An Introduction to the TEACCH Transition Assessment Profile (TTAP)
Presented by Mary Schlyer Woodworth, Ed.S.
Kansas Instructional Support Network

TEACCH Transition Assessment Profile (TTAP)

- Authors:
  - Gary Mesibov
  - John B. Thomas
  - S. Michael Chapman
  - Eric Schopler
- Published: 2007 by PRO-ED, Inc.
- www.proedinc.com

History of Adolescent & Adult Assessment: Before 1988

- Absence of planning for the post-educational, adult life of a person with autism
- Resulted in a last-minute scramble to find appropriate placements for work and living
- Unlike in the case of early education, there were no real testing or evaluation instruments to guide parents, teachers, and therapists in what to do and in how to proceed
- Led to the development of the Adolescent and Adult Psycho-Educational Profile (AAPEP)

Adolescent and Adult Psychoeducational Profile

- Published 1988 by PRO-ED
- Authors:
  - Gary Mesibov
  - Eric Schopler
  - Bruce Schaffer
  - Rhoda Landrus

What was the AAPEP

- A tool for evaluating an adolescent or adult's 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 interview with teacher or supervisor
  - Home Evaluation by interview with parent or other caregiver
- Has been in use since 1988
- After almost 20 years, a revision (updating of some items) was completed

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Revised AAPEP becomes the TTAP

Authors:
- Gary Mesibov
- John & Thomas
- S. Michael Chapman
- Eric Schopler

Published: 2007 by PRO-ED, Inc.
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Rationale for using the TTAP

- Addresses the Requirements of US Law:
  - Comprehensive Formal Assessment by age 14-16 (few instruments for students with ASD)
- Addresses Principal Transition Areas
- Identifies Strengths and Interests
- Assessment Across Contexts:
  - Family and School as well as Vocational
- Provides goals for IEP/ITP related to post-secondary outcomes

Rationale for using the TTAP (2)

- Addresses the requirements of IDEA:
- Provides a method for ongoing Informal Assessment
- Provides “Structure Checklist” to assess student’s abilities to use visual cues

TEACCH Transition Assessment Profile (TTAP)

Formal Assessment

TTAP Formal Assessment

What it is:
- Same formal assessment instrument as the AAPEP
- Updated and expanded to include more high-functioning skills in recognition of increasing incidence of high-functioning autism diagnoses
- Controlled administration, yet flexible assessment of learning patterns

Function
- Determine relative strengths and needs for adult living
- Foundation for transition education (aims at ages 10-15)

Scoring

- Same scoring system as used in Psycho-Educational Profile – 3 (PEP-3)
  - Pass (skill or trait present)
  - Emerge (skill or trait partially present; can be taught)
  - 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)
Advantages of using the TTAP Formal Assessment

- Broader array of items - Aims at Severe to Mild Intellectual Deficiency and ASD – 216 items
- Comprehensive Formal Assessment (few instruments for students with ASD)
- Non-verbal and verbal instructions
- Flexible time limits
- Flexible order of presentation

Advantages of using the TTAP Formal Assessment (2)

- Methods of teaching new skills built into test as a means of identifying strategies for instruction
- Identifies Strengths and Interests
- Assessment Across 3 Contexts:
  - Direct Observation of Student,
  - Family/Home and
  - School/Work
- Pass, Emerge, Fail Scoring
- Goal Development from Emerging Skills

Advantages of using the TTAP Formal Assessment (3)

- Each Context is Assessed in the same six functional/transition areas
  - Vocational skills
  - Vocational behaviors
  - Independent functioning
  - Leisure skills
  - Functional Communication
  - Interpersonal Behavior

Direct Observation Scale

- The items of the Direct Observation Scale are presented in a general order that should assist effective administration
- The order of administration may vary in accordance with the needs or behavioral characteristics of the individual
- Certain items within the test are clustered (or presented together) for efficient administration

