

# **The Capability Approach & ASD Findings: The Ky OVR Pilot Project**

**AUTISM ONE 2012**

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**Dr. Jackie M. Marquette**

**[jackie@drjackiemarquette.com](mailto:jackie@drjackiemarquette.com)**

**[www.drjackiemarquette.com](http://www.drjackiemarquette.com)**

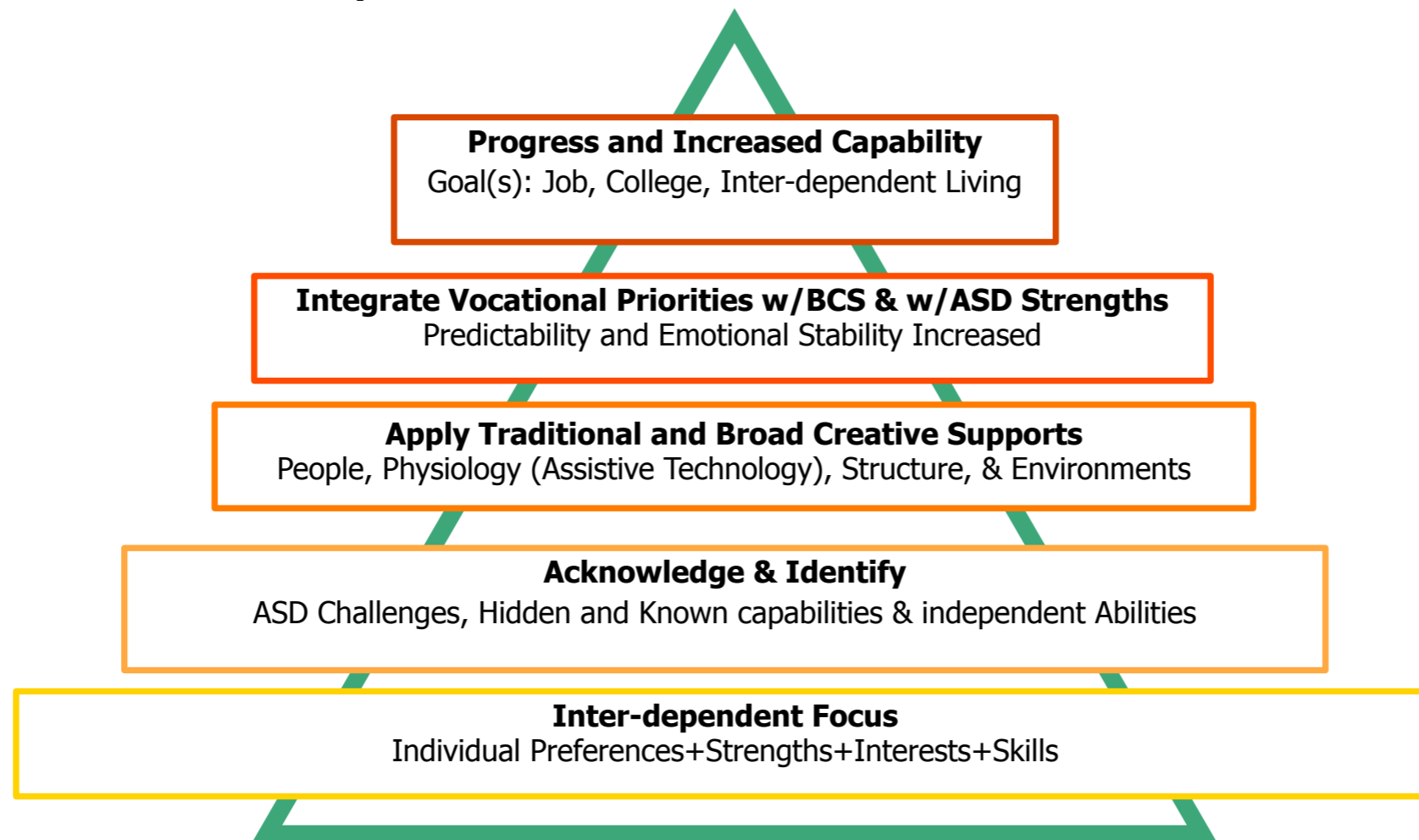
**<http://>**

**[www.facebook.com/DrJackieMarquette](http://www.facebook.com/DrJackieMarquette)**

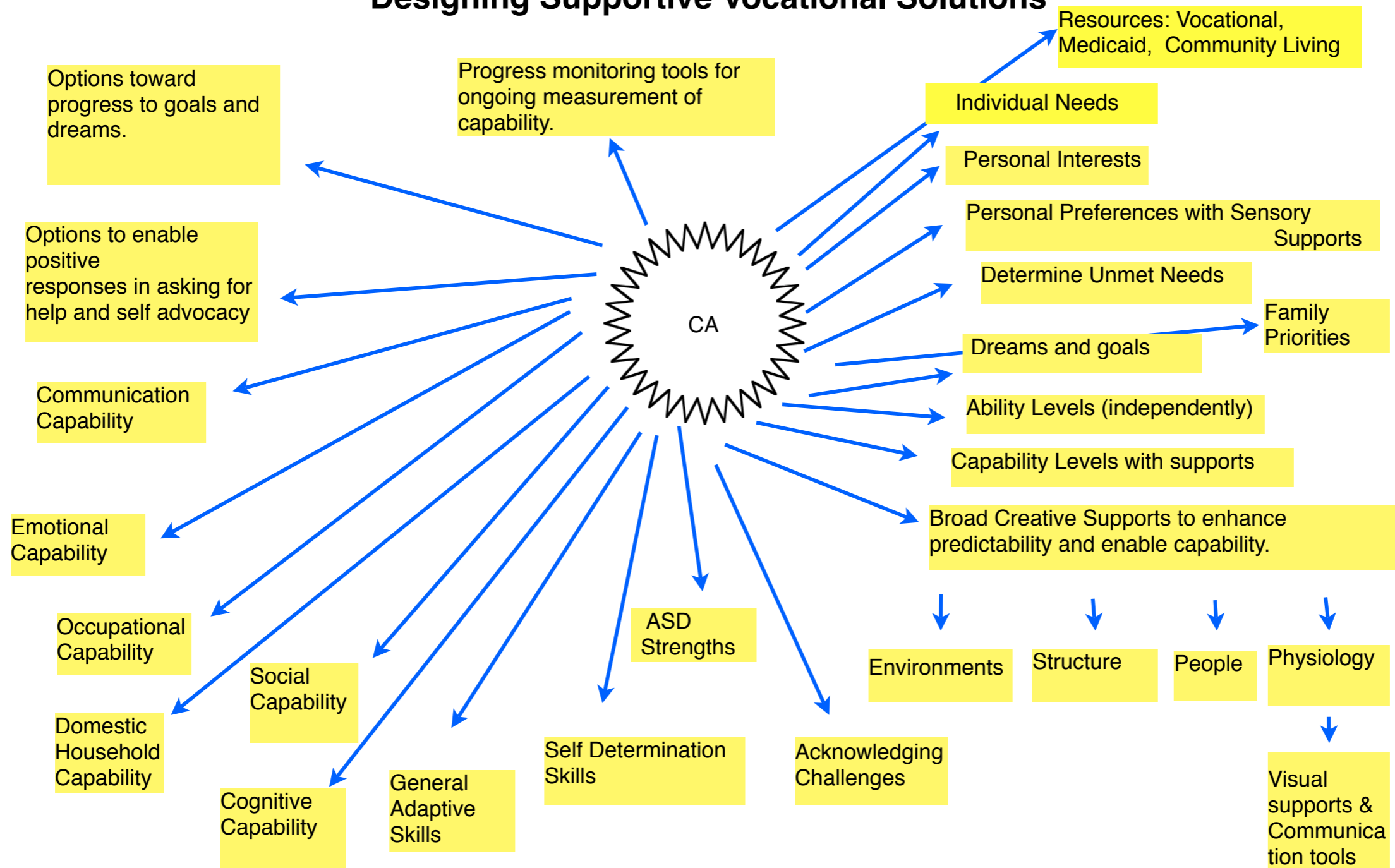
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**The Capability Approach w/ the  
Broad Creative Support System  
Dr. Jackie M. Marquette**



