The Basics of Programming in the Natural Environment: An Overview of the PAAL Program and the CAPS ©

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Preparing Adolescents for Adult Life (PAAL)
Gloria Satriale
Preparing Adolescents for Adult Life (PAAL)
“If you meet one person with autism, you’ve met one person with autism.”

Stephen Shore

“PAAL is not one program but 6 programs, one for each student. The community is their classroom”

Gloria Satriale
Why PAAL Exists…

- Dearth of functionally relevant transition services nationwide
- Continued reports of poor social and employment outcomes for adults on the spectrum
- Limited professional interest in older learners
- With a growing cohort of adolescents with autism there is a DIRE need to develop more, and more effective, transition programs
- Parents of these individuals are committed to expanding effective options for their children
- Subsequently, there is a need for highly trained staff to work with older learners
- To involve the community shareholders in the lives of PAAL’s students
The Comprehensive Autism Planning System [CAPS]* in Supporting Effective Transition Planning

*Shawn A. Henry, M. S., and Brenda Smith Myles, Ph.D. The Ohio Center for Autism and Low Incidence Columbus, OH
## Comprehensive Autism Planning System

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication/Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Unpack</td>
<td>Locate Locker (Recognize Name)</td>
<td>Name on Locker Sign-in sheet Digital clock on desk Uses the “Just My Type” typing program The list he is typing must be entered into the computer by staff preceding his typing time</td>
<td>Verbal Praise Pre-selected reinforcer</td>
<td>Defined area for writing name “Just My Type” typing program</td>
<td>Greetings Recall Questions “Wh” Questions</td>
<td>Write name legibly at functionally appropriate time Self-monitoring using clock Typing Functional lists (grocery list, etc.)</td>
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<td></td>
<td>Sign-In</td>
<td>Unpack Bag</td>
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<td>Digital Time</td>
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<td>Type functional list</td>
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<tr>
<td>9:00-9:30</td>
<td>Hygiene</td>
<td>Brush Teeth</td>
<td>Written schedule Electric razor</td>
<td>Verbal praise Pre-selected reinforcer for shaving</td>
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<td>Task analysis for following written list</td>
<td>Completes hygiene routine independently at home</td>
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<td></td>
<td></td>
<td>Wash Face</td>
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<td></td>
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<td>Shave</td>
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<td>Deodorant</td>
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<td>Follow written list</td>
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<td>9:30-10:30</td>
<td>Buy snack at Wawa</td>
<td>Navigate community setting</td>
<td>Written schedule for snack prep</td>
<td>Snack prepared Pre-selected reinforcer</td>
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<td>Requesting food items Requesting materials Reciprocal interaction with peers</td>
<td>Task analysis data sheets for targeted skills Meal prep and chores performed independently at home</td>
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<td></td>
<td>Snack</td>
<td>Locate item</td>
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<td>Snack clean-up</td>
<td>Purchase</td>
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<td></td>
<td>Chores</td>
<td>Snack prep</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Activity Details</td>
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</tbody>
</table>
| 10:30-12:30| ACAC          | Cross Parking lot  
Navigate environment  
Community Sign ID  
Dressing  
Showering  
Fitness Goals  
Timer for fitness activities  
Gym clothes  
Showering items (shampoo, body wash, etc.)  
Social praise  
Pre-selected reinforcer  
Reciprocal Communication with peers  
Request assistance from community person  
Waiting in Line  
Community data sheets  
Independent navigation of all community settings  
Independent showering at home |
| 12:30-1:30 | Lunch at House| Navigate community settings if walking to house  
Crossing street  
Community Sign ID  
Sitting appropriately  
Preparing Lunch  
Wash Dishes  
Follows a written task analysis to prepare his own lunch  
Chore Chart  
Verbal Praise  
Meal prepared  
Reciprocal interaction with staff and peers  
Review chore chart  
Task analysis for meal prep  
Community data sheet  
Independently prepare a meal  
Independently navigate all community settings |
| 1:30-2:30  | Ashbridge Manor| Navigate Community  
Self-Monitoring  
Table setting  
Time on task  
Pre-selected reinforcer  
Or  
Trip to Wawa  
Verbal praise and reinforcement  
Greetings  
Requesting Help  
Interaction with staff and peers  
Vocational Data sheet  
Generalize skills across various work settings |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
<th>Task 7</th>
<th>Task 8</th>
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<tr>
<td>2:30-</td>
<td>Classroom activities</td>
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<td>2:45</td>
<td>Clean Desks</td>
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<td>2:45-</td>
<td>Pack/Go Home</td>
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<td>3:00</td>
<td>Locate folder/items to go home</td>
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<td>Locate Locker</td>
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<td>Pack Bag</td>
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<td>Walk to car</td>
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<td>Independent navigation of all</td>
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All skill sets in the community consist of a

- Production Component
- Navigation Component
- Social Component
So how did it go in the community?

Remember instruction starts where the need begins!
The IEP is the result of backward chaining from the overall transition plan.
The Ultimate Transition Strategy

When speaking about skill development always remember that for a specific skill

*If you can teach the skill, teach it*

*If you can’t teach the skill, adapt it*

*If you can’t adapt it, figure out some way around it*

*If you can’t figure out some way around it, teach the NT’s to deal*

Gerhardt, Peter F. 2006
Check Card Adaptations…

- *Open wallet, give cashier card to pay* written on biker wallet;
- Thumb goes over the VISA logo when swiping your card;
- Visual prompt on the card stating *CREDIT*;
- A green dot on the card to press *ACCEPT*, if necessary, and
- Using self check-out to ease social challenges.
Credit Card
200-11-300
John Doe

Credit please

CheckCard

DEBIT

GOOD THRU

VISA®
Instruction and support in the community
Video Clip 1- Grocery Shopping
Video Clip 2- Grocery Shopping
Components of Independent Showering at the Gym.

- Assess the environment prior to beginning instruction.
- Providing supervision via “line of sight” to promote privacy.
- Using the same (reserved) locker each time.
- Shape criteria of competence as a function of current levels.
- The wet shower schedule simply sticks to the wall of the shower. Use a laser pointer to highlight steps.
- Decide, in advance, what constitutes an acceptable error rate (e.g., using wrong locker).
- Educate, to the extent possible, the community at large.
Video Clip 3- Folding Towels
Issues related to employment development

We need to redefine work readiness
Issues related to employment development

Co-workers will need to be trained to promote social inclusion on the job
Issues related to employment development

Job match considerations are at the core of long term success relevant to quality of life
Quality of Life as a Transition Outcome
Quality of Life is Not a New Concept

Not life, but good life, is to be chiefly valued.

*Socrates* (469 BC - 399 BC)
But what is meant by “Quality of Life?”
Quality of life is a term used to describe a **temporal** condition of *personal satisfaction* with such core life conditions as *physical well-being*, *emotional well-being*, *interpersonal relations*, *social inclusion*, *personal growth*, *material well being*, *self-determination*, and *individual rights*. 

*(R. Schalock, 2001)*
Thank you!