Understanding Transition to Adulthood Using Reverse Engineering
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Yale Child Study Center
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Disclaimer

Unpaid Affiliations

Dr. Gerhardt has an association with the following programs or organizations but receives no compensation for that association. None of the information contained in this presentation is relevant to those associations.

Paid Affiliations

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This presentation was developed in conjunction with Angela Rodriguez, M.A., BCBA.
Student’s Transition Statement

In 5-years-time Spencer will be 20-years old and will be “ready” as if he is transitioning to live on his own. This includes independent in self-wakening, showering, dressing, toileting, tooth-brushing, laundry, cooking, and other general life skills. He will independently follow a schedule of activities for up to 8-consecutive hours. Spencer will demonstrate personal responsibility related to maintaining his room neatly, purchasing correct size clothes, keeping inventory for food shopping, etc. In terms of the community, Spencer will be able to shop for himself (including meals) and other necessities and preferences. He will be able to independently navigate increasingly greater distances community to participate in community living. Spencer will be able to distinguish good vs bad touch and discriminate different relationship roles (Mom vs. Friend vs. Staff vs. Acquaintance vs. Stranger). He will be able to use his smartphone to make and receive calls and texts, contact someone for help, describe his location to another person (or use “send location” function) and, when appropriate, kill some time playing a game. Spencer will be interning at a job requiring attention to detail (assembling motherboards). He will be able to work for 90-minutes independently and check his completed work for accuracy. He will respond to directions from his supervisors and socially interact to whatever degree appropriate with his coworkers. He will make lunch for work or purchase lunch at work as appropriate. Spencer will be able to initiate independent choices with regard to leisure activities which may include team bowling, going to arcade, playing mini-golf, or hanging at the mall.
The EPIC School is a private, nonprofit ABA-Based School for 32 individuals with classic autism ages 3-21 years. The Behavior Analytic Mission of the EPIC School is, through individualized evidence-based intervention, graduate students who:

1. Are employed a minimum of 20-hours/week
2. Belong to a social community outside of his or her home
3. Contribute, on a regular basis, to family functioning (e.g., can complete chores).
4. Have a functional and effective communication system
5. Are independent in basic self-care skills
6. Can self-manage their own behavior across multiple environments, and
7. Have a reasonable medical transition plan.
The problem is...

I am not entirely sure how we are going to do this. However, as a behavior analyst who is committed to socially significant outcomes, I don’t see where we have any other option. I do, at least, have a good idea how promote better adult outcomes than the current adult outcome research would indicate is standard.
The Relevant Concepts – A Summary

- Independence over Expertise
- Response Effort/Matching Law
- Social Validity
- Context
- Self Management
- Prompting
- Shaping & Chaining
- Generalization
- Maintenance
- Sr+/-
When the classroom closes...

Most Professionals Understanding of Transition to Adulthood
Both special educators and behavior analyst may have over-specialized their professions

• In spite of the importance of early transition planning, most professionals interpret “early” to mean just prior to age 16-years which is not really early. In addition, absent a long-term view of transition planning, parents tend to make intervention choices that, while well intended, have little relationship to future outcomes. (Gothberg, Stegenga, & Cate, 2017)

• Quality [behavior analytic] intervention should not adhere to just one set of static procedures (e.g., DTT, VB, PRT). Instead behavior analysts need to be proficient in the implementation of a wide variety of interventions all of which are based upon the principles and process of ABA (Leaf, et al, 2015)

Post-21 Outcomes

After analyzing data from the NLTS-2, Roux and colleagues reported “young adults with autism have a difficult time following high school for almost any outcome you choose - working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe. To complicate matters, many of these youth begin their journey into adulthood by stepping off a services cliff. Access to needed supports and services drops off dramatically after high school – with too many having no help at.” Roux, et al, 2015, p. 8

<table>
<thead>
<tr>
<th>Education</th>
<th>Attended any postsecondary education</th>
<th>36%</th>
<th>Attended any college</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ever attended 2 or 4 year college, or vocational/technical school</td>
<td></td>
<td>Ever attended 2 or 4 year college</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>Had a job for pay</td>
<td>58%</td>
<td>Had a job soon after high school</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Ever had a job for pay outside of the home</td>
<td></td>
<td>Ever had a job for pay outside of the home within the first two years after leaving high school</td>
<td></td>
</tr>
<tr>
<td>Living Arrangements</td>
<td>Lived independently</td>
<td>19%</td>
<td>Lived apart from parents</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Ever lived away from parents without supervision</td>
<td></td>
<td>Ever lived away from parents with or without supervision</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Community Participation</td>
<td>Any socialization</td>
<td>76%</td>
<td>Any community participation</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Ever (in the past year) saw friends, called friends, or was invited to activities</td>
<td></td>
<td>Ever (in the past year) was involved in volunteer activities, community activities, or task forces or lessons</td>
<td></td>
</tr>
<tr>
<td>Access to Services</td>
<td>Received any services</td>
<td>74%</td>
<td>Received vocational services</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Ever received at least one service after high school</td>
<td></td>
<td>Ever received any vocational services or job training after high school</td>
<td></td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Co-occurring conditions</td>
<td>60%</td>
<td>Bullying victimization</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Of adolescents had two or more additional health or mental health conditions</td>
<td></td>
<td>Of youth were victims of bullying during high school</td>
<td></td>
</tr>
</tbody>
</table>


They concluded that the evidence base about services for adults with an ASD is underdeveloped and can be considered a field of inquiry that is relatively unformed.

My single most important epiphany over the past 38 years
I am a **behavior analyst** who happens to work with individuals with autism AND an **autism professional** who happens to be a behavior analyst AND an **educator** who works to understand autism and behavior analysis AND a **community advocate** for my students and clients AND....
This is important because

If you work with young kids you get to be a specialist. Whether you’re a special educator, speech pathologist, occupational therapist, or board certified behavior analyst, you get to be a specialist.

