TEACCH Transition Assessment Profile – Formal Section
S. Michael Chapman

What was the TTAP

- Adolescent and Adult Psycho-Educational Profile (AAPEP)
- A tool for evaluating adolescents or adults’ abilities and behaviors in relation to work tasks, work environments, and daily living/self-care skills.
- Comprised of three separate, but related, sets of evaluations
  - Direct Observation by an examiner
  - School/Work Evaluation by teacher or supervisor
  - Home Evaluation by parent or other caregiver
- Has been in use since 1988

TTAP or AAPEP-R

- Revised Adolescent and Adult Psychoeducational Profile or TEACCH Transition Assessment Profile

Formal Testing

- What it is:
  - Uses systematic test items, as in the TTAP
  - Controlled administration
- Function
  - Provides information that can be validated against comparison groups

Introduction

- Assessment versus teaching
- Formal assessment versus informal assessment
Advantages of the TTAP

- Broader Array of Items - Aims at Severe to Mild Mental Handicap and ASD in the Formal Tool. No Limit on the informal Tool
- Comprehensive Formal Assessment (few instruments for students with ASD)
- Non-verbal and verbal instructions
- Flexible time limits
- Flexible order of presentation

Advantages of the TTAP

- Identifies Strengths and Interests
- Assessment Across 3 Contexts:
  - Direct Observation of Student,
  - Family/Home and
  - School/Work
- Each Content is Assessed in 6 Function Areas

Advantages of the TTAP

- Each Context focuses on six functional/transition areas
  - Vocational skills
  - Vocational behaviors
  - Independent functioning
  - Leisure skills
  - Functional Communication
  - Interpersonal Behavior

Advantages of the TTAP

- Identifies Strengths and Interests
- Assessment Across 3 Contexts: Direct Observation of Student, Family/Home and School/Work
- Pass, Emerge, Fail Scoring and Goal Development
- Provides goals for IEP/ITP
- Provides “Structure Checklist” to Assess Student’s Abilities to Use Visual Cues

Scoring the TTAP

- P = Pass (skill or trait present)
- E = Emerge (skill or trait partially present; can be taught)
- F = Fail (skill or trait not present and not likely to be acquirable at this time)
  - Environmental support may be required for these skills or traits (see Structure Checklist for ideas)
Structure Checklist
- Gives teachers and managers ideas about how to structure the environment to make learning and performance maximally useful
- Ways to increase structure
  - Clear scheduling
  - Work systems (left-to-right or first-then)
  - Visual instructions (picture or written)
  - Visual organization (using containers)
  - Visual clarity (emphasizing quantity – “how much” or “when”)

How to Administer Family/Home and School/Work Scales
- Become familiar with the items of these scales before the interviews.
- For each function area, the interview should begin with broad questions aimed at obtaining an impression about the individual’s general level of functioning within the area.
- Starting with general questions and becoming more specific can help maintain the flexibility that will contribute to a productive interview.
- In some cases, it might also become apparent that it is not necessary to cover all of the items in a scale because the individual does not have the requisite skills.

The Assessment Scales
- Family/Home and School/Work
- Direct Observation

The Assessment Scales
- Each is divided into the 6 function areas:
  - Vocational skills
  - Vocational behaviors
  - Independent functioning
  - Leisure skills
  - Functional Communication
  - Interpersonal Behavior

How to Administer Family/Home and School/Work Scales
- Whenever possible, test items should be scored as they are given.
- If unsure of specific scoring criteria for a given item, the examiner should note the individual’s performance and refer to the manual after the testing session.
- Some items are observational in nature and should be scored as soon as possible after the session, while the examiner’s impressions of the individual are fresh.
Sample Item and Questions

**Home Scale: Independent Functioning**

- **INDIVIDUAL TRANSPORTATION**
  - **Passing** — Travels independently to and from familiar locations (e.g., recreation center, movie theater, around home neighborhood). Walks, drives, or uses bus, taxi, shuttle or carpool as arranged. Crosses intersections safely, responding to car horns and traffic signals.

