Technology as a Tool for Teaching: Innovating Community Instruction for Adolescents with ASD

Gloria Satriale
Executive Director, PAAL
Acknowledgements

Peter F. Gerhardt Ed. D.

• Chair, Professional Advisory Panel PAAL
• Director McCarton Upper School, New York, NY
• Chair, Scientific Council and former President Organization for Autism Research
• Member Board of Directions of countless organizations
• National and International Presenter Author and Consultant for over 30 years in the fields of autism and...
• All around Nice Guy
A unique, ABA driven community based transition program targeting quality of life as the goal of preparing for adulthood.
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www.MECAAutism.org
Presentation Objectives

- Technology as a concept, not “things”.

- Identify technology as a primary tool for community-based instruction.

- Develop strategies to improvise, adapt and overcome challenges to independence through implementing technology as an integral part of instructional programming.

- View technology as a resource to enhance the quality of life.
For proper supervision ... you need eyes in the back of your head!

Resources for supervision are limited in the adult world.
Technology.....what is it?

Technology [tek-nol-uh-jee] noun

1. The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. (emphasis added)

2. The terminology of an art, science, etc.; technical nomenclature.

3. A technological process, invention, method.

4. The sum of the ways in which social groups provide themselves with the material objects of their civilization.

- Webster Collegiate Dictionary
Technology Building Blocks To a Strong Foundation

- Principals of ABA
- Functional relevance
- Community immersion
- Teaching in the natural environments
- Community partnerships/Education
- Dyads / Triads: Reliance on Natural Supports
- Communication
- Environmental adaptations
- Electronics
ABA in Action

Hagner & Cooney (2005) interviewed the supervisors of 14 successfully employed individuals with autism to examine their supervisory practices and their perceptions of employees with autism. Supervisors evaluated their employees with autism highly, and qualitative analysis found that a set of specific supervisory accommodation strategies were commonly associated with successful supervision. These included:

- maintaining a consistent schedule & set of job responsibilities; (activity schedules/task analysis)
- using organizers to structure the job (PDA, Environmental Modification)
- reducing idle or unstructured time (DRA Reliance on natural supports)
- being direct when communicating with the employee, and (present a clear and accurate Sd)
- providing reminders and reassurances (self monitoring/motivator/)

(Peter Gerhardt, Ed.D, 2007)
ABA In Real Life
Technology Teaches:

- Staff training
- Production skills
- Navigation skills
- Social Skills/Community acceptance
- Job development
- Community safety
- Self Care skills
- Domestic skills
- Leisure skills
Basic Survival vs. Complete Independence
Adolescents are running out of time to learn basic survival skills.

For Adults, time has run out.
**Interdependent Functioning**

**in·de·pen·dent**

Pronunciation: in-de-'pen-dent
Function: *adjective*
1: not dependent: : not requiring or relying on others (as for care or livelihood) *<independent of her parents>*

---

**interdependent**

Pronunciation: In-ter-di-pen-duhm nt
Function: *Adjective*
1. mutually dependent; 2. depending on each other.

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**Activities**

- Drive a car
- Cooking
- Appts/Recreation
- Shopping

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- Taking the bus
- Follow a recipe (TA)/frozen dinner
- Using a PDA (Schedule/Alarm)
- Asking for help/using a list
Adaptive Behavior is the key
Adaptive Behavior

“Adaptive Behavior is defined as those skills or abilities that enable the individual to meet standards of personal independence and that would be expected of his or her age and social group. Adaptive behavior also refers to the typical performance of individuals without disabilities in meeting environmental expectations. Adaptive behavior changes according to a person’s age, cultural expectations, and environmental demands.” (Heward, 2005).
Community Success Requires a 3-D Approach
## Typical Task Analysis

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press button for up or down</td>
</tr>
<tr>
<td>Walk into Elevator</td>
</tr>
<tr>
<td>Press button for number of floor</td>
</tr>
<tr>
<td>Watch for floor number at top of elevator</td>
</tr>
<tr>
<td>Exit elevator at correct floor</td>
</tr>
<tr>
<td>Proceed to destination</td>
</tr>
</tbody>
</table>
With the resulting task analysis looking something like this...

