

**AUTISM VOCATIONAL EVALUATION AND SUPPORT PLAN  
THE CAPABILITY APPROACH PROJECT FINDINGS:  
Kentucky Office of Vocational Rehabilitation  
Jackie M. Marquette Ph.D.  
June 14, 2012**

**Autism Transition Specialist  
7514 Warrenton Hill Ct.  
Louisville, KY 40291  
[jackie@independencebound.com](mailto:jackie@independencebound.com)  
[www.independencebound.com](http://www.independencebound.com)  
502.417.6063**

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**1. Abstract: The Capability Approach Pilot Project**

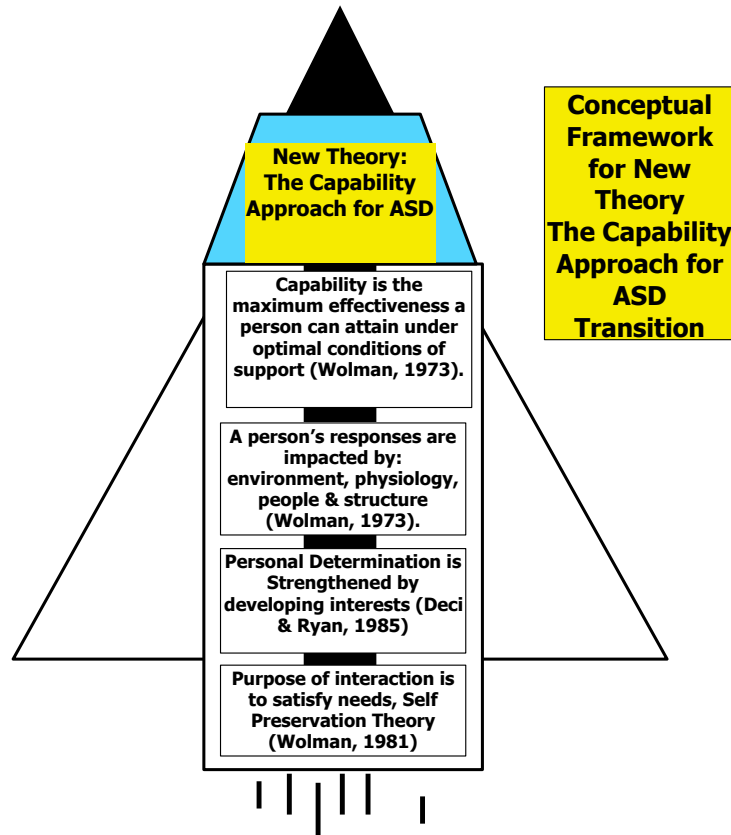
Many traditional vocational rehabilitation practices are ineffective and distressing for people with ASD (Sandifer, 2009). In most cases, there exists a lack understanding of this group's challenges and support needs. The KY Office of Vocational Rehabilitation offered a pilot project, on a new service, The Capability Approach (CA). The CA uses a new vocational assessment to determine barriers to employment, uncover individual strengths, and create individual innovative supports. The CA used in-depth interviews with eight consumers with ASD and their advocates to acquire quantitative and qualitative data. The consumer, family members, and interested professionals were raters on the Capability and Independence Scale, CAIS. Twenty-seven vocational priorities were determined as critical to the consumer's capability to obtain and maintain employment. The Broad Creative Support System revealed necessary individualized employment supports. Forty-nine ASD strengths were found across all eight individuals with ASD. Based on the consumer's goals, recommendations were provided to integrate the supports with each vocational priority, producing a vocational plan that could be implemented. Current vocational skill assessments and job matching strategies may be too limiting to make a vocational determinations. A broader scope of questions and in-depth analysis of supports and strengths is necessary to address obstacles and supports that enable employment success for those with ASD. The Capability Approach may be a beneficial assessment tool for designing an individual vocational employment plan.

**2. The Purpose of the Capability Approach (CA) and the Broad Creative Support System (BCS)**

The Capability Approach (CA) pilot project began in April 2011 to offer a new vocational evaluation service to consumers with ASD and their families for the purposes of creating opportunities to reach employment or pursue higher education. Specifically, the CA offered (BCS) to help determine barriers and identify support needs to make the journey happen toward the consumer's goal and the goal of success. The CA vocational evaluation is a process, centered on the consumer, involving family members and advocates. The participant (myself) listened to their innermost desires, life setbacks, unmet needs, and goals they wanted, such as employment (to earn an income) and/or training or education. Moreover, I sought to fully understand how they interpreted their experiences and attributed meaning within their daily lives to finding goal oriented solutions. Each young adult and family expressed hope for a good future, but did not have a strategy. The Capability Approach was a strategy they wanted to try.

