouble completing	11%
A little trouble completing	35%
No trouble completing	45%

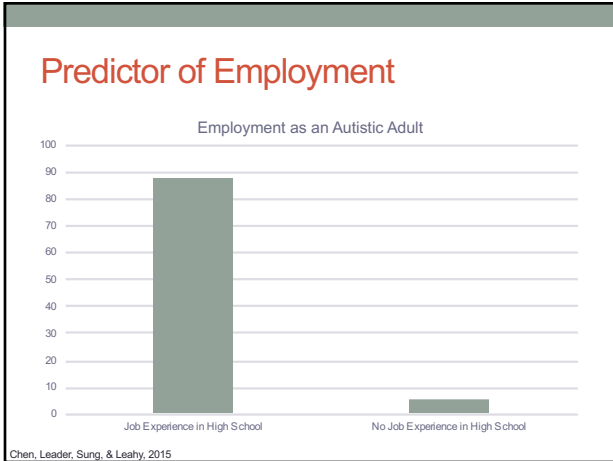
Who Were Employed

Unable to complete	15%
A lot of trouble completing	45%
A little trouble completing	78%
No trouble completing	88%

Who Were Socially Isolated

Unable to complete	44%
A lot of trouble completing	31%
A little trouble completing	14%
No trouble completing	7%

NLTS2, 2015

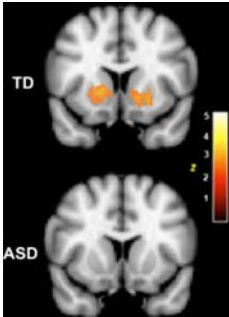


- ### Factors That Lead to Successful Employment
- Consistent schedule and job responsibilities
 - Mentor
 - Coworkers who initiate interactions and help “keep an eye out” for the employee
 - Predictable social demands
 - System to keep track of work progress
 - Predictable routines for lunch, breaks, and other unstructured times

- ### Factors That Lead to Successful Employment
- Time before the day begins to organize self and tasks
 - Direct communication with opportunities for clarification and verification
 - Reminders and assurances
 - If support providers are involved, a method to transfer these services and supports to mentor and fellow employees
- (Dew & Alan, 2007; Hagner & Cooney, 2004; Hurlbutt & Chalmers, 2004).

THE NEUROLOGY OF AUTISM

Reinforcement



• Reward center in the brain: mesocorticolimbic systems

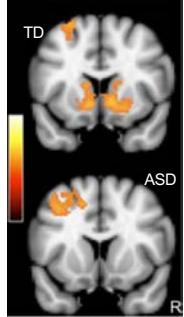
• Brain activity associated with token reinforcement

Kohls et al., 2013; Scott-Vanzeeland et al., 2010

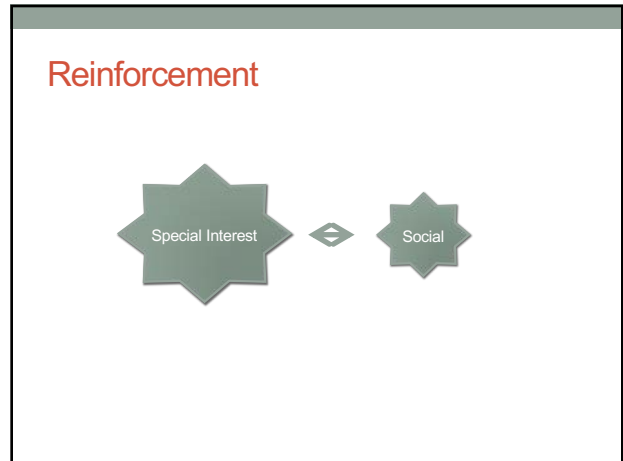
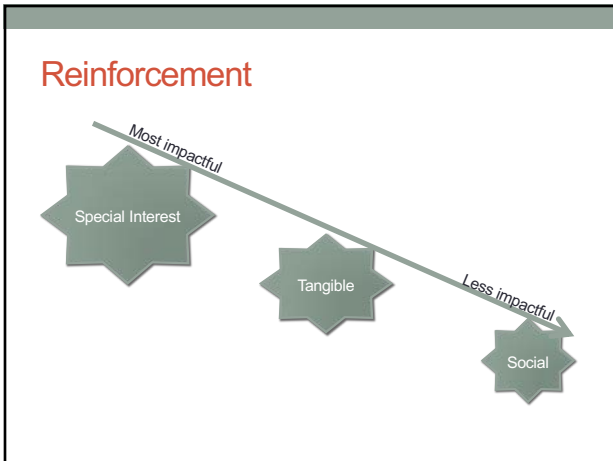
The image shows two axial brain slices. The top slice is labeled 'TD' and the bottom slice is labeled 'ASD'. Both slices show orange and red highlighted areas in the mesocorticolimbic region, indicating brain activity. A color scale on the right ranges from 1 to 5.

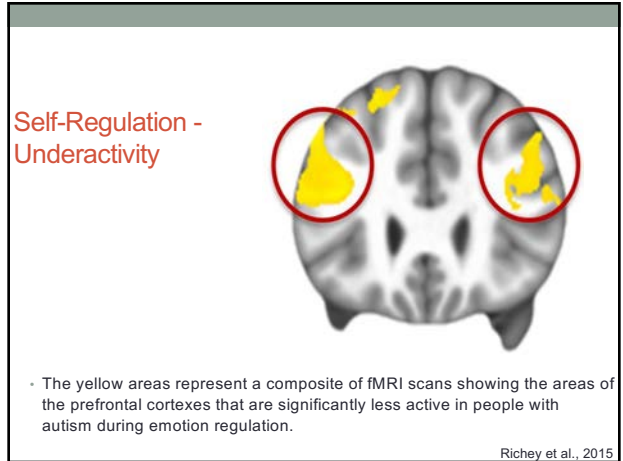
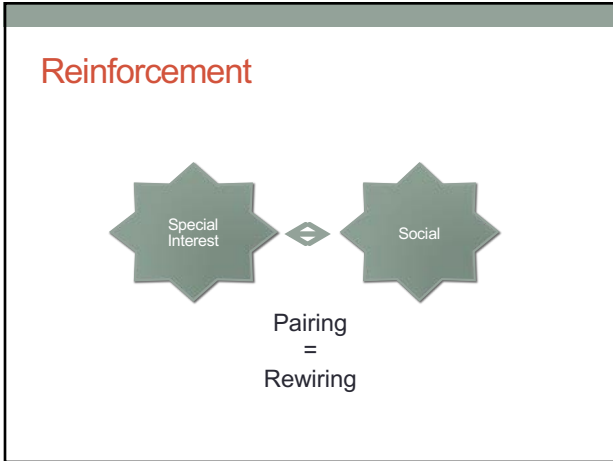
Reinforcement

• Brain activity associated with social reinforcement



The image shows two axial brain slices. The top slice is labeled 'TD' and the bottom slice is labeled 'ASD'. Both slices show orange and red highlighted areas in the mesocorticolimbic region, indicating brain activity. A color scale on the left ranges from 1 to 5. The right side of the slices is labeled 'R'.





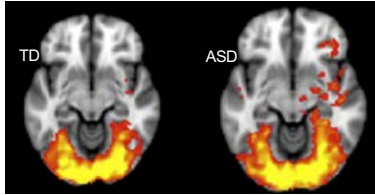
Regulation: Amygdala

- Detects danger
- Produces stress, fear, anxiety
- Related to eye contact and emotion recognition
- Key in behaviors, such as anxiety, meltdowns and aggression

Regulation/Change

Individuals with ASD process small changes – such as a change in the schedule -- similar to the way another person would process a major change – such as being fired from a job (Gomot & Wicker, 2012).

