“Adulting”: Effectively Preparing Individuals with ASD

Mary E. McDonald, Ph.D., BCBA-D, LBA
Eden II/ Genesis Programs & Hofstra University
What Happens to Our Sweet Little Kids?
THEY GROW UP!
“Adulting”

• What do we mean by ”adulting?”

• Adulting (v): to do grown up things and hold responsibilities such as, a 9-5 job, a mortgage/rent, a car payment, or anything else that makes one think of grown ups.

• to behave in an adult manner; engage in activities associated with adulthood

• to make someone behave like an adult; turn someone into an adult
The Need is Real

- 1 in 68 children have autism
- The numbers continue to increase....
- Over the next 10-years, 500,000 children with autism will become adults
- 90% of adults with autism are unemployed or underemployed
Full-Time Employment (21-25 Year Olds)

(NLTS2 Study; Roux et al., 2013)
Essential Skills Needed:

**WHAT WE KNOW**

**Preschool**
- Classroom routines
- Play skills

**Kindergarten**
- Classroom routines
- Pre-academic skills
- Basic social skills

**Elementary School**
- Social Skills
- Academic skills

**WHAT WE NEED to KNOW**

**Adolescent and Adult Services**
- Social navigating
- Academic skills
- Beginning of independence
- Advanced social skills
- Academic skills
- Independence
- Organization
- Self-monitoring
- Vocational skills
Some Important Skill Areas

- Communication & Social skills
- Self help/ independent living skills
- Community awareness/ Community Participation
- Self Advocacy
- Job skills
  - job readiness to obtaining and retaining paid employment
- Leisure skills
What does it meant to be independent?

Do you consider yourself to be independent? Why?
This is a Problem!

These are all important skills but some of the most difficult for individuals with ASD.
Do **WE** Sometimes Limit or Prevent Independence?

How can we Move along a Continuum to Promote Independence?

- From 1:1 supervision to independence
- Time on task and transitions
- Personal care
- Behavior and self-monitoring
- Leisure skills
- Vocational preference and choice
Independence vs. Interdependence

- The student is able to complete the task completely by him/herself
- The student is able to complete the task with interaction with others in his/her environment
The Importance of Interdependence
Some Socially-Related Vocational Skills

- Asking for help with a task
- Asking for clarification of a task
- Asking for a missing item
- Asking for feedback
- Accepting feedback/criticism of work
- Notifying someone if more work is needed
Discriminating when to ASK for HELP

(“I need help” or “Work alone”)
Nine Guiding Principles (The Adult World)

- NADSP (National Alliance for Direct Service Professionals) code of ethics for adult services. A national panel of DSPs, advocates, families, professionals, and researchers constructed these guidelines. Standards of conduct and professionalism are outlined across nine areas:

1. **Person-Centered Supports:**
   - First commitment is to the individual, everything that we do flows from this premise

2. **Promoting Physical and Emotional Well-Being:**
   - Ensure the emotional, physical, and personal well-being of the individuals receiving support
   - Avoid aversive or deprivation techniques when possible, if in an approved BSP fade out ASAP
Nine Guiding Principles

3. **Integrity and Responsibility:**
   • Assist people in leading self-directed lives and foster a spirit of partnership with the individuals we serve, other professionals, and the community

4. **Confidentiality:**
   • Safeguard and respect the confidentiality and privacy of the individuals

5. **Justice, Fairness, and Equity:**
   • Promote and practice justice, fairness, and equity for the individuals and the community as a whole

6. **Respect:**
   • Respect the human dignity and uniqueness of the individuals. Recognize each individual as valuable and help others understand their value
Nine Guiding Principles

7. Relationships:
   • Assist individuals to make and maintain relationships
   • Assure that individuals have the opportunity to make informed choices in safely expressing their sexuality without judgment

8. Self-Determination:
   • Assist individuals with directing the course of their own lives
   • Work in partnership with others
   • Honor the individual's right to assume risk in an informed manner

9. Advocacy:
   • Advocate with individuals for justice, inclusion, and full community participation
   • Promote human, legal, and civil rights of all individuals and assist others to understand these rights
Ethical Procedures

Individuals who are recipients or potential recipients of treatment designed to change their behavior have the right to

1. A therapeutic environment
2. Services whose overriding goal is personal welfare
3. Treatment by a competent behavior analyst
4. Programs that teach functional skills
5. Behavioral assessment and ongoing evaluation
6. The most effective treatment procedures available

(Van Houten et al., 1988)
What are some of the issues?