- **Emerging** — Travels to and from familiar locations alone but needs some help (e.g., boarding buses, finding final exit or crossing pedestrian crossing) or restricts independent travel to the home area (e.g., yard, garage, house next door).

- **Failing** — Cannot travel alone to any location beyond home or fenced yard.

One could phrase this question in a variety of ways, depending on information already given by the parent. If you have the sense that most of the individual’s time is spent at home, you might ask the parents where their child likes to go, what the child likes to do at these places, and whether the child can get there alone. A guiding principle to remember is that the TTAP is designed to evaluate the ability to function independently at home and in the community.

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**FOLDS TOWELS**

- **Passing** — Folds wash cloths in “quarter-fold” pattern and hand or bath towels in “tri-fold” pattern independently and stacks neatly for storage.

- **Emerging** — Completes either quarter-fold or tri-fold but folds are not always uniform and neat or does not stack neatly for storage.

- **Failing** — Is unable to complete either fold without consistent prompting or to stack towels and wash cloths neatly.

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**Behavior During Work Activities: Self Control**

- **Rate individual’s behavior when working independently on an activity done well.**

- **Passing** — Generally works quietly and calmly, rarely (no more than once a day) displays work habits that might disturb others (e.g., sidling, or talking to self, humming loudly, or fidgeting with hands and fingers), jiggling table with knees.

- **Emerging** — Occasionally (more than once a day) displays work habits that are mildly disturbing to others but generally done in a setting where no one is present or in a setting during the course of the day where it is normal for people to be doing such things (e.g., homework, hobbies, or studying). Crosses intersection safely, responding to car horns and traffic signals.

- **Failing** — Frequently displays mildly disturbing work habits and does not generally stop on request or allows others to work for periods of time without disrupting these behaviors.

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**Home Scale - Vocational Skills**

- **Simple Workshop/Kitchen Desk tools**
- **Sorting**
- **Sweeping or Vacuuming**
- **Cleaning implements**
- **Washing and Drying Dishes**
- **Kitchen Appliances**
- **Folds Towels**
- **Makes Bed**
- **Unloads Dishwasher**
- **Sets Table**
- **Cleans up after meal or cooking**

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**Work Scale - Interpersonal Skills**

- **Response to Presence of Other People**
- **Positive Interpersonal Behaviors With Familiar People**
- **Positive Interpersonal Behaviors With Strangers**
- **Negative Interpersonal Behaviors – Aggression and Property Destruction**
- **Negative Interpersonal Behaviors – Exploitative, Annoying, Distracting, Self-stimulatory**
- **Behavior During Work Activities: Self-Control**
- **Behavior in Groups**
- **Seeks Company of Certain Other People**
- **Shares Food/Belongings With Others**
- **Good Sportsmanship**
- **Controls Temper/Expresses Dissatisfaction in Constructive Manner**
- **Uses Language Courtesies**

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**Direct Observation Scale**

- The items of the Direct Observation Scale are presented in a general order that should assist effective administration.
- Feel free to vary the order of administration in accordance with the needs or behavioral characteristics of the individual.
- Certain items within the test should be clustered (or presented together) for efficient administration, and notation of these clusters is provided under the heading for each item.
- Individualize themselves with the specific test items before administering the test.
Direct Scale – Vocational Skills

- Sorting
- Correcting Sorting Errors
- Matching to Jig
- Matching/Sorting Colors
- Sorting and Collating
- Uses One-to-One Correspondence to Complete 3-Step Task
- Travel Kit Assembly
- Simple and Sophisticated Alphabetizing
- Measuring with Ruler
- Filing by Number
- Measuring with Cups and Spoons
- Typing