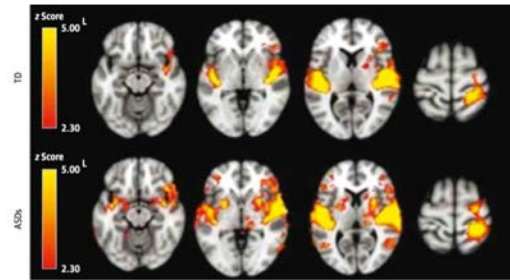
Auditory



- For those with ASD, the brain regions that process emotions react more to noise than those who are TD

Green et al., 2013

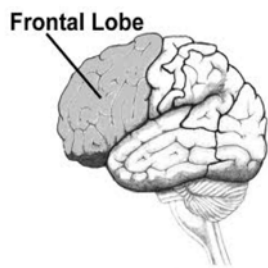
Auditory and Tactile



Hyperresponsivity to mildly aversive tactile and auditory stimuli, particularly when multiple modalities presented simultaneously.

Green et al., 2015

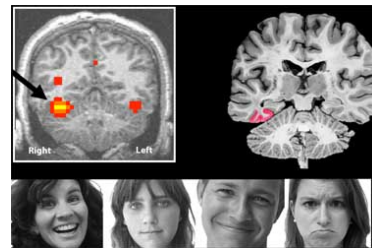
Social



- Frontal lobe differences impact social understanding and actions

Hall et al., 2012

Social: Decreased Cerebral Blood Flow and Less Activity the Fusiform Gyrus



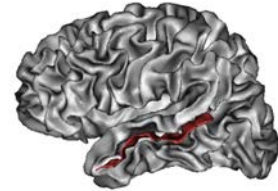
Social

- Individuals with ASD
 - Can often state the correct response, but have difficulty changing their behavior to match environmental expectations
 - Often say things considered inappropriate
 - May appear disinhibited or "lack a filter"
 - Difficulty understanding others' perspectives



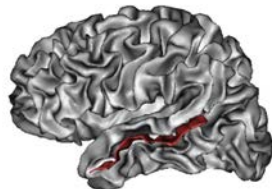
Social: Superior Temporal Sulcus

- Underactive
- Eye gaze
- Understanding facial expressions and body movements
- Understanding the interactions of two people



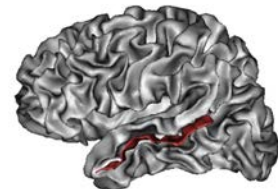
Social: Superior Temporal Sulcus

- Determining appropriateness or inappropriateness
- Using language to explain or ask about interactions



Social: Superior Temporal Sulcus

- Generalization of social interactions
- Flexible thought



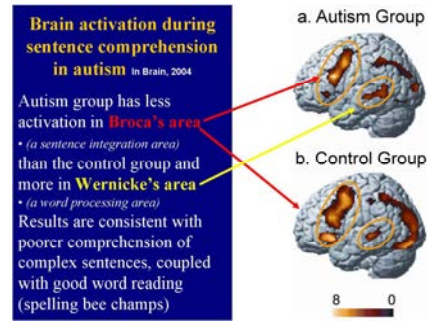
Social/Information Processing



- Individuals with ASD process faces using that same areas that typically process objects

Courchesne & Pierce, 2005

Rote Memory/Comprehension



Brain activation during sentence comprehension in autism In Brain, 2004

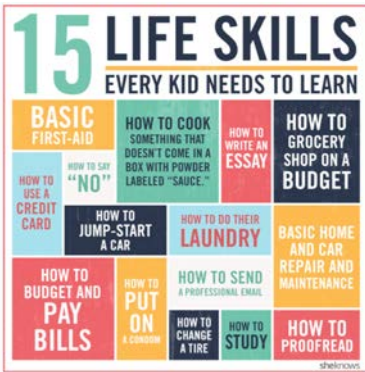
Autism group has less activation in **Broca's area** (a sentence integration area) than the control group and more in **Wernicke's area** (a word processing area)

Results are consistent with poorer comprehension of complex sentences, coupled with good word reading (spelling bee champs)

Just et al. 2004

15 Skills Every Individual Needs to Know Before Leaving the Nest!

From Facebook



THE BUBBLE LIST: 31 THINGS MY SONS SHOULD BE ABLE TO DO BEFORE THEY MOVE OUT

Emily Mendell
2/14/2104

The Bubble List

- Write a check
- Pay a bill
- Make travel arrangements
- Navigate an airport, train, or bus station
- Take a taxi
- Catch the subway
- Plunge a toilet
- Check the oil
- Shave with a razor
- Withdraw from an ATM
- Pay for dinner
- Self-prescribe over the counter medications
- Call a doctor
- Cook a meal
- Cancel a membership

The Bubble List

- Buy clothes
- Return a purchase
- Pack a suitcase
- Do the laundry
- Iron a shirt
- Go food shopping for themselves
- Negotiate a deal
- Make hospital corners
- Sew a button
- Replace a fuse
- Remove a splinter
- Enjoy a drink responsibly
- Say “no” with confidence
- When hurting and in doubt, call home

The Bubble List

- Jump a car with cables
- Address an envelope
- Pay bills and rent on time
- Do your tax returns
- Clean up your own mess
- Balance a check book
- Create and follow a budget
- Understand how to use credit cards and use them responsibly
- Be able to spot a bad situation and be able to remove yourself
- Ask for help
- Admit when you made a mistake

Mendell, 2014

Skills


Social & Personal Skills	Recreation & Leisure	Other Useful Skills
Can your child: <input type="checkbox"/> Supply appropriate personal identification. <input type="checkbox"/> Greet people appropriately. <input type="checkbox"/> Use contemporary style of dress, hair, make-up. <input type="checkbox"/> Use good grooming, hygiene skills consistently. <input type="checkbox"/> “Talk” with friends and co-workers. <input type="checkbox"/> Be courteous. <input type="checkbox"/> Be responsible. <input type="checkbox"/> Be happy.	Can your child: <input type="checkbox"/> Use free time for pleasure. <input type="checkbox"/> Choose reasonable activities. <input type="checkbox"/> Pick a hobby. <input type="checkbox"/> Perform required activities. <input type="checkbox"/> Use community resources. <input type="checkbox"/> Call friends to make plans with them.	Can your child: <input type="checkbox"/> Use cell phone. <input type="checkbox"/> Use a datebook. <input type="checkbox"/> Take prescriptions as directed. <input type="checkbox"/> Use over-the-counter medications appropriately. <input type="checkbox"/> Use sunscreen when needed. <input type="checkbox"/> Use insect repellent when needed.

Skills

Vocational Skills	Community Skills	Domestic Skills
<p>Can your child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get to and from work, on time. <input type="checkbox"/> Perform work satisfactorily. <input type="checkbox"/> Work cooperatively with others. <input type="checkbox"/> Take break or lunch appropriately. <input type="checkbox"/> Wear suitable clothing. <input type="checkbox"/> Use appropriate safety procedures. <input type="checkbox"/> Follow directions. <input type="checkbox"/> Accept supervision. 	<p>Can your child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use public transportation. <input type="checkbox"/> Shop for groceries, clothing. <input type="checkbox"/> Make necessary appointments. <input type="checkbox"/> Use phone. <input type="checkbox"/> Use bank accounts. <input type="checkbox"/> Be safe in traffic, among strangers. <input type="checkbox"/> Know how to seek help. <input type="checkbox"/> Handle money. <input type="checkbox"/> Use an ATM. <input type="checkbox"/> Use vending machines (laundry machines, fare cards, and so on). 	<p>Can your child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan menus. <input type="checkbox"/> Make shopping list from menus. <input type="checkbox"/> Prepare breakfast, lunch, supper, snack, or pack a lunch. <input type="checkbox"/> Wash dishes, pots, and pans. <input type="checkbox"/> Clean up apartment (bathroom, living areas, kitchen, and so on). <input type="checkbox"/> Clean own room. <input type="checkbox"/> Do laundry: use washer, dryer, and iron.

KEEPING YOUR PLACE CLEAN AND ORGANIZED

There's an App for That



Laundry Pal

by hpfire

Listen to Your Clothes

Your clothes are trying to tell you something - can you understand them?

