



KANSAS INSTRUCTIONAL SUPPORT NETWORK

TEACCH Transition Assessment Profile Curriculum Project

by **Rebekah Helget, Regional Autism Consultant**

Three years ago, having never conducted a “transition” assessment, I had very little confidence in my skills in assisting Mary Woodworth, KISN Transition Coordinator, administer the TTAP Formal Assessment to a very ‘high needs’ student with Autism. However, the information gathered from that assessment, paired with the TTAP Informal Assessment components, resulted in the most purposeful and practical transition plan that I had ever read. After this assessment experience, my motivation relating to transition and defining “independence” for individuals quickly became a high interest area and a passion of mine. I also realized that I needed to get other professionals involved who could assist me with ideas for implementation, related to the many possibilities of how using TTAP results could change outcomes for Secondary

students. I invited an Occupational Therapist and a School Psychologist to join me in attending a Regional TTAP training, offered by KISN, in Emporia, September of 2010. Creating a new approach to transition planning for our district was our first goal. Emphasizing and imbedding visual supports for independent functioning for all students was our second goal. Upon our return home, the School Psychologist at South Middle school created a list of all 8th grade students who would benefit from the TTAP Formal Assessment; the Occupational Therapist and I began conversing with South High School’s Principal, Linn Exline, and some of the SPED teachers about the importance of differentiating and modifying instruction through the use of visual structure. These conversations led to a search for a curriculum that could be used in the middle and high school programs. Linn was highly responsive of the

idea of aligning curriculums and assessment, and was instrumental in brainstorming ideas for a training that would blend a brief introduction to autism, the TTAP Informal Assessment tools, Structured Teaching, and Task Analysis, for Special Education and regular education teachers and Paraprofessionals for both Middle/High School buildings. The training was so well received and the information presented found to be so meaningful that Linn requested the initial two days of training be extended to a third day.

Currently, the TTAP Informal Assessments are initiated on all Functional Learning Classroom students when they enter 6th grade and in the 8th grade the Formal Assessment is given. Megan Consbruck, a FLC teacher, at South Middle school made the statement, “I finally feel I have a tool that helps me bridge transition in a more concrete way.” A South High school



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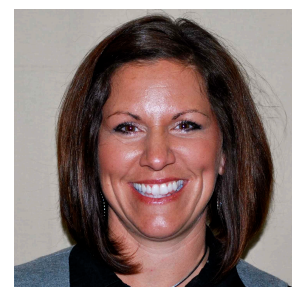
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teacher, Jenni Showman, made the statement, "The assessment has assisted us with more individualized, purposeful, learning and activities related to the student's strengths and ability vs. the general skills that every student learns."

Although our focus began with the more functional students we are beginning to see the need to implement the plan with our Higher Functioning students with Autism, who spend the majority of their day in the general education setting. The soft skills related to vocational behavior, independent functioning, leisure skills, communication, interpersonal skills, mobility, and all other environmental factors are the areas that are interfering with successful employment and independent living, after graduation. Fall of 2011, Salina South High School provided training for paraprofessionals in creating procedural task

analysis, adding visual structure to modified tasks, and a new way to define what 'independence' in task completion truly looks like.

At this time, we feel we are still in the "baby stages" of developing our district wide approach to transition planning for our students. However, one thing we know for sure is that collaboration and communication between buildings has been made easier because of the use of the TTAP, Structured Teaching, and procedural task analysis in developing, implementing, and measuring individualized goals and benchmarks based on a student's strengths, needs and interests. We also know that this collaboration across grade levels will ultimately result in quality of life for our student's futures.



Rebekah Helget

CALENDAR

DEC 6, 3:30-4:15PM

Webinar Series - Boardmaker & Beyond - Presented by Katie Thomas - Online

DEC 13, 3:30-4:15PM

Webinar Series - Boardmaker, Advanced Skills - Presented by Katie Thomas - Online

**COMING IN JAN, 2012:
APPLICATIONS TO OUR
WEEK LONG SUMMER
INSTITUTE TRAINING -
AN INTRODUCTION TO
STRUCTURE TEACHING.
APPLICATIONS WILL
AUTOMATICALLY BE
SENT TO DIRECTORS,
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MORE INFORMATION
AND AN APPLICATION!**