When working with adolescents and young adults you don’t get to be a specialist and, instead, need to be something of a generalist. In other words, you need a good working knowledge of ABA, positive behavior support, Government services and resources, mental health concerns, medication side effects, sexuality, menstrual care, job development, job coaching, community-based instruction, generalized systems of communication, staff training, community training, and that’s just to start.
And I am a community advocate because if...

Then will take that village plus 2 small towns, a mid-sized city, a chapter of the Hells Angels, three communes, an international coalition, an on-call medical team, 7 lawyers, 4 government officials, a fleet of vehicles and, well, alcohol to raise a child with ASD to a preferred, positive, included and safe adulthood. Unfortunately, none of this just happens on its own.
My point is this:
No one can do this on their own and, if you believe you can, I have a bridge in Brooklyn you might be interested in purchasing.
“When done correctly, there is not a field of intervention that is more person centered than applied behavior analysis”

Gina Green, Ph.D., BCBA-D

Personal Communication
Intervention Context & Generalization

Intervention Maxim #1

“If generalization is a concern then teach where the behavior is most likely to be displayed”

All Behavior Occurs within a Specific Context or Contexts
While it is the most complex, the community is where acquired skills and competencies are expected to be displayed.
Intervention in the most well controlled environment possible...

• Is something for which behavior analysts working in ASD have, apparently, been strongly reinforced for quite some time.

• This is a well established pattern of behavior for which there seems to be little opportunity to reinforce alternative patterns of behavior or, for that matter, a reinforcer with sufficient power to alter this pattern.

• It also seems ABA & ASD is, among behavior analytic fields of intervention, somewhat alone in this pattern.
“Behavior analysts often emphasize the need to study the effects of ABA procedures in the context of typical practice settings (e.g., Johnston, 1996). However, reviews indicate that the large majority of our research focuses on interventions delivered by study personnel, usually in tightly controlled environments such as laboratories, specialized ABA classrooms, or distraction-free areas set up to provide one-to-one instruction [ ]. This discrepancy may reflect a dilemma that behavior analysts have had trouble resolving: We recognize that conducting studies in practice settings may require sacrificing some scientific rigor because the primary mission of such settings is to deliver services rather than conduct research (Johnston, 1996), yet we regard the quality of many studies in these settings as unacceptable (Johnston et al., 2006).” (Smith, 2013)
“Learning one aspect of anything never means that you know the rest of it. Doing something skillfully now never means that you will always do it well. Resisting one temptation consistently never means that you now have character, strength, and discipline. Thus, it is not the learner who is dull, learning disabled, or immature, because all learners are alike in this regard: no one learns a generalized lesson unless a generalized lesson is taught.”

Are Behavior Analysts Choosing the Right Generalization Techniques?

Neely, Ganz, & Davis et.al (2016), conducted a meta-analysis of generalization and maintenance techniques used to teach functional living skills to individuals with ASD.

- In this analysis, the train and hope or train to criterion and hope technique was used in 43% of the studies.
- What is even more interesting is that only 9 of 32 studies focusing on teaching FUNCTIONAL living skills were taught in the natural environment.

Positive Reinforcement

Source: Craig Swanson  http://www.perspicuity.com/
Positive reinforcement (Sr+) is the most effective, least well understood and most poorly implemented behavioral intervention we have in ABA & ASD.
And for Adults...

If I stick to my diet all week, I can have...
Delivering Sr+ to Adolescents and Adult with ASD

Some Dos and Don'ts

• Incorporate choice and subtly record choices for a more naturalistic preference assessment.
• Focus more on engagement & less on "stigmatizing" behavior.
• Increased response effort = Increased power of Sr+.
• Have the individual retrieve the Sr+ for his or herself.
• Identify environmental conditions that act as Sds.
• Normalize your behavior specific praise.
• Train community members to deliver behavior specific praise.
• Teach self-management/self-reinforcement.

• Do not hand-deliver the reinforcer, whatever it is.
• Do not, unless absolutely necessary, use a token board.
• Do not, unless absolutely necessary, use a timer. If a timer is necessary, program a smart phone.
• Do not use your “high pitched” praise voice.
• Do not, unless absolutely necessary, use physical contact as a Sr+
• Do not, unless absolutely necessary, use Sr+ that is age inappropriate (e.g., watching Barney).
• Do not establish demands (e.g., eye contact) that place a distance between the behavior and the Sr+.
• Do not stop thinking about how to do this better.
I tried reinforcement but it didn’t work.
Nothing reinforces this student.
I don’t know what happened, I just reinforced him and he hit me.
She knows she is not supposed to do that.
Mom won’t let us use candy so we don’t have any effective reinforcers.
I don’t have to reinforce him as he is supposed to do “X”.
I did reinforce her. I told her “Good Job.”
They give you a lot of treats while they’re training you, so play dumb for as long as you can.
The way positive reinforcement is carried out is more important than the amount.

B.F. Skinner
1904 - 1990
The mastery of a particular skill is generally understood to have occurred when the individual in question consistently and accurately displays the skill under the conditions likely to require/elicit the skill.

In ABA & ASD we tend to define mastery as occurring when the target behavior is displayed correctly 90% of the time it is required across 3 opportunities.

Such mastery criterion, while having a certain amount of face validity, (e.g., 90% correct on a math test might equate to a grade of “A”) is arbitrary and may not be appropriate for all skill targets.
For example...

Some skills should only be considered mastered if student demonstrates 100% correct responding across presented opportunities. These might include:

- Street crossing
- General safety skills
- Bowel & urine continence
- Menstrual care
- Dressing before leaving the house
- Flying an airplane
- Juggling chain saws
- Other?

In practice, however, there is an expected, if not necessarily accepted, error rate.
For example...

• For other skills, mastery can only be considered when both rate and accuracy are evaluated.
  • The employment standard for data entry, for example, is 11,600 keystrokes/hour at 99.9% accuracy.*

• For some skills, mastery is a function of the individual’s ability to access or accept imbedded prompts.

For example...

• Yet other skills can generally be considered mastered at somewhere above 80% correct responding:
  • Most academic skills
  • Most social skills
  • A variety of leisure skills
  • Etc.