<table>
<thead>
<tr>
<th>Production</th>
<th>Social</th>
<th>Navigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press correct button</td>
<td>Wait</td>
<td>Locate elevator</td>
</tr>
<tr>
<td></td>
<td>When door opens, wait for others to leave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn around</td>
<td>Enter elevator</td>
</tr>
<tr>
<td>Press correct button or -&gt;</td>
<td>Ask for button to be pressed</td>
<td></td>
</tr>
<tr>
<td>Monitor floor(s)</td>
<td>Adopt appropriate social distance from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit elevator at correct floor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proceed to destination</td>
</tr>
</tbody>
</table>
And now we need to figure out creative ways to use our technology to get around obstacles…
Technology....*why do we use it?*

Allows us to improvise, adapt and overcome *any* challenge the environment or function presents as a barrier to improving ability.

Technology as a tool to facilitate independence through adapting the environment; providing structure, self management, prompting, efficient staff training, etc.
Criteria of Ultimate Functionality

According to Lou Brown (1983), the ultimate test of functionality for specific IEP goals is to ask:

“If the student does not learn to do the task, will someone else have to do it for them?”
Technology: Environmental Adaptations

- Tying shoes
- Money
- Buttoning
- Organization
Technology : Environmental Adaptations

- The “Flip and Fold”
Technology: Environmental Adaptations
Technology: Environmental Adaptations
Technology: Environmental Adaptations
Best practices

Outcomes
There are about 700,000 children in this country with autism. Eighty percent of the people with a diagnosis of autism [in the U.S.] are under the age of eighteen.

By 2023, about 380,000 autistic children nationwide are expected to need extensive residential services as adults, according to the Department of Health and Human Services.
The Outlook is Bleak........

- 74% stated that they wanted to work but were currently unemployed;
- 19% of individuals with autism were employed at the time of the survey;
- 74% of those employed worked less than 20 hours per week; and
- 85% still lived with parents, siblings, or older relatives.
- 78% were unfamiliar with agencies or professionals that might assist in job development.

(Source: University of Miami/Nova Southeastern University CARD 2008)
Technology.... *What does it look like?*

**Environmental Adaptations**

**Electronics**
Technology....the “old”
Technology....the old and the new
Technology: Electronics

- Bluetooth
- iTouch
- Video Modeling
- MP4 Player/Watch
- PDA/Smartphone
Purpose:
To promote independence and increase social acceptance of adolescents with autism by reducing stigma associated with one-on-one instructions and physical prompts in the community.
Technology: Electronics

Bluetooth™

- Used auditory prompts through Bluetooth earpiece for purchasing (locating items, waiting in line, and paying for items with a credit card).
Locate Items (Participant 1)

- Blue line: # of p
- Red line: distance

Graph showing frequency and distance over sessions.
Wait (participant 1)

- # of p (blue diamonds)
- distance (red triangles)

Frequency vs. Distance (ft)

Session

0 5 10 15 20 25
Technology: Electronics

Bluetooth
Verbal prompts were able to be successfully faded.

Distance from the participant was able to be increased in advance of skill mastery.

Appearance of independence may help promote social acceptance and community integration.

Wearing the device may help disguise/mask vocal stereotypy.

Provides a safety net while providing greater independence.
Bluetooth®

Limitations

• The cost and maintenance of the device may be a limitation.

• Participants require some level of receptive language skills to benefit from this intervention.

• Participants may require some form of systematic desensitization to accept the Bluetooth® and reinforced instruction to carry a cell phone.
Future Considerations

- Expansion to a greater variety of skills across more diverse and complex environments.
- Research on implementing this strategy with more than one individual at a time.
Bluetooth
"I thought something wasn't quite right with him, but I didn't think it was as bad as that autism thing."

