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Slide 1-- A New Evidence Based Transition Assessment: Building Emotional Stability in Youth with ASD

About this presentation:

The Capability and Independence Scale helps to empower children and adults with autism live richer more fulfilling lives. Using an innovative combination of identifying strengths, assessment, diverse supports, and enriched opportunities, we can strive to achieve outcomes that are on the individual's right track. The process guides us to seeking emotional supports that fill the critical gaps in healthy living or life of well being. No child or young adult should sacrifice quality of life because of the disability of autism.

Slide 2—Contact information

Slide 3--Information presented in this session is drawn upon:

1. Dissertation Research (Marquette, 2007)
2. School consulting and teaching students
3. First hand experiences with autistic son Trent.

Slide 4--Overview—Building Emotional Stability

- 1) Describe the relationship that self care and self-value - or self acceptance concepts have in building emotional stability in students with ASD.
- 2) Explain the difference between life skills and self care skills.
- 3) Identify broad creative supports that promote student growth in the emotional stability domain.

Slide 5--Wise Advice about ASD

Develop the emotional side of these children first and focus on the academics after, because it is almost impossible to achieve those in reverse." Barry Prizant, Ph.D.

Slide 6--Autism Spectrum Disorders

- Pervasive Developmental Disorders (PDD)
- Autism
- Asperger's Syndrome
- Atypical Autism

Slide 7--Autism Spectrum Disorders cont.

Is a complex developmental disorder involving delays in and problems with social interaction, language, and a range of emotional, cognitive, motor and sensory abilities.

(DSM-IV)

Slide 8--Transition

Employment

Post secondary training

Living Arrangements

Community participation

Recreation and leisure

Slide 9--Differences in Self Care Skills & Life Skills

-Life Skills-- outside approach, competitive, compares to ability of peers h/her age.

-Self Care Skills-- inside out approach, taking part in one's behalf, uses supports, interests, strengths, seeks progression at one's own pace.

Slide 10--Self Care Skills Promote Individual Choice and Control in Life

Using the Capability and Independence Scale

- a. Meets individual where h/she is in development
- b. Individualized and promotes growth at one's own pace
- b. Strengths and interests based assessment
- c. Promotes emotional stability, higher capability, and quality of life.

Slide 11--Quality of Life Defined

Individual = A life where:

One's needs are met (i.e. in home and community where h/she is accepted)

One enjoys life (i.e. going to baseball games).

One can do things he or she consider important (i.e., study entomology, collecting insects, spending time with brother (Turnbull, 2007)

Family = A life where:

Members' needs are met

Members enjoy life together as a family

Members can do things they consider (Turnbull, 2007)

Slide 12--Meeting Challenges with Supports—Examples Tricia and Billy

Slide 13--Emotional Stability

- 1) acknowledge student challenges
- 2) identify strengths to paint a picture of a person's life
- 3) determine broad supports to increase outcomes: employ, training/college, continued exposure to growth.
4. Arrange the pieces in life.

Slide 14--Capability and Independence Scale. Seven areas of living

General life, cognitive life, social life, domestic life, occupational life, emotional stability, communication

Slide 15--Principle of Capability

Broad Supports + 3 e's exposure, explore interests, experience = Higher Capability

Slide 16--The Capability and Independence Scale

- quantitative measurement of capability
- uses broad creative supports
- measures transition progress
- life planning tool

Slide 17

Slide 18—CAIS DESCRIPTORS

9 = capable of functioning and living independently; i.e. like the vast majority of the population.

8

7 = occasional assistance, guidance, or supervision needed; particularly for periods of stress on specific issues such as legal/financial matters.

6

5 = some assistance needed for most functions; Supervision needed for specific issues like legal/financial and complex matters, ongoing support for daily routines.

occasional assistance, guidance, or supervision needed; particularly for periods of stress on specific issues such as legal/financial matters.

4

3 = considerable assistance needed to learn and perform most skills; Can do simple tasks if provided assistance or close supervision.

2

1 = extensive assistance needed all the time; can learn and perform simple task with continuous supervision.

Slide 19--Emotional Stability Examples with supports are provided

1. Interprets other people's feelings and emotions appropriately.
2. Feels or expresses emotion for personal accomplishment or loss.
3. Manages ridicule, rude behavior, or peer pressure by others.
4. Uses self talk or relaxation to avoid obsessive/compulsive or aggressive behaviors.
5. Demonstrates compassion by helping others, e.g., grandparents, family members, or persons with special needs.

Slide 20 General Functioning

Slide 21 Cognitive

Slide 22 Community Life Social

Slide 23 Occupational

Slide 24

Slide 25 Domestic Household Life

Slide 26 Communication

THE END