• Some skills can be considered mastered at 30% correct responding:
  • Hitting a curve ball
For example…

For some skills, including many ADLs, 90-100% correct is desirable but this needs to be considered within the context of personal independence.

- Tooth brushing - If the individual independently completes 60% of the steps in the TA but his or her errors are random, can brushing teeth 5 times/day produce the desired outcome in terms of health and hygiene?

Independent of all that, mastery of any skill is significantly more attainable if we target the simplest, most direct task analysis likely to result in the desired outcome.
Some skills may even have a gender component to normative mastery.
It has been my experience that...

Both Parents and Professionals tend to hold adolescents and adults with ASD to higher standards of performance than we hold ourselves. Why? Because the perceived risk associated with any error gets magnified when viewed through the lens of ASD.

This, however, should not be an excuse for avoiding the issue. This should, however, be a reason to teach and practice skills such as problem solving, risk/benefit analysis, conflict resolution, etc. before an error occurs.
The moral of the story is:

There is no one mastery criteria appropriate for skills across all environments all the time. Defining skill mastery, like everything, is highly individualized.
Critical Skills:
Identify the most impactful intervention targets
A working definition of a critical skill

A critical skill is one that:

- Once acquired, enables the individual to independently complete a variety of relevant tasks and engage in desired activities, AND
- Is used with sufficient frequency to remain in the individual’s repertoire. The exception here are safety skills which, ideally, are low response frequency skills, AND
- Can be acquired within a reasonable time frame*. 
The Essential Eight
(McGreevy, Fry, & Cornwall, 2012)

1. Making requests
2. Waiting after making requests
3. Accepting removals, making transitions, sharing, and taking turns
4. Completing 10 consecutive, brief, previously acquired tasks
5. Accepting ‘No’
6. Following directions related to health and safety
7. Completing daily living skills related to health and safety
8. Tolerating situations related to health and safety

Application of Social Validity In ABA

“At the same time that I was having to wrestle with the problems of subjective measurement in JABA, my colleagues and I in the Achievement Place Research Project were having some problems with unsolicited subjective feedback on similar issues. Colleagues, editors, and community members were asking us about the behavioral goals that we had chosen for training the teaching-parents and the youths participating in the community-based, family-style, behavioral treatment program at Achievement Place. They would ask us: "How do you know what skills to teach? You talk about appropriate skills this and appropriate skills that. How do you know that these are really appropriate?" (Wolf, 1978, p. 206)
Social Validity in ABA

“The suggestion seemed to be that society would need to validate our work on at least three levels:

1. The social significance of the goals. Are the specific behavioral goals really what society wants?

2. The social appropriateness of the procedures. Do the ends justify the means? That is, do the participants, caregivers and other consumers consider the treatment procedures acceptable?

3. The social importance of the effects. Are consumers satisfied with the results? All the results, including any unpredicted ones?

*We have come to refer to these as judgements of social validity.*”

(Wolf, 1978, p. 207)
Social Validity in ABA

"It is clear that a number of the most important concepts of our culture are subjective, perhaps even the most important. Martin Luther, as the story goes, was severely criticized for setting Potestant [sic] hymns to the popular melodies of songs and dances of the time. He replied, "Why should we let the devil have all the best tunes?" Well, why should we let the others have all of the best human goals and social problems?" (Wolf, 1978, p. 210)
<table>
<thead>
<tr>
<th>Consideration</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the skill derived from a comprehensive and ongoing assessment?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>2. Is the skill a prerequisite to a more complex, yet important skill (e.g., Letter ID as a prerequisite to Reading)?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>3. Is the skill one that can be of use across multiple environments?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>4. Can the skill be acquired by the student in a reasonable time frame?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>5. Is the skill one that will still be useful in 3-5 years?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>6. Is the skill one that lends itself to an acceptable degree of instructional intensity?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>7. Once acquired, is the skill one the student will use with sufficient frequency that it will be easily maintained?</td>
<td>✗ Yes</td>
</tr>
<tr>
<td>Consideration</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>8</strong> Is the skill the most direct, simplest way to achieve the desired outcome?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>9</strong> Does the skill improve the student’s ability to communicate?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>10</strong> Does the skill support social inclusion and/or peer relationships?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>11</strong> Does the skill ultimate promote independence via adaptive behavior?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>12</strong> Does the skill ultimately promote independence via self-management?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>13</strong> Does the skill ultimately promote individual safety skill</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td><strong>14</strong> If the skill uses “hi tech” is it the most current tech available?</td>
<td>![ ] Yes ![ ] No</td>
</tr>
<tr>
<td>Consideration</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>15</strong> Is the skill a one that student might find enjoyable?</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td><strong>16</strong> Is the skill one the contributes to the student’s health or a healthy</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td>lifestyle (e.g., exercise)?</td>
<td>☑️ No</td>
</tr>
<tr>
<td><strong>17</strong> Is the skill one that is culturally relevant?</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td><strong>18</strong> Is the skill of importance to the student’s family?</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td><strong>19</strong> Is the skill one that has relevance to future employment?</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td><strong>20</strong> Is the skill one that has relevance to future life in the community,</td>
<td>☑️ Yes</td>
</tr>
<tr>
<td>outside of the family home?</td>
<td>☑️ No</td>
</tr>
</tbody>
</table>
Absent an good understanding of social validity, behavior analysts will almost always be at a loss when prioritizing skills targeted for acquisition as part of the transition process. Except, hopefully for the next 10...
15 LIFE SKILLS EVERY KID NEEDS TO LEARN

- Basic first-aid
- How to cook something that doesn't come in a box with powder labeled "Sauce."
- How to say "No"
- How to put on
- How to jump-start a car
- How to do their laundry
- How to send a professional email
- How to put on
- How to change a tire
- How to study
- How to proofread
- How to write an essay
- How to grocery shop on a budget
- Basic home and car repair and maintenance
• Ages 0 - 3
  • Prior to entering school

• Ages 3 - 5
  • First years in school

• Ages 5 - 10
  • Kindergarten – 5th grade

• Ages 11 - 14
  • Grades 6 – 9

• Ages 14 – 18
  • Grades 9 – 12
  • Structured Learning Environment begins at 16