- Starting to teach these skills too late
  - Transitioning at 21 years old
  - Can’t start teaching this late....
    - Communication skills
    - Self help/ independent living skills
    - Social skills
    - Job skills
    - Leisure skills
- 1:1 instruction not provided in adult programs
- Students not used to functioning in groups
- Staff turnover can be an issue
Staffing and Fading Supports

**SCHOOL-AGE PROGRAMS**
- Master’s level teachers required
- 1:1 and 2:1 staff ratio
- Instruction-based/direct

**ADULT SERVICES**
- H.S. degree required
- Lower staffing patterns/groups
- Experience/community-based
Goals of Adult Services

- Foster skills that develop greater independence for our clients throughout their lives
- Secure opportunities for volunteer job sampling within the community
- Teach skills to grow and develop to their maximum workforce potential
- Teach skills to develop self-help and independent leisure activities
- Teach clients the intricacies of appropriate behavior in the community
The Importance of CHOICE
BALANCING THE RIGHT TO HABILITATION WITH THE RIGHT TO PERSONAL LIBERTIES: THE RIGHTS OF PEOPLE WITH DEVELOPMENTAL DISABILITIES TO EAT TOO MANY DOUGHNUTS AND TAKE A NAP

Diane J. Bannerman, Jan B. Sheldon, James A. Sherman, and Alan E. Harchik
UNIVERSITY OF KANSAS

In the pursuit of efficient habilitation, many service providers exercise a great deal of control over the lives of clients with developmental disabilities. For example, service providers often choose the client’s habilitative goals, determine the daily schedule, and regulate access to preferred activities. This paper examines the advantages and disadvantages of allowing clients to exercise personal liberties, such as the right to choose and refuse daily activities. On one hand, poor choices on the part of the client could hinder habilitation. On the other hand, moral and legal issues arise when the client’s right to choice is abridged. Recommendations are offered to protect both the right to habilitation and the freedom to choose.

DESCRIPTORS: developmentally disabled, ethics, client rights, choice behavior, mentally retarded
Preference Assessment

• Assess preference of specific skills (e.g., cutting food vs. stocking items)
• Assess preference for specific locations and conditions (e.g., noisy, crowded)
• Assess preferences of particular jobs (non-verbally & verbally if possible)
• Must have *choices* to assess preferences
• Make considerations for students who are verbal / non-verbal
How to Assess Preference

- Ask
- Observe
- Interview (family/teachers)
- Give choices (e.g., forced choice selections or sample one at a time)
- Note behavior/affect in different situations
- Very often students let us know we just need to listen!
Choice Assessment

- Computer
- Polish Nails
- Cut vegetables
- Polish Nails
- Eat a snack
- Polish Nails
- Clean shelves
- Polish Nails
- Eat a snack
- Cut vegetables
Transition Skills

Transition

↑
Family dependence

↑
Growth

↑
Psychosocial development

↑
Education

↑
Sexual development

↑
Employment

↑
Independence, self-efficacy

Transfer
Where are the efforts being focused for students with ASD?
Skills For transition- Autism Speaks (Baker, et. al, 2015)

- Communication
- Schedules
- Self-care
- Breaks
- Chores/household
- Money skills
- Safety/community safety
- Leisure skills
- Vocational skills
**ISP (Individualized Service Plan) Areas**

(Always consider pre-requisite skills needed for activities)

- Communication skills (e.g., request for help)
- Social skills (e.g., turn taking, conversational skills, bathroom etiquette, personal relationships)
- Social appropriateness (e.g., using public restrooms, eating in restaurants with utensils)
- Life skills (e.g., health, safety & first aid, personal information/identification)
- Self-regulation (e.g., coping strategies, deep breathing, relaxation skills)
- Financial (e.g., money management)
- Self care (e.g., leisure, grooming, toileting, dressing)
- Self management (e.g., medication)
- Vocational skills (e.g., answering phone)
- Recreation/leisure (e.g., treadmill)
- Community awareness (e.g., safety signs, identification of common stores/grocery)
- Transportation (e.g., travel training)
Target across all Settings

- Independence and Self-Help
- Skill Acquisition and Retention
- FUNCTIONAL Academics
  - Social Skills, Leisure
- Quality of Life
Things to Think About...

For the Resume (Job Specific)

• Collating, sorting, filing, folding, stapling, hole punching, wrapping, cleaning, mailing, ordering, selling, stocking, pricing, alphabetizing, taking care of plants, sorting library books, typing, editing text, taking inventory etc...