Travel Kit

- Materials: A travel sized soap, shampoo, lotion, toothbrushes, and tube of toothpaste plus six 1 oz. plastic bottles (one bottle of each of the above). A photograph of the assembled product (actual size), a photograph jig, a outline/silhouette jig, a basket or box for finished items.
- Procedures: Place the set of items in separate containers in front of the individual in a left to right sequence and a photograph of the assembled product to the right side of the individual. Have the object in the middle of the other 6 items placed in the jig and photograph. Tell the individual to make a pouch just like the one in the photograph. If the individual makes two or more errors in the first assembly, place the photograph jig in front of the individual, and the box for finished items to the right of the individual. Indicate to the individual to match each item to the matching picture in the photograph. When he/she matches all items, then indicate to assemble the items as in the second photograph and put in the box.
- Scoring:
  - Passing — Assembles 5 sets (either before or after photograph jig presented) within 5 minutes with no more than 3 errors.
  - Emerging — Completes task with less than 2 errors.
  - Failing — Less than 2 items placed correctly.

Travel Kit with Photos

Measuring with Cups and Spoons

- Materials: Measuring cups (1 cup with blue tab, ¼ cup with green tab), measuring spoons (1 tsp. with yellow tab, ½ tsp. with red tab), labeled containers of rice, lentils, salt, and pepper, one large container for mixed ingredients, one list of written directions for mixing the ingredients, one set of written directions
- Procedures: Spread cups, spoons, and containers in front of individual along with the set of written directions. Indicate to the individual to follow the list and combine the ingredients. If the individual makes 2 errors or does not know how to proceed, present the color-coded directions and indicate to the individual to follow the list.
- Scoring:
  - Passing — Completes either the written list or the photograph directions with no more than 1 error (on either structure).
  - Emerging — Completes task with either structure with no more than 2 errors.
  - Failing — Cannot complete mixing or makes 3 or more errors.

Measuring
Measuring with Photos

Assembly Line
- Materials: 16 sets of 3 gem-clipped 8 1/2x11 pages, 16 large clasp envelopes
- Procedure: Place the envelopes on the table in front of the individual. Place a file tray on the individual’s right. The examiner sits next to the individual on his left and begins to place one set of pages in front of the individual. Indicate to the individual to put one stapled set into each envelope and put it into the tray. If the individual does not begin or incorrectly attempts a combination, demonstrate the task up to three times. Then proceed without further demonstration. Place one set of pages in front of the individual at a rate of one set every 15 seconds. After placing the first 8 sets, increase the speed to one set every 10 seconds. The individual has completed when the examiner places the last envelope in front of him/her.
- Scoring: Passing — Successfully completes at least 13 sets, speeds up when the examiner does or scales her next at a rate that is reasonably approximate to the examiner’s rate so that there are no more than 3 sets left after the examiner places the last set. Emerging — Is able to perform the task but completes only between 6-12 sets. Failing — Completes less than 6 sets successfully.

Direct Scale – Vocational Behavior
- Assembly Line
- Works Continuously at Task
- Distracted by Office Noise
- Works Without Supervision
- Productivity
- Works Neatly and Systematically
- Response to Environment
- Handles Transitions
- Asks for Help When Needed
- Response to Corrections
- Tolerates Interruptions
- Stamina – Performance Over Length of Test

Assembly Line - Productivity

Direct Scale – Independent Functioning
- Telling Time
- Recognition of Money
- Money Calculations
- Survival Signs
- Hand Washing
- Use of Vending Machines
- Appropriate Eating Habits
- Use of Money
- Delivers Messages
- Use of Calendar
- Check Writing/Recording
- Follows Schedule

Follows Schedule
**Direct Scale – Leisure Skills**

- Solitary Activities
- Puts Away Materials at End of Break
- Magnetic Dart Board
- Records Score in Dart Board Game
- Simple Card Game
- Shoots Baskets
- Uses Counters to Recognize When Leisure Activity Is Finished
- Reads Magazine or Catalogue
- Higher Level Card Game
- Requests Leisure Activity and Responds to Work System
- Plans a Community Recreation Activity
- Plans Amount of Money Needed for Community Recreation Activity