# The Capability Approach (CA) Attributes: Increasing Predictability, Designing Supportive Vocational Solutions





# VR's Basic Principal

**ALL People  
with  
Disabilities  
Can and  
Should Work.**





# VR SERVICES

- Vocational skill assessments.**
- Job Training at a Live-in Facility**
- Job Coach: to develop a PCEP and establish paid employment.**
- Job Coach to Provide Time-Limited Training**
- Job Coach to Check in Monthly.**





# VR SERVICES



**College--VR  
services  
May purchase  
books  
and/or pay for  
courses  
Provide  
equipment to  
meet disability,  
i.e. aid  
communication.**





**95% clients with ASD drop out of services, because they cannot move beyond assessments into employment services (Standifer, 2009).**



**The previous VR Strategies have been tried, but failed people with ASD?**

**They DON'T WORK:  
Fitting people with ASD into the boxes of services.**





# **WHY ARE SO MANY Young Adult's UNEMPLOYED?**

- \*Lack of understanding ASD challenges.**
- \*Limited or over generalized definitions of autism, that ultimately deny this group services.**
- \*Limited view of supports and limited supports.**
- \*Lack of policy initiatives to meet individual's needs. (Standifer, 2009).**



# MISCONCEPTIONS ABOUT SUPPORTING PEOPLE W/ ASD in Jobs

**\*Match skills and interests** to the job is all that is needed.

**Capability Approach: Does not consider ASD strengths, or essential vocational priority skills i.e., accommodating to new and unfamiliar people.**

**\*Time Limited Job Coach Training** is all that is needed to learn about the work culture, the co-workers, employer expectations.

**Capability Approach: Too Limiting, does not consider needs for additional on-going training and support.**

**\*Independent ability is required** in pursuing transportation to and from work.

**Capability Approach: In some areas there is no transportation system.**



# MISCONCEPTIONS ABOUT SUPPORTING PEOPLE W/ ASD in Jobs, cont.

**\*Independent ability to perform** all functions of the job.

**Capability Approach:** Not enough focus on Job sharing, job carving.

**\*Supports are mainly time limited to job coach** training or natural supports in work place.

**Capability Approach:** Broad Creative Supports are needed to meet ASD challenges.





- Families and individuals **look for stability and predictability in family life while expecting transition supports to meet changing needs.**



## **Family Role Is Essential to the Transition Success, Both Process and Outcomes (Morningstar, Turnbull, & Turnbull, 1999).**