Located on tags inside every article of clothing are symbols that tell you how to properly clean your clothes. Do you know what symbols represent Wash in Warm Water, Dry Clean only, Permanent Press Cycle, or Chlorine Bleach only? Laundry Pal can tell you!

Laundry Pal is the perfect app to have when doing your laundry at home or the laundromat, while shopping for new clothes, or if you've just moved away from home and have to do laundry for yourself for the first time.

Scattered throughout the Laundry Pal are hints and tips on getting the best results from your laundry, as well as detailed instructions on doing laundry for the beginner.

You may not know what your clothes are saying, but Laundry Pal does!



Features


Fabric Care Symbols for:

- Washing
- Drying
- Ironing
- Bleach
- Tumble Drying
- Dry Cleaning

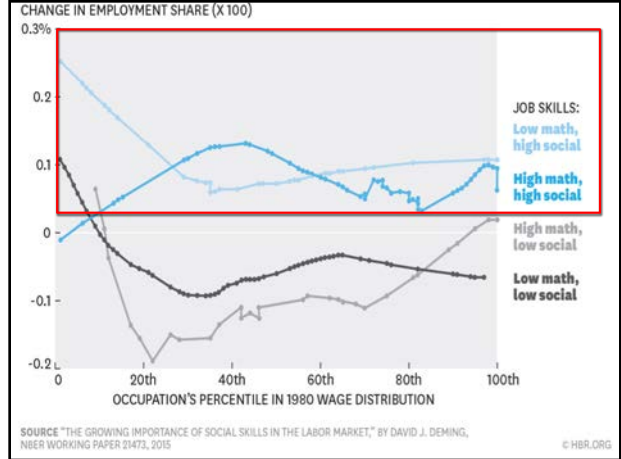
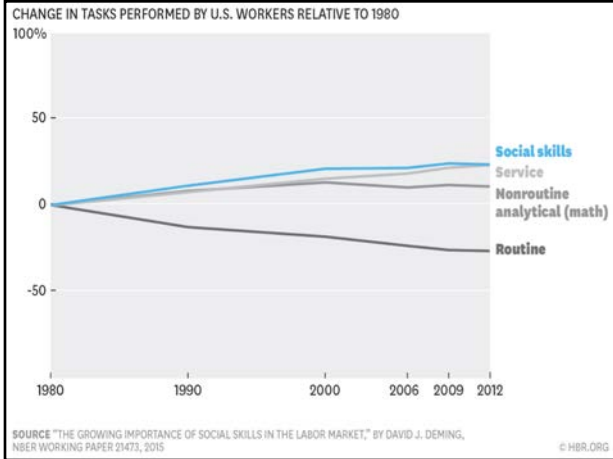
Laundry Hints & Tips

Laundry Hints

NEW VERSION 1.1! More Dry Clean symbols and ironing enhancements!

Available on the 

SOCIAL REQUIREMENTS OF JOBS TODAY



STRUCTURING THE SCHOOL DAY: THE PATH TO INDEPENDENCE AND EMPLOYMENT

From the work of Erik Carter, Paul Wehman, et al.

Age: 13-14 Years 25% time out of school

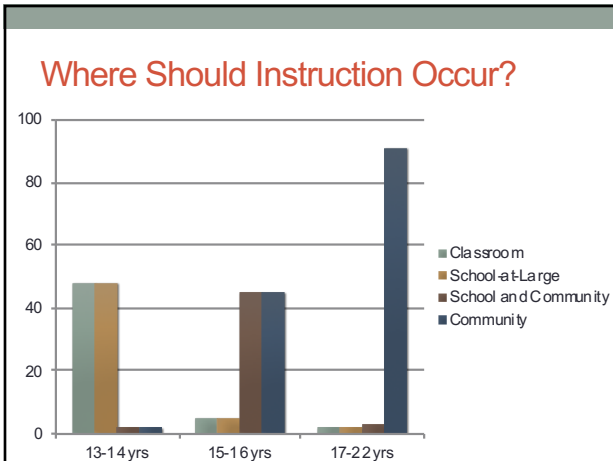
Goals	Sample Activities	Settings
Social	Understanding personal space	• Learn and practice in the classroom
Communication	Small talk	• Move to school at large to generalize with supports
Functional life skills	Eating neatly	
Academics	Functional reading and math	• Community-based vocational instruction
Health and wellness	Hygiene and food choices	• Job sharing

Age: 15-16 Years 50% time out of school

Goals	Sample Activities	Settings
Social	<ul style="list-style-type: none"> Standing in line at a store to make a purchase Choice making Personal space Making purchases with money Reading signs Speaking with a cashier Ordering pizza 	School and community
Communication		Summer job: 15-20 hours
Functional life skills		Weekend job: 5 hours
Academics		Part time work 8-10 hours per week
Health and wellness		

Age: 17-21 Years 75-100% time out of school

Goals	Sample Activities	Settings
Social	<ul style="list-style-type: none"> Standing in line at a store to make a purchase Choice making Personal space Making purchases with money Reading signs Speaking with a cashier Ordering pizza 	School and community
Communication		Summer job: 15-20 hours
Functional life skills		Weekend job: 5 hours
Academics		Part time work 8-10 hours per week
Health and wellness		



SUPPORT AUTISTIC INDIVIDUALS TO KNOW THEMSELVES

Know your autism: The strengths and challenges

Underlying Characteristics Checklists –

- Social
- Restricted Patterns of Behavior, Interests, and Activities
- Communication
- Sensory Differences
- Cognitive Differences
- Motor
- Known Medical or Other Biological Factors

Adult Self Report

Adolescent Self-Report

Aspy & Grossman (2015)

Aspy & Grossman, 2015

UCC-SR-ADULT
UNDERLYING CHARACTERISTICS CHECKLIST-ADULT SELF-REPORT
 (18 years +)

Ruth Aspy, PhD, and Barry G. Grossman, PhD, with Emma Goodall, PhD

NAME: _____ DATE: _____ FOLLOW-UP DATE: _____

INSTRUCTIONS FOR COMPLETING INITIAL ASSESSMENT:
 Each item describes behaviors or characteristics that may apply to you. Please place a check beside **ALL** items that currently apply. Use the **Notes** column to describe the behavior and characteristics in more detail, provide specific examples, or indicate frequency, settings, etc.

Projected **Follow-Up** date: _____

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Have difficulty recognizing, understanding, or responding to the feelings of others			
	2. Have difficulty understanding what others may be thinking	✓	<i>I often misread others and sometimes overreact because I thought that someone was being mean when they were not.</i>	
	3. Stand too close to others (e.g., in conversation or in the hallway)	✓	<i>People sometimes tell me that I bother them because I stand too close.</i>	

UCC – Adult Self-Report

- Appear rude to others (e.g., have been told that I am too honest)
- Feel that I have to “play a part” or pretend to be someone else in order to fit in
- Need routines for most day-to-day activities or find change distressing
- Find it hard to know when to start and stop talking in a conversation (e.g., sometimes interrupt or dominate a conversation)
- Find it difficult to accept feedback at home, school, work or elsewhere

UCC – Adult Self-Report

- Struggle at work or school/college/university because of sensory differences
- Feel that my train of thought becomes frozen or stuck at times
- Have balance difficulties
- Have difficulty judging space when moving (e.g., walk into doors, open doors into head frequently, bump head or shoulders when getting in or out of a car)
- Become easily stressed/ worry obsessively
- Find it hard to name or explain my emotions

www.aapcpublishing.net

TEACH AUTISTIC INDIVIDUALS TO KNOW THEMSELVES

Substitute the term "autism" wherever you see the word "introvert"
This may a bit of a stretch ... but not really

Borges, A. (2015, August 12). 17 graphs that are way too real for introverts. BuzzFeed Inc.. Retrieved August 12 from http://www.buzzfeed.com/annaborges/lrb-im-introverting?bfbfdly&utm_term=.4ldqpav#.ncKk8Bno7

HELP AUTISTIC INDIVIDUALS WOT UNDERSTAND THEIR REGULATION NEEDS

EVERYONE HAS REGULATION PROBLEMS TO SOME DEGREE!

