

# Teaching Job Skills and Activities of Daily Living

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**Pittsburgh Classical Academy**

Pittsburgh Public Schools

Expect great things.



Expect great things.

# Agenda

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- Research
- School and Student Profiles
- Instructional Sessions
- Teaching Procedures
- Data Systems
- Home and Community
- Next Steps

# Research

- 35 percent of young adults (ages 19-23) with autism have not had a job or received postgraduate education after leaving high school. (Shattuck et al., 2012)
- In 2014, less than 17 percent of the population with disabilities was employed. By contrast, 69 percent of people without disabilities were in the labor force, and 65 percent of the population without disabilities was employed. (Bureau of Labor Statistics, 2014)
- Students with ASD, compared to youth without disabilities, were found to be more likely to have no formal services after high school and half of these individuals did not participate in vocational or educational activities in the years immediately following high school (Shattuck, Wagner, Narendorf, Sterzing, & Hensley, 2011).

# Research

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- Most adults with ASD live dependent lives; fewer than one-third have regular employment; most live with their parents or in supported living; and those who are employed are often in jobs that pay below a living wage. (Taylor et al 2012)
- Once students complete high school, these individuals lose all mandated special education services, and they enter a world of adult services that is plagued by long waiting lists and which is unprepared to meet their unique needs.
- Researchers determined that a higher amount of independence in ADL was associated with more independent vocational and educational activities in adulthood (Taylor & Mailick, 2014).

# Research

- Supported Employment—Examples of supported jobs included working in a restaurant rolling silverware into napkins, folding towels at a hotel, shredding confidential information, washing dishes at a nursing home, and working in a grocery store. (NIH 2011)
- Functional Independence—Functional independence in activities of daily living was measured using the Revised ADL Index (Seltzer and Krauss 1989), which includes 20 items in the domains of personal care, housekeeping, meal preparation, mobility and community interaction. For this analysis, the score for functional independence was the number of tasks the individual performed independently. Scores ranged from 1 to 19 for young adults with ASD in this sample

# Pittsburgh Public Schools

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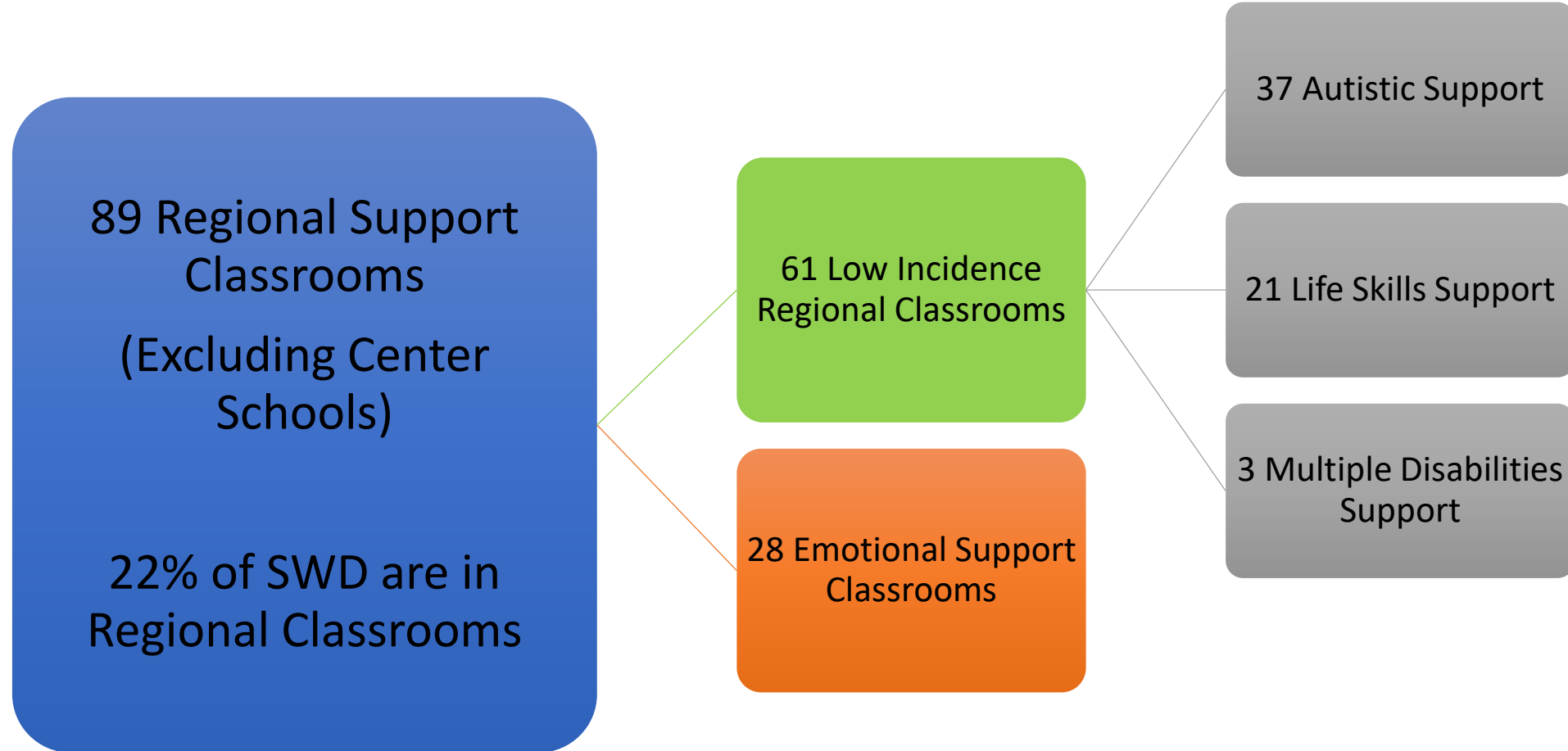
- Pittsburgh Public is a large urban school district located in Pittsburgh, Pennsylvania
- Some of the strong beliefs of Pittsburgh Public Schools is that all children can learn at high levels, teachers have a profound impact on student development, and should have ample training, support and resources and families are an essential part of the educational process
- There are a total of 54 schools
- There are 23,287 students enrolled (53% African American, 33% White and 14% other races)
- 8 classrooms in Pittsburgh Public Schools receive consultation through PaTTAN's Autism Initiative Program