Length

- The Direct Observation Scale is administered by a psychologist, teacher who is unfamiliar to the student, or other trained professional, in a clinical setting
- This portion of the assessment should take one and one half, to two hours to complete but time may vary depending upon the individuals level of functioning and rate of response

Direct Observation 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
7. Travel Kit

- **Materials:** 8 each of travel size soaps, shampoos, lotions, toothbrushes, and tubes of toothpaste; 8 of a “decoy” item (powder); bins for each item and zip lock bags; a photograph of the assembled product (actual size); a photograph jig or outline/silhouette jig displaying the bag and all items to be packaged in the bag, and a basket or box for finished items (stopwatch for timing).

- **Procedure:** Place the 6 sets of items in separate containers in front of the individual in a left to right sequence (bags on the left and the photograph of the assembled product to the right) with the finished basket. Place the decoy item in the middle of the other 5 items portrayed in the jigs and photograph. Tell the individual to make a kit just like the one in the photograph. If the individual makes two or more errors, repeat this procedure with the photograph jigs. Indicate to the individual to match each item to the matching picture in the photograph. When he/she matches all items, 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** — Matches at least 2 items to the jig but does not complete the assembly within 5 minutes.
  - **Failing** — Fewer than 2 items placed correctly.

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**Interview Scales:**

**Family/Home**

- Involves an interview with either the individual's parents or residential supervisor
- Scoring System: Pass, Emerge, Fail
- Should take approximately an hour to complete

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**Home Scales:**

- Involves an interview with either the individual's parents or residential supervisor
- Scoring System: Pass, Emerge, Fail
- Should take approximately an hour to complete

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**Home Scale: Vocational Skills**

- Simple Workshop/Kitchen/Desk tools
- Sorts Everyday Items
- Sweeps or Vacuums
- Uses Cleaning Tools
- Washes and Dries Clothes
- Washes and Dries Dishes
- Uses Kitchen Appliances
- Folds Towels
- Makes Bed
- Unloads Dishwasher and Puts Away Dishes
- Sets Table
- Cleans up after meal or cooking
77. Washes and Dries Clothes

- **Passing** — Uses washing machine and dryer adequately without supervision or after one demonstration.

- **Emerging** — Needs occasional assistance or repeated demonstrations to use washing machine or dryer adequately.

- **Failing** — Does not use washing machine or dryer without constant guidance.

Interview Scales:

- **School/Work**

School/Work Scale: Vocational Skills

- Sorts Objects
- Follows Assembly Diagram
- Files by Matching Symbols
- Uses Simple Machines and Tools
- Discriminates by Size
- Measures
- Packages Objects
- Cleans Own Work Area
- Fills Containers to Rim
- Uses List to Retrieve Items From a Shelf
- Operates Equipment in Response to Gauge, Timer, Buttons
- Lifts and Moves Items

153. Fills Containers to Rim

- **Passing** - When pouring (e.g., filling salt shakers, filling glasses for snack, pouring foodstuffs into containers, etc.), fills each container to within ½ inch or rim without over-filling or under-filling container, and spills only rarely.

- **Emerging** — Inconsistently over-fills or under-fills containers or occasionally spills when pouring.

- **Failing** - Frequently spills when pouring or consistently over-fills or under-fills containers.

Interpretation of Results

Profile/Scoring Form
Recording Scores and Structure Checklist

Scores Profile
- Provides a place to summarize an individual’s performance on the TTAP
- Charts the scores on each of the three scales in each function area
- Allows for comparison of skills among different function areas and across environments

Structure Checklist
- Gives team members ideas about how to structure the environment to make learning and performance maximally useful
- Ways to increase structure
  - Visual schedules
  - 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”)

Why Use the Formal TTAP?
- Analysis of the Scores Profile or the Skills and Scales Average Profiles provides a general indication of which functional areas are strong and which may need training
- Provides information that is useful in assisting an individual to function successfully in community settings

