

Comprehensive Autism Planning System (CAPS) 6-Minute Brief

Name: Pia

Support Network Contact: Name: Sam B **Phone:** 345-0982 **Date:** July 26, 2014

Activity/Task/Job: Garden Center - Work Experience

| Training Needs or Supports for Skills of this Activity/Task | Reinforcement to Include in Activity/ Task | Social and Communication Needs and Supports | Sensory/Biological Considerations and Supports | Environmental Modifications and Supports Used | Suggested Natural Supports |
|---|--|--|---|---|--|
| Provide written steps to each gardening task | Gardening serves as a natural reinforcement for Pia | Uses PECS book. Most used symbols will be in front. | Wear hat with brim to shade eyes (and maybe sunglasses) | Use of timer to signal bathroom and meal breaks | Request that co-worker check-in on Pia every 45 minutes. Establishes connection. |
| Use boundary markers to identify what to plant where | Allow Pia to take some flowers home to assist with transitions | Needs prompts to request bathroom and meal breaks | Request to work in area away from busy road.. | Use boundary markers to signal area that she should work within | Teach to recognize flowers from the labels used at the garden center. |
| Any written instructions should be reviewed ahead of time | Observe for additional areas of interest at the garden center | Will respond to interactions, but will require "wait time" from co-workers | loud cars or horns are difficult to tolerate | If upset, have her water flowers- the sounds are soothing | Provide supervisor with brief overview how to use PECS. |

Modified by Chris Filler with permission from:
Henry, S. A., & Myles, B. S. (2007). *Integrating best practices throughout the student's daily schedule: The Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism and related disabilities*. Shawnee Mission, KS: Autism Asperger Publishing Company.