**Magnetic Dart Board**

- **Materials:** Dart board with magnetic-tipped darts
- **Procedure:** Throw darts at the dart board several times. Then offer darts to individual, indicating to do the same. If individual does not begin or begins incorrectly, repeat demonstration.
- **Scoring:**
  - **Passing** — Throws at least 3 darts at the board after demonstration and without additional encouragement.
  - **Emerging** — Needs additional encouragement to throw darts at the board.
  - **Failing** — Does not throw any darts at the board.

**Dart Board**

**Written Instructions**

- **Materials:** 2 pencils, box, foam or lightweight ball, cards with written instructions
- **Procedure:** Spread the pencils, box, and ball on the table in front of the individual. Present the cards to the individual, one at a time and in the order below. Ask individual to read card and do what it says on the card. If individual fails to begin or begins incorrectly, point to the underlined words on the card and demonstrate the first instruction.
  1. Put pencils in box.
  2. Give me the ball.
  3. Put box on floor.
  4. Knock on door.
  5. Give me the pencils.

- **Scoring:**
  - **Passing** — Reads and carries out at least 4 directions either before or after demonstration.
  - **Emerging** — Reads and carries out 2 or 3 directions successfully or needs assistance (pointing to underlined words) in order to carry out instructions.
  - **Failing** — Is unable to carry out more than 1 direction successfully, even with assistance.

**Direct Scale - Communication**

- Comprehends Verbal Instructions or Gestures
- Responds to Questions About Present State
- Delayed Instructions
- Follows Picture Instructions
-Emergency Information
- Communicates Needs
- Displays Positive Affect
- Understands Prohibitions
- Spontaneous Communication
- Written Instructions
- Making Simple Purchases
- Phone Message

**Written Instructions**

- **Materials:** 2 pencils, box, foam or lightweight ball, cards with written instructions
- **Procedure:** Spread the pencils, box, and ball on the table in front of the individual. Present the cards to the individual, one at a time and in the order below. Ask individual to read card and do what it says on the card. If individual fails to begin or begins incorrectly, point to the underlined words on the card and demonstrate the first instruction.
  1. Put pencils in box.
  2. Give me the ball.
  3. Put box on floor.
  4. Knock on door.
  5. Give me the pencils.

- **Scoring:**
  - **Passing** — Reads and carries out at least 4 directions either before or after demonstration.
  - **Emerging** — Reads and carries out 2 or 3 directions successfully or needs assistance (pointing to underlined words) in order to carry out instructions.
  - **Failing** — Is unable to carry out more than 1 direction successfully, even with assistance.
### Direct Scale – Interpersonal Skills
- Responds to Name
- Appropriate Initial Greeting
- Responds to Examiner’s Presence
- Smiles Appropriately
- Self-Control
- Positive Interpersonal Behaviors

### Positive Interpersonal Behaviors
- **Materials:** None
- **Procedure:** Observe individual’s interpersonal behavior throughout the testing session.
- **Scoring:**
  - **Passing** — Interacts positively with the examiner (e.g., when greeted, says hello, smiles, or offers handshake; shows interest in examiner by asking questions and smiling when praised by examiner for work; responds to changes in examiner’s voice or facial expressions).
  - **Emerging** — Shows inconsistent pattern of interpersonal behaviors, interacting positively sometimes but not at others.
  - **Failing** — Shows fewer than 2 positive interpersonal behaviors during the entire testing session.

### Conversation Cards
- Home & Family
- School
- Sports
- TV Programs

### TEACCH Transition Assessment Profile
**Informal Assessment**
- S. Michael Chapman
- Glenna Osborne

### Expanding the Use of the TTAP
- Formal section provides a basis to start from.
- Formal section only assesses a small subset of skills.
- Best Practices show that in order for transition to be effective, need to use both Formal and Informal Measures.