- Rite Aid Cashier
Staff Performance
Bluetooth - Results

Purchase (participant 1)

- Blue line: # of p
- Red line: distance

Graph shows frequency and distance over sessions.
Staff Performance

Results

- Bluetooth® technology can be used effectively to collect frequency data on verbal prompts and improve staff performance assessment.
- The number of verbal prompts significantly decreased across participants with the introduction of the intervention.
- Staff awareness of prompting procedures increased with intervention.
Staff Performance

Certificate of Excellence
Presented to George Jennings
In recognition of outstanding improvement in shaping behaviors

Presented on 5/3/2022
Evel Nage, M.D., M.B.A.
Remote Monitoring

Benefits

- Cost effective
- Minimally intrusive
- Increases frequency of supervision
- Improves staff awareness on performance
- Immediate feedback
- Easily utilized across community environments
Remote Monitoring

Limitations

- Not applicable to other types of prompting (e.g., physical, gestural, etc.)
- Long term efficacy has not been assessed
- Self monitoring can be difficult at times
- Staff may perceive the intervention as intrusive
- Network connectivity
Video Modeling

It has been proved through many research studies that “Video Modeling” is an effective tool to teach various skills.
Technology: Electronics

Video Modeling

- Research
  - Social skills (Kimball, Kinney, Tayler, & Stromer, 2004)
  - Complex play sequences (D’Ateno, Mangiapanello, & Tayler, 2003)
  - Social language (Maione & Ayres, 2004)
  - Perspective taking (Charlop-Christy & Daneshvar, 2003)
Video Modeling

- Variation on Video Modeling
  - Didactic teaching in the contrived settings
  - Variation on time between the video model and performance
- Variation in models
- Variation in instructions with video modeling
Video Modeling

Benefits

- Rapid acquisition of skills
- Effective for both verbal and motor responses
- Effective for NT population and people with learning difficulties
- Fade one on one instructions
- Consistency of sequence/duration
Technology: Electronics

Video Modeling

- Technology-improved probabilities
  - MP4 player/IPOD
  - Portable DVD player
  - Digital Picture frames
  - Smart Phones/PDA devices
  - Accessible (YouTube™)
Purpose:
To improve independence of adolescents with autism during hygiene routines using video modeling via digital picture frames and portable DVD players.
Video Modeling-Tooth Brushing

Participants:

1. A 17 years old female student with severe to moderate autism
2. A 16 years old male student with severe to moderate autism
3. A 13 years old male student with severe to moderate autism
Video Modeling-Tooth Brushing

- Baseline
  - Priming
  - Textual (with pictorial for participant 1) prompts for showering routines
  - Partial and/or full physical prompts as needed
  - Verbal/social praise for attempt/completion of the steps
  - Delayed reinforcers upon completion of all TA
Video Modeling-Tooth Brushing

- Interventions
  - Priming
  - Video Modeling-visual prompts
  - Full/Partial prompts from behind
  - Gestural prompts to attend to Video
  - Systematic prompt fading
  - Social praise for attempt/completion of the steps
  - Delayed reinforcers upon completion of all TA
Technology: Electronics

Video Modeling-Tooth Brushing
Video Modeling - Tooth Brushing

- Baseline Behaviors:
  - Participant 1: bite and suck on the tooth brush
  - Participant 2: depend on prompts, lack of thoroughness
  - Participant 3: starring the mirror and required repeated prompts to start the first step (up to 17 prompts)
Technology: Electronics

Video Modeling-Tooth Brushing
Video Modeling-Tooth Brushing

Result

- Participant 1: slow and steady improvement on independent completion of the TA
- Participant 2: significant improvement on independent completion of the TA
- Participant 3: significant improvement on independent completion of the TA
Brush Teeth (participant 1)
Video Modeling - Results

Brush Teeth (participant 2)

Percentage of Independent Completion

session
Video Modeling - Results

Brush Teeth (participant 3)

Session

Percentage

Baseline

Video Modeling (VM)

VM
Brush Teeth (participant 1)