Why Use the Formal TTAP? (2)
- Provides information to school-based personnel and families in their efforts to comply with IDEA (2004) requirements (statement of transition services needed, in IEP by age16)
- Provides information for transition related goals:
  - Instructional – statements that specify the need for skills or knowledge acquisition
  - Linkage – statements that outline what needs to be done to link student/family to supports and services needed when school is over

TTAP Informal Assessment
Based on the Division TEACCH Supported Employment Program developed by S. Michael Chapman
Informal Assessment

- Systematic means of measuring progress toward desired outcomes
- Builds upon results of formal assessment by identifying new skills
- Is ongoing, over a life time, encompassing an entire academic career into adult life
- Allows for varying degrees of physical and visual structure to evaluate skill levels in different environments

Informal Assessment (2)

- Fosters maximized skill attainment, retention, and generalization
- Can be used as an abridged curriculum for informal assessment and training in community placements

Informal Assessment (3)

- What it is:
  - Assessment done on-site within various classroom, job and community settings
  - Assessment items are context-dependent rather than formalized
- Function:
  - Allows for gaps in performance between a formally controlled test setting and a more complex natural environment
  - Assessment of job-site-specific skills
  - Assessment of wider range of skills and settings
  - Tests a wider range of strategies and materials

What to look for during Informal Assessments

- Strengths
- Weaknesses
- Emerging skills (high and low; where teaching begins)
- Interests, preferences and motivators
- Learning style
- Accommodations for autism-related behaviors

TTAP Informal Assessment Tools

- Documentation System Consists of several coordinated instruments
  - Cumulative Record of Skills (CRS)
  - Community Site Assessment Worksheet (CSAW)
  - Community Skills Checklist (CSC)
  - Community Behaviors Checklist (CBC)
  - Daily Accomplishment Chart (DAC)

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
- Skills are those the TEACCH Supported Employment Program found led to positive transition outcomes (over 20 years)
- Used to track overall measurement of skills assessed throughout the informal assessment process
- Can be used for short-term or long-term (years) assessments
+ CRS

- The backbone of the informal assessment instrument
- Used to track passing and emerging skills and note setting and structure for each skill assessed
- Divided into 12 sections that roughly correspond to the function areas found in the formal assessment
- Sections 1-5 are the principal vocational areas that have lead to productive employment for adults with ASD (hard)
- Sections 6-12 focus on a set of functional and social behaviors important for positive outcomes in vocational and residential placement (soft)

5 Vocational Skill Areas (Hard skills)
- Clerical
- Domestic
- Warehouse/Stocking
- Library
- Landscape/Gardening

7 Other Skill Areas (Soft skills)
- Vocational Behaviors
- Independent Functioning
- Leisure skills
- Communication
- Interpersonal Skills
- Mobility
- Environmental Factory
Introduction to the TEACCH Transition Assessment Profile, K-CART Conf.

October 14, 2010

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Cumulative Record of Skills (CRS)

- Once Skill Areas have been identified, this document provides a foundation for:
  - Identifying skills that can be taught across settings (Special Education, inclusive classrooms, work, community)
  - Documenting competence and accommodations that support competence
  - Analysis of performance across settings
  - Tracking progress toward transition outcomes

The Community Skills Checklist (CSC)

- A quick reference form used by teachers to identify both relevant sites and vocational skills to assess within those sites
- Summarizes information from the CRS, vocational (hard) skills 'cheat sheet'

The Community Behaviors Checklist (CBC)

- A quick reference form used by teachers in determining behaviors or skills to be trained with a community site
- These behaviors or skills come from the instructional areas of Vocational Behaviors, Independent Functioning, Leisure Skills, Communication, Interpersonal Skills and Mobility
- 'Cheat sheet' on Soft Skills that we need to teach

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
- Used by Teacher or Job Coach to record the skills needed by a student in a particular setting (CRS and direct observation of job site, procedural task analysis)
More about the CSAW