### Expanding the Use of the TTAP
- Informal needed to
  - build upon the ever growing skill set of the individual with ASD.
  - Identify new skills
  - Apply those skills in Community Based settings
  - Present varying degrees of structure to enhance skill acquisition
  - Generalization of Skills
  - Create a better Transition Plan
Informal Assessment

What it is:
- Assessment done on-site within various job and community settings
- Assessment items are context-dependent rather than formalized

Function:
- Allows for gaps in performance between formally controlled test setting and more complex natural environment
- Assessment of job-site-specific skills
- Assessment of wider range of skills and contexts
- Tests a wider range of strategies and materials

What to look for during Informal Assessments

- Strengths
- Weaknesses
- Emerging skills
- Interests or motivators
- Learning style
- Accommodation to autism-related behavior

TTAP Informal Assessment Tools

- The Cumulative Record of Skills (CRS), a detailed reference document used 1) to determine skills needed in community environments and 2) as an individualized résumé/portfolio of skills acquired during multiple community based interventions.

Cumulative Record of Skills (CRS)

- Skills on CRS are those found through the TEACCH Supported Employment Program to lead to positive transition outcomes.
- Used to track overall measurement of skills assessed throughout the informal assessment process.
- Helps with identifying goals to be assessed.
- Can use for short or longer assessments.

TTAP Informal Assessment Tools

- The Community Site Assessment Worksheet (CSAW), a pre-instruction and post-instruction form to assist the teacher in determining what goals to teach and strategies to use during instruction within the community site.
- The Daily Accomplishment Chart (DAC), a daily data collection form to assist the teacher of job coach in assessing the effectiveness of the strategies used and to document progress or lack of progress during the instruction phase of community based interventions.

CUMULATIVE RECORD OF SKILLS (CRS)

- Used to track only Passing and Emerging skills
- Uses the same scoring system and the PEP3 and the Formal Section of the TTAP P=Pass, E=Emerge, F=Fail
- Yet, we have split Emerge into two scales:
  - EH=Emerge High, EL=Emerge Low
- Place to note Setting and Structure for each skill assessed. (Accommodations)
**CUMULATIVE RECORD OF SKILLS (CRS)**

- **Areas 1-5 Vocational Skills**
  - Vocational Skills – Clerical, Domestic, Warehouse/Stocking, Library, Landscaping/Gardening
- **Areas 6-12 Other Adult Domains**
  - Mobility, Leisure Skills, Vocational Behaviors, Communication, Interpersonal, Independent Functioning and Environmental Factors

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### Hobbies, Collections

**Leisure Skills:**

- Describe the individual’s leisure time activities including activities that they can do independently or with others. What do they do in their free time? What are some of their interests; these may or may not be leisure time activities.

<table>
<thead>
<tr>
<th>On task ability</th>
<th>CRS</th>
<th>Environment Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- States a goal, has purpose for minutes,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Stays on task with coach across room,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Stays on task with coach at current location,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Focuses attention on task in current location,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Completes single mini-tasks, or small task requiring movement that requires concentration and is within 3-6 seconds without hesitation or repetitious movement,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Completes single mini-task, with required concentration within 5-15 seconds without hesitation or repetitious movement,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Completes single mini-task, with required concentration within 30 seconds without hesitation or repetitious movement,</td>
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<tr>
<td>- Completes single mini-task, with required concentration within 60 seconds without hesitation or repetitious movement,</td>
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<tr>
<td>- Completes single mini-task, with required concentration within 1 minute without hesitation or repetitious movement,</td>
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<tr>
<td>- Completes single mini-task, with required concentration within 2 minutes without hesitation or repetitious movement,</td>
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<tr>
<td>- Completes single mini-task, with required concentration within 5 minutes without hesitation or repetitious movement,</td>
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<tr>
<td>- Completes single mini-task, with required concentration within 10 minutes without hesitation or repetitious movement,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Completes single mini-task, with required concentration within 1 hour without hesitation or repetitious movement,</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Environmental Factors:**

- Identify types of environments where tasks were performed.
- Provide at least two environments where tasks were performed.
- Indicate if any modifications were made to the environment.