The CA is based upon conceptual framework of theories of self preservation (Wolman, 1981), personal determination (Deci & Ryan, 1985), capability (Wolman, 1973), and contributors that impact behavior (Wolman, 1973).

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**The four theories are the launch pad for the new Capability Approach Theory. When persons with ASD have broad creative supports, opportunities to explore and develop interests, and outlets to use their strengths, their capability performance increases. They engage in activities that are emotionally rewarding and life fulfilling while pursuing their goals and dreams.**

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Visual 1

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**3. The Problem: Why Explore ASD Employment.**

Vocational Rehabilitation practices are often ineffective and distressing for consumers with ASD (Standifer, 2009).

-There is a lack of understanding among professionals about how to interpret the challenges that persons with ASD face, which then leads to interference in providing services in inclusive settings, such as employment (Marquette, 2007).

-There exists limited or over generalized definitions of autism, such as The Theory of the Mind. Although TOM has significance, it is not valid in every situation or case. Unfortunately, supported employment options are still being determined based upon a person's IQ. Each individual with ASD is unique and different from others. These practices indicate wide misunderstandings about ASD challenges and capabilities. Often the result becomes denying a person with ASD services.

-A limited view lingers on what supports are and what they should look like for people with ASD.

These misunderstandings in combination may be attributed to the result that 95% of clients with ASD drop out of vocational rehabilitation services because they cannot move beyond the assessment process into employment services (Standifer, 2009).

**4. Seven Assumptions Regarding the Capability Approach (CA)**

- 1) A transition-planning tool should provide more than a consumer's *current functioning* status. Rather, it should offer **a process for planning that includes a close examination of interests, strengths, and individualized supports *in order to foster participation in diverse settings and to reach goals.*** After implementation of a plan, it is then necessary to have a tool to track a person's progression and adaptation. The Capability and Independence Scale can be used in this way.
- 2) Measuring what a person *can do* 'with supports' is more important to the **direction of planning than measuring what a person *can do independently or 'without supports'***.
- 3) A student's self-determination can be enhanced through the exploration, exposure, and the engagement through interests and strengths (Deci & Ryan, 1985). The only way to achieving potential is through a person's strengths (Seligman, 2006).