- Used by Teacher of Job Coach to assess the current skill level of the student (Pass, Emerge High, Emerge Low, Fail)
- Used to identify environmental factors at the site (critical information that is often overlooked, may be the reason the individual is/isn’t successful at this task/site)
- Used both as a Pre and Post instruction instrument, serves as documentation of individual’s progress towards goal
- Used to design a teaching plan for the student at the work site
  - Front side of form for “Hard Skills”
  - Back side of form for “Soft Skills”

Assessing Hard Skills (Front)

Information processing analysis

- What are the concrete steps of the task; record these (procedural task analysis) along the left side of the CSAW form
- Determine the steps that could be taught in the classroom
- Determine strategies that will support turning emerging skills into passing skills

Assessing Soft Skills (back)

Information processing analysis

- Consider the conceptual skills that we use in many different environments
  - Vocational Behaviors
  - Independent Functioning Skills
  - Communication
  - Interpersonal Skills
  - Recreation Skills
  - Mobility
- Determine which skills need to be included as potential goals or in need of support through visual structures
- Record information in boxes on left side of the form

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
- Useful when gathering data for Post Community Site Assessment
- Place to identify and document other ‘soft skills’ observed (such as independent functioning, communication, interpersonal behaviors, work habits, mobility, etc.)
- Completed by Paraprofessional or Job Coach, on-site with the individual
Documenting Progress

- Once the assessment at a particular site is completed, document individual’s progress and observations on the CRS (in folder)
- If skills are being acquired through inclusion in a general education class, document individual’s progress and your observations in the CRS at the end of the grading period or semester
- Reminder: record only the *Passing* skills on the CRS until the individual graduates from HS, or transitions to an adult program, then include all of those skills that are considered *Emerging*

Why Use the TTAP Informal Assessment?

- Informal inventory is needed to
- Build upon the ever growing skill set of the individual with ASD
- Identify new skills
- Assess application of skills in Community Based settings
- Assess varying degrees of structure to enhance skill acquisition
- Assess generalization of skills
- Create a better Transition Plan

Summary – From AAPEP to TTAP

- Core of the AAPEP (TTAP) – revised
- Some formal assessment instrument
- Updated and expanded to include more high-functioning skills in recognition of increasing incidence of high-functioning autism diagnoses
- Added to the TTAP – community-based assessment
- An established method of informal, community-based assessment to assist in transition into adult life by evaluating the most appropriate vocational and living situations
- Reflects reality of the needs of adults with autism and complies with federal law in the U.S.

Wichita Pilot Program

- 2007, Team trained in Wichita by one of the TTAP authors, John Thomas (4 days)
- 8 students chosen for pilot
- Formal section completed by Psychologists (2) and Autism Consultant (1)
- Informal section (CRS and CRS Checklists) completed by Teachers (4), Autism Consultant, and SLP’s (2)
- IEP/ITP goals and objectives written by Autism Consultant, parents and other team members, based on formal and informal assessment results
**Larned Pilot Program**

- 2007, 2 students in pilot program
- Paraprofessional and teacher training completed by Autism Consultant
- Formal Assessment completed by Autism Consultant, Parent, Teacher & Paraprofessional
- Informal section (CRS and CRS Checklists) completed by Teacher (1), Paraprofessional (1), Autism Consultant, SLP (1)
- IEP/ITP goals and objectives written by Autism Consultant, parents and other team members, based on formal and informal assessment results

**Using the TTAP Informal Assessment Tools in Comprehensive School Settings**

- Begin with information about the individual (interests, motivators, cognitive ability, environmental stressors, present levels of performance, thinking and learning characteristics, emerging skills, accommodations and strategies that work with the individual, parent information/observations)
- Use the CRS to assess the individual (teacher and team, guided by the information above)
- Create a plan of study that includes both ‘hard’ and ‘soft’ skills (begin with 2 Vocational Skills areas, & 4 or 5 Other areas)