• Ages 18 and up
  • Ages 18 – 21 continue under IDEA
  • 21 and over- Adult services
Critical Skill - Toileting (Bowel and Urine)

Goal – Independent use of a bathroom, when necessary, including locking the door, wiping seat, wiping self (if necessary), washing hands, exiting bathroom and return to “location”
Critical Skill: *Toileting*

**Preschool/Elementary**
- Independent initiation for the toilet
- Void urine and bowel in toilet only
- Pull down pants
- Pull up pants
- Zip/Button
- Flush
- Wipe after urine (f) and bowel
- Wash hands
- Female preparation for menses (age 8)
- Stay dry throughout the night
- Minimizing exposure
- Using a urinal
- Gender consideration
- Closing and locking bathroom stall
- Wiping/lining a seat
- Refrain from water play

**Middle School**
- Self advocacy
- Keep track of menses and materials needed
- Adult supervision faded

**Transition**
- Choose gender appropriate restroom
- Returning to location/task
- Adult supervision fully faded

**Terminal Goal**
- Independent use of a restroom, when necessary including:
  - Choosing the correct restroom
  - Locking the door
  - Wiping the seat
  - Wiping self
  - Washing hands
  - Exiting the bathroom return to “location”
Critical Skill - Dressing

• Goal – Closing door for privacy, independent selection of appropriate clothes, donning clothes in correct order and orientation and checking appearance before opening door and exiting area.
Critical Skill: **Dressing**

**Preschool/Elementary**
- Remove clothing including shoes
- Tolerate hats, gloves
- Tolerate various types of clothing (pants)
- Pull up pants
- Put on shoes, underwear, shirt, socks
- Zip, Snap, Button
- Unzip, unsnap, unbutton
- Ties shoes
- Tolerate various shoes
- Tolerate clothing for change of season
- Tolerate having foot measured
- Put on coat
- Orient clothing
- Put on, remove, tolerate wearing a bra (age 8)

**Middle School**
- Wear non-athletic clothing on a daily basis
- Select clothing for weather
- Remove clothing from drawer, closet
- Dress in the absence of adult supervision
- Monitor appearance
- Try clothes on in a store
- Self advocate when dressing (preference, privacy)
- Laundry
- Put clothes away

**Transition**
- Shop for clothing
- Purchase clothing in appropriate size
- Independently change clothing when dirty or wet

**Terminal Goal**
To independently close the door for privacy, independently select appropriate clothes, donning clothes in correct order and orientation and checking appearance before opening door and exiting area.
Critical Skill - Independent Eating

Goal – Able to correctly use all appropriate utensils (knife, fork, spoon) to eat a variety of foods neatly and at a culturally accepted pace.
Critical Skill: Independent Eating

Preschool/Elementary
- Eat a variety of foods
- Use a napkin
- Open/close containers
- Eats with utensils
- Eating neatly
- Refrain from taking food from other’s plate
- Clean up after meal
- Eat at an appropriate pace
- Chews Food
- Drink from straw
- Drink from cup
- Prepare simple snack

Middle School
- Pours liquids/solids
- Prepare cold meals
- Prepare microwave meals
- Measures ingredients
- Serves self from beverage dispenser
- Serves self from serving dish platter
- Orders a meal from a menu
- Monitors diet

Transition
- Carries a lunch tray
- Cooks hot meal
- Make a weekly menu
- Monitor food inventory
- Monitor expiration dates

Terminal Goal
Able to correctly use all appropriate utensils (knife, fork, spoon) to eat a variety of foods neatly and at a culturally appropriate pace in absence of reminders or adult supervision.
Critical Skill – Bathing/Self Care

Goal – To demonstrate the ability to independently bathe/shower and complete relevant self care/hygiene skills (e.g., tooth brushing, grooming, etc.)
Critical Skill: **Bathing/Self Care**

**Preschool/Elementary**
- Wash body with assistance/supervision
- Wash hair with assistance/supervision
- Brush Teeth
- Brush Hair
- Turn on water to appropriate temperature
- Dry body
- Tolerate nail cutting
- Tolerate dental examination
- Tolerate doctor examination
- Tolerate hair cut
- Use deodorant
- Blows nose

**Middle School**
- Shower in the absence of adult supervision
- Styles own hair
- Follows a hygiene routine
- Clips nails
- Advocates for privacy when completing hygiene routines

**Transition**
- Shaves facial or body hair
- Manages self care products and inventory

**Terminal Goal**
To demonstrate the ability to independently bathe/shower and complete relevant self care/hygiene skills (e.g., tooth brushing, grooming, etc.)
Critical Skill – Household Participation

Goal – Independent completion of a variety of household chores or, in our field, “ADLs”. The issue is not whether to target these skills but rather, when to target these skills.
Critical Skill: **Household Participation**

**Preschool/Elementary**
- Pack/unpack Backpack
- Feed a pet
- Hang coat
- Put shoes away
- Clean up after meal
- Use handheld vacuum
- Wipe a surface
- Water plants
- Restore the environment
- Prepare a no-cook snack
- Use microwave
- Unload dryer
- Make a bed

**Middle**
- Vacuum
- Laundry
- Fold
- Set a table
- Clean a table
- Dust
- Put groceries away
- Change sheets
- Wash Dishes
- Load/Unload a dishwasher
- Put clothes away
- Prepare a hot or cold meal
- Hang Clothes
- Sweep
- Take out garbage
- Make a shopping list
- Brush a pet

**Transition**
- Take garbage to the curb
- Rake leaves
- Shovel snow
- Cut grass
- Pull weeds
- Care for garden
- Clean bathroom
- Mop the floor
- Walk a pet
- Pack groceries
- Prepare/pack lunch for work

**Terminal Goal**
Independent completion of a variety of household chores.
## Household Participation Skills (ADLs) with typical children