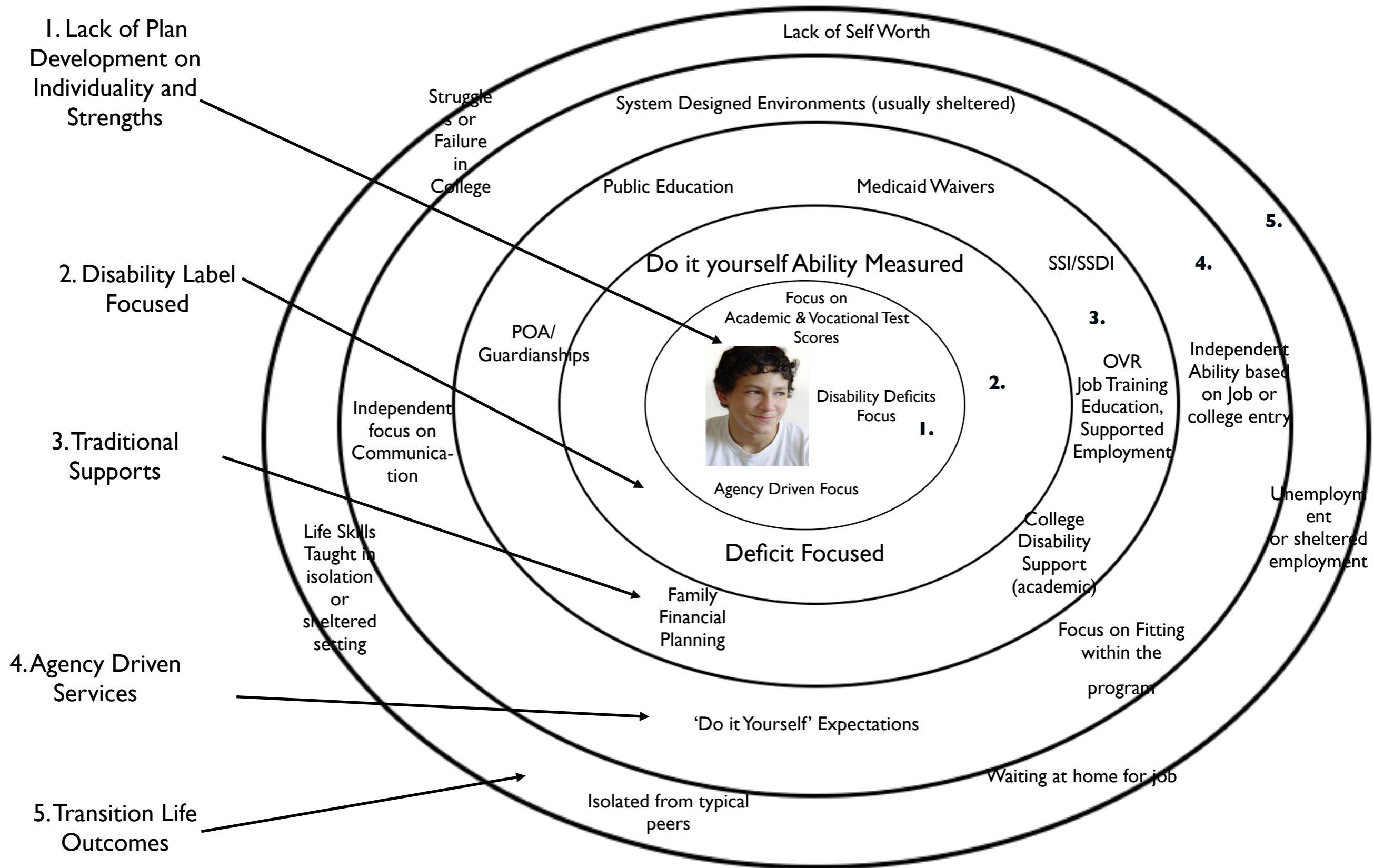
### **Families concerned:**

- a) social networks after transitions,**
- b) adequate support for job success,**
- c) coordination with adult service providers,**
- d) living arrangements, and**
- e) available post-school options (Chambers et al., 2004; Hughes & Carter, 2004; Kim & Turnbull, 2004; Lovitt & Cushing, 1999).**



# VR Services, Traditional Approach: Deficit Focus + Do It Yourself Skill Expectations = Employment Problems or Failure

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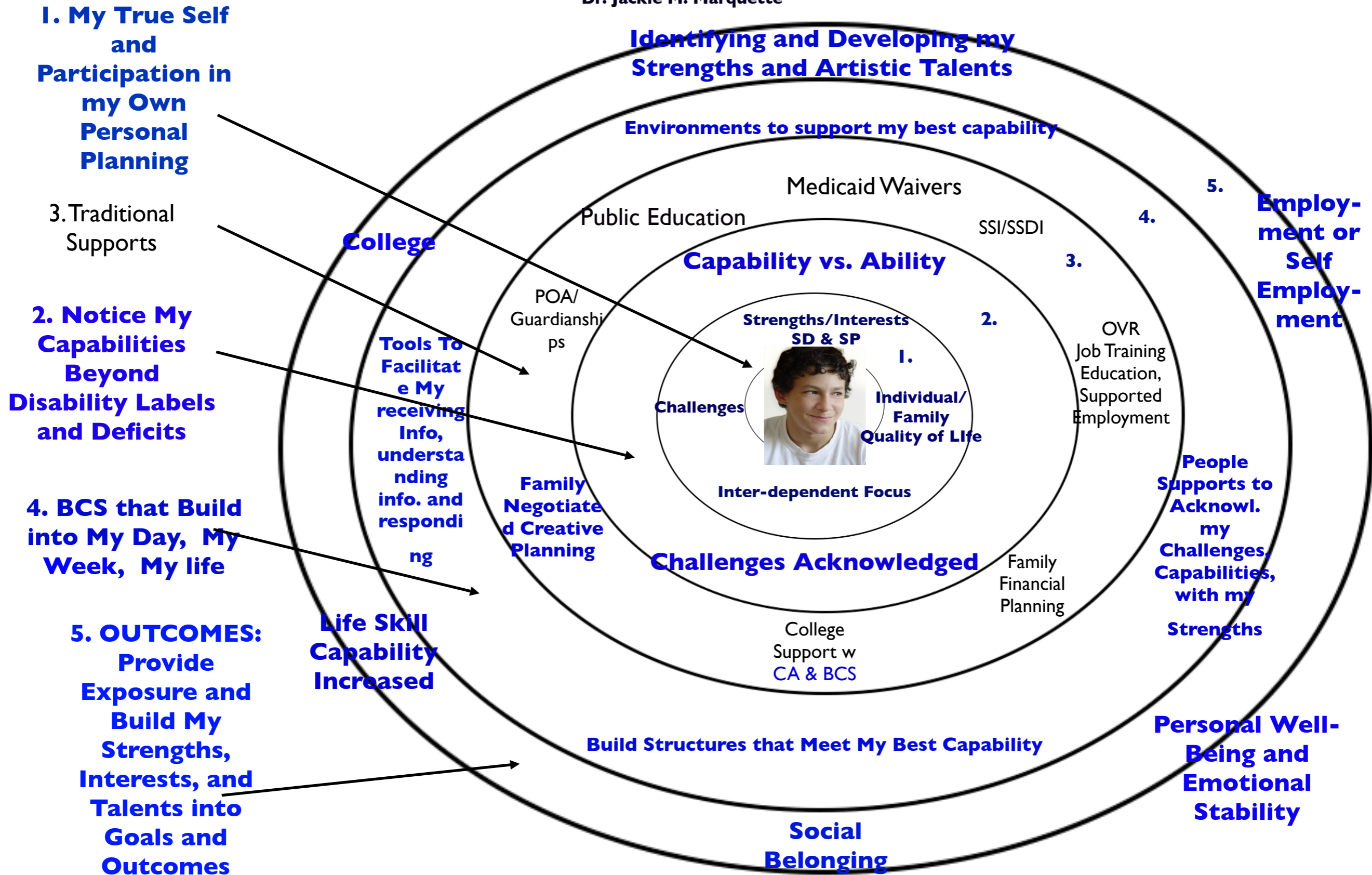




# The Capability Approach (CA) w/ The Broad Creative Support (BCS) System Lead to Different Outcomes

(blue = CA & BCS) (black = traditional models of supports)

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# Ability vs. Capability

- Ability is the idea that an act can be currently performed at this time.

***\*\*\*Capability is the maximum effectiveness a person can attain under optimal conditions of support (Wolman, 1973).***



# Independent vs. Capability Levels with Broad Creative

- Levels of Ability (independent, as compared to peers) & Capability (with broad creative supports in place) in blue.