# Program for Students with Exceptionalities (PSE) Demographics

- **Current 2017-18 Total enrollment:** 23,287 ↓
- 4,315 or 18.53% ↑ are students with disabilities

School Year	Total Enrollment	Students with Disabilities	Trends	
2012-2013	24,785	4,482 or 18.0%	Total Enrollment	Students with Disabilities
2013-2014	24,587	4,251 or 17.2%	↓	↓ %
2014-2015	23,227	4,092 or 17.6%	↓	↑ %
2015-2016	23,268	4,210 or 19.5%	↑	↑ %
2016-2017	23,482	4,125 or 17.5%	↑	↓ %

# Least Restrictive Environment





# Pittsburgh Classical Academy

- Located within the Pittsburgh Public School District, in the West End of Pittsburgh
- Spanish magnet; middle school; grades 6-8
- 305 students (151 males, 154 females)
- 27.61% of the total students haven an individual education plan
- 68% of all students are economically disadvantaged
- 45% of students are African American, 43% are Caucasian, 10% are Multi Racial, 2% are Hispanic, and 1% are Asian
- Offers learning support, speech & language, itinerant hearing and vision, autistic support, occupational therapy, physical therapy and multiple disabilities.
- Has a regional multiple disability classroom and two regional autistic support classrooms (one being an applied behavior analysis classroom)



# Classroom Demographics

- Regional Autistic Support Classroom within Pittsburgh Classical Academy
- Site has been receiving consultation for 4 years, with all post site reviews over 90%, recently just received a 100% on site review.
- Utilizes the VB-MAPP and principles of applied behavior analysis under supervision from PaTTAN's Autism Initiative Program
- Currently enrolled are 5 students with one special education teacher and two paraprofessionals, next school year we are slated for 8 students
- All students have a diagnosis of Autism and one student has a primary educational diagnosis of Intellectual Disability
- Two students are currently receiving services from an occupational therapist, three students are currently receiving speech and language services and one student is receiving hearing services and physical therapy
- One student currently have an active positive behavior support plan and functional behavior assessment
- Students attends adapted ancillary classes (art, Spanish, gym, health and swimming)
- Integrated with typical peers for breakfast, lunch, recess and intervention. Intervention is time for the whole school to work on specific skills they need extra support in, our students are integrated for social skills intervention.

# Student Programming

- Every student in the classroom is assessed using the VB-MAPP twice a year as well as language arts and math placement tests
- Students in the classroom are scattered between a lower level 1 learner and higher level 3 learner
- Direct instruction for language arts and mathematics is programmed for all but two students. The other two students are using an early numeracy program which focuses on building foundational math skills to build the necessary skills for direct instruction.
- Students receive social skills instruction from skills streaming elementary and adolescent and peer to peer manding
- One student uses sign language and vocalization to communicate, one student uses sign and an iPad to communicate and the others use vocalization to communicate.
- Students have frequent opportunities to generalize skills in the natural environment throughout the school day
- Our classroom has had a coffee cart for three years, but this year is the first year we started specifically targeting teaching job skills and other various life skills

# Important Operants to Remember

- **Mand-** being able to express wants and needs, request for missing items/attention/using 'WH' question to gain information
- **Tact-** a label (you can label what you see, hear, smell, another persons actions, prepositions, parts and features of items)
- **Listener Responding-** Receptive skill which the student will follow the direction (give, touch, find, show me...)
- **Motor Imitation-** (watching another persons motor movement and being able to replicate it)
- **Intraverbal-** Hearing something and responding with something different (fill in the blanks, answering WH questions, this leads to more conversational skills)
- **Match to Sample-** (being able to match identical, non-identical and 3D objects to 2D pictures)
- **NET-** moving skills taught in intensive teaching scenarios to the natural environment to ensure generalization

# Where to begin?

- ASSESSMENT!
- Remember ALL programming needs to be guided by an assessment to ensure that target selection is at the appropriate instructional level
- All programming should be guided by data based decisions
- Target selection needs to be individualized and relevant for the student
- Complete the VB-MAPP assessment to determine the level of need for each student in the classroom
- An early learner may need a more intensive discrete trial programming where a higher learner level 3 may be able to quickly learn things in the natural environment.
- Activities of daily living can be successful with learners at any level