Skills For Life (Across All Environments)

• Remaining on task, **endurance**, requesting, problem solving, independence, navigating environment, tolerating, monitoring appearance, monitoring behavior, stating preference, being flexible, responding to **unexpected circumstances**, greeting people, introducing self, using polite behavior etc..
Stay Calm and Teach!

- Begin teaching early... REALLY early!
- Communication, Communication, Communication...
- By the time they get to adulthood all of those small “problems” become **BIG** ones
- Fade 1:1/ 2:1 instruction as quickly as possible (AS APPROPRIATE)
- Community Integration- start with outings at a young age
- Think FUNCTIONAL each and every day
- Think INDEPENDENCE/INTERDEPENDENCE each and every day

**IS WHAT I AM TEACHING GOING TO CREATE INDEPENDENCE?**

**IS IT FUNCTIONAL??? WILL THE INDIVIDUAL USE IT?**
What are some **lifelong skills** that we can begin **TO FOCUS ON** at an early age?

- Waiting
- Requesting/needs
- Play----Leisure
- Snack---Meal preparation
- Tolerating groups
- Tolerating crowds/noise
- Tolerating no
- Following a schedule
- Using technology
- Asking for help
- Bathroom skills/ hygiene
- Increased engagement/duration
Sample IEP Goals
Related to Transition

* Teach functional and relevant skills*

- Maintain appropriate hygiene and grooming
- Use a public bathroom independently
- Respond appropriately to co-worker and supervisors
- Remain “on-task” at a work-site
- Eat appropriately with co-workers
- Develop Leisure Skills
- Develop ability to use public transportation
- Follow a work schedule
- Job-sampling
- Increase duration on task
- Perform building maintenance skills
- Perform office skills
- Follow directions of co-worker or job coach/instructor
- Develop exercise/fitness skills
“He can put 100 pegs in a board in less than 10 minutes while in his seat with 95% accuracy.”

“But he can’t put quarters in vending machines.”

“He can sort blocks by color, up to 10 different colors!”

“But he can’t sort clothes; whites from colors for washing.”

“He can tell letters of the alphabet with 80% accuracy.”

“But he can’t tell the men’s from the ladies’ room when we go out.”
Functional Curriculum Resources

- Assessment of Functional Living Skills – AFLS
  (Partingtonbehavioranalysts.com)
- Autism Speaks- Tool kits
  - Transition and Employment
- Edmark Functional Sightwords
- Thank You for Calling (Imaginart)
- Check Writing Practice (PCI)
- Career Folio (Career Info. Collection System)
- Mastering Math: Step by Step
- Coin U Lator Math (worksheets and Progress Chart)
- The Newspaper (Remedia)
- Catalogs and Mail Orders (Remedia)
- Menu Math (Remedia)
- Survival Sightwords (Remedia)
- Look & Cook Microwave
  - (Remedia- made for non-readers)
- Cooking to Learn (PCI)
### Functional Curriculum Ideas...

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addition/ Calculator Use</td>
<td>• Functional Sight Words</td>
</tr>
<tr>
<td>• Counting Money</td>
<td>• Reading Street Signs</td>
</tr>
<tr>
<td>• Making Purchases In-House</td>
<td>• Reading Menus</td>
</tr>
<tr>
<td>• Making Purchases in the community</td>
<td>• Reading Recipes</td>
</tr>
</tbody>
</table>
Jason
Then & Now

• Adds with number line
• Sorts shapes
• Matches letters
• Writes personal information

• Adds with calculator
• Sorts silverware
• Plays boggle
• Fills out application
Using Visual Supports
VISUALS

• Icons
• Pictures
• Graphics
• Visual TA
• Schedules
• Structured Work Systems
Using Matching for Full-Day Activity Schedule
Sample Schedules
Sample Leisure Schedule

Things I Can Do In the Rec Room

- Watch TV
- Play Basketball
- Play Skee ball
- Play Air hockey
- Read a Book
- Read a Magazine
- Listen to Music
- Play Nintendo
- Sit in Massage Chair
Structured Work Systems (SWS)?

• Work systems are an evidence-based practice that visually structure sequences of skills that can be practiced across settings (Hausler & Bernard-Opitz, 2011).