**Using the TTAP Informal Assessment Tools in Comprehensive School Settings (2)**

- Create goals that reflect CRS areas chosen for focus and data collection
- Include individual in Elective or Academic classes for instruction in areas of special interest or ability
- Create Procedural Task Analysis for activities/skills individual will complete independently as part of future employment

**Using the TTAP Informal Assessment Tools in Comprehensive School Settings (3)**

- Build visual supports and structure into the classroom/work environment, assess the effectiveness of the supports, and revise until student can use them to function independently
- Take data to ensure individual’s progress towards goals
- Update the CRS to reflect progress, and to generate new goals

**Examples of Goals from the CRS and Visual Supports**

Vocational Skills: Clerical (Hard Skills) *handout

**Clerical Skills (CRS)**
Goal 1, Objective 1.2
Procedural Task Analysis for Mailing Packets
Color coding tells him where to start and when he’s finished
Visuals (drawings, arrow, numbering and check boxes) help him understand the sequence of the task
Task Analysis shows him how to set up his work space, how to group envelopes in sets of 12, and how to recognize the end of the task
Developed by: Karine Gleason

Goal 1, Objective 1.2
Procedural Task Analysis for Folding Business Letters
Color coding tells him where to begin, and when he’s finished, also helps separate steps a and b, from c and d
Visuals (drawings and numbering) help him understand the sequence of the task
Developed by: Karine Gleason

Goal 1, Objective 1.2
Procedural Task Analysis for Stuffing Envelopes
Color coding shows him where to begin and end the task
Visuals (drawings and arrows) show him how to set up his work space and each of the components for correctly inserting a folded letter into an open envelope
Developed by: Karine Gleason

Goal 1, Objective 1.2
Procedural Task Analysis for Mailing Address Labels
Color coding tells him where to begin and when he’s finished
Visuals (drawings and numbering) add to his understanding of the task
Developed by Karine Gleason
Goal 1, Objective 1.2

Procedural Task Analysis for Return Address Labels

Color coding tells him where to begin and end the task.

Visuals (drawings, arrows, and numbering) help him understand the task and the sequence in which it needs to be completed.

Developed by Karine Gleason

Example Goal from CRS

Domestic Skills (Short Skills) Handouts

Domestic (residential & vocational) CRS

Goal Based on Information from Domestic (residential and vocational) (CRS)

Visual System for Sorting Laundry in Bedroom

Laundry Room Set Up for Washing and Drying Clothes
Goal 2, Obj. 2.2
Procedural Task Analysis for using a washing machine
(steps 1 through 10)
Beginning laundry process; opening washer; filling
detergent dispenser with
detergent
Green dot means start
Yellow dot indicates there’s more on the next page
Developed by: Karine Gleason

Goal 2, Obj. 2.2
Procedural Task Analysis for using a washing machine continued
(steps 11 through 19a)
Finish with detergent bottle; using fabric software;
deciding whether or not to use laundry booster based
upon color of clothing in load
Developed by: Karine Gleason

Goal 2, Obj. 2.2
Procedural Task Analysis for using a washing machine continued
(steps 19b through 22)
Opening laundry booster container; measuring correct
amount of liquid; setting up machine for desired
function, water temperature
Red dot means stop
Developed by: Karine Gleason

Goal 2, Obj. 2.2
Procedural Task Analysis for using a washing machine continued
(steps 23 through 30)
Setting spin cycle; setting load complete signal; setting phone
alarm as reminder to check load; transferring wash to dryer;
starter another load; turning washer off
Developed by: Karine Gleason

Goal 2, Obj. 2.3
Procedural Task Analysis for using an automatic clothes dryer
(steps 1 through 9)
Photographs of dryer and arrows pointing to details, support text
directions
Student checks off each step as he completes it to visually help
him stay on track in the task analysis
Developed by: Karine Gleason