# Level 1 VB-MAPP

VB-MAPP  
Master Scoring Form

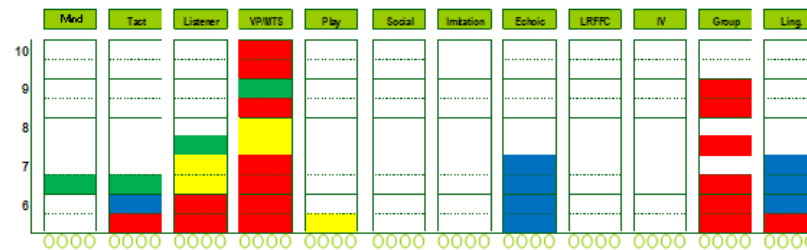
Child's name:	Winter Schil-Reed
Date of birth:	1/15/2005
Age at testing:	1 11 2 12 3 4

Key:	Score	Date	Color	Tester
1st test:	41	1/20/2017	Red	Simmons
2nd test:	50	5/9/17	Blue	Simmons
3rd test:	54	9/8/17	Yellow	Simmons
4th test:	60.5	5/11/18	Green	Simmons

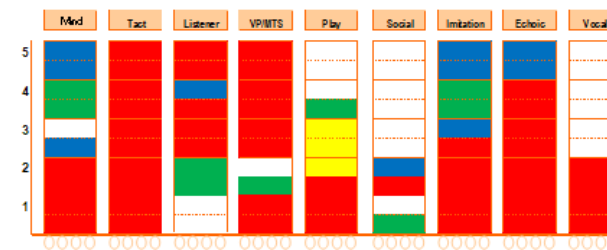
LEVEL 3



LEVEL 2



LEVEL 1



Expect great things.

# Level 3 VB-MAPP

VB-MAPP  
Master Scoring Form

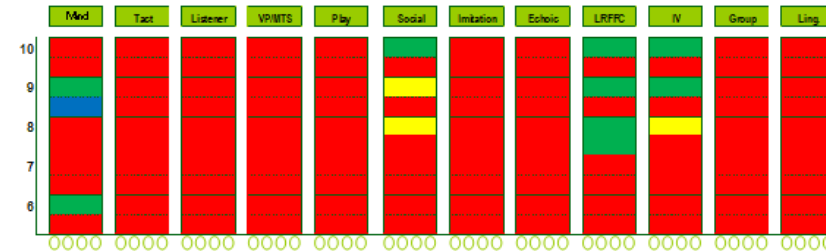
Child's name:	Taron Taylor
Date of birth:	10/11/04
Age at testing:	1 11 2 3 4

Key:	Score	Date	Color	Tester
1st test:	130.5	9/1/16	Red	Ringold
2nd test:	134.5	5/9/17	Blue	Simmons
3rd test:	139.5	9/8/17	Yellow	Simmons
4th test:	153.5	5/1/18	Green	Simmons

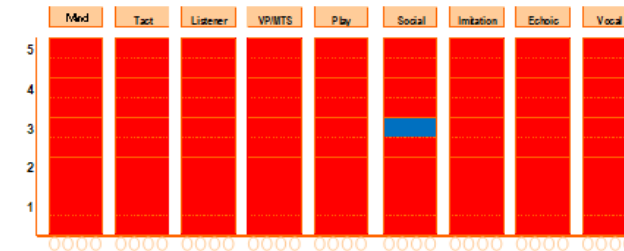
## LEVEL 3



## LEVEL 2



## LEVEL 1



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# Program Considerations for ADL's

## Teaching Tasks through Intensive Teaching

- Some students may benefit from being taught specific component of tasks through tacts, receptive, intraverbal, imitation, match to sample, and other targets in IT sessions
- A broadening of repertoires across the verbal operants
- Some students may need repeated trials to master a targeted item
- IT provides opportunities for multiple exemplar training
- IT sessions allow students to engage in mixed and varied verbal responses
- Teaches specific components of tasks in a generalized format that teaches concepts rather than a specific rote task
- Expansion of language skills across operants
- More flexible application of skills across activities/tasks in various environments/people/stimuli (generalization)

## Using a Task Analysis

- Some students may do better with learning a routine in the context of an activity and not all of the specific component elements that make up the task/activity.
- This process may be too complex or take too long for some students to learn, which can result in hindering progress with performing the actual task/activity.



[illegible]

Responsibility	Percentage
Current government	45%
Previous governments	55%

# Program Considerations for ADL's cont.

- Make sure programming throughout intensive teaching and ADL's are age appropriate
- Think about future jobs skills for older learners
- Consider transitioning into more age appropriate and social reinforcers for older learners.
- Age appropriate reinforcers provide more opportunities to for the learner to engage with same age peers and to participate in same age activities. These are cornerstones for building social relationships for the older learner.
- It is important throughout all levels to select targets that will be used when teaching tasks of ADL's prior to teaching the ADL
- A cold probe procedure and cumulative graphs were used throughout all levels

# Intensive Teaching- Level 1

- Receptive Pictures: make sure you teach the learner to be able to select item from an array. This will transfer into the group when you would say “grab the towel” etc.. Check to ensure the skill generalized to 3D items, this will be very important for group ADL
- Imitation: This skill is very important especially at a level one. Teach imitation skills that will be used for the skills (e.g. folding towel, scrubbing back and forth on a dish, turning on and off water, wiping back and forth etc) Imitation will allow the learner to be more independent once in the group setting
  - Fine motor imitation, gross motor imitation, motor imitation with objects, motor imitation with objects in discrimination



Expect great things.