- Provides opportunities for independence
- Allows for more individualized/flexible room scheduling
- Highlights the strengths of individuals with ASD
- Supports the deficits of executive functioning
  - Organization
  - Distractibility
  - Sequencing
  - Generalization
  - Initiation
Structured Work Systems

1) Tasks must follow a left to right or top to bottom format.
2) To Do tasks are set up on the left.
3) Finished tasks are placed on the right.
4) Give only the amount of tasks that an individual can complete during the time given. (Plan for success!)
5) Only give a reasonable amount of work per task.
6) Only include mastered skills. If the individual requires prompting to complete the task- work on one task at a time.
7) If prompting is needed to initiate a task- prompt from behind. Limit verbal prompts.
8) Change out task so the individual can work on more skills.
The Importance of the Community

Start this early too!
Adults in the Community

- Access through visiting local restaurants, stores, etc.
- Access through attending community events
- Access through vocational volunteer work-sites: job carve as needed to create individualized tasks in order to participate
- Identify reinforcing locations and activities within the community

- GET OUT THERE!!!
Gaining Community Access
Participation & Integration
Society/Community

Home/Independent Living:
- Daily Living
- Leisure/Rec Participation

Vocational Integration:
- Employment
- Job sample Participation

Community Integration:
- Fitness Participation
Genesis In and Out of House

- Newbridge Inn, Taco Tuesday, Food cart
- Mailings/Office work
- Data entry
- Off site- white post farms, movies, home depot…etc
- Social enterprise- in progress- Kiosk at local mall
Behavioral Assessment and Proactive Strategies
Keep in Mind...

• Challenging behavior serves a function for an individual
• Individuals can use behavior to access something or someone (obtain/request) or avoid something or someone (escape/protest)
• The process of determining the function allows you to determine replacement/prevention strategies

  What to teach

• Take a proactive approach, lots can be done through prevention
• Teach alternative/ replacement behaviors
• Teach communication-related to each possible function
Supports/ Systems
I earned 4 ✔ this week! I get to buy a can of soda from the vending machine.

I earned 5 ✔ checks this week! I get to have a special lunch today. I want ________.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Looks/Sounds Like</th>
<th>Feels Like</th>
<th>How I Can Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Screaming, making unkind comments, taking materials from others</td>
<td>I’m going to hit someone if I don’t fix the situation and do it “just right”</td>
<td>Ask to take a break and remove myself from the situation</td>
</tr>
<tr>
<td>4</td>
<td>Pacing, wringing hands</td>
<td>Angry</td>
<td>Ask to talk to the shift manager</td>
</tr>
<tr>
<td>3</td>
<td>Grinding of teeth, clenching of jaw</td>
<td>Anxious</td>
<td>Talk to a customer; ask to go to the front of the shop and clean or restock items</td>
</tr>
<tr>
<td>2</td>
<td>Whispering to self</td>
<td>Nervous</td>
<td>Repeat the following: Take a deep breath; count to 5; it’s okay to make mistakes!</td>
</tr>
<tr>
<td>1</td>
<td>Normal</td>
<td>Good!</td>
<td>Stay in a good mood!</td>
</tr>
</tbody>
</table>
Developing Social Competence
Clubs- to Address Social Skills and Personal Interests

- Comic Book Club
- Gamers Club
- Woman Wellness Club
- Basketball Club
- Talent Club
- Gardening Club
- Photography Club
- Scrapbooking
- Jewelry making
- Bingo
- Karaoke
- Book Club
- Card club
- Current events
Why are Clubs Important...

• Group Activities/ Participation
• Social skills
• Tolerance for others
• Waiting your turn (i.e.; large groups & limited devices)
• Developing interests (exposure to new activities)
• Developing leisure skills
• Building relationships on shared interests
It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.

~ Ann Landers
References


Visual Support

Visual Schedules/ Communication:
• http://www.setbc.org/download/Public/VSS.pdf
• http://mrsriley.com/
• http://www.google.com/imghp

Social Stories:
• http://209.197.91.184/socialstories/

Independent tasks:
• http://www.angelfire.com/pa5/as/asteachersites.html
• http://www.positivelyautism.com/free/
• http://www.worksheetworks.com/
• http://www.tlsbooks.com/
Further your Knowledge

- Video depicting classroom management components:
  - http://www.youtube.com/watch?v=SLI$pCJybXLI

- CAST (Center for Applied Science Technology) Guidelines for UDL:

- Autism Speaks Transition Tool Kit:
  - https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit

- Behavioral lessons:

- Enforcing Class Rules:
  - http://712educators.about.com/cs/backtoschool/a/classrules.htm

- Interactive Behavioral Advisor:
  - http://712educators.about.com/cs/backtoschool/a/classrules.htm

- General Advice for Teachers (slideshow)