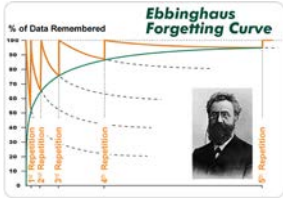
Self-Regulation Has **MANY** Sides

- Staying calm
- Controlling one's impulses and to stop doing something, if needed
- Doing something because it is needed – even if you don't want to
- **Recognizing how your are feeling**
- **Matching emotions to events**



TEACH, TEACH, PRACTICE,
PRACTICE, PRACTICE,
RETEACH ...

The Forgetting Curve




The graph shows a series of curves representing the percentage of data remembered over time. The y-axis is labeled '% of Data Remembered' and ranges from 0 to 100. The x-axis represents time. The curves show a sharp initial drop in retention, followed by a more gradual decline. Vertical dashed lines indicate retests, and the curves show that after each retest, the percentage of data remembered increases significantly, demonstrating the effect of rehearsal on memory retention.

- People tend to forget one-half of what they learned over days or weeks if it is not actively rehearsed.

REGULATION
STRATEGIES

Sensory Issues

- Smell
- Taste
- Touch
- Visual Input
- Auditory
- Vestibular (balance)
- Proprioception (body awareness)
- Interoception



Small cartoon characters are arranged in a circle, each representing a different sense: a green character with a nose for smell, a blue character with a tongue for taste, a red character with a hand for touch, a yellow character with eyes for visual input, a purple character with ears for auditory, a blue character with a balance scale for vestibular, a red character with a body for proprioception, and a pink character with a stomach for interoception.

Myles et al. 2014

Interoception and Self-Regulation: A Connection

- Itch
- Temperature
- Sexual arousal
- Emotional awareness
- Empathy
- Theory of mind
- Intuition
- Pain
- Decision making
- Sensing risk
- Understanding norm violations
- Maternal and romantic love
- Control of urges (i.e., smoking)
- Reading social gestures
- Hunger
- Motivation
- Response to fight or flight



Preschool Child

- Reacts to minor and major events in a similar manner
- Does not report injuries or act hurt
- Has difficulty with potty training
- Recognizes hunger only as feeling sick to stomach
- Startles easily
- Limited repertoire of interests

School Age

- May be under- or over-weight
- May not match clothes to weather
- Easily coerced into risky behavior
- Does not react when others are hurt
- Experiences meltdowns
- Difficulty understanding the thoughts of others
- Has few friends

Adult

- Delays going to the doctor
- Has difficulty empathizing with partner
- Makes hidden curriculum errors at work
- Has difficulty making decisions regarding finances
- Smokes and drinks
- Has a "short fuse"
- Makes some bad decisions

Strategies: Visual Supports



Strategies: Social Narratives

Memo:

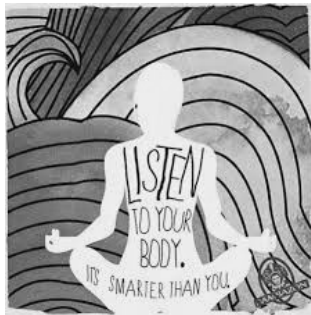
Some people can tell when they are hurt by the feelings in their body. For others, this can be a challenging thing to do. While you are learning the feelings in your body, it is important to make sure that your body is okay. Everyday before you shower, you need to do a mirror check.

Look at your body to see if there are any

- Cuts
- Red spots
- Bruises
- Swollen or raised areas
- Anything with pus

If you see any of these, you need to immediately tell your mom or dad. This will help to keep you healthy.

Strategies: Body Scan



Teaching Interoception Awareness

- Supports emotional understanding in self
- Promotes emotional regulation skills
- Promotes physical health
- Helps determine if problem solving skills are needed
- Supports empathy and perspective taking
- Provides a firm foundation for learning new skills

INCREDIBLE 5-POINT SCALES

Buron & Curtis
Buron, Brown, Curtis, & King

Workplace Issues Scale #1

Rating	These Are My First Thoughts	This Is How I Might Re-Think the Situation
5	I don't like what my boss tells me to do! I know more about this job than he does. I will tell him what I think of him.	This is called insubordination even if you think you are right. In most cases, you <i>will be fired</i> for this kind of behavior.
4	I think my supervisor is pretty, so I will tell her she has a good body.	This comment is most likely upsetting to any supervisor. It shows poor judgment and you <i>might get fired</i> for saying it. Remember that you don't need to say everything you think.
3	When I take a break in the staff lounge, I lie down and take a nap because it's called a "lounges."	You should never sleep on your job unless you have special permission from the boss. A staff lounge is usually intended to be used for short breaks.
2	I will work slowly or pretend I am busy so my supervisor won't assign me more work.	This could look like laziness to your boss and coworkers. It might not get you fired, but it won't make you any friends.
1	I have finished my work and am not sure what to do next. I will ask my supervisor for some guidance on what tasks he needs me to do.	This is probably a good idea.

Buron et al., 2013

Relaxation Scale

Rating	How Does This Feel?	What Can I Do About It?
5	Horrible! I feel like I have lost control. I want to hit something or break something.	It is too late to use many of the relaxation tools. Stop talking. Close your eyes and try to slow down your breathing. Avoid looking at the person or thing you are upset with.
4	It feels like I am being flooded with bad feelings. I feel like I am going to argue with someone.	Eat the interaction you are engaged in (phone call, discussion, computer game, etc.) Stop talking and walk away to somewhere more isolated.
3	I have a stomachache. I know I am upset and nervous and a little fearful.	This is a perfect time to use your relaxation strategies. Leave the situation, if possible. Do deep breathing and meditation. Think of your favorite place. Continue relaxing until you feel calm.
2	I feel a little nervous. This is like a day when I will be expected to do something that is difficult for me.	Do some sort of relaxation (yoga, meditation, tai chi, etc.) before you leave your room or apartment. Be aware that it might be a difficult day and bring some affirmation cards in your wallet or backpack - read them several times during the day.
1	I feel good. I am relaxed and sure of my schedule and expectations. I am prepared for class or work.	It is always good to do your predetermined relaxation exercises before leaving home in the morning. Sometimes meditating at lunch can keep you relaxed and successful.

Buron et al., 2013

Scale to Guide a Conversation About Social Thinking

Rating	These Are My First Thoughts	This Is How I Might Re-Think the Situation
5	Since we live in the same room, I will eat my roommate's food when I am out of snacks. I can borrow her clothes when mine are dirty.	This is actually a violation of the college's conduct code. I can be kicked out of the dorm for this behavior.
4	On my Facebook page, I write that my roommate and I live together and go to school together.	Talking about someone without their permission on Facebook can be considered a privacy violation. This is not OK.
3	My roommate is going home this weekend. I will pack and be ready to go with her.	If my roommate has not specifically invited me to go with her, then I am not invited. I could ask her if she would like me to water her plants or pick up her mail while she is gone.
2	We are roommates, so I will eat meals when my roommate does so that we are on the same schedule. I will follow her to the dining hall for every meal.	Following the same schedule as my roommate is not necessary. I should ask my roommate if I can join her for meals when we are both back at the dorm at the same time.
1	My roommate and I are sharing space. It would be nice to be friends too, but this might not happen.	I can try to be polite and respectful of differences. I can ask my residential life advisor for some tips on getting to know my roommate better.