<table>
<thead>
<tr>
<th>AGE</th>
<th>CHORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4 year olds</td>
<td>Help dust, Put napkins on table, Put laundry in hamper, Help feed pet</td>
</tr>
<tr>
<td>4-7 year olds</td>
<td>Set (or help set) the table, Put away toys, Help make bed, Help put dishes in dishwasher, Help clear table, Help put away groceries, Water the garden</td>
</tr>
<tr>
<td>8-10 year olds</td>
<td>Make bed, Set &amp; clear table, Dust, Vacuum, Help wash car, Help wash dishes, Take out the trash</td>
</tr>
<tr>
<td>11 year olds and older</td>
<td>Above plus clean room, Mow lawn, Feed pets, Start doing own laundry, Make small meals, Shovel snow, Help with yard work, Empty and load dishwasher, etc.</td>
</tr>
</tbody>
</table>
Critical Skill – Able to learn in a group

• Goal – To acquire new skills when presented via dyad or triad instruction at a rate of acquisition similar to that documented via 1:1 instruction.
**Critical Skill: Able to learn/work in a group**

**Preschool/Elementary**
- Work in a dyad or group with 1:1 support from behind
- Individualized reinforcement presented in a group
- Frequent breaks
- Teach choral responding
- Teach conditional responding
- Teach imitation
- Teach waiting
- Teach sitting appropriately
- Teach maintaining attending
- Teach schedule following

1:1

2:1
- Complete tasks in a dyad without support from aide
- Reduce access to reinforcement
- Less frequent breaks
- Self monitoring
- Teach to monitor time
- Teach to complete a task list
- Teach to stay on task in absence of adult presence
- Teach appropriate off task behaviors

3:1
- Teach to remain on task in work/community environment
- Teach appropriate off task behaviors for work/community
- Teach to monitor time for breaks that are delayed

**Terminal Goal**
To acquire new skills when presented via dyad or triad instruction at a rate of acquisition similar to that documented via 1:1 instruction.
Critical Skill – Self Management

Goal – To demonstrate the ability to identify one’s own behavior as either appropriate or inappropriate and deliver potential reinforcement in the absence of supervision.
Critical Skill: **Self Management**

**Preschool/Elementary**
- Tolerating Denied Access
- Waiting for preferred items
- Self Advocacy
- Set Timer
- Discrimination Skills
- Coping Skills
- 15-30 minute on task endurance
- Identify/label emotions self
- Dense schedule of reinforcement
- Variety of reinforcers
- Ability to access reinforcers
- Variety of age appropriate leisure skills

**Middle School**
- Monitor time using technology (e.g., watch, phone)
- Responding to an alarm
- Keeping appointments for preferred and non-preferred activities
- Faded schedule of reinforcement

**Transition**
- Appropriate off task behavior
- Faded supports (e.g., token boards)
- Lean schedule of reinforcement

**Terminal Goal**
To independently regulate their own behavior using thin schedules of reinforcement and reduced supports from external resources in a variety of settings and situations at home, school, work and in the community.
Critical Skill – Problem Solving/Variable Responding

Goal – To demonstrate the ability to offer more than one potential solution when presented with a relevant problem or challenge.
Critical Skill: **Problem Solving/Variable Responding**

**Preschool/Elementary**
- Make choices for preferred items
- Make choices from less preferred items
- Teach yes/no responses
- Tolerance to change in routine
- Teach to aide generalization - multiple exemplars, multiple environments, varied responses
- Teach to accept substitutions
- Allow for some risk

**Middle**
- Teach to seek substitutions
- Contrive situations that require problem solving
- Increase time delay between the response and the prompt
- Allow for errors if end result is the same
- Allow for increased risk
- Loosen up on error correction
- Teach to discriminate correct vs. incorrect responses

**Transition**
- Teach to seek substitutions in the community
- Teach to evaluate the end product
- Allow for increased risk
- Teach to varied responses and multiple exemplars in the work environment and community
- Teach to learn from errors

**Terminal Goal**
To demonstrate the ability to offer more than one potential solution when presented with a relevant problem or challenge in multiple environments.
Critical Skill – Maintain Physical Safety

Goal 1 – Demonstrate the ability to identify and avoid potential "non-human" dangers in the immediate environment.

Goal 2 – Demonstrate ability to discriminate between “safe” and “unsafe” people and respond appropriately.

Goal 3 – Demonstrate a reasonable degree of noncompliance when presented with “privacy requests” from an unapproved person.

Goal 4 – Demonstrate ability to participate in healthcare management activities (e.g., doctor or dentist visits).
Critical Skill: Safety

Preschool/Elementary
- Discrimination skills (clean/dirty; hot/cold; safe/danger; yes/no)
- Walk with an adult without holding hands
- Stop and wait with an adult
- Refrain from touching objects and others when waiting
- Respond to the instruction “Stop”
- Respond to the instruction “Come Here”
- Describe environment: Locations, “What do you see?”
- Exchange an ID with personal information when asked
- Discriminate strangers versus known people
- Provide personal space
- Respond independently to fire alarm
- Tolerating a band-aid
- Identification and naming of body parts
- Tolerance of all health care activities (e.g., doctor visits)

Middle
- Self advocacy*
- Responding to common community signs in the natural context
- Answer a cell phone or read text messages and follow instructions
- Discriminate when to share personal information
- Stop at crosswalk/curb and cross the street with adult
- Respond to the instruction “Stop”
- Respond to the instruction “Come Here”
- Describe environment: Locations, “What do you see?”
- Exchange an ID with personal information when asked
- Discriminate strangers versus known people
- Provide personal space
- Respond independently to fire alarm
- Tolerating a band-aid
- Identification and naming of body parts
- Tolerance of all health care activities (e.g., doctor visits)

Transition
- Cross at a crosswalk or intersection independently
- Request assistance from community helpers
- Recognizing an emergency
- Calling 911
- Basic first aid
- Internet Safety

Terminal Goal
To demonstrate the ability to identify and avoid potential “non-human” danger in the environment; the ability to discriminate between “safe” and “unsafe” people and respond appropriately; display a reasonable degree of noncompliance to privacy requests; ability to participate in healthcare management activities
Safety Skills

Physical Safety

Simple Discrim Skills
Hot/Cold, Wet/Dry,
Light/Dark,
Sharp/Dull, Stop/Go,
Quiet/Loud, ETC

Complex Discrim
Skills
Near/Far, Many/Few,
Fast/Slow, High/Low,
ETC

Multiple Discrim
Skills Inc. Negation
Cold/Wet/Red v
Cold/Dry/Red

Situational Discrim Skills
Where, When Who, What, How
Stranger/Mall v Stranger/Home,
Fast Car/My Street, Fast Car/Cross Street

Social Safety

Emotional
Safety

Response to
Failure in either the
physical or social
safety domain.
Intervention may take
form of BST, CBT, or
systematic
desensitizing.

