Maximizing Vocational & Independent Living Skills for Individuals with Autism

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Objectives

* Participants will understand why there is a need for vocational and independent living skills training
* Participants will learn crucial strategies to teach vocational and independent living skills
* Participants will understand how to individualize programs that are student and family centered
* Participants will be exposed to data from our own vocational programs to demonstrate functionality and success rate of programs
* Participants will learn how to assess the functionality and success of vocational and independent living skills training
* Participants will learn why generalization is a critical component to any vocational or independent living skills training program
Why is there a need?

- Autism is on the rise
- Cost to the public
- Employment
“Without this kind [vocational and independent living] of planning and preparation our students with ASD are at risk for lifelong dependence on others.”
Let’s talk law...

* Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
  * Transitional services are a legal requirement by age 14
Where do we start?
Assessments for Transition

- Assessment of Functional Living Skills (AFLS)
- VB-MAPP
- Autism Curriculum Encyclopedia (ACE) assessment
- Vineland II, Adaptive Behavior Scale
- Life Centered Education Competency Rating Scale
Why Interest Inventories?

- Would you like to do a job that you hated?
  - Determine jobs that have reinforcing qualities
We have the assessment results... now what?
Arranging Mock Settings

* Use a small room to set up a bedroom area
  * Materials to make the bed – sheets, comforters, pillows
  * Dressers and clothes – practice folding clothes and putting them away in the dresser/hanging them up

* Kitchen area
  * Dishes, utensils, cups, etc. – practice sorting, putting items away
  * If a sink is available practice washing dishes
How to Guarantee Success in the Work Place

- Set clear expectations of job responsibilities
- Ensure participant is comfortable with all skills that are required
- Plan & schedule observations in the workplace
- Brief your learners so they know what to expect and if there are going to be any changes
- Generalize skills across different people and settings
- Model skills you are teaching to the student as a teaching procedure
- Ensure that “social skills” are targeted in the workplace
Centra Autism Program’s Implementation of Functional Living Skills

Assess
Teach
Analyze
Demographic information
- 7 Students of Centra’s Autism Program at Roanoke
- 1 female 6 males (1 male attrition)
- Ages range from 7-16
- Grade range from 1st to 11th
## Baseline Data

### 4 Task Analysis (TAs)

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<th>TA 1</th>
<th>TA 2</th>
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<th>TA 4</th>
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Overview of final data

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</table>
Next steps for our participants

- Generalization
- Family Training
- Continuation of Skills
IMPORTANCE OF GENERALIZATION
What is Generalization

* It’s a “spreading” or “expansion” of teaching, beyond what was directly or intentionally done.
What is Generalization?

- Skills must occur across various settings, people and stimuli as well as over time.
- Crucial component of ANY program!
What’s so important about generalization anyway?
Best Outcomes

- Community experiences
- Inclusion
- Interagency collaboration
- Occupational courses
- Paid employment
- Parental involvement
- Career awareness
“Maybe I’d like a full time job and a better apartment. I’d like to get a job fixing computers or something to do with computers in a computer store. I might want to get a scooter. I want to try scuba diving and see all the different kinds of fish, go swimming in the ocean and travel to some tropical place.”

–Christopher O’Connor
Question & Answer
For more information about Centra Autism Program....

* Visit [www.centraautism.com](http://www.centraautism.com)
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References