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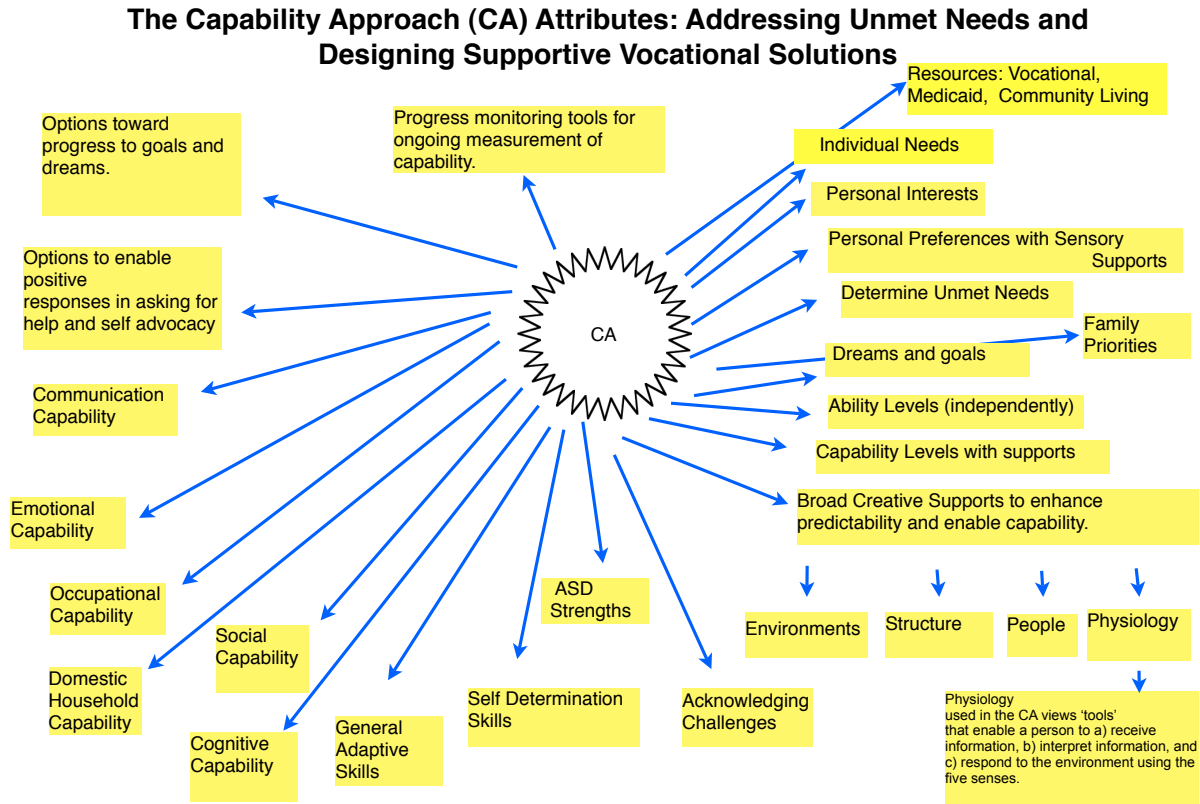
- 4) When considering supports to reach outcomes, there must be an **examination beyond the typical quantitative measurements that yield frequency, time, and prompting of a support person.**
- 5) **There must be an examination to the *quality* of supports within the framework of people, visual and other supports using tools to receive information, interpret information in order to respond to their world, in environments and structure (Wolman's 1973).**
- 6) The quality of support must **meet the individual where he or she is in development and must resonate with personal interests and preferences.** Without this link, a separation exists between the support and the consumer, producing a strong disconnect.
- 7) Assumptions 1 – 6 should be considered in transition to employment and college regardless of intellectual ability, ***ranging from severe to high functioning.***

**5. The Capability Approach Attributes**

The Capability Approach contains twenty-eight attributes, to determine unmet needs and to design supportive vocational solutions. See the Visual: *The Capability Approach (CA) Attributes: Addressing Unmet Needs and Designing Supportive Vocational Solutions*



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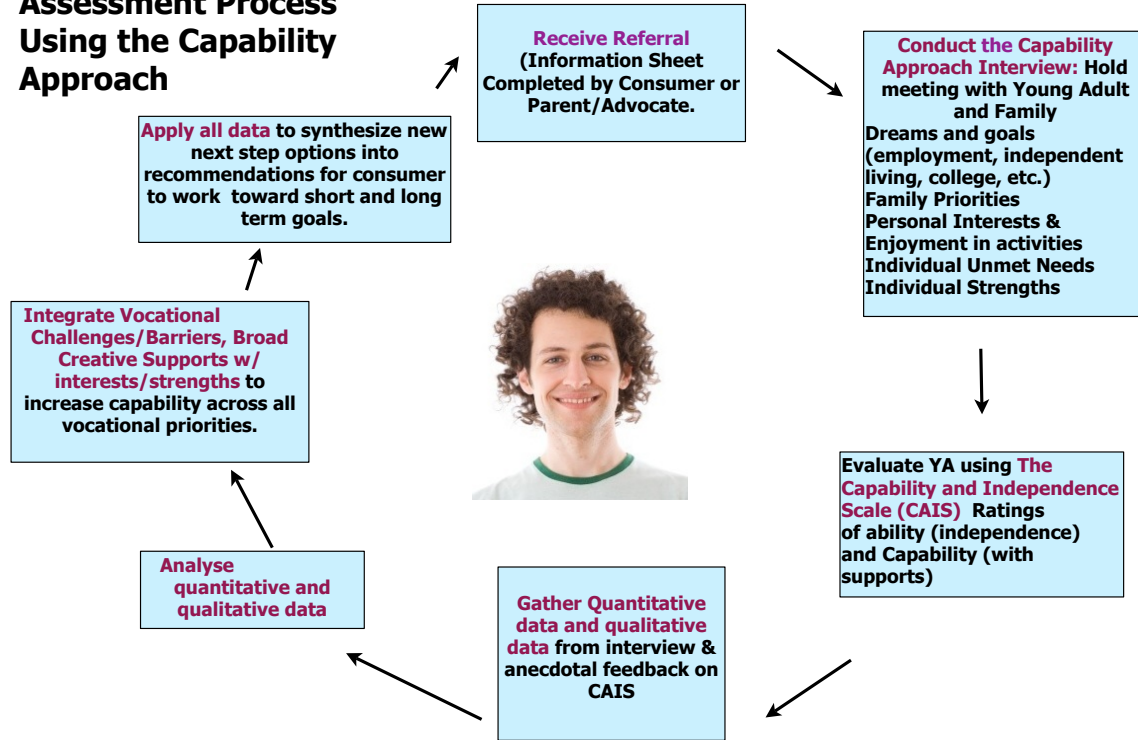
Visual 2