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

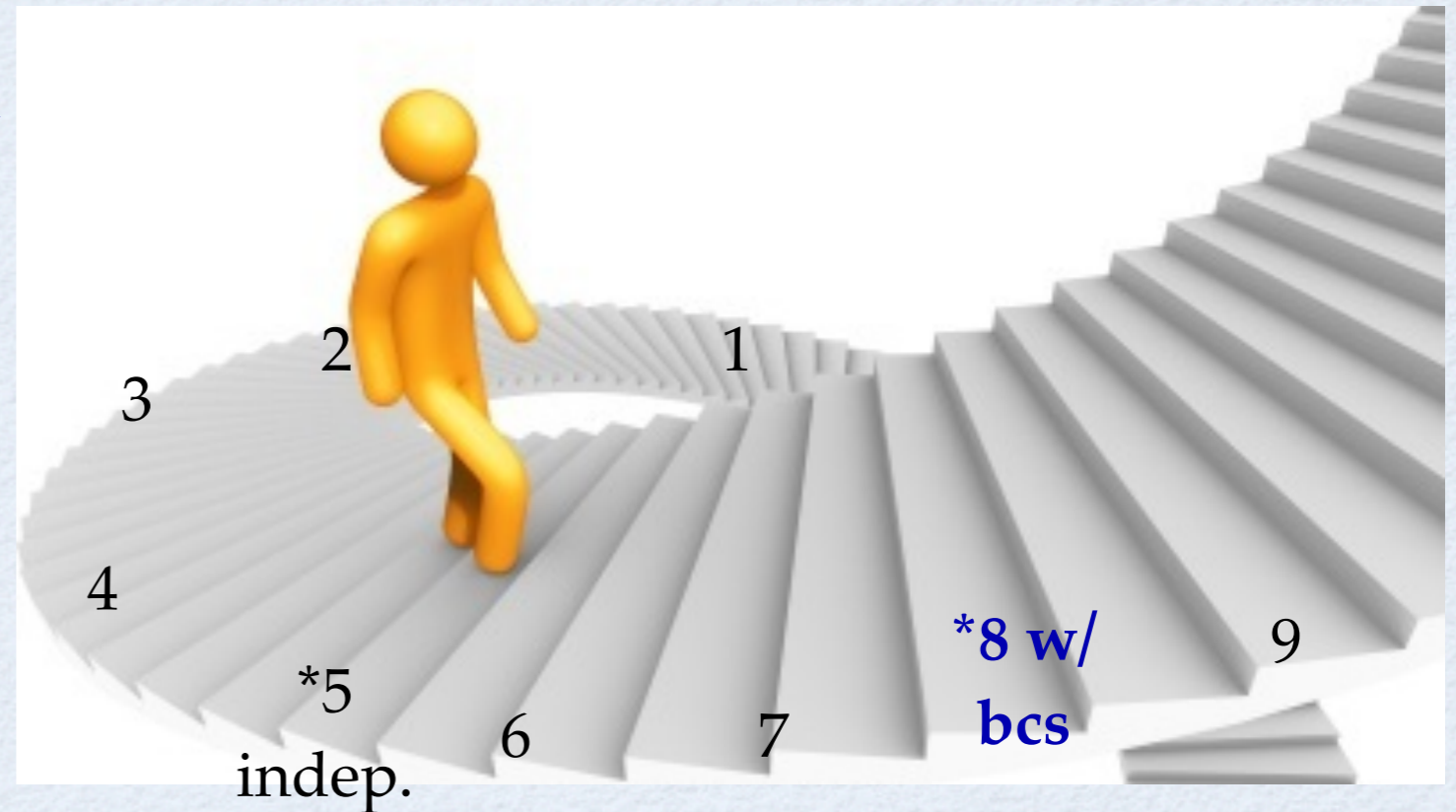
5 = *some* assistance needed for *most* functions; Supervision needed for specific issues like *legal/financial* and *complex* matters, *ongoing* support for daily routines.

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.





**What a sail is to a boat...  
Broad Creative Supports to the YA  
w/ASD.**

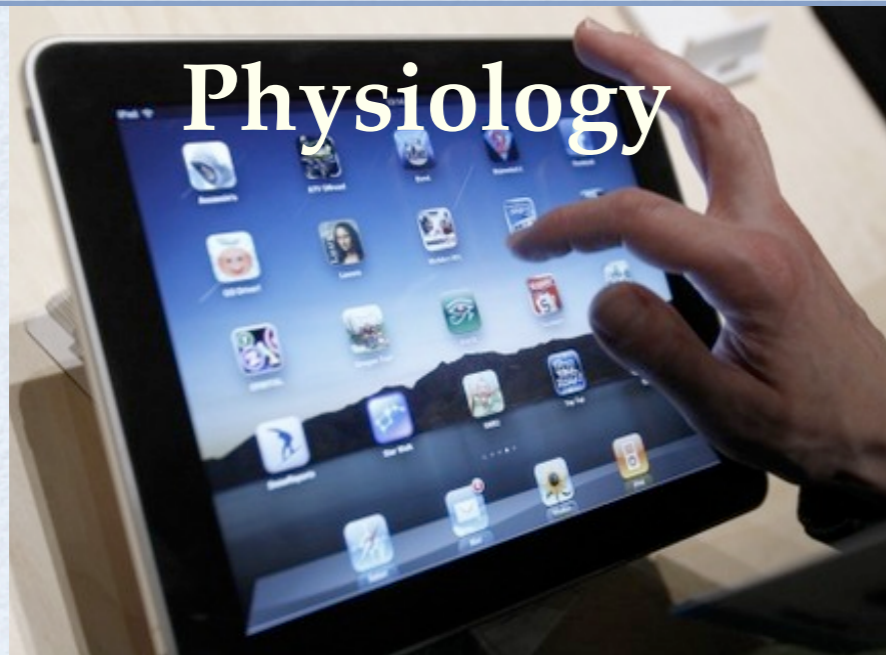




# BCS: Factors that impact behavior

Wolman (1973)

## Physiology



## People Supports



## Structure



## Environments





# How Physiology is Defined in the Broad Creative Support System



Examining what an individual needs to, a) receive information, b) interpret information, and c) respond to information in his environment.