Accurate?
Always – Sometimes – Rarely – Never
BST and Safety Skills

Safety skills are important for learners with autism and should be addressed comprehensively over the course of the learner’s schooling and across the lifespan. An effective method to teach safety skills is Behavioral Skills Training (BST). BST is a comprehensive teaching method which includes delivering instructions to the learner, modeling the correct response, rehearsing the correct response in both pretend and more naturalistic environments, and delivering feedback to the participant regarding their actions. (Beck & Miltenberger, 2009; Gunby, Carr & LeBlanc, 2010; Johnson et al., 2006) and how to seek assistance when lost (Pan-Skadden et al., 2009).
Error-based learning

“Learning from errors is one of the basic principles of motor skill acquisition” (Seidler, Kwak, Fling, & Bernard, 2013, p.1)

Medical training must at some point use live patients to hone the skills of health professionals. But there is also an obligation to provide optimal treatment and to ensure patients’ safety and well-being. Balancing these 2 needs represents a fundamental ethical tension in medical education. Simulation-based learning can help mitigate this tension by developing health professionals’ knowledge, skills, and attitudes while protecting patients from unnecessary risk. Simulation-based training has been institutionalized in other high-hazard professions, such as aviation, nuclear power, and the military, to maximize training safety and minimize risk (Ziv, et al, 2006).


Ziv, Amitai MD; Wolpe, Paul Root PhD; Small, Stephen D. MD; Glick, Shimon MD , (2006). Simulation-Based Medical Education: An Ethical Imperative. Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare: 252-256
Critical Skill - Communication

Goal – Demonstrate the ability to make one’s wants and needs known to naïve listeners across multiple environments.
Critical Skill: Communication

Preschool/Elementary
- Evaluate for means of communication
- Teach basic communicative functions such as mands, tacts, intraverbals
- Teach students to locate a communicative partner by gaining attention without tapping or touching others
- Teach to combine words as language develops (e.g., red candy, more water).
- Pair language with naturalistic environment, stay away from teaching language in DT
- Continually assess mode of communication (low tech visual supports, high tech dynamic display devices, sign, verbal, gesture)
- Reinforce language the way it is generated, acknowledge and model an appropriate response.
- Teach to the power of communication, put less focus on form
- Teach responding to and initiating greetings and closures
- Teach seeking help for basic needs
- Teach responses to “Who,” “What,” and “Where”
- Teach to tolerate “No”

Middle
- Focus on self advocacy, mands for preferred items should be part of the repertoire already
- Expand vocabulary
- Provide for mode of communication to community members or novel listeners
- Teach compensatory strategies such as visual supports
- Teach how to respond when others do not respond
- Teach commenting, reciprocating, question asking, seeking information
- Teach to seek help with context when needed
- Expand on and answering “Wh” questions by teaching to recall and retelling information
- Deliver messages

Transition
- Continue with Self advocacy
- Teach communication appropriate for work (e.g., what’s appropriate to ask co-workers)
- Teach within the environment
- Teach to ask supervisors for help
- Teach to answer questions that are asked when in the community
- Teach to seeking information in the community (e.g., ask for directions)
- Teach to discriminate the appropriate communication partners for different situations
- Identify and communicate what you need to complete tasks
- Relay past experiences

Terminal Goal
Demonstrate the ability to make one’s wants and needs known to naïve listeners across multiple environments.
Self Advocacy

- Let me figure it out
- Help
- That’s mine!
- That’s not mine!
- Stop!
- Leave me alone
- That’s mine
- I said stop!
- Don’t help me
- I don’t like this
- Give me privacy
- Give me space
- Not okay
- Please don’t touch me
- Yes
Global Critical Skill – Adaptive Behavior

Those skills or abilities that enable an individual to meet standards of independence expected of his or her age and social group. Adaptive behavior changes according to a person’s age, cultural expectations, and environmental demands. (Heward, 2005).

“Adaptive behavior will get you through times of no academic skills better than academic skills will get you through times of no adaptive behavior (Gerhardt, 2014)
I don’t think we’re in the classroom any more Toto.
Back to Where We Started This...
Student’s Transition Statement

In 5-years-time Spencer will be 20-years old and will be “ready” as if he is transitioning to live on his own. This includes independent in self-wakening, showering, dressing, toileting, tooth-brushing, laundry, cooking, and other general life skills. He will independently follow a schedule of activities for up to 8-consecutive hours. Spencer will demonstrate personal responsibility related to maintaining his room neatly, purchasing correct size clothes, keeping inventory for food shopping, etc. In terms of the community, Spencer will be able to shop for himself (including meals) and other necessities and preferences. He will be able to independently navigate increasingly greater distances community to participate in community living. Spencer will be able to distinguish good vs bad touch and discriminate different relationship roles (Mom vs. Friend vs. Staff vs. Acquaintance vs. Stranger). He will be able to use his smartphone to make and receive calls and texts, contact someone for help, describe his location to another person (or use “send location” function) and, when appropriate, kill some time playing a game. Spencer will be interning at a job requiring attention to detail (assembling motherboards). He will be able to work for 90-minutes independently and check his completed work for accuracy. He will respond to directions from his supervisors and socially interact to whatever degree appropriate with his coworkers. He will make lunch for work or purchase lunch at work as appropriate. Spencer will be able to initiate independent choices with regard to leisure activities which may include team bowling, going to arcade, playing mini-golf, or hanging at the mall.
Define “Independence” for this Individual