**Setting and Structure:**

- Emerge - Indicate the progress made in each domain.
- Next to the score, note any modifications or adaptations that were made.

### Response to Corrections:

- Note type of schedule that assists independent completion of tasks.
- Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate form to note additional items.

### Calming Strategies:

- Note type of schedule that assists independent completion of tasks.
- Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate form to note additional items.

### Exercise:

- Writing Creatively:
- Computer/Electronic Games:
- Laboratory/Technical Skills:
- Stocking/Stacking:
- Labeling/Pricing:
- Assembling:
- Packaging:
- Boxes for delivery:
- Lifting:
- Fronting:
- Putting items away in a store or large facility:
- Can the individual fill an order or use a list to gather items?
- Locating items in a store or warehouse:
- Identifying items in a warehouse or store:
- What do the do if there is no space on the shelf or the item does not have a matching on currently on the shelf?
- Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate form to note additional items.

### Vocational Behaviors:

- Make sure to list the locations where each item was assessed. If more than one location is used, you may need to use a separate form to note additional items.

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1. **Independent Functioning**

- In this section please list the individual's ability to perform daily or work related tasks. List anything that may hinder the ability to complete these tasks independently. This may include perseverative or compulsive behaviors.

### Setting and Structure

- Emerge

**Response to schedule changes:**

- Responds without confusion or agitation to schedule changes presented at least one hour prior to change event,
- Responds without confusion or agitation to schedule changes presented 5 minutes prior to change event.

### Organization

- Responds without confusion or agitation to schedule changes presented 5 minutes prior to change event.
- Follows street signs as a pedestrian
- Uses kitchen appliances safely
- Uses knives and sharp utensils safely
- Uses chemicals, household cleaning supplies, etc. safely
- Follows posted safety rules in work setting (specify)

### Time Management

- Adjusts speed with familiar task in response to supervisor instruction,
- Adjusts speed with familiar task in response to amount of work in work space,
- Adjusts speed of familiar task in response to time deadline

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### Cumulative Record of Skills (CRS)

- Provides a foundation for:
  - Identifying skills that can be taught across settings
  - Documenting competence and accommodations
  - Analysis of performance across settings
  - Tracking progress toward transition outcomes

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### Case Study

- Carol will be working in an office setting doing some basic clerical work.
- Teacher uses CRS to identify various skills to be used by Carol in the setting.
- Documents those on the CSAW
- Assesses Carol's current skill level

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### Community Site Assessment Worksheet (CSAW)

- Used by the Teacher or Job Coach to record the skills needed by the individual with ASD in a particular setting.
  - the skills needed were using the CRS and direct observation of work site
- Used by Teacher or Job Coach to assess the current skill competence of the individual with ASD. (P, EH,EL and F)
- Used as both a Pre and Post Instruction Instrument.
- Used to design teaching plan for individual at work site
Informal Assessment Process

Daily Accomplishment Chart (DAC)
- a daily data collection form to assist the teacher or job coach in assessing the effectiveness of the strategies used and to document progress or lack of progress during the instruction phase of community based interventions.

Case Study
- Let’s look at how data is collected on Carol by the job coach.
Returning to the CRS

- Once the assessment in a particular site is over, it is time to document progress and observations in the CRS.
  - Start by doing a post CSAW

Case Study

- Using Carol, the teacher looks at the final CSAW (Post instruction)
Informal Assessment Process

Considerations During Community Based Instruction

- Multiple sites, short term assessment sites.
- Modify structure for greater independence.
- Go to various sites that use similar skills.
- Recurring environmental issues are often only identified after visiting several sites.
- Leisure skills often overlooked.

TEACCH Transition Assessment Profile
Informal Assessment

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