# Intensive Teaching-Level 1

- Tact: ensure that tact's for items are strong throughout intensive teaching prior moving on to an ADL group. If you are teaching folding towels, and it is a level 1 learner; teach the tact for towel and laundry basket across multiple exemplars.
- Match to sample: Check to see if the learner is able to match identical items, non identical items and 3D objects to 2D pictures. This will be critical when teaching specific tasks in group and independent work such as; sorting silverware, putting dishes away, sorting food
- \*\*Some learners are able to acquire new skills in a group setting and some learners especially level 1 learners need the skill taught in intensive teaching first.

# Cold Probe Example

	Previous Y	# days active	Operant	Target Skill	Mon 16	Tue 17	Wed 18	Thur 19	Fri 20
1	1	27	MI	Place foot backwards	YN	YN	YN	YN	YN
2	0	34	LR F	Touch Mouth	YN	YN	YN	YN	YN
3	1	5	LR F	Touch ears	YN	YN	YN	YN	YN
4	2	3	E	Arm	YN	YN	YN	YN	YN
5	1	3	E	Out-t	YN	YN	YN	YN	YN
6	1	1	MI	Pound table with fist	YN	YN	YN	YN	YN
7	1	1	T	Bed (166)	YN	YN	YN	YN	YN
8	0	0	T	Cereal (136)	YN	YN	YN	YN	YN
9	0	0	E	Out	YN	YN	YN	YN	YN
10	0	0	E	Out	YN	YN	YN	YN	YN
11	0	0	T	Popcorn	YN	YN	YN	YN	YN
12	0	0	MI	Stack blocks	YN	YN	YN	YN	YN
13	0	0	LR F	Show head	YN	YN	YN	YN	YN
14	0	0	T	<del>XXXX</del> Spoon (89)	YN	YN	YN	YN	YN
15					YN	YN	YN	YN	YN
16					YN	YN	YN	YN	YN
17					YN	YN	YN	YN	YN
18					YN	YN	YN	YN	YN



Expect great things.

# Intensive Teaching- Video level 1

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## Level 1 IT

# Intensive Teaching- Level 2

- Before starting any level 2 programming, be sure that level 1 skills are strong (tacts, receptive pictures identification, motor imitation)
- Tact: continue teaching functional tacts (apron, paper towel, bowl), start teaching the learner to label another persons ongoing action (wiping, spraying, opening) and then move on to two component actions (wiping table, spraying table, wiping chair). Teaching learners to label parts and features of items (the learner must have strong tacts and have conditional discrimination so that student can go from part to whole item and from the whole item to the features (whats the whole thing? Pitcher, what part is this? Handle)
  - Level 2 looking for the student to learn the concept and generalize the skill across items with similar features, actions with any item without specific training
- Receptive (Listener Responding): check to see if the learner can perform specific motor actions on command (stirring, closing, washing) and then two-component (show me wiping table, cutting paper, washing bowl)
- Imitation: continue to ensure that imitation skills are strong specifically for future functional tasks and generalized motor imitation repertoire
- Intraverbal: fill in the blanks (you wash your\_\_\_\_, you dry with a\_\_\_\_), WH questions (what are things you use to wash dishes?, what do you use to dry with?)





# Intensive Teaching- Level 2 Skill Tracking

	Target	Date Introduced	Date Mastered
	/ Watch		
138	Straps	1/25/18	2-2-18
139	Numbers	1/25/18	2-2-18
140	Hands	2-2-18	2-9-18
	/ Pants		
141	Legs	KO	—
142	Button	2-1-18	2/6/18
143	Zipper	2-1-18	2/6/18
	/ Jacket		
144	Zipper	2/7/18	2/13/18
145	Sleeves	2/7/18	2/13/18
145	Pocket	2/14/18	2/16/18
	/ Fork		
146	Prongs	2/16/18	2-27-18
147	Handle	2/16/18	2-27-18
	/ Penny		
148	Heads	2-12-18	2/15/18
149	Tails	2-12-18	2/15/18

Expect great things. 



# Listener Responding: Multiple Step Directions using Joint Control Procedures

- Joint control-is the process of the student engaging in multiple verbal operants that come together to strengthen a single response; usually one verbal operant is echoic
- This provides the student the opportunity to follow novel instructions by repeating all of the instructions to themselves and then searching out items or activities which match what they are repeating and allow them to complete the instruction-the learner can more easily follow multiple step instructions

# Listener Responding: Multiple Step Directions using Joint Control Procedures

- An array of pictures are on the table
  - The learner is asked to get 3 or more in order (give table, chair, chicken and towel)
  - If learner emits an error or if teaching skill, rehearsal is used
  - Instructor will say “give table, chair, chicken and towel”, you say \_\_, the learner will repeat phrase multiple times (block learner’s hands if needed)
  - Restate original SD
- When you tell the learner to go to the sink, turn on the water and wash their hands, they will echo to themselves the directions sink, water and wash hands. They are engaging in an echoic and a tact to perform a listener responding response.
- Joint control occurs in all aspects of life. For example, joint control can be found in everyday incidents such as dialing a phone number, shopping for groceries, locating a parked car, following driving directions, etc. Many common behavioral objectives for children with autism require joint control, e.g. delayed finding of a sample, following multi-step directions, selecting items with multiple characteristics



# Listener Responding: Multiple Step Directions using Joint Control Procedures- Video

[Joint Control Video](#)