**Interests and  
Strengths**

**+**



**Acknowledge  
Challenges**

**+**



**Broad Creative  
Supports**

**=**



**Increased  
Predictability and  
higher capability.**



- **Findings: 8 young adults with ASD**



# **The CAPABILITY APPROACH PILOT PROJECT**

**1) Qualitative Data**

**2) Interviews w/ young adult and with significant others (parents, family members, professionals, close family friends)**

**3) Ratings on individual 'independent' and 'capability levels' using the CAIS scale.**

**4) Parental feedback.**



# Findings

- 1) Twenty-seven vocational priorities were found necessary in evaluating and supporting people with ASD in employment (beyond the job coach training only, and beyond skill training.) *look at CAIS scale***
- 2) Forty-nine different ASD strengths to help establish best job match and to lessen challenges. *examples***
- 3) Four Broad Creative Support areas to use in the planning for employment success. *give examples***
- 4) Integration of Vocational Priorities w/ASD strengths, w/BCS, w/interests to determine optimum options. *show chart recommendation***



# **Findings, cont.**

## **5) Parental & VR counselor feedback positive:**

**A way to design an individual's support plan and progress monitoring tool by integrating vocational priorities, w/strengths with w/each of the Four BCS: people, physiology, structure, and environments.**



# 27 Necessary Vocational Priorities



**The Capability and Independence Scale.**  
**Measure ‘with supports’ and ‘on one’s own (independently)**  
**Of 35 items, 27 reflect vocational skills (BLUE)**  
**Jackie M. Marquette Ph.D.**

|  |  |   |  |
|--|--|---|--|
| <p style="text-align: center;">Levels of Capability</p> <p>9 = capable of functioning and living independently; i.e. like the vast majority of the population.</p> <p>8</p> <p>7 = <i>occasional</i> assistance, guidance, or supervision needed; particularly for periods of <i>stress</i> on specific issues such as <i>legal/financial</i> matters.</p> <p>6</p> <p>5 = <i>some</i> assistance needed for <i>most</i> functions; Supervision needed for specific issues like <i>legal/financial</i> and <i>complex</i> matters, <i>ongoing</i> support for daily routines.</p> <p>4</p> <p>3 = <i>considerable</i> assistance needed to learn and perform <i>most</i> skills; Can do <i>simple</i> tasks if provided assistance or <i>close</i> supervision.</p> <p>2</p> <p>1 = <i>extensive</i> assistance needed <i>all</i> the time; can learn and perform <i>simple</i> task with <i>continuous</i> supervision.</p> | <p><b>A. General Functioning/<br/>Life Skills</b></p> <p>1. Does daily errands, e.g., going to bank, to doctor, or to SSI office (excluding transportation needs).</p> <p><b>2. Considers options and make choices.</b></p> <p><b>3. Uses transportation system, e.g., automobile, bicycle, or public transportation.</b></p> <p>4. Participates with family and close friends in a variety of everyday and/or holiday activities.</p> <p>5. Participates in budgeting and/or goal setting, e.g., Person-Centered Planning or family meetings.</p> | <p><b>B. Cognitive/Intellectual</b></p> <p><b>1. Understands and uses strategies for routine management, e.g., calendar, daily schedules, checklists, or pictures.</b></p> <p><b>2. Consumes information, e.g. reading, listening, computer, or observing.</b></p> <p><b>3. Understands jokes, sarcasm, figures of speech, etc.</b></p> <p><b>4. Passes test(s) for employment, education, or self-improvement, etc.</b></p> <p><b>5. Thinks about and solves problems.</b></p> | <p><b>C. Community Life/<br/>Social</b></p> <p><b>1. Accommodates new situations, change, or challenging events.</b></p> <p><b>2. Adjusts or adapts to unfamiliar people.</b></p> <p>3. Participates in community life, e.g., movies, sports, festivals, church, or civic organizations.</p> <p>4. Shops and decides what to buy.</p> <p><b>5. Accepts and responds to feedback about behavior in social situations.</b></p> |
|--|--|---|--|



**The Capability and Independence Scale.**  
**Measure ‘with supports’ and ‘on one’s own (independently)**  
**Of 35 items, 27 reflect vocational skills (BLUE)**

**Jackie M. Marquette Ph.D.**

**p. 2**

| <b>D. Occupational</b>   | <b>E. Domestic/Household Life</b>  | <b>F. Emotional Stability</b>   | <b>G. Communication</b>  |
|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. Exhibits willingness to learn new skills/tasks on job.</li> <li>2. Accepts redirection or a correction by co-workers or supervisor.</li> <li>3. Gets along with and socializes with co-workers, e.g., breaks, on the job.</li> <li>4. Follows instructions and works independently when necessary.</li> <li>5. Evaluates task completion.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Maintains personal hygiene through self care.</b></li> <li>2. Participates in food selection, preparation, and clean up.</li> <li>3. <b>Takes responsibility for tasks--caring for pets, cleaning, trash, laundry, recycling, etc.</b></li> <li>4. <b>Takes responsibility for own health and wellness--nutrition, medications, etc.</b></li> <li>5. Chooses among home entertainment options, e.g., TV programming, internet, or games.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Interprets other people’s feelings and emotions appropriately.</b></li> <li>2. <b>Feels or expresses emotion for personal accomplishment or loss.</b></li> <li>3. <b>Manages ridicule, rude behavior, or peer pressure by others.</b></li> <li>4. <b>Uses self talk or relaxation to avoid obsessive/ compulsive or aggressive behaviors.</b></li> <li>5. Demonstrates compassion by helping others, e.g., grandparents, family members, or persons with special needs.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Initiates or responds to greetings or to ongoing conversations.</b></li> <li>2. <b>Asks for help when needed; reports illness or emergency.</b></li> <li>3. <b>Expresses own thoughts and desires clearly.</b></li> <li>4. <b>Uses phone, mail, or email to communicate with family and friends.</b></li> <li>5. <b>Responds appropriately to non-verbal communication --social cues, gestures, facial expressions, etc.</b></li> </ol> |