Buron et al., 2013

Rating	What might make me feel this way?	How does my body or brain look?	What can I do now?
5	Nothing is working! I am out of control! I can't think!	Like being in a tidal wave. Screaming and maybe throwing things. I don't hear people talking to me.	Shut my eyes. Try to close mouth. Try to slow down my breathing.
4	Someone says something that makes me angry. This is usually about politics or history facts.	Swearing. I sometimes shake. I feel mean.	Stop talking. Slow down your breathing to slow down your brain. Try to walk to a safe place.
3	There is a change I am not expecting. Someone tells me I am wrong.	Stomach starts to hurt. I start to have negative thoughts about someone or something. I feel mistreated.	Excuse myself and go to a safe place. Maybe go get a drink of water. Look through my photos.
2	Things are going along as planned. I am getting my work completed.	My body is where it should be. I am in control of what I say. I prefer to be alone.	Hang in there. This is good. I can get some work done. I don't need to be social.
1	This is almost perfect. I got a good grade. Someone complimented me.	I am very calm and happy. I feel like being with other people. My brain is full of good thoughts about people and things.	Relax. Smile. Enjoy the moment. Compliment people back.

Buron & Myles, 2014

A Friendship Scale


Rating	Ways I Have Tried to Meet Other People and Make Friends	Affirming or Rethinking My Thoughts
5	I will go to a frat party to find friends. I will drink some beer to be one of the guys.	You are under 21, no drinking is against the law. This is not a good way to meet people. Rethink: Stay away from parties where people are drinking. It isn't worth the risk.
4	I see two people standing together chatting, so I walk up and put my arms around their shoulders so that I am included.	This would be considered strange or even scary behavior. Rethink: Approach two people slowly and wait for them to stop talking. Then say "hi." If they do not seem happy to see you, just walk on.
3	I go to the food court and sit down at a table where other students are eating and say something really funny like, "Nobody expects the Spanish Inquisition."	This will most likely seem very strange to the other students at the table. They likely don't know the content of the quote. Rethink: Maybe just walk up to the table. If there is an empty seat, ask if they mind if you join them.
2	I approach other students in the library or the dorm lounge to see if we have something in common.	This is a pretty good way to meet friends. Affirmed, but be sure not to overdo your welcome. If the person does not seem happy to talk with you, just say, "It was nice meeting you!" and walk away.
1	I want to make friends at college, so I look up some activity clubs on campus that interest me. I plan to attend one.	This is a really good idea. Affirmed!

Buron et al., 2013

Rating	Feels Like	Calming Strategy
5	Blow up	Leave work – can't trust myself not to say or do things that will get me in trouble.
4	Irate	Go to bathroom for privacy. Do wall push-ups. Slowly, methodically, count to 50.
3	Slow burn	Walk to break room taking slow, deep breaths.
2	Ruffled	I can handle this. Keep working while taking, slow, deep breaths.
1	Calm and composed	Say, "Thanks for telling me. I will do it that way."

Customized Scale: Dryer Heating Scale

5	High/Hot
4	Permanent Press
3	Delicate
2	Damp Dry
1	Air Fluff



PRIMING

Incorporate Priming

- Preparing for daily activities accomplishes two very important things.
 - It helps to reduce anxiety by making the environment predictable.
 - It can reduce processing time, thereby allowing you to respond in a more timely manner.

REGULATION PLAN: LILIA

Lilia's Self-Regulation Plan

Stress Level	Regulation Plan	Personal Reminder
High: Near formal dress time Clenching teeth, eyes watering, cannot understand meaning of spoken words	Take formal break time • Close and lock office door • Turn off ringer and lights • Lie on yoga mat with iPod • Listen to 13 minute nature music	The unexpected will hit me like a big lightning bolt. Do: Pause before a deep breath during "No!" Say: "Let me think about this and get back with you."
Medium: Exhaustion, clenching, shouting, rubbing eyes, not time between reading and understanding	Increase regulation assistance: • Turn on white noise or lavender • Switch to lamp lighting as opposed to overhead fluorescent lights • Take a short walk (e.g., use restroom, deposit outgoing mail, refresh drink)	The unexpected will annoy me. Do: Intentionally smile, neutral language, firmly but kindly voice disapproval. Say: "Oh, yes," "I'll add that to my list," "I'll get back with you in just a moment. Do you mind if I get any questions I may have then?"
Low: Frustrated, clenching, shouting, frequent use of glasses, not making eye time between reading and spoken words	Engage a regulation aid: • Chew gum • Drink coffee or other beverage	I am able to handle the unexpected. Do: Get the issue over on my iPhone to 30 min to do other non-work and engage in normal conversation. Say: "When it comes, remember you are learning to handle things, remember, or some other generic catch-phrase."
None	Enjoy my stress-free status!	Continue to follow my CAPS (see p. 58)

Managing Stress to Maintain Engagement

Stress Level	Regulation Plan	Personal Reminder
High: Clenching teeth, eyes watering, cannot understand the meaning or written words	Take formal break time: • Close and lock the door • Turn off ringer and lights • Lie on yoga mat with iPod • Listen to 13-min nature music selections	The unexpected will hit me like a big lightening bolt. Do: Pause, take a deep breath. Inhibit blurting, "No!" Say: "Let me think about this and get back with you."

Managing Stress to Maintain Engagement

Stress Level	Regulation Plan	Personal Reminder
Medium: Extraneous drumming on computer keyboard, rubbing eyes, lag time between reading and understanding	Increase regulation assistance: <ul style="list-style-type: none"> • Turn on white noise maker • Switch to lamp lighting as opposed to overhead as opposed to overhead florescent light • Take a short walk (i.e., use restroom, deposit outgoing mail, refresh drink) 	The unexpected will annoy me. Do: Intentionally smile; exhibit positive, friendly body language Say: "Okay," "Yes," "I'll add that to my list," or "I'll get back with you in just a moment. Do you mind if I ask any questions that I might have?"

Managing Stress to Maintain Engagement

Stress Level	Regulation Plan	Personal Reminder
Low: Rubs fabric of clothing between fingers, takes off glasses, momentary lag time between understanding spoken words	Employ a regulation aid <ul style="list-style-type: none"> • Close office door • Chew gum • Drink coffee or other beverage 	I am able to handle the unexpected Do: Set the visual timer on my iPhone to 30 min to do stress-level check and engage in normal conversation style. Say: When in doubt, remember to comment to show that you are listening by saying, "Thanks," "I see," or some other generic comment

Managing Stress to Maintain Engagement

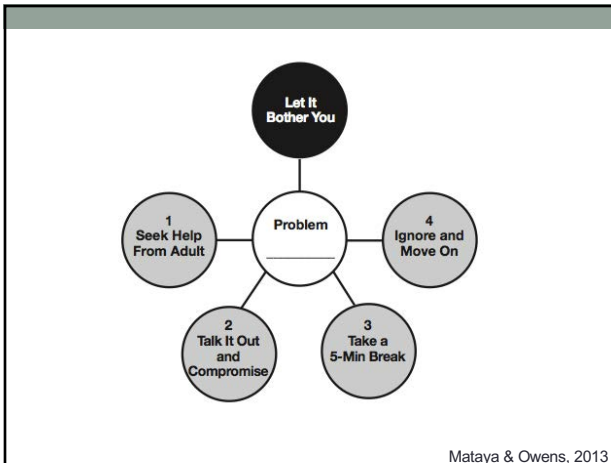
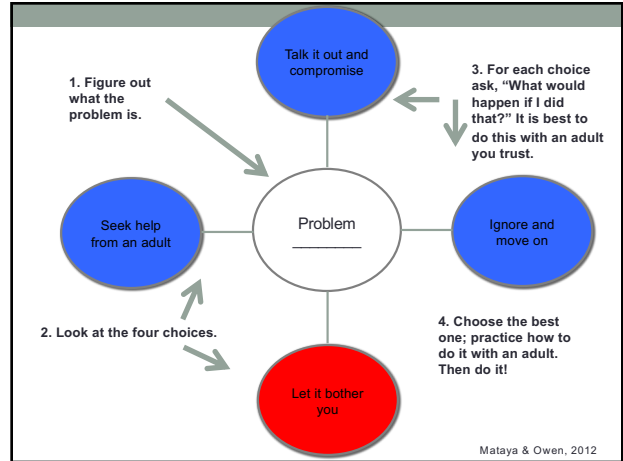
Stress Level	Regulation Plan	Personal Reminder
None	Enjoy my stress-free status!	Continue to follow my CAPS

LEARN TO SOLVE PROBLEMS

Efficiently and Calmly

ALL PROBLEMS HAVE A SOLUTION --

But you might not always get the solution you want.
This is called life!