**6) The Capability Approach Process**

The CA model involves a process of gathering qualitative and quantitative data from ASD consumers and their family/advocates on personal strengths/interests, unmet needs, and ASD challenges. The second half of the CA process involves analyzing and synthesizing all data, and integrating into a new plan in order to support vocational or educational goals. This process is designed to aim and enable the young adult to move forward and upward in capability on the journey to achieving goals.

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**The Vocational Assessment Process Using the Capability Approach**



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Visual 3

**7. The (CA), complementary and different from other transition assessments.**

The CAIS can help identify the individual’s strengths *with* acknowledging challenges, and *with* broad creative supports that are designed to meet needs. When each of these are identified separately and also applied in combination, the significant pieces in place for a good job match, a hobby, college, or other community living options for the student are revealed.

The CA is distinctive from other assessments and planning tools, as it uses the Capability and Independence Scale (CAIS) assessment tool that addresses support needs specifically tailored to ASD. Additionally, the CA can offer added value to other assessments and services such as the ‘Plan of Care’ Map 109 in Medicaid Waivers, by highlighting a more in-depth search and discovery of the young adult’s support needs.

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The CA process offers an in-depth analysis on skill ability, strengths, and supports in particular to autism that are missing in other popular community living assessments.

The CA does **not replace** other assessments or services, two examples: 1) The CA does not do what the SIS does, which is to assess systemic supports via Medicaid services; 2) Establishing a good job match is significant to the consumer's success, yet far more information specific to autism in the CA vocational evaluation is necessary before putting the pieces together for a job. The CA information about a consumer seeking a job via supported employment can be helpful to the employment specialist prior to the development of a PCEP. Thus, the CA can be a complementary vocational assessment to other employment evaluations and services in supported employment. The Capability Approach involves these in which I describe in a formula.

**Interests/Strengths (IS) + Acknowledging Challenges (AC) + Broad Creative Supports (BCS) = Adaptive Capacity Levels (ADC).**

The individual's adaptive capacity levels are determined in both 'on his own' (independently) and 'with supports'. Often the individual's adaptive capacity levels are shown to be higher in 'with supports' than 'independent' levels. This can show us how capable the individual can become 'with broad creative supports'.

## **8. The CA Definitions**

### **Broad Creative Supports (BCS)**

BCS include natural supports and the design of supports that are much more in-depth to the individual's capability to participate, use self-determination and reach goals. The Capability Approach uses four of Wolman's (1973) factors that impact a person's behavior; 1) physiology, 2) structural, 3) environment, 4) people supports (organismic). Physiology in the Capability Approach is not applied to the study of functioning living organisms. Rather, physiology is viewed as a support that enables the individual to better interpret and respond using the five senses.

There are numerous strategies for this type of assistance, some examples: visual pictures, drawings, photographs, sound therapy. The four broad creative supports environment, physiology, structural, and people supports are examined within 35 life skill content items in the CAIS ©. Each of the 35 items represents critical life skills in self-determination that reflect an overall extent of quality of life.

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**Four Categories of Broad Creative Supports (BCS):**

1) *physiological*—is typically viewed as functions of living organisms and their parts, including all physical and chemical processes. The focus here in this approach however are the person's senses through which outside stimuli are perceived. Supports within this category aid a person in processing information. There are numerous strategies for this type of assistance. Some examples are: visual pictures, drawings, photographs, sound therapy or devices to improve functioning (i.e., glasses for vision); technical assistance to self regulate behavior in order to manage the stimuli within a setting (i.e., checklists); or communication (i.e., an Apple I'Touch, or I'pad);

(2) *structural*—routine set, arrangement of the order of daily activities, or list of events that have purpose, meaning, or enjoyment;

(3) *environment*—exposure to different settings to increase the individual's participation in daily living, developing interests, community adaptation, skill maintenance, personal contribution to community or others; and

(4) *organismic* (people supports)—peer mentor, peer student, coworker support, and outside positive feedback reflecting acceptance of the individual with a disability to participate in a setting.