**Finding:**

**A New Strengths Scale**



# Findings 4 BCS Areas

## Tools and Strategies



## People Supports



## Structure



## Environments





**C. Goal One: Vocational Skills/Job  
Overview Chart, Integrating Blank Name Interests, Strengths,  
Using the Broad Creative Support System (BCS)**

| <b>I. LIFE DOMAINS</b>  | <b>II. CHALLENGES TO JOB SUCCESS</b>   | <b>III. BCS TO SHIELD BLANK NAME CHALLENGES &amp; ENABLE SUCCESS</b>  | <b>IV. TRAIN/JOB: USE STRENGTHS/INTERESTS For JOB ACCESS</b>   | <b>V. ADAPTIVE CAPABILITY LEVELS</b>   |
|---|--|---|--|--|
| <p>A. General Life Capability</p> <p>B. Cognitive</p> <p>C. Social Capability</p> <p>D. Occupational</p> <p>E. Domestic</p> <p>F. Emotional</p> <p>G. Communication</p> | <p>Blank Name Challenges (see page in report)</p> <p>General Life Functioning</p> <p>Community/Social</p> <p>Communication</p> <p>Blank has significant receptive and expressive communication issues.</p> <p>Physical Condition</p> <p>Emotional</p> <p>Occupational Skills</p> | <p><b>People support &amp; Structure</b></p> <p>-Establish a people support (manager, coworker; CLS worker, employment specialist) who a) sees value in Blank Name strengths and understands his challenges. b) assist Blank in getting acquainted with new tasks, new routines, people in the work culture, c) teach new skills through task analysis, note and praise his willingness, d) support Blank's adaptation to sporadic changes within the workplace.</p> <p><b>People support or mentor</b></p> <p>-To approach Blank with spoken words to match visuals to communicate. Blank will comprehend better when person support speaks less and softer to reduce confusion and too much sensory.</p> <p>-to establish problem solving steps for tasks, use pictures.</p> <p><b>People support &amp; Structure</b></p> | <p><b>-Blank Name Interests:</b></p> <p>Blank has a couple of strong interests, animals and computers. He enjoys horseback riding.</p> <p><b>-Blank Name Strengths:</b></p> <p>Blank smiles and has a delightful personality and has an agreeable nature. likes animals</p> <p>enjoys calm music, Blank has a good understanding of concrete rules and sequences, when presented with a visual photo or checklist.</p> <p>Blank can be very cooperative when expectations are clear and understood.</p> <p>Blank has shown that he thinks in a visual way. Has a love for learning about subjects of interests for example, animals.</p> <p>Tasks, i.e., categorizing, sorting, 3 or more steps.</p> <p><b>Blank enjoys these community environments:</b></p> <p>The Horse Park, bowling and soccer, library, shopping at the mall, walking dogs in dog park, dining at subway</p> | <p><b>General Life Capability</b></p> <p><b>1</b> (Ability on Own)</p> <p><b>1.8</b> (Adaptive Capacity with 4 Broad Creative Supports &amp; Traditional Support <b>+ .8</b>)</p> <p><b>Cognitive Capability</b></p> <p><b>1</b> (Ability on Own)</p> <p><b>1.6</b> (Adaptive Capacity with 4 Broad Creative Supports &amp; Traditional Support <b>+ .6</b>)</p> <p><b>Community Social Life</b></p> <p><b>1</b> (Ability on Own)</p> <p><b>1.2</b> (Adaptive Capacity with 4 Broad Creative Supports &amp; Traditional Support <b>+ .2</b>)</p> |

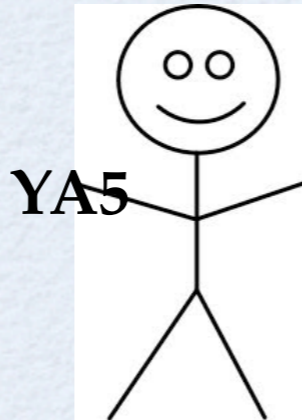
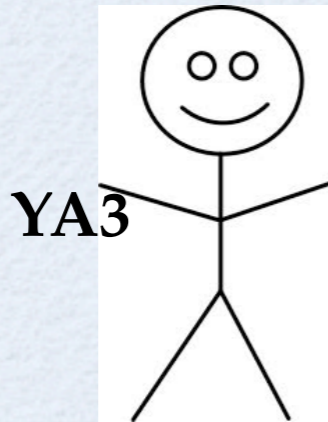
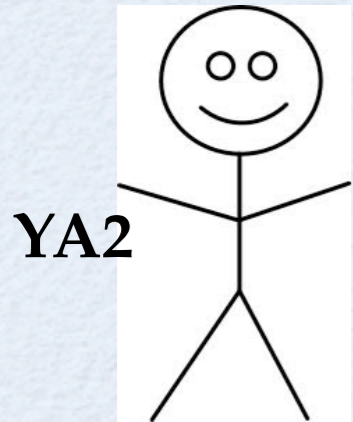