	Looks Like	Feels Like	What to Do
5	Screaming Stomping feet	Very embarrassed Very frustrated	Go to home base
4	Getting quiet Saying "bad words"	A bit frustrated A bit embarrassed	
3	Folding arms Refusing to work	Confused	
2	Making excuses "I don't want to ..."	Uncomfortable	
1	Trying things Good attitude	Happy Content	Be proud of myself

Buron & Curtis, 2014

Mataya & Owens, 2013

HELP THE AUTISTIC INDIVIDUAL DEVELOP A SMALL GROUP OF FRIENDS/MENTORS

A Small Group of Mentors/Interpreters/Safety Net

- Relationships!
 - Interpret social situations
 - Teach social skills
 - Listen/emphasize
 - Aid in emotional readiness



WAYS IN WHICH A MENTOR MIGHT HELP

HOW TO CARE FOR AN INDIVIDUAL WITH ASD

1 RESPECT THEIR NEED FOR PRIVACY	7 GIVE THEM 15 MINUTE WARNINGS TO FINISH WHATEVER THEY ARE DOING
2 NEVER EMBARRASS THEM IN PUBLIC	8 REPRIMAND THEM PRIVATELY
3 LET THEM OBSERVE FIRST IN NEW SITUATIONS	9 TEACH THEM NEW SKILLS PRIVATELY
4 GIVE THEM TIME TO THINK DON'T DEMAND INSTANT ANSWERS	10 ENABLE THEM TO FIND ONE BEST FRIEND WHO HAS SIMILAR INTERESTS & ABILITIES
5 DON'T INTERRUPT THEM	11 DON'T PUSH THEM TO MAKE LOTS OF FRIENDS
6 GIVE THEM ADVANCE NOTICE OF EXPECTED CHANGES IN THEIR LIVES	12 RESPECT THEIR INTROVERSION DON'T TRY TO MAKE THEM INTO EXTROVERTS

<http://questionablelate.tumblr.com/post/17227500726/my-design-but-not-my-list-how-to-care-f>

PRIMING, NARRATING, ETC ...

SOCIAL NARRATIVES

Sometimes Things Change

Sometimes things change. Change is not bad. It just means that I will do something different than what I thought. Usually the change will be okay. If I think that the change will be hard I can use my calming strategy. I will try to be okay when changes happen and will try to use my calming strategy if I get nervous about changes.

Losing the Superbowl



Sometimes my team wins and sometimes they lose the Superbowl.

This is ok.

I should not stomp and cry.



I can be sad but I should not freak out.



The Colts won a lot of games this year, but not this one.



Even though this was a really important game, there is always next year.



I really wanted to win the Lombardi Trophy



But this year the Saints won it



This was not my year...but then again either was last year.... well maybe there's hope for next year....or maybe the next....

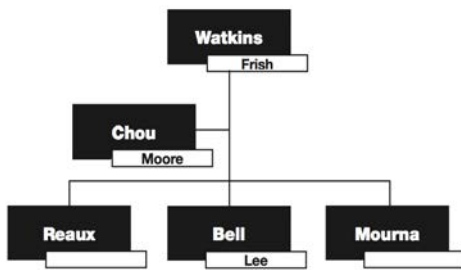
With apologies...forget who gave this to me

SOCIAL AUTOPSIES

Richard LaVoie (1994)

DRAWING/CARTOONING

Organizational Chart

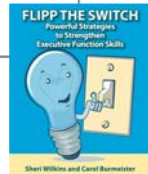


SUPPORTING STRUCTURE

Helping with Structure

Aaron's Reminder Card (Reminders for Adults Working in an Auto Parts Store)

1. Do not approach customers to ask if they need help.
2. If a customer asks you a question, answer it once and then go back to work.
3. If you do not know the answer, send the customer to the Customer Service desk. Do not follow the customer to the desk.
4. You work when you are clocked in.
5. You talk to people on break time.



Helping with Understanding

- Direction to outside resources
- Video modeling resources
 - Videojug.com
 - Youtube.com
 - Mansome.com
 - ehow.com

MINDFULNESS

Mindfulness

- Mindfulness derives from Buddhist practice and is described in the psychological literature as an intentional and non-judgmental awareness of the present moment

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3629307>

Mindfulness

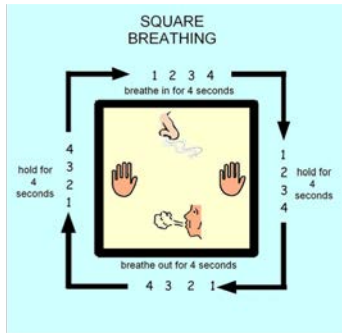
- Photo album
- Body scan
- Mindfulness of breathing
- Walking mindfulness
- Meditation on the Soles of the Feet

Photo Album

- Identify calming photos
- Place in album
- Review throughout the day with coaching about the calming effects of the photo album
- Prompt to use when upset
- Available to learner on an as-needed basis



Mindfulness of Breathing



www.autismlearning.net

Walking Mindfulness



Meditation on the Soles of the Feet for Anger Management

- Stand up and feel your feet, especially how they feel pressing against the floor
- Now walk slowly.
 - As you walk simply notice how your feet feel.
 - When your mind wanders, just feel your feet again.
 - Notice the changes in sensation as you lift your foot, step forward, and place your foot back down on the floor.
- Practice until you feel more relaxed

<http://centerformsc.org/sites/default/files/Soles%20of%20the%20Feet.pdf>. Singh, Singh, Singh & Winton (2011) by Fernleaf Publications

USING INTERVENTIONS NOT DEVELOPED SPECIFICALLY FOR THOSE ON THE SPECTRUM

WORDS OF ENCOURAGEMENT

CAPS

COMPREHENSIVE AUTISM PLANNING SYSTEM

- ### What Does CAPS Do?
- Identifies the supports needed for each activity
 - Provides a venue for planning
 - Addresses the strengths and needs of the learner proactively
 - Provides program consistency across time and setting
 - Helps to identify PD needs for job coaches, fellow employees, employers, roommates, resident advisors
 - Provides structured flexibility

Time and Activity

Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan

- Clock time of each activity throughout the day

Time and Activity

- At home ...
 - Homework
 - Bedtime
 - Going to the store
 - Dinner
 - Waking up

Some activities may not be tied to specific clock time

Time and Activity

- At work ...
 - Arrival
 - Breaks
 - Job Task(s)
 - Lunch
 - Meetings

Some activities may not be tied to specific clock time

Time and Activity

- At university
 - Classes
 - Lunch/dinner (dining hall)
 - Dorm room
 - Library

Some activities may not be tied to specific clock time

Skills To Learn

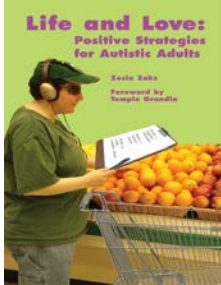
Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan

- Includes the job task, social-communication, and/or organizational skills needed for work success

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Daily Living Skills

- Cooking
- Health and safety
- Hygiene
- Nutrition
- Finance
- Planning
- Organization

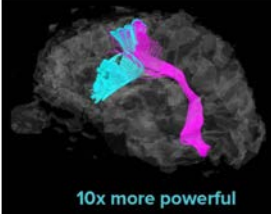


<http://www.integratingstandards.org>

Structure/Modification

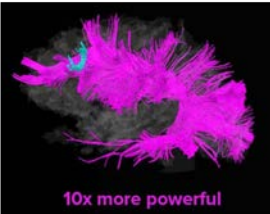
Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> • Includes a wide variety of supports including visual supports, and instructional strategies 								

Structure/Modification



10x more powerful

Ability to process what is heard.