These four factors influence a student's adaptations, enabling his or her interaction and exposure to everyday inclusive environments and quality of life (Wolman, 1973).

**'Acknowledging Challenges'?**

When we use 'acknowledging challenges', instead of the label or disability characteristic, sets the reference point to a direction. An example is provided.

The characteristic written in Marcus' report about his disability states — 'he does *not understand and respond to verbal and non-verbal communication of others*. If this characteristic is the emphasis in planning, it will be difficult to discuss options for his participation and growth beyond his label.

Acknowledging challenges is when the family/advocates or a person-centered-planning team sees through the lens of Marcus' challenges (not disability) in order to recognize external barriers that stand between the person and his ability to achieve a desired objective. Marcus enjoys listening to gospel church bands. In order that Marcus participate in a setting of a church social, Marcus **uses** a peer support to participate a

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church social among others and to negotiate meeting others. Using a people support for someone with autism is just as significant to their entering environments to pursue their

interests and strengths. While a walker or wheel chair will enable a person with a physical disability, a people support will enable a person with autism.

**9. The Capability Approach interview focus.**

Through an interview process and rating scale the Capability and Independence Scale, these questions are a guideline address the consumer's current situation and path to future goals?

- What have you tried that worked or didn't work?
- What have you not you tried?
- What will likely get the consumer and parents/family the result they want?
- Are there good strategies in place in the plan to meet the consumer's autism disability?
- What strategies can be created with broad creative supports and ways to implement them that resonate with the consumer?
- How will the consumer and family know when progress has been made?
- What skills are missing from the consumer's daily life?
- What strategies can be applied to aid the development of skills?
- What strategies can be applied to aid the development and use of strengths?
- What can be identified as possible clues to increase consumer's motivation?
- Are we asking the right question?
- Are we solving the right problem?
- What are the consumer's unmet needs?

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- Are family values being honored?
  
- What strategies can be applied to promote the development of new behaviors or habits?

**10. The CA: The Added Value to Assessing Other Domains Outside of Vocational Priorities.**

The Capability Approach examines 7 areas of living: General functioning, Cognitive Capability, Social Life Capability, Domestic Household, Occupational, Emotional Stability, and Communication.

A person's capability levels across the 7 areas of living can provide insightful information that can be part of determining the community options (employment, community integration or living), and the kind of individualized supports needed.

For example, look at *problem solving* in Cognitive Capability; look at *self-care in personal hygiene* in Domestic/Household Capability; examine *adjusts or adapts to unfamiliar people* in Community Life/Social. It is a value to examine all of these life content items. Providing supports can impact a person's success in employment and should be addressed and measured.

The individual's 7 areas of living –merge and relate to one another closely. When the person's areas of living are examined individually and in combination with each other, this process can reveal valuable insights about strengths, challenges, and broad creative supports that meet personal needs and may go unnoticed in a structured interview.

**11. The CA: Assess Individual's Progress.**

The process of this evaluation repeated at a later date can determine the student's progress in specific areas and overall as well. This process can indicate the extent that matching of strengths/interests, with acknowledging challenges, and with broad creative supports has worked for the student. (An Added Value)

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## 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

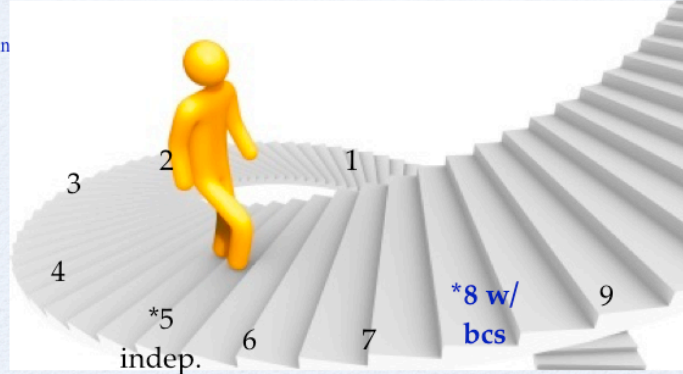
5 = *some* assistance needed for *most* functions; Supervision needed for specific issues like *legal/financial* and *complex* matters, *ongoing* support for daily routines.