Baseline

Video Modeling (VM)

Brush Teeth (participant 2)

Baseline

Session

Brush Teeth (participant 3)

Baseline

Session
Technology: Electronics

Video Modeling-Tooth Brushing
How To Use 30 Second Smile
The Collis Curve Toothbrush®

http://www.colliscurve.co.uk
Purpose:
To reduce stigma associated with one-on-one instruction (close proximity and physical prompts) by providing auditory/visual cues via watch during the workout routines at a local fitness center.
MP4 player/ IPod™

- **Baseline:**
  - Participants wore the MP4 player watch or IPod™ and earphones/headphones connected to the device.
  - Used written schedule and portable timer to follow the workout schedule (checking schedule, setting a timer).
  - Partial and full physical prompts were provided as needed.
MP4 player/ IPod™

- Intervention:
  - Participants wore the MP4 player watch or IPod with earphones or headphones connected to the device
  - Verbal directions combined with highly preferred music were given via MP4 player or IPod™
  - Partial/full physical prompts were provided as needed
Technology: Electronics

MP4 player-video
Technology: Electronics

MP4 Player/IPod™ - Result

Nicky Workout

Percentage of Independent Completion

Date

0 10 20 30 40 50 60 70 80 90 100


winter break

MP4 Player

w/o

MP4
Positive Outcome of MP4

Affect (Workout)

- with watch
- without watch
Purpose: Increase independence by reducing the need for constant support from others. Promote social acceptance by reducing stigma and replacing cumbersome augmentative communication systems.
PDA/Smartphone

- Combines multiple prompting strategies to promote independence
  - Video modeling
  - Auditory prompts
  - Textual
  - Pictorial
A Windows® based program that provides visual and auditory prompts sequentially. It runs on a handheld pocket PC (c.f. PDA) and can greatly improve independence of adolescents with autism by allowing staff to fade proximity and prompts.
1. Schedule indicates that it is time to make lunch.

2. Pocket Compass is programmed to automatically open. The student chooses what they want to prepare.

3. Software prompts the student through the task using a visual/written or video task analysis.

4. Pressing the “ALL DONE” button takes the student back to their schedule.
Technology: Electronics

PDA/Smartphone
Schedules

- Google Calendar/Gee Tasks
Visual Schedules

Stepstones™

First then visual schedule

I-promptstm

Pictello™
Communication
Technology: Electronics

Communication

Proloquo2go ®

Tap To Talk ®
PDA/Smartphone

• Communication
  • Microsoft Power Point® - Customize Your Own Augmentative & Alternative Communication Program!
  • Pictorial, Textual and/or Auditory Prompting
  • Portable/Accessible
  • Inexpensive
  • Efficient Communication
loud

I want that

HI

bathroom

help

break
I want

Tape

robotraptor

computer

keys

bag

flower pot

Puzzle

listen to music

Furbee
I want

cinnabon
ice cream
poptarts
mac and cheese
Pudding
Beefaroni
pizza
Chicken Nuggets
Yogurt
French Fries
Mozzarella Sticks
chicken noodle soup
Ravioli
Technology: Electronics

PDA/Smartphone
Technology: Electronics
PDA/Smartphone
Self management

Token economies-
iReward

Earn it Stars

![iReward](image1)

![Earn it Stars](image2)
Time Management

Time Timer

Times up

Time Calc
Purchasing/Budgeting

Cash-Strapped™

PicList™
Navigation

“Way Finder” $799

“Community sidekick” - Iphone $9.99
Navigation

GPS Alarm

iNap
Navigation

Breadcrumbs ® - android
Community Safety

Phone Calls

One Tap Dial™
Pocket Ace™
Social Stories

- Pictello

The twins find dogs

Everywhere we go

When playing the game, Chase and Gwennie take turns. This is Chase’s turn.
SocialSkills

Quick Cues

- When the phone rings I should stop what I am doing and focus on answering.

- Some people smile before they pick up the phone. Smiling can relax me and can make a difference in how I sound.