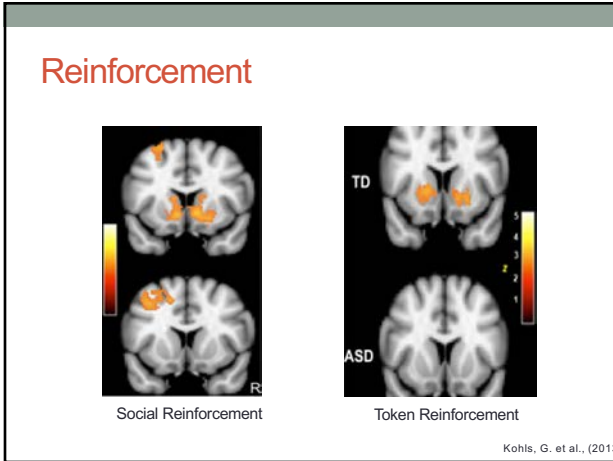


10x more powerful

Ability to process what is seen.

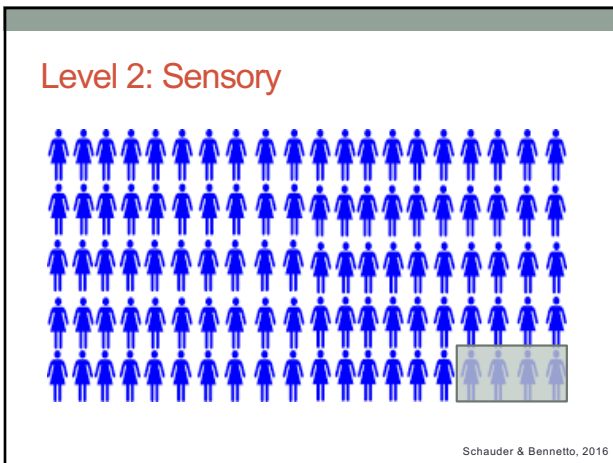
Reinforcement

Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> • Includes specific types of reinforcement 								



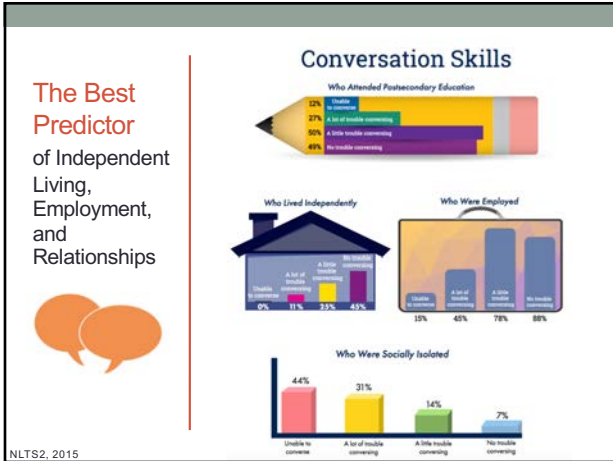
Sensory Strategies

Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> Sensory supports/strategies that help the individual to be successful throughout the day. 								



Communication/Social Skills

Time	Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> Specific communication and social skill supports to support the job tasks and interactions with others. 								



Data Collection

Time	Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> Matches the Skills to Learn column. 								

Data Collection

Specify	Example
<ul style="list-style-type: none"> Day Type of data Length of data collection 	<ul style="list-style-type: none"> M # 10 minutes

Generalization

Time	Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
<ul style="list-style-type: none"> The skills and supports be used at different times of the day and in different environments. 								

LILIA'S CAPS

CAPS for the Workplace Example

Comprehensive Autism Planning System (CAPS) for Lilia

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
Entry to work/leave work	Small talk	Review yahoo news for conversation topics	Friendship	-----	Personal conversation reminders	Two personal comments	Use at gym
Break(s)	-----	-----	More productive	Regulation plan	If someone wants to talk, nicely tell them that this is de-stressing time	Check stress level	At home
Work task	Keep current on tax code	Hard copies of materials	More productive	Regulation plan	-----	Billable hours	-----
Meetings (work or with clients)	Small talk; smooth interactions	Agenda	Ask admin asst for feedback after meeting	Regulation plan; tea/coffee	Review address card prior to meeting with clients	Ask admin asst for feedback	-----
Lunch	Small talk	Review yahoo news for topics; recall personal details of colleagues	Friendship	Regulation plan, as needed	If stressed and someone wants to talk, nicely tell them that this is de-stressing time or say, "I've got to catch up on some work"	Self-reflection	Meetings with clients

Lilia's CAPS

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Entry to work/leave work	Small talk	Review yahoo for news for conversation topics	Friendship	-----	Personal conversation reminders	Two personal comments	Use at gym

Henry & Myles, 2007, 2013

Lilia's CAPS

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Break(s)	-----	-----	More productive	Regulation plan	If someone wants to talk, nicely tell them that this is de-stressing time	Check stress level	At home

Henry & Myles, 2007, 2013

Lilia's CAPS

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Work tasks	Stay current on tax code	Hard copies of materials	More productive	Regulation plan	-----	Billable hours	-----

Henry & Myles, 2007, 2013

Lilia's CAPS

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Meetings	Small talk; smooth interactions	Agenda	As admin ass't for feedback after meeting	Regulation plan Tea/coffee	Review address card prior to meeting with client	Feedback from admin ass't	-----

Henry & Myles, 2007, 2013

Lilia's CAPS

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Lunch	Small talk	Review yahoo news for topics; recall personal details of colleagues	Friendship	Regulation plan	If stressed and someone wants to talk, nicely say, "This is destressing time" or "I've got to catch up on some work"	Self-reflection	Meetings with clients

JEMMA'S CAPS

CAPS for the Workplace Example

Comprehensive Autism Planning System (CAPS) for Jemma

Time/Activity	Skills to Learn	Structure/Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization
Arrival at work	Review schedule Greet fellow employees Self-calming	Labeled area for coat and lunch bag Written schedule reviewed by supervisor Fellow employee check-in	Interaction Gardening is reinforcing	Arrive 10 min early to walk around the nursery before starting the day "How Am I Doing" chart	Communication notebook	Greet at least two people "How Am I Doing"	"How Am I Doing Chart" for outings
Work task (planting, arranging, watering, fertilizing, light receiving)	Follow schedule	Written schedule Written steps for each task Labels to identify where each plant is placed	Gardening is reinforcing	Movement Planting Fellow employee check-in If Jemma paces, provide assistance or prompt to break	Communication notebook	Check off completed tasks (y/n)	Follow schedule at home
Breaks Lunch	Set watch timer Interact with co-worker	Conversation statement Written schedule	Watch Victory Garden or other gardening show on iPad	Watch timer for bathroom	Communication notebook	Watch timer used (y/n) Interaction (y/n)	Watch timer for bathroom breaks
Departure from work	Say goodbye to fellow employees Self-calming	Labeled area for coat and lunch bag Fellow employee check-in	Interaction	Walk around the nursery for 10 min before leaving "How Am I Doing" chart	Communication notebook	Say goodbye to least two people "How Am I Doing"	"How Am I Doing Chart" for outings

Jemma's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Arrival at work	Review schedule Greet fellow employees Self-calming	Labeled area for coat and lunch bag Written schedule reviewed by supervisor Fellow employee check-in	Interaction Gardening is reinforcing	Arrive 10 min early to walk around the nursery "How Am I Doing Chart"	Communication notebook	Greet at least two people "How Am I Doing"	"How Am I Doing" for outings

Jemma's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Work task	Follow schedule	Written schedule Written steps for each task Labels to identify where each plant is placed	Gardening is reinforcing	Movement Planting Fellow employee check-in If Jemma paces, provide help or prompt to break	Communication note-book	Check off tasks	Follow schedule at home

Jemma's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Break Lunch	Set watch timer Interact with co-worker	Conversation statement Written schedule	Watch gardening show on iPad	Watch timer for bathroom	Communication note-book	Watch timer (y/n) Interaction (y/n)	Watch timer for bathroom breaks