# Intensive Teaching- Level 3

- Level 1 and Level 2 skills should be strong prior to starting any level 3 skills
- Tact: Prepositions, Adjectives, Pronouns and Adverbs (e.g. learner can label the preposition for different items. “where is the disk soap?” it’s **IN** the closet).
- Listener responding: Prepositions, Adjectives, Pronouns, and Adverbs-e.g. Learner is able to follow instructions involving prepositions (put the paper towels **ON** the counter), \*\*learner is able to follow 3-step directions (e.i get your coat, hang it up, and sit down), this is a very important aspect of ADL programming using joint control procedures as mentioned previously
- Intraverbal by feature, function, class: learners will learn items by class (tell me types of dishes/fork, knife and spoon are all types of\_\_\_), learners will learn item by function (what do you do with a towel? Use it to dry, fold it, wash it/tell me some things you tie, learners will learn items by feature (tell me something with pockets, jacket, pants and shirts all have\_\_\_)



Student Name: _____ Skill: IV Item 1 Function			
	Target	Date introduced	Date Mastered
1	"Tell me something you brush"		
2	Hair	TO	—
3	Teeth	10/3/17	10-9-17
4	Dog	10/3/17	10-9-17
5	Paint	10-1-17	10-13-17
6	"Tell me something you push"		
7	Grocery cart	12/11/17	1-3-18
8	Stroller	12/13/17	1-3-18
9	Chair	1-3-18	1/18/18
10	Door	TO	TO
11	Swing	1-3-18	1/18/18
12	"Tell me something you pour"		
13	Water	10-10-17	10/11/17
14	Juice	TO	TO
15	Milk	TO	TO
16	Gas	10-10-17	10/11/17
17	Dressing	10/12/17	10-26-17
18	"Tell me something that you play"		
19	Music	11/28/17	12/4/17
20	Board game	TO	TO
21	Computer	11/28/17	12/4/17
22	Sports	TO	TO
23	Video Game	12/16/17	12/15/17
24	"Tell me something you ride"		
25	Horse	10/26/17	11/1/17
26	Bike	TO	TO
27	Motorecycle	10/26/17	11/1/17
28	Scooter	11/2/17	11/3/17
29	"Tell me something you pop"		
30	Bubble	11/14/17	11/28/17
31	Balloon	TO	TO
32	Soda Tab	11/14/17	11/28/17
33	"Tell me something you fill"		
34	Bucket	9/29/17	9/13/17
35	Cup	9/29/17	9/13/17
36	Box	9/13/17	9/20/17
37	Backpack	9/13/17	9/20/17
38	"Tell me something you drink"		
39	Milk	TO	TO
40	Soda	10-13-17	10/24/17
41	Juice	TO	TO
42	Water	TO	TO
43	Lemonade	TO	TO

# Intensive Teaching- Level 3 Skills Tracking

 Expect great things.

# Manding- Level 1

- The learner is able to generalize mands (request) across people, settings and examples and is able to request for items without instructor saying “What do you want?”
- Student is still learning to mand for high value reinforcers when motivation is strong until this skill is mastered across various reinforcing items it is not likely it will transfer into a job task for completion of a task and mands for missing items
- A level 1 learner will learn to request for items within eye sight.
  - These items should already be identified as a strong motivator
  - Select the response the child will use (vocal, sign, etc..)
  - Teach when the motivation for the reinforcer is strong (you wouldn't try to teach water after the student just finished a bottle of water)
- This will allow learner to ask for different items they would need throughout ADL task
- A cold probe procedure is completed for each individual item and a time sample frequency of mands are taken daily

# Manding- Level 1 Video

- [Mand Level 1](#)

# Manding- Level 2

- Level 2 is where the student begins to problem solve; this is especially useful when looking at teaching ADL skills
- Learner is able to request for missing items without prompts (CMO-T)
  - This is especially important when thinking about teaching ADL skills. If learner is washing dishes and the soap is missing, the learner should be able to ask for the soap without engaging in problem behavior.
  - This is important as the student completes the task and something is misplaced or missing
  - Once the task completion is strong and an item is missing the motivation builds for the student to request the missing item in order to complete the task (terminal reinforcer)
- Learner is able to mand for actions
  - The learner is able to request for different actions from the instructor (throw, roll, tickle etc...)



# Manding- Level 2 Video

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- [Mand for Missing](#)

# Manding-Level 3

- Learner is able to give instructions, directions or explanations as to how to do something or participate in an activity
  - Giving instructions is a functional mand because the student is “asking” the listener to complete a task that will allow them to contact reinforcement
- Learner is able to mand for information using “WH” questions
- Learner is able to mand for attention from others

# Manding-Level 3 Video

- [Mand- Instructions](#)

# Natural Environment Teaching (NET)

- Format of instruction in which verbal and non verbal skills taught are presented throughout the day across settings, instructors, exemplars, and circumstances.
- NET training MUST be guided by variables that are related to motivation
- Careful selection of targets relevant to student home/school life and or context the student participates in.
  - E.g. Teaching to mand for a fork during lunch
  - Teaching the student to label scissors during arts and craft activity

# Reasons to teach in the NET

- Because many students with Autism fail to generalize skills that were taught or acquired from one setting to another or from one set of stimuli to others
- If the skills taught were only taught during DTT, it would be unlikely that the skills would generalize (transfer) to the student everyday natural environment (Delprato, 2001)
- No transfer (generalization) – no functional use of skills
  - Development of rote skills

