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)
“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
<p>| Time       | Activity          | Targeted Skills to Teach                          | Structure/ Modifications | Reinforcement                  | Sensory Strategies          | Communication/Social Skills | Data Collection | Generalization Plan |
|------------|-------------------|--------------------------------------------------|--------------------------|--------------------------------|-----------------------------|------------------------------|-----------------------------|-------------------|-------------------|
| 8:30-9:00  | Unpack            | Locate Locker                                    | Name on Locker           | Verbal Praise                  | Defined area for writing    | Greetings                    | Write name legibly at  | Write name legibl |                  |
|           | Sign-In           | (Recognize Name)                                 | Sign-in sheet            | Pre-selected reinforcer        | name for writing             | Recall Questions             | functionally         | Self-monitoring   |                  |
|           | Typing            | Unpack Bag                                        | Digital clock on desk    |                                | “Just My Type” typing       | “Wh” Questions               | using clock            |                   |                  |
|           |                   | Print name                                        | Uses the “Just My Type”  |                                | program                     |                              | Typing Functional        |                   |                  |
|           |                   | Digital Time                                      | typing program. The list  |                                |                             |                              | lists (grocery list,   |                   |                  |
|           |                   | Type functional list                              | he is typing must        |                                |                             |                              | etc.)                      |                   |                  |
|           |                   |                                                   | be entered into the      |                                |                             |                              |                             |                   |                  |
|           |                   |                                                   | computer by staff        |                                |                             |                              |                             |                   |                  |
|           |                   |                                                   | preceding his typing     |                                |                             |                              |                             |                   |                  |
| 9:00-9:30 | Hygiene           | Brush Teeth                                       | Written schedule         | Verbal praise                  | Defined area for following  | Task analysis for          | Completes hygiene     |                  |
|           |                   | Wash Face                                         | Electric razor            | Pre-selected reinforcer for    | written list                | following written list      | routine independently  |                  |
|           |                   | Brush Hair                                        |                          | shaving                        |                             |                              | at home                    |                  |                  |
|           |                   | Shave                                             |                          |                                |                             |                              |                             |                   |                  |
|           |                   | Deodorant                                         |                          |                                |                             |                              |                             |                   |                  |
|           |                   | Follow written list                               |                          |                                |                             |                              |                             |                   |                  |
| 9:30-10:30| Buy snack at Wawa | Navigate community setting                        | Written schedule         | Snack prepared                 | Requesting food items       | Task analysis data          | Meal prep and chores    |                  |
|           | Snack             | Locate item                                       | for snack prep            | Pre-selected reinforcer        | Requesting materials        | sheets for targeted         | performed independenl |                  |
|           | Snack clean-up    | Purchase                                          |                          |                                | Reciprocal interaction      | skills                      | tly at home             |                  |
|           | Chores            | Snack prep                                        |                          |                                | with peers                  |                             |                             |                   |                  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity/Task</th>
<th>Reinforcement/Support</th>
<th>Socialization/Communication</th>
<th>Independent Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-12:30</td>
<td>ACAC</td>
<td>Wash Dishes, Fold Laundry</td>
<td>Timer for fitness activities, Gym clothes, Showering items (shampoo, body wash, etc.)</td>
<td>Social praise, Pre-selected reinforcer</td>
<td>Reciprocal Communication with peers, Request assistance from community person, Waiting in Line</td>
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<td>12:30-1:30</td>
<td>Lunch at House</td>
<td>Navigate community settings if walking to house, Crossing street, Community Sign ID, Sitting appropriately, Preparing Lunch, Wash Dishes</td>
<td>Follows a written task analysis to prepare his own lunch, Chore Chart</td>
<td>Verbal Praise, Meal prepared</td>
<td>Reciprocal interaction with staff and peers, Review chore chart</td>
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<tr>
<td>1:30-2:30</td>
<td>Ashbridge Manor</td>
<td>Navigate Community Self-Monitoring, Table setting, Time on task</td>
<td>Pre-selected reinforcer, Or, Trip to Wawa, Verbal praise and reinforcement</td>
<td>Greetings, Requesting Help, Interaction with staff and peers</td>
<td>Vocational Data sheet, Generalize skills across various work settings</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Task Details</td>
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<td>2:30-2:45</td>
<td>Classroom activities</td>
<td>Clean Desks, Puzzle, Movie</td>
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<td></td>
<td></td>
<td>Follow written schedule, Pre-selected reinforcer, Verbal Reinforcement</td>
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<td></td>
<td></td>
<td>Independent follow written schedule</td>
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<td>2:45-3:00</td>
<td>Pack/Go Home</td>
<td>Locate folder/items to go home, Locate Locker, Pack Bag, Walk to car</td>
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<td>Home communication log</td>
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<td>Independent navigation of all environments</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.*
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?”
What does QOL mean? (R. Schalock, 2001)

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**.
Thank you!