Jemma's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan
Leave work	Say goodbye to co-workers Self-calming	Labeled areas for coat and lunch Fellow employee check-in	Interaction	Walk around the nursery for 10 min before leaving "How Am I Doing" chart	Communication note-book	Say goodbye to at least two people "How Am I Doing"	"How Am I Doing" for outings

JEMMA'S CAPS

CAPS for the Morning Prior to Work Example

Comprehensive Autism Planning System (CAPS) for Jemma Prior to Work (Morning Routine)

Time/ Activity	Skills to Learn	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization
Morning/pre-work	Follow a morning routine Calm for arrival at work	Visual schedule of morning activities "How Am I Doing Chart"	Gardening television show Gardening magazine	Eat breakfast while watching gardening television show or looking at magazine Shades partially opened Rocking chair	Communication notebook	Checked activities on morning routine "How Am I Doing"	Checklist for evening activities "How Am I Doing Chart" for outings

Jemma's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan
A.M./p re-work	Follow a morning routine Calm for arrival at work	Visual schedule of morning activities "How Am I Doing Chart"	Gardening television show or magazine	Eat while watching TV show or looking at magazine Shades partially opened Rocking chair	Communication notebook	Checked activities on schedule	Checklist for evening activities "How Am I Doing" for outings

KAI'S CAPS

CAPS for the Morning Prior to Work Example

Kai: Riding the Subway to Work

Time/ Activity	Skills to Learn	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization
Subway routine	Arriving at work/home with low anxiety and ready to work	Written script Book to read on subway and when he arrives at work early	Ready to work/ready for a relaxing evening	Ride subway at off-peak times Sit instead of stand on the subway	Written script to identify need to sit on the subway	Rating self on ready to work/ready for the evening	Written script for other outings

Kai's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan
Subway routine	Arriving at work/home with low anxiety and ready to work	Written script Book to read on subway and when he arrives at work early	Ready to work/read y for a relaxing evening	Ride subway at off-peak times Sit instead of stand on the subway	Written script to identify need to sit on the subway	Rating self on ready to work/ready for the evening	Written scripts for other outings

CAPS AT THE UNIVERSITY LEVEL

STEVE'S CAPS

CAPS for the University Example

COMPREHENSIVE AUTISM PLANNING SYSTEM (CAPS) FOR STEVE

Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills/Communication	Data Collection	Generalization
Dorm Life	<ul style="list-style-type: none"> Cooperation with roommate 	<ul style="list-style-type: none"> Books about high-functioning ASD for self and RA Video for roommate (if interested) Use RA as mediator Develop a place for everything to be put 	<ul style="list-style-type: none"> Star Trek or Halo Watch movie with roommate 	<ul style="list-style-type: none"> Noise-cancelling headphones, as needed 	<ul style="list-style-type: none"> Conversation starters with roommate List of kind/versus rude words (develop with RA) Script on addressing concerns with roommate Social autopsies for problems with roommate 	<ul style="list-style-type: none"> Cooperative (Y/N) 	<ul style="list-style-type: none"> Use kind words throughout day
Classes	<ul style="list-style-type: none"> Class attendance Relaxation Organization 	<ul style="list-style-type: none"> Early morning or late-evening classes (check for low enrollment) Ensure that classes have a TA Attend all study sessions Get class notes from help center Arrive early and sit in first row about midway from door Laptop for notes PDA for scheduling 	<ul style="list-style-type: none"> 30 min to 1 hour of lecture time before beginning homework after classes 	<ul style="list-style-type: none"> Deep breathing before class Walk before and after class 	<ul style="list-style-type: none"> Prepare written questions for professor or RA Meet with professor or TA 1 week before test 	<ul style="list-style-type: none"> Class notes (Y/N) Assignment in PDA (Y/N) Supplies needed (Y/N) Released (Y/N) 	<ul style="list-style-type: none"> Laptop and PDA as organizing tools
Extra-Curricular	<ul style="list-style-type: none"> Communication and Fun 	<ul style="list-style-type: none"> Join chess club, science fiction, or computer club Attend class on organization and study skills Attend local high-functioning ASD adult group 	<ul style="list-style-type: none"> None other than activities 	<ul style="list-style-type: none"> Learn relaxation and self-understanding in counseling sessions 	<ul style="list-style-type: none"> Conversation starter cards 	<ul style="list-style-type: none"> Communicate with others (Y/N) Outing with friends at least once a week (Y/N) 	<ul style="list-style-type: none"> Enjoy activities and remain calm throughout day
Homework (Studying)	<ul style="list-style-type: none"> Assignment completion Being prepared for test 	<ul style="list-style-type: none"> Use library or help center for study, when possible Schedule at least 8 hours per day of study time 	<ul style="list-style-type: none"> Star Trek or Halo online after studying 15 minutes of preferred activity after every hour of study 	<ul style="list-style-type: none"> Sound cancelling headphones Deep breathing every 30 minutes Walk before and after studying 	<ul style="list-style-type: none"> List of polite ways to say "be quiet" 	<ul style="list-style-type: none"> Grades on tests and assignments 	<ul style="list-style-type: none"> Deep breathing throughout day as needed

Steve's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Dorm life	Cooperate with roommate	Book about HF-ASD for self and RA Video for roommate (Ted), if interested Use RA as mediator Develop a plan for everything to be put	Star Trek or Halo Watch movie with Ted	Noise cancelling headphones, as needed	Conversation starters with Ted List of kind vs rude words (develop with RA) Script on addressing concerns with Ted Social autopsies for problems	Cooperation (y/n)	Use kind words throughout the day

Steve's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Class	Attend class Relax Organize	Early morning or late-evening classes Ensure that classes have a TA Attend all study sessions Get class notes from help center NEXT PAGE					

Steve's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Class	Attend class Relax Organize	Continued Arrive early and sit in front row midway from door Laptop for notes PDA for scheduling	30 min to 1 hour of leisure time before homework after class	Deep breathing before class Walk before and after class	Prepare written questions for professor or RA Meet with professor or RA 1 week before test	Class notes (Y/N) Assignment in PDA (Y/N) Supplies needed (Y/N) Relaxed (Y/N)	Use kind words throughout the day

Steve's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Extra Curricular	Communication Fun	Join special interest club Attend class on organization and study skills Attend local HF-ASD adult group	None other than activities	Learn to relax and understand self in counseling sessions	Conversation starter cards	Communicate with others (Y/N) Outings with friends at least once per week (Y/N)	Enjoy activities and remain calm throughout the day

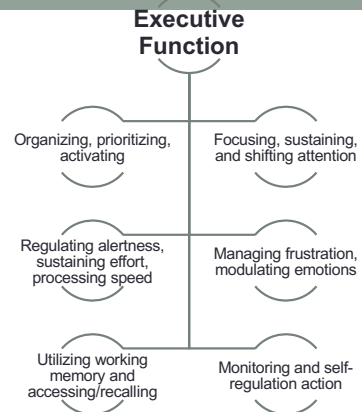
Steve's CAPS

Time/Activity	Skills to Learn	Structure Modifications	Reinforcement	Sensory Strategies	Communication/Social Skills	Data Collection	Generalization Plan
Home work (study)	Completing tasks Being prepared for the test	Use library or help center for study, when possible Schedule at least 4 hours per day of study time	Star Trek or Halo after studying 15 min of preferred activity after every hour of study	Noise cancelling headphones Deep breathing every 30 min Walk before and after studying	List of polite ways to say, "Be quiet"	Grades on tests and tasks	Deep breathing throughout the day, as needed

WHAT IS IMPORTANT TO TEACH?

In my opinion

THE HIDDEN CURRICULUM



CENTRAL COHERENCE

- Seeing the forest and the trees
- Understanding the big ideas and the details
- Understanding what is important and unimportant in any situation



THEORY OF MIND

- Mindreading
- Mindblindness
- Understanding the perspective, thoughts, feelings of others
- Predicting what others will do
- Understanding what will happen next