# NET Job Skills

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- Foundation is critical for basic skills because some skills can only be taught in the natural environment
- Job related tasks and information can only be taught on site once student has a basic repertoire across all of the verbal operants
- Irrelevant and possibly not transferrable if taught only in DTT –e.g using a dishwasher

# Group- Considerations

- Before starting group, keep in mind the instructional level of the learner. The learner should be able to follow the lead instructor in a group of 3 or more student.
- When ADL is completed in a group, it is critical to have individual targets based off of the student programming and previously mastered skills
- Keep students engaged with choral responses rather than all individual turns –this will require aligning skills tracking sheets across program books to be sure all students have the same skills mastered
- Follow individual VRs when running NET in a group
- Assess whether or not the student can acquire new skills in a group setting

# Group

- For my ADL group, I had students arranged around a table in a semi circle and the lead instructor was in the middle. Two students had difficulty following directions on the first prompt in a group setting, so a paraprofessional was assigned to assist with focus and extra reinforcement.
- For the students it was appropriate, I used more social reinforcement so it would more easily transfer later to independent work.
- Each ADL task took around a week to two weeks until we considered it independent for most of the students depending on the level of difficulty.
- We planned to run ADL group everyday, but realistically it was ran 3-4 times per week.
- I ran through individual targets with high level learner (feature, function, class and tact part/whole and used choral responding for skills that were mastered as a whole group)
- I then modeled the skill , then had the learner complete skill at the same time as me.
- I then would allow the learners attempt the skill independently.



**Student:**

Activity or Lesson: \_\_\_\_\_ Date: \_\_\_\_\_ Circle: Group Dyad

Code: R+ = correct response    R- incorrect response    ONR= Opportunity with no response

[illegible]

# Group Data Sheet

- I assigned on para-professional to collect data for one minute for each student.
- Data was collected at different points during group each time data was collected
- Collected at minimum 2x per week
- Collected response correct, response incorrect and there was an opportunity but no response
- Percentage of response correct was collected (response correct/total responses)



**Expect great things.**

# Group Video

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[Group Video](#)

# Independent Work

- Prerequisite for independent skills:
  - Establish the student has a strong tact/MTS repertoires, demonstrates skills that require joint control fluently, and can tolerate delayed reinforcement
  - Ind work can be taught to early learners through chaining procedures, however by focusing on establishing strong skills across the operants, a student will learn complex behaviors more efficiently and generalize more easily
- After the learner has mastered the task in group, you can allow them to complete the task independently. Once the learner has a few tasks mastered you can string them together to complete a schedule of tasks.
- Depending on the level of the learner you could use a written schedule, picture schedule or use “to do” and “finished” bins.

# Independent Work

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ADL independent

# School to Home

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- Information sent home provides the family with specific targets mastered as well as skills that are still being acquired
- Parents are informed once a job task is mastered to transfer this skill at home and in the community
- Parents are provided daily communication and weekly skills mastered across the operants

## Skills Mastered

Week of: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Tact-</b> Verbal Label	<b>Echoic-</b> Vocal Shaping, Repeating Vocalizations
<b>Receptive-</b> Identify by Pointing/touching, following vocal instructions	<b>Motor Imitation-</b> Imitating Instructor Movement
<b>Intraverbal-</b> Fill in blanks/answering WH questions	<b>Mand-</b> Requesting wants and needs
<b>Functional Skills-</b>	<b>Reading/Math-</b>

## Skills Mastered

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# Home Communication Log

## Weekly Home Communication Log

Student Name: \_\_\_\_\_

Week of:		Comments/Notes:
<b>Monday</b>	Special Today: Art <input type="checkbox"/> Spanish <input type="checkbox"/> Gym <input type="checkbox"/> Swimming <input type="checkbox"/> Library <input type="checkbox"/> Academics:  Behavior:	
<b>Tuesday</b>	Special Today: Art <input type="checkbox"/> Spanish <input type="checkbox"/> Gym <input type="checkbox"/> Swimming <input type="checkbox"/> Library <input type="checkbox"/> Academics:  Behavior:	
<b>Wednesday</b>	Special Today: Art <input type="checkbox"/> Spanish <input type="checkbox"/> Gym <input type="checkbox"/> Swimming <input type="checkbox"/> Library <input type="checkbox"/> Academics:  Behavior:	

## Please complete home to school communication log

Week of:		Comments/Notes:
<b>Monday</b>	How did your child sleep: ___Very well ___Okay ___Poorly ___Not at all  Were there any changes in your child's daily routine: ___yes ___no If so, please describe: _____  Did your child participate in any activities?	
<b>Tuesday</b>	How did your child sleep: ___Very well ___Okay ___Poorly ___Not at all  Were there any changes in your child's daily routine: ___yes ___no If so, please describe: _____  Did your child participate in any activities?	
<b>Wednesday</b>	How did your child sleep: ___Very well ___Okay ___Poorly ___Not at all  Were there any changes in your child's daily routine: ___yes ___no If so, please describe: _____  Did your child participate in any activities?	

Expect great things.

## Parent Survey of Functional Living Skills

Please check off where you think your child is with the following skills and if you would like your child to learn them. This will help us better plan for upcoming lessons.