101 conversation starters

If you could only choose 2 movies to watch ever again, what would they be?
Dyad/Triad Instruction......
Technology can get you there faster

• Targeting the future
  • Limited funding
  • Limited services
  • No one-on-one instruction

• Programming
  • Pairing of students
  • Geographic location
  • Staff training
  • Fading proximity
Dyad/Triad Instruction
Remote Monitoring
## Data Collection

**Theme: Blue Light Special**

<table>
<thead>
<tr>
<th>Observations</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has needed materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate data taken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional plan followed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age appropriate interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preference assessment given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied reinforcers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt/distance fading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of verbal prompts**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>more than 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Collection

Behavior Tracker Pro™

Skill Tracker Pro™
Technology to Enhance Communication and Information Gathering

- Secure personal web page – (Wikispace)
- CAPS
- On Line Documents
  - Data Collection
  - Graphing
  - Wikispace Discussions
  - Blogs
NS Residential

Announcements:

PLEASE NOTE DAY SHIFT TIMESHEET CODE HAS CHANGED

DAY SHIFT - W7061

Emergency Contacts

~In Case of Emergency Please Contact Someone in the Order Presented Below~

Nicky's Home Line- 484-503-0522

Gloria Satriale, glsatiale@gmail.com
Avi Glickman, aglickman@mcautism.org
George Giennings, giennings@mcautism.org
Murph, mharmm@mcautism.org
Pauline March, pmarch@mcautism.org
### Comprehensive Autism Planning System (CAPS)

**Technology to Enhance Communication and Information Gathering**

**CAPS**
- Comprehensive Autism Planning System
- Myles & Henr

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**Monday**

**5/9/2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/ Modifications</th>
<th>Reinforcement</th>
<th>Communication/Social Skills</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:15</td>
<td>Unpack</td>
<td>Locate locker, Unpack bag</td>
<td>Name on locker</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Tact Cards</td>
<td>Labeling, latency/accuracy of responding, language building</td>
<td>Individualized target picture cards</td>
<td>Edible reinforcer, Social praise</td>
<td>None</td>
<td>Percent Successful</td>
</tr>
<tr>
<td></td>
<td>Shave</td>
<td>Personal care, manipulation of a razor, modulate force</td>
<td>Electric Razor</td>
<td>Task completion, Social praise</td>
<td>None</td>
<td>Partial Chain Performance</td>
</tr>
<tr>
<td></td>
<td>Brush Teeth</td>
<td>Personal care, fine motor skills, imitation through video modeling</td>
<td>Backward chaining</td>
<td>Task completion</td>
<td>None</td>
<td>Partial Chain Performance</td>
</tr>
<tr>
<td>9:15-9:20</td>
<td>Drive to House</td>
<td>Safety, Functional</td>
<td>None</td>
<td>None</td>
<td>Conversation Initiative and</td>
<td>None</td>
</tr>
</tbody>
</table>
The Outlook is Bleak........

- 74% stated that they wanted to work but were currently unemployed;
- 19% of individuals with autism were employed at the time of the survey;
- 74% of those employed worked less than 20 hours per week; and
- 85% still lived with parents, siblings, or older relatives.
- 78% were unfamiliar with agencies or professionals that might assist in job development.

(Source: University of Miami/Nova Southeastern University CARD 2008)
So...I have autism...Don’t waste my time..............

- Environmental Adaptations
- Technology
- Natural Environment Training
- Intensity of Teaching
- Self-management and Coping Skills
- Data Based Decision Making
- Maximize Adaptive Behavior
- Minimum Skill Proficiency
- Ultimate Functionality
Ready ... Set ... Work !!!
From Dishwasher to Desk Job.