Goal 2, Obj. 2.3
Procedural Task Analysis for using an automatic clothes dryer
continued
(steps 10 through 12)
Step 12 takes him to the next Objective (2.4), folding
clothes
Developed by: Karine Gleason
Additional System for Laundry in Laundry Room: Folding T-Shirts

Goal 2, Obj. 2.4
Procedural Task Analysis for folding short-sleeved T-shirts
Green and red dots indicate visually where to start and when he's finished
Student checks off each step as he moves through the Task Analysis
Visuals clarify text
Developed by: Karine Gleason

Example Goal from CRS
Vocational Behaviors (Soft Skills) Handouts

Vocational Behaviors (CRS)

Goal Based on Information from Vocational Behaviors (CRS)
Goal 3, Objective 3.4

Procedural Task Analysis for Emptying Trash Cans
Color coding, numbering, arrows, and check boxes help student understand the sequence of the job; colors relate to areas of the building indicated on map of the school

Developed by: Karine Gleason

Goal 3, Objective 3.4

Visual Support for Emptying Trash Cans
Color coding used to highlight rooms on map of the school, corresponds to Task Analysis for Emptying Trash Cans

Developed by: Karine Gleason

Goal 3, Objective 3.4

Visual support embedded in Procedural Task Analysis, used to help in decision making about when to Change Trash Bags
Color coded for beginning, place to make decision, and end

Developed by: Karine Gleason

Goal 3, Objective 3.4

Procedural Task Analysis for Stamping Popcorn Bags
Color coding tells him where to begin and end the task
Boxes and numbers help him follow the correct sequence and stay on track

Item 9 addresses corrections: "Lift stamp up. Make sure the stamp looks good on the bag. If you’re not sure, ask an adult."

Developed by: Karine Gleason
TTAP Informal Assessment System & Supported Employment Recognized Nationally

- August 19, 2010, Michael Chapman received notification that his program Division TEACCH Supported Employment, had been selected by the National Advisory Panel of the Vocational Rehabilitation Services Model for Individuals with Autism Spectrum Disorder project, and awarded the designation of Effective Program.
- A description of the Division TEACCH Supported Employment program is going to be uploaded to the SEDL website. Look for it at www.sedl.org.
- A webinar with Michael Chapman is also being scheduled in the near future through which he will explain his program. Check the website for details.

TTAP Assessment Results Can Help Transition Teams:

- Develop realistic and meaningful IEP goals and objectives based on an individual’s functional performance of skills
- Make instructional programming decisions
- Provide information for the present level of performance related to strengths, interests, preferences, and needs beyond academics

In Summary:

- Together, the formal and informal assessments of the TTAP not only contribute to the requirements of IDEA (2004), they also meet the criterion of effective transition planning for individuals with developmental disabilities.

National Resources on Transition and ASD

Ohio Center Autism & Low Incidence

Ohio Center Autism & Low Incidence

Organization for Autism Research

Transition to Adulthood: Connecting Adolescents with Autism Spectrum Disorder (ASD)
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**National Transition Resources**

- Transition to Adulthood Guidelines for Individuals with Autism Spectrum Disorders (ASD)  
- Webcasts on Ohio-based services to support transition to adulthood [www.ocali.org/transition/trans_webcasts.php](http://www.ocali.org/transition/trans_webcasts.php)
- National Secondary/Transition Technical Assistance Center [www.nattac.org](http://www.nattac.org)

**State Transition Resources**

- Kansas Transition Planning Website  
  (Transition Services Coordinator: Wendy Pickell wpickell@ksde.org)
- Kansas Instructional Support Network  
  [www.kansasasd.com](http://www.kansasasd.com)
- Kansas Transition Technical Assistance Project  
  [http://www.soe.ku.edu/special ed](http://www.soe.ku.edu/special ed)  
  (Dr. Mary Morningstar mmorningstar@ku.edu)

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Questions?

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