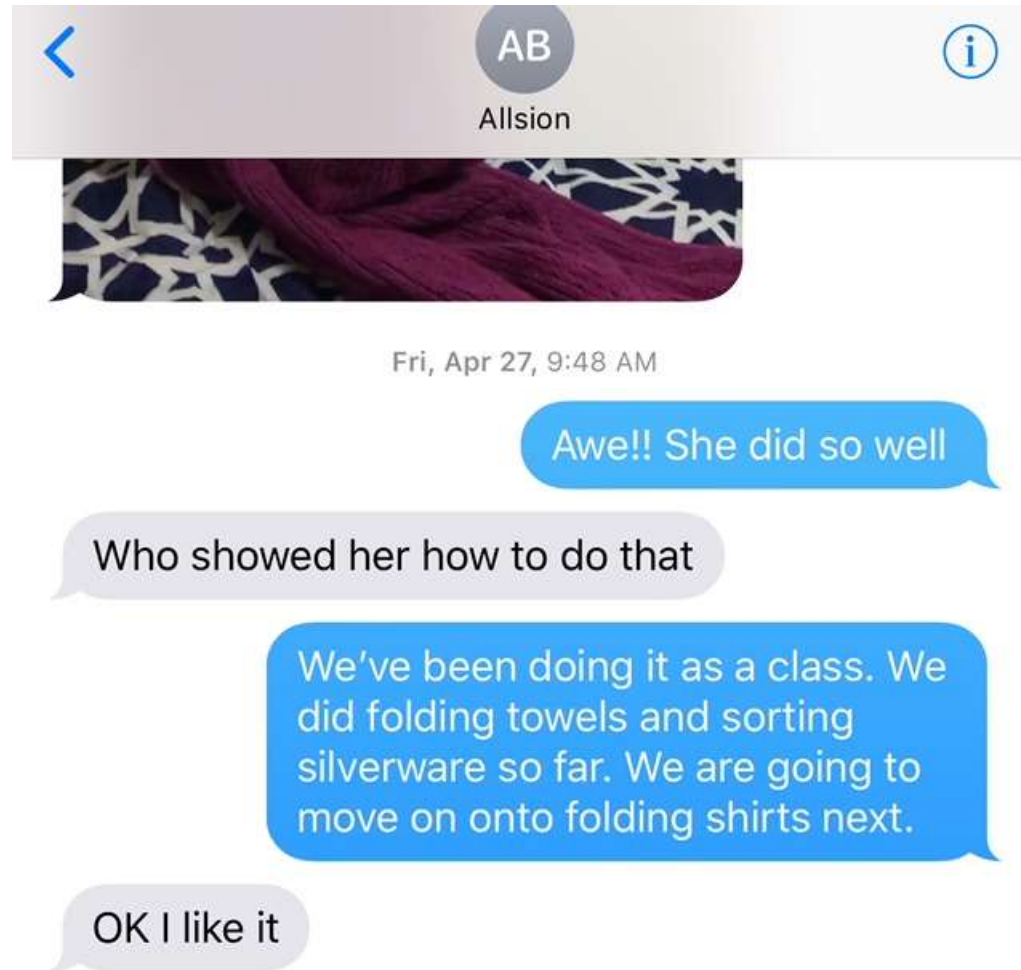
	Independent: no prompts needed	Can complete with prompting	Unable to complete	Would like to be worked on this year
Folding Towels				
Folding Shirts				
Hanging Shirts				
Hanging Pants				
Sorting Socks				
Folding Socks				
Laundry				
Sorting Silverware				
Washing Dishes				
Drying Dishes				
Wiping Tables				
Setting Tables				
Sorting Silverware				
Apply deodorant				
Wash hands				
Sweep Floor				
Vacuum a carpet				
Make bed				
Mop Floor				
Make simple meals				
Brush Teeth				
Washing Face				
Tying Shoes				

# Parent Survey



# School to Home

## Home Video- MS



Expect great things. 

# Next Steps

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- Fluency programming
- Independent and self monitoring
- Peer to peer manding to complete tasks together
- Smaller groups for specific skills that parents are requesting
- Incorporating academics (math, reading writing)
- Inclusion opportunities around the school (cafeteria) and gen ed settings
- Community based instruction

# A look into what we've done



Expect great things. 

# Coffee Cart



- The coffee cart (known as “PCA Café”) started in January 2016
- The original supplies (Keurig, coffee, creamer, sugar, cups, cart etc...) was funded by donations from Donorschoose.org, \$500 was raised to get the coffee cart up and running
- Since then, students have been working on life skills, social skills and communication skills
- Staff members from all around the building will put in orders, the students will read and complete the order and then deliver it to their classroom or location
- Students are assessed to see if they can label each item and then a task analysis is used to teach each skill (operating the Keurig, filling the water in the Keurig, navigating the hallways, using an elevator and pushing the cart safely!)
- Once students have mastered the skills, the staff step back and allow the students to independently make the coffee and independently deliver the coffee
- Our hopes would be to use the money made from the coffee cart to buy valuable things for our classroom, since the start of the coffee cart we haven't made any true profit- we make just enough to refill coffee, sugars, creamers and cups monthly. Even though we make little profit the skills the students gain are irreplaceable.