Brett’s first day on the job with a tie!
Autism Works
“To think you can, creates the force that you will”
- Orison Sweet Marden - 1916
60 minutes video
The Wonderful World of APPS

5 Monkeys
Air Guitar HD
Art of Glow
Chalkboard Pro for iPad
Draw With Stars
DrawFree
Elmos Monster Maker
FacesiMake
Itsby Bitsy Spider
Magic Piano
Moozart
Old MacDonald
Genikids Orchestra
Pandora
Soundrop
Tappy Tunes
Toddler JukeBox
Twinkle Twinkle Storybook
Virtuoso
VoiceKeyboard
Wheels on the Bus HD
Art of Glow
Chalkboard Pro for iPad
Dexteria
Draw With Stars
DrawFree
iWriteWords
SuperNova
ABA Basic
ABA1 Program
ABC Behavior Assessment
Behavior Tracker Pro
Cognitive Behavior Analysis
iPraiseU
iReward
iReward
ITPADD
Skill Tracker Pro
DAF Assistant
Disfluency Index Counter
Fluency Tracker
Geek SLP
S/Z Ratio
SLP Goal Bank
SLP Minimal Pairs
Voice Analyzer
Voice Memos for iPad
Angry Birds
Fruit Ninja
Fruit Memory
Leaf Jam
My Underwear
Scoops
ABA Flash Cards Apps
iPractice Verbs
Question Builder
Sentence Builder
Speech With Milo: Prepositions
Speech With Milo: Verbs
Story Builder
WhQuestions
Word SLapPs
Epic Win
iAdvocate
iEarnedThat
IEP Checklist
Maxjournal
Moms with Apps
Visual Schedules
First Then Visual Schedule
iPrompts
iDress for Weather
Living Safely
Off We Go
All About Sounds HD
Articulate It!
Auto Verbal
Expressive
GraceApp
iComm
iCommunicate for iPad
iMean
Match2Say
NeoPaul
OneVoice
ProloQuo2go
/r/ intensive SLP
SoundingBoard
Smart Oral Motor
Smarty Speech
Speech Hangman
Sunny Articulation Test
Tap Speak Button
Tap To Talk
TouchChat HD - AAC Verbally
Ace Kids Math Games
Arthmaroo
Count TV
Cute Math
Dot to Dot Number Whiz
iDartMath
Kids Math Math Drills
Math Explosion Math Magic
Math Train -
Mathquest
Park Math
Rosita's Jump Count
Silly Numbers
Splish Splash Inn
Whizzit 1-2-3
Andrew Answers
BOB Books #1: Reading Magic
FirstWords Deluxe
Reading
The Monster at the End of This Book
Word Magic
Zanny - Born to Run
ModelMe Kids: Going Places
Off We Go – Going on a Plane
Off We Go – Going to the Dentist HD
Pictello
Stories2Learn
iTake Turns
Look in My Eyes
QuickCues
Smile at Me
Social Skills
Talking Carl
Talking Tom Cat
ESPN Spelling Bee
SpellBoard
SpellDown Spelling Bee
Spelling Bee!
Spell Blocks with Sight Words
Spelling Drills
Technology is not a silver bullet
Technology As Building Blocks To Independence, Confidence and Happiness
Technology provides us the building blocks to break down skill barriers and build strong foundations for future competencies.

- **Principles of ABA**
- **Dyads/Triads: Natural Supports**
- **Functional Relevance**
- **Strong Family Involvement**
- **Community Immersion**
- **Community Partnerships**
- **Communication**
- **Environmental Adaptations**
- **Electronics**
...And The Foundation for a Quality of Life

CHOICE
COMPETENCY
CONTROL

MONEY

LEISURE

HAPPINESS

TECHNOLOGY

HEALTH

SAFETY

HOME

WORK
“If you can imagine it, You can achieve it. If you can dream it, You can become it.”

-William Arthur Ward
The Ultimate Outcome:

Teach yourself out of a Job!!!

So...I have autism...Don’t waste my time.................

✓ Environmental adaptations
✓ Technology
✓ Natural Environment Training
✓ Intensity of teaching
✓ Self-management and Coping skills
✓ Data Based Decision Making
✓ Maximize Adaptive Behavior
✓ Minimum skill proficiency
✓ Ultimate functionality