# Young Adults in Pilot Project

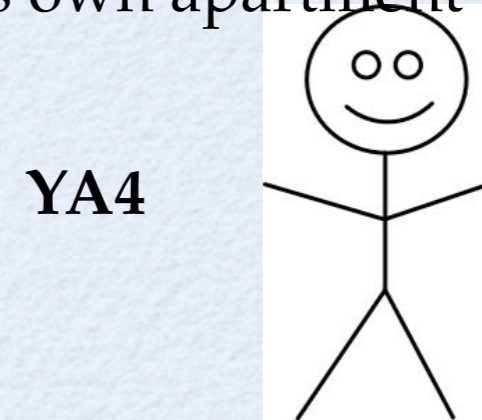


# Will require 24 hour supervision

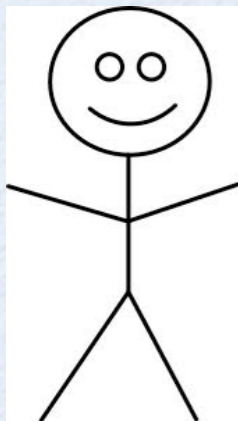
# Living Independently



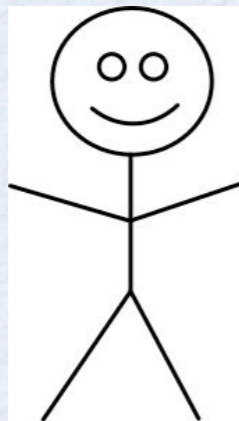
Has own apartment



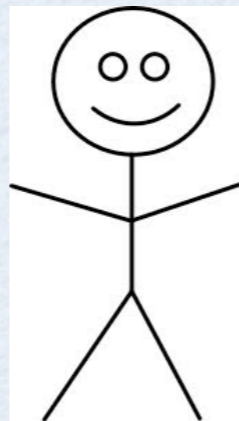
YA6



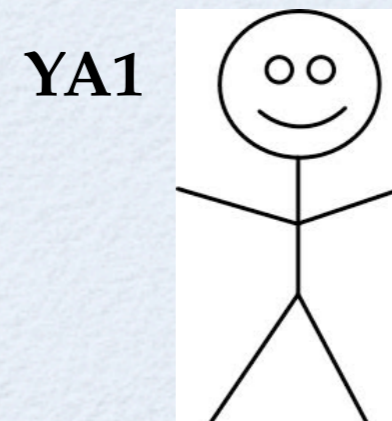
YA7



YA8



YA1, Going off to college, plans to have indep. someday

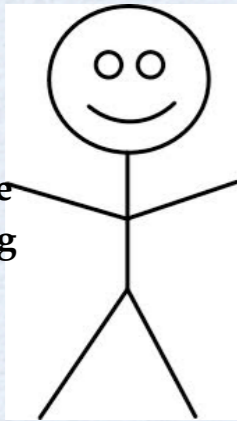




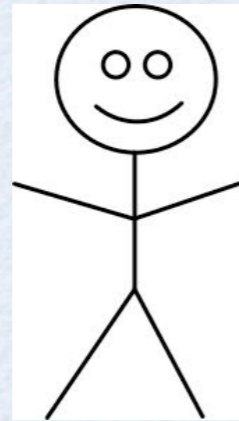
# Employment Goal

# College or Training

YA2m 18 age,  
Passionate  
in learning  
about  
animals



YA3, 17 age,  
Passionate  
about tractor  
repair and  
designing  
chains, as an  
art



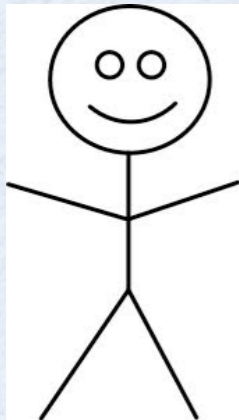
YA5, 20 age,  
Highly  
spiritual.  
Strong  
sensual  
awareness



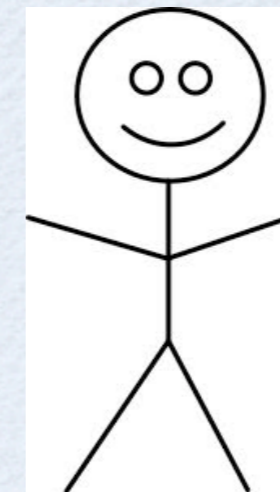
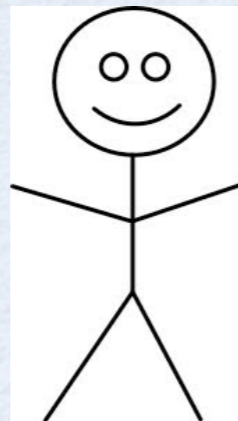
YA 1, 17 age, Art  
History,  
Political Science



YA6, 21 age,  
Enjoys  
swimming  
and doing  
community  
errands.

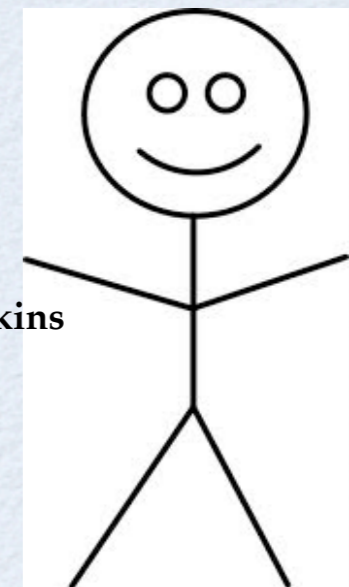


YA8, 21 age, Wants Job &  
One-to-one apprentice type  
training in video production  
& editing



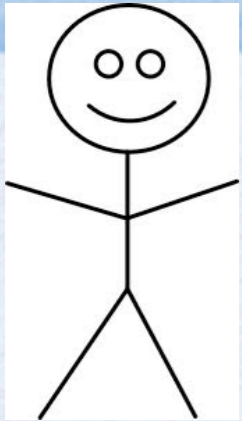
YA 4, 27 age, Apprentice with artist in  
Macro Photography

YA 7, 21 age, Carl Perkins  
Training:  
Horticulture

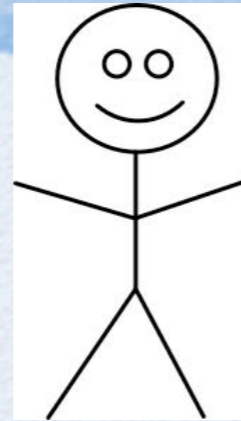




# YA Challenges to Vocational Priorities



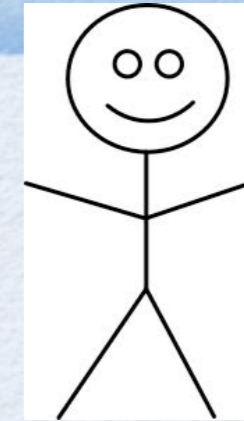
**YA 1**  
**11/27**  
**HF**



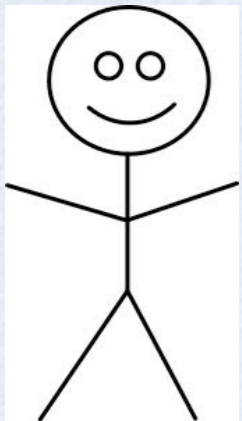
**YA 2**  
**27/27**



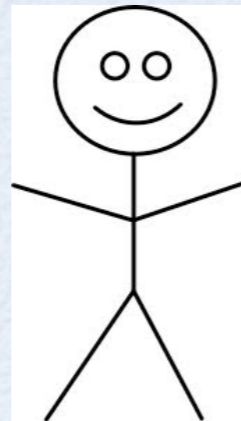
**YA 3**  
**17/27**



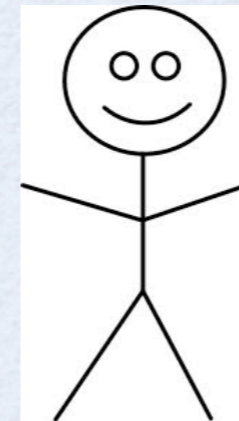
**YA 4**  
**9/27**  
**HF**



**YA 5**  
**26/27**



**YA 6**  
**15/27**



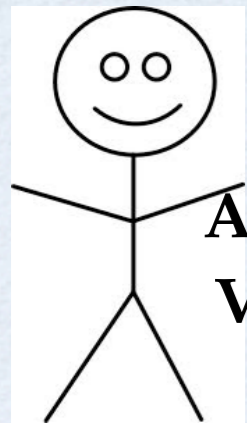
**YA 7**  
**17/27**



**YA 8**  
**12/27**

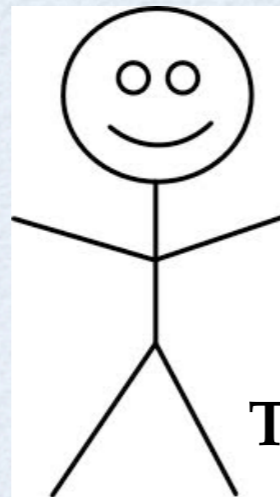


# Funding Supports, across all 8 young adults.



**YA 1  
VR**

**Assessment  
VR Tuition  
& Books**



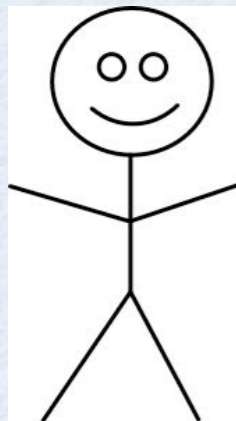
**YA 2  
KY  
Medicaid  
Waiver  
School  
Therapy OT,  
SP**