# Coffee Cart



PCA CAFE

## ORDER FORM

Name Jolin Room Number/Office Location \_\_\_\_\_

What time would you like your drink to be delivered? NOW

Please mark your selections:

**Coffee**

<input checked="" type="checkbox"/>	Donut Shop (medium roast)	
<input type="checkbox"/>	Hazelnut (flavored, light roast)	
<input type="checkbox"/>	DECAF Breakfast Blend (light roast)	

**Tea**

<input type="checkbox"/>	Earl grey	
<input type="checkbox"/>	Lipton Tea (regular)	
<input type="checkbox"/>	Lemon Zinger	
<input type="checkbox"/>	Green Tea	

**Hot chocolate**

<input type="checkbox"/>	Swiss miss milk chocolate	
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**Additions**

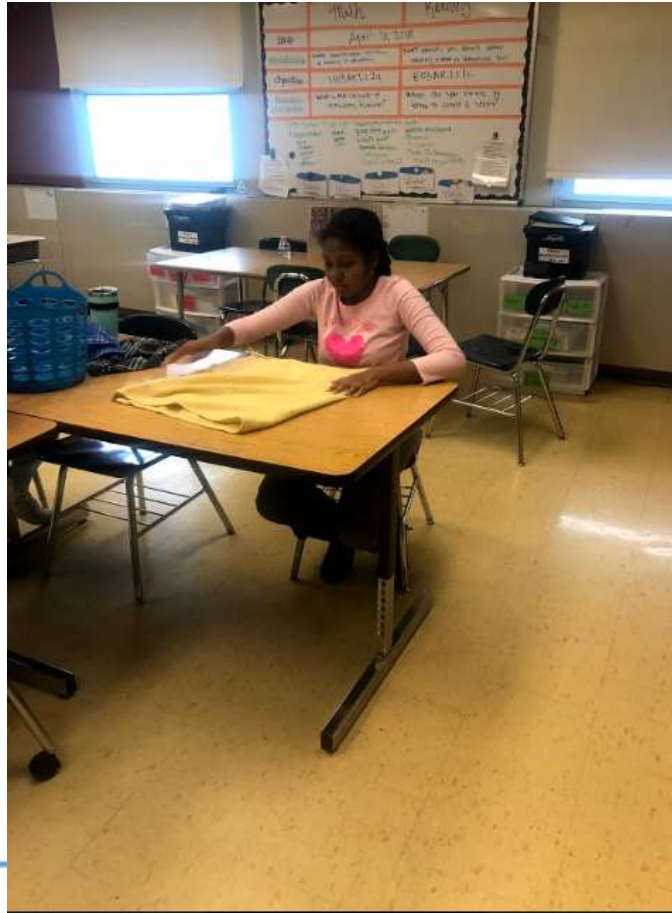
	How many of each?	
<input type="checkbox"/>	Coffeemate Individual Creamers (regular)	1
<input type="checkbox"/>	Sugar packets	1
<input type="checkbox"/>	Splenda packets	
<input type="checkbox"/>	Sweet-N-Low packets	



Expect great things.

# Folding Towels and Shirts

- Folding Towel WSR



Expect great things.



# Sorting Silverware

- Sorting Silverware



 Expect great things.

# Setting the Table



Expect great things. 

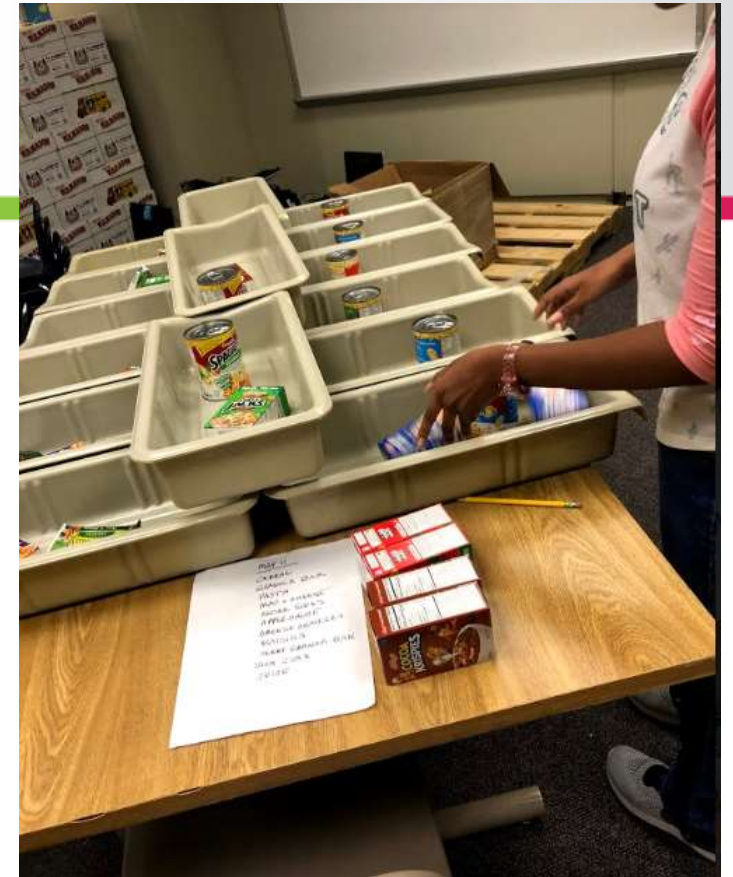


# Gardening



 Expect great things.

# Blessings in a Backpack



 Expect great things.

# Where does it all come from?

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- Donorschoose.org
- Dollar Stores
- Thrift Stores
- Yard Sales/Flea Markets
- Family/Friends



# Contact Information

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