• For this individual, does independence mean
  • Able to follow an activity schedule that is developed by parent or staff?
  • Able to follow an activity schedule that is developed by the individual?
  • Does own laundry when directed to do so?
  • Does own laundry when it is laundry-day or the laundry basket is full?
  • Shops for a 10-item grocery list with parent/staff following along “just in case”?
  • Shops for a 10-item grocery list with parent/staff waiting at the front of the store?
  • Shops for a 10-item grocery list with parent/staff waiting in the car?
  • Seeks assistance when needed in contrived situations?
  • Seeks assistance when needed in novel situations?
  • Correctly solves most problems without seeing assistance?
Sphere of Intervention: Career
In order to be gainfully employed Spencer E. needs the following programs/skills to be targeted.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Challenge</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| Ability to work productively for 90 minutes with a production rate commensurate to other employees, on an assembly task requiring significant attention to detail (e.g. assembling mother boards) | • Spencer can follow an activity schedule but the extent to which he is fully engaged during that time is not documented.  
• Need to locate training tasks of targeted detail and complexity. | 1. Assess actual duration of productive engagement and rate of productivity during that time. Develop instructional program to systematically increase both by 2/18  
2. Coordination with SLE Coordinator to locate required tasks. Provide intensive intervention in production skills by 2/18  
3. Provide Spencer with tasks that involve both seated work and tasks that involve him moving around various locations within the building during the same activity schedule  
4. Monitor Spencer either by video camera or covertly to ensure he remains engaged when he thinks he is not being watched by a teacher |
| Check completed work for quality control with 100% accuracy. | • Spencer is currently unable to identify “correct” vs “incorrect” completion of large numbers of competed work. | 1. Develop and implement instructional program to teach this discrimination as last step in production skill chain by 6/18 |
| Stop work when short of supplies and either retrieve on own or seek assistance. | • This skill seems well within Spencer’s current range of competence if not yet specifically taught. | 1. Assess skill across multiple tasks and provide intervention if necessary by 2/18  
2. When out of materials, Spencer should first be taught to find more on his own, then to ask for help |
| Socially interact with supervisor and co-workers | • Spencer has a limited, and inconsistently displayed, social repertoire. | 1. Revisit direct instruction and collect accurate/consistent data on initiation of greeting, latency to respond to greeting, and accuracy of response by 2/18  
2. I recommend this be targeted everyday because it such an important skill in the work place AND it is feasible skills for Spencer. He should also work on engaging in ‘small talk’ and knowing when/how to interrupt. |
Sphere of Intervention: **Career**

In order to be gainfully employed Spencer E. needs the following programs/skills to be targeted.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
</table>
| Purchase a realistic variety of food for lunch at work and eat neatly | • Spencer currently eats a limited array of foods and very little in the way of protein. | 1. A program designed to address food preferences was discussed at December Clinic and will be implemented in 1/18  
2. Assess social “niceties” at mealtime. |
| Safety at work including public restroom use, responding to fire alarms, responding to supervisor, use cell phone to report location, etc. | • Public restroom is a current target of instruction and is practiced in vivo.  
• The extent to which Spencer independently vacates premises in response to alarm is unknown. | 1. Spencer will be have his own cell phone starting 1/18 and cell phone competencies can be addressed then.  
2. Assess independent response to fire alarm in 1/18  
3. Develop assertive responding program. |
**Sphere of Intervention: Home**

Within his home, Spencer E. should be able to independently (or with minimal supports), accomplish the following.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Challenge</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| **Spencer needs to independently wake himself up in the morning and complete his AM routine.** | • A new skill and so needs to be assessed. He does, however, demonstrate the ability to respond to an alarm (timer) which is a prerequisite skill. | **1.** Probe responding to a morning alarm at home  
**2.** Develop a list of morning activities Spencer needs to complete |
| **Spencer needs to independently complete a number of adaptive tasks at home including laundry, cooking, loading dishwasher, making bed, maintaining room neatly, etc.** | • Given the number of skills some prioritization will need to take place.  
• Identification of "normative" mastery outcomes for each skill.  
• May need to be incorporated into activity schedule with initiation being of function of schedule. | **1.** Continue teaching additional sight words that can be incorporated into Spencer's activity schedule. These should include activities of daily living. New set includes "make lunch", "make copies", "shred", "do laundry", "empty / load dishwasher" |
| **Spencer needs to independently complete a number of hygiene skills at home including showering, shaving, and brushing his teeth.** | • Given the number of skills some prioritization will need to take place.  
• Showering currently being taught at home by father. Can EPIC provide additional intervention once new shower is installed? | **1.** Spencer is currently being taught to shower more independently in school.  
**2.** When the new shower is installed there will be more frequent opportunities to practice and develop individualized protocols.  
**3.** The shower at the life skills house is available for Spencer to practice everyday. |
| **Spencer needs to follow a 2-hour activity schedule when at home.** | • Some of the tasks that could be included in a full, 2-hour schedule will need to be taught separately first. | **1.** Continue to expand on his current activity schedule at an estimated rate of 1 activity/month? 2 activities/month. Let’s try to quantify this. |
| **Spencer needs to expand the list of meals he makes for himself. Focus on choice plus nutrition.** | • Spencer currently eats a limited array of foods and very little in the way of protein.  
• When additional preferred foods are identified instructional programs can be developed. | **1.** Family to send in a variety of foods (meatballs, chicken, pasta with sauce, etc.). Follow up with family no later than 1/19/18  
**2.** School can work on introducing these foods |
**Sphere of Intervention: Leisure**