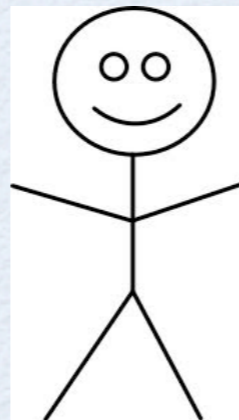
**YA 3 WAIT  
LIST  
Medicaid  
Waiver,  
School  
Therapy  
OT, SP**



**YA4 Has  
Medicaid  
Waiver,  
VR  
Assessment**



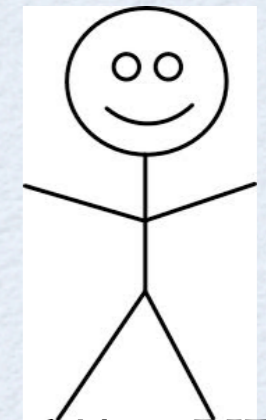
**YA 5  
VR Assessment  
& Job Coach  
& Medicaid  
Waiver**



**YA 6 VR  
Assessment  
& Medicaid  
Waiver**



**YA 7 VR  
Assessment**



**YA 8 VR  
Assessment,  
Wait List for  
Medicaid  
Waiver**



# Meet Trevor (1)





# Meet Jay (2)





# Meet Kyle (3)





# **PARENTAL VISION: Feedback**

**Living a life and job that makes him happy included in the community with typical and disabled peers.**

**To give his best, no matter what the situation. Have direction and confidence and knows he can make a positive difference.**

**Have a fulfilling life doing something that gives him the independence that he is able to have and that he would come to peace with needing help.**

**Independence, friends, a job, and happiness.**

**Life skill training and community living supports.**

**To have a job doing what he enjoys, friends, and live outside of home**

**Employment, have supports that meet his individual needs to learn and practice new skills, included, supports to live-in assisted community living.**

**Have a self employment business producing and editing videos.**



# Feedback was Favorable on The Evaluation

**Questions:** (With Six Parents, five VR counselors, two employment specialists, and one special education teacher, and one Social Worker.

- Did the score sheet ratings resemble the YA ‘Independent’ and ‘with support’ levels?
- Were the YA’s strengths and interests highlighted?
- Do you believe that the BCS listed are critical for the YA’s success in vocational areas?
- BCS listed to assist the YA will be helpful to staff working with YA in vocational areas? *Fully* 6 5 4 3 2 1 *Not at all*



**Feedback Strong and Favorable:** (With Six Parents, five counselors, two employment specialists, and one special education teacher, and one Social Worker.

- Were the BCS listed to assist the YA be helpful to staff working with YA in vocational areas?
- Did the recommended broad creative supports match the YA needs?
- Were the recommendations on training and employment goals tied to YA strengths?



## Feedback, cont.

- COUNSELORS ONLY: Will you recommend the CAIS service to other counselors? Of 5 different counselors who gave feedback, 3 said YES, one unsure, and one left blank.
- COUNSELORS ONLY: How helpful was this assessment to the counselor's role to service provided to the YA? (see scale below) *Fully* 6 5 4 3 2 1 *Not at all*  
Of 5 counselors who gave feedback, one responded, fully, two gave a 6's, another gave a 5, and one left blank but wrote: "somewhat"
-



# Parental Feedback, Comments

## Comments of Parent 4

“My name is \_\_\_\_\_ and I am the parent of a young man with Autism as well as a recent client of Dr. Marquette. Dr. Marquette administered the CAIS assessment on my son and I found it to be one of the most comprehensive tools for future planning that I have come in contact with. Previously other assessments were not good matches for my son's needs and I felt the information was either invalid or not helpful.”

“The CAIS provides an opportunity to individualize a person's strengths, abilities and needs. Transition to adulthood in a young person's life requires a critical look at where they have come from and where they want to go while incorporating strengths and needs. A young person with a disability requires the same process. The CAIS recognizes current ability while acknowledging needs.”

“I highly recommend this assessment to help consumers and families determine "next steps" in the transition journey.”

## Comments of Parent 5

“I realize this has been in the back of my mind for at least the past 18 months or so. I knew what the vision was, I just didn't have a clue about pulling it all together. This is like a roadmap designed just for my son.” Owensboro Parent of 17 year old son with autism.

- **Comments of Parent 1** “I think the BCS will enable my son, but the key factor is finding the supports and getting them into place. I think his vocational skills can be developed with the BCS. Without the supports, I don't think he would ever be able to set and attain goals other than those he has a strong interest in.”



# Parental Feedback, Comments

- **Comments of (VR 3)**

“Goals suggested were accurate in that they are appropriate and realistic.

I have recommended this service to other counselors.

Jackie did a great job of assessing his strengths and weaknesses and putting it together in a cohesive report.

Really appreciate the feedback on independent living... couldn't agree more.”

- **Comment's of Teacher** “The student is dependent on people working with him to understand him. He will be more adaptable. Needing opportunities to experience the community is crucial. It is not occurring because they fear unpredictable behavior. BCS are needed because he has a difficult time self-regulating. He will require 24/7 support. The staff is missing the big picture, this report will help them see. Assessment will open many doors and shed light on what he needs.”
- **Social Worker's Comments:** I hope you are able to continue these assessments. Without it (the Capability Approach), John Doe would still be floundering without direction or resources.



# **My Dream: Transform the employment outcomes for adults with ASD**



**To be:**

**-Understood of their  
challenges and  
appreciated for their  
unique capabilities.**





- **Transform the way ASD strengths, capabilities, and need for supports are understood and implemented on behalf of individuals with autism.**



- Continued Research Discussion