Spencer E. should be able to independently (or with minimal supports), access and utilize the following leisure skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Challenge</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spencer will participate in NJ Special Olympics</td>
<td>None, specifically.</td>
<td>1. Research website for further information and provide family with info by 1/19/18</td>
</tr>
<tr>
<td>Spencer may participate in an inter-ABA-School bowling league.</td>
<td>League needs to be developed. Possibility will be investigated by ED in 1/18</td>
<td></td>
</tr>
<tr>
<td>Spencer will expand his repertoire of preferred video games (monitor or arcade based).</td>
<td>The challenge will be to find preferred, enjoyable games.</td>
<td>1. Continue with learning for leisure which includes trips to arcades. Follow up to make certain data are being consistently collected.</td>
</tr>
<tr>
<td>Spencer needs to use smart phone app to kill time when waiting for an activity or &quot;hanging at the mall&quot;</td>
<td>Spencer will have a personal smart phone in 1/18.</td>
<td>1. When phone is obtained begin introducing new games or other activities and instruction if necessary.</td>
</tr>
<tr>
<td>Spencer will continue running with staff and family and continue his participation in Spartan Runs.</td>
<td>Generally requires organization and travel support of staff or family.</td>
<td>1. Continue to collaborate with family for continued participation</td>
</tr>
<tr>
<td>A repertoire of independent and accessible leisure skills should be developed.</td>
<td>Needs to be more systematically investigated to identify characterizes of potential leisure activities.</td>
<td>1. Continue introducing more activities at school, home, and during learning for leisure. Independence and preference will be used as indicators of &quot;leisure&quot;.</td>
</tr>
</tbody>
</table>
## Sphere of Intervention: Community

Spencer E. needs to be able to access, or utilize, the following skills with minimal prompting.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Challenge</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| **Spencer will able to purchase his own clothes by size and color.** | • Does not currently have ability to state his size and locate size in store.  
• Consider targeting one store and one brand of clothes to assure correct size and match. | 1. Determine sizing information for various types of clothes  
2. Probe current ability to make an appropriate clothing selection (based on weather, sizing, style, etc.) by 1/31/18 |
| **Independently navigate increasingly greater distances (i.e., malls).** | • Currently walks appropriately with staff in community but true independence has not been tested.  
• Community locations where can establish and practice skill need to be identified.  
• Definition of “great distance”  
• Cell phone use should be mastered first. | 1. When phone has been obtained begin teaching texting and resume teaching phone calls.  
2. Develop criteria for increasing independence in the community including obtaining risk consent by 1/31/18 |
| **Use cell phone either vocally describe location to another person or text location** | • Spencer will have personal cell phone in 1/18.  
• Instruction in providing vocal description may be difficult. “Text My Location” may be a better option.  
• Will require a significant intensity of instruction and ongoing probes to ensure maintenance of acquired skills. | 1. When phone has been obtained reintroduce reporting location verbally and begin teaching texting from a model. |
| **Stranger/Friend Discrimination.** | • Need to determine how many categories of people and the rules for each. | 1. Collaborate with family to identify rules for each set of people and under what circumstances. Implement instruction by 2/1/18 |
## Family Responsibility in Support of Transition Programming

<table>
<thead>
<tr>
<th>AREA</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>1. Coordinate with EPIC a program to expand Spencer’s food preferences across environments</td>
</tr>
</tbody>
</table>
| Home       | 1. Prioritize skills at home to be taught first, second, etc.  
2. Expand current activity schedule by both time and activity.  
3. Coordinate with EPIC, if desired, regarding Spencer showering program once the new teaching shower is installed.  
4. Expand upon current food preferences.  
5. Prioritize and provide direct and consistent instruction in a number adaptive tasks including laundry, cooking, loading dishwasher, making bed, maintaining room neatly, etc.  
6. Prioritize independent completion of a number hygiene skills at home including showering, shaving, and brushing his teeth. |
| Leisure    | 1. Coordinate with EPIC on development of Bowing League  
2. Make contact with Special Olympics and find out what requirements for participation.  
3. Continue running and Spartan Runs  
4. Coordinate with EPIC on the identification of preferred electronic games, etc.                                                                                               |
| Community  | 1. Identify sizes and preferences for clothes shopping. This is a low frequency skill but an important one nonetheless.  
2. Coordinate with EPIC on instruction in cell phone use and generalized application  
| School     | 1. Continue monitoring implementation of this plan                                                                                                                                                             |
# EPIC’s Responsibility in Support of Transition Programing

<table>
<thead>
<tr>
<th>AREA</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
</table>
| Career | 1. Assess duration of productive engagement and rate of productivity during engaged time. Develop instructional program to systematically increase both by 2/18  
2. Coordination with SLE Coordinator to locate complex, high detail tasks. Provide intensive intervention in production skills starting in 2/18. Emphasis on engagement, rate, and quality control.  
3. Develop and implement instructional program to teach quality control/self-correction of production skills chain by 6/18  
4. Revisit direct instruction and collect accurate/consistent data on initiation of greeting, latency to respond to greeting, and accuracy of response by 2/18  
5. Develop and implement program designed to expand food preferences as was discussed  
6. Begin assessment of cell phone use skills in 1/18  
7. Assess independent response to fire alarm in 1/18  
8. Develop assertive responding program (e.g., a functional and appropriate “no”) |
| Home   | 1. Coordinate and cooperate with family as requested. |
| Leisure| 1. Coordinate with family re: Special Olympics  
2. Investigate potential of bowling league  
| Community | 1. Provide instruction in cell phone use in community  
2. Identify locations in which Spencer can safely be taught independence across greater distances. Develop program and provide intervention.  
3. Evaluate interpersonal discriminations to establish social/behavioral rules for each and practice in natural environment. |
## Desired community Responsibility in Support of Transition Programing

<table>
<thead>
<tr>
<th>AREA</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>1. Allow initial internship/SLE opportunity</td>
</tr>
<tr>
<td>Leisure</td>
<td>1. Encourage more social inclusion in Spartan Run and community running. A local running group, perhaps?</td>
</tr>
<tr>
<td>Community</td>
<td>1. Accept feedback and instruction from EPIC and Family regarding best way to interact with Spencer in the community.</td>
</tr>
</tbody>
</table>
Closing thoughts
Here’s what I know about the future: it happens as a result of what we do today.
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
Billy has 32 pieces of bacon. He eats 28. What does he have now? Happiness. Billy has happiness.
Teach your students to wipe after a bowel movement
A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying.

B.F. Skinner
1904 - 1990