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.



Visual 4

### 12. Technology Used in the Capability Approach Pilot The assessment tool in the CA includes the *Capability and Independence Scale*.

See CAIS items, the blue indicate 27 vocational priority skill items.

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**The Capability and Independence Scale.  
Measure ‘with supports’ and ‘on one’s own (independently)  
Of 35 items, 27 reflect vocational skills (BLUE & ITALIZED)  
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<p>Levels of Capability 9 = capable of functioning and living independently; i.e. like the vast majority of the population. 8 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. 6 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. 4 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. 2 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/ 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><i>2. Considers options and make choices.</i></p> <p><i>3. Uses transportation system, e.g., automobile, bicycle, or public transportation.</i></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><i>1. Understands and uses strategies for routine management, e.g., calendar, daily schedules, checklists, or pictures.</i></p> <p><i>2. Consumes information, e.g. reading, listening, computer, or observing.</i></p> <p><i>3. Understands jokes, sarcasm, figures of speech, etc.</i></p> <p><i>4. Passes test(s) for employment, education, or self-improvement, etc.</i></p> <p><i>5. Thinks about and solves problems.</i></p>	<p><b>C. Community Life/ Social</b></p> <p><i>1. Accommodates new situations, change, or challenging events.</i></p> <p><i>2. Adjusts or adapts to unfamiliar people.</i></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><i>5. Accepts and responds to feedback about behavior in social situations.</i></p>
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Visual 5a



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**Measure ‘with supports’ and ‘on one’s own (independently)**  
**Of 35 items, 27 reflect vocational skills (BLUE& ITALIZED)**  
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**p. 2**

D. Occupational	E. Domestic/Household Life	F. Emotional Stability	G. Communication
<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. Maintains personal hygiene through self care.</li> <li>2. Participates in food selection, preparation, and clean up.</li> <li>3. Takes responsibility for tasks--caring for pets, cleaning, trash, laundry, recycling, etc.</li> <li>4. Takes responsibility for own health and wellness--nutrition, medications, etc.</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. Interprets other people's feelings and emotions appropriately.</li> <li>2. Feels or expresses emotion for personal accomplishment or loss.</li> <li>3. Manages ridicule, rude behavior, or peer pressure by others.</li> <li>4. Uses self talk or relaxation to avoid obsessive/ compulsive or aggressive behaviors.</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. Initiates or responds to greetings or to ongoing conversations.</li> <li>2. Asks for help when needed; reports illness or emergency.</li> <li>3. Expresses own thoughts and desires clearly.</li> <li>4. Uses phone, mail, or email to communicate with family and friends.</li> <li>5. Responds appropriately to non-verbal communication --social cues, gestures, facial expressions, etc.</li> </ol>

Visual 5b

**13) Profiles of the Eight Vocational Rehabilitation Consumers Receiving the Capability Approach Assessment**

**Profile: YA 1**

YA 1 is a 17 year old senior in High School. He lives with his uncle, mother, grandmother, and sister. YA 1 enjoys playing video games with his sister and her friends. His favorite TV shows are Cobert Report and Jon Stewart and he expresses fascination in political debate and satire.

“YA 1 is friendly and often begins conversations at the start of class and he is able to carry perfectly typical conversations,” says his teacher. YA 1 has a strong specialized interest in history. He shows a curiosity and love of learning, as he also reads novels relating historical events. YA 1 often thinks about problems and spends much time thinking about large global issues and possible solutions to resolve them. According to his teachers, YA 1 has a unique perspective to problem solving and often prefers to work alone. YA 1 is a volunteer in the school theater to set up and tearing down props.

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Also, YA 1 has had practical experience in installing drywall with his dad.

YA 1's mother requested the Capability Approach Assessment and Transition Planning Tool for her son because there are greater demands for independent skills and coping skills to meet the academic and social requirements of being a student at a college or university.

**Additional strengths noted:**

- YA 1 is intelligent, earned a 31 on the ACT test, the highest score in his class.
- YA 1 takes responsibility for own health and wellness--nutrition, medications, etc.
- Sometimes he will be careful with what he eats and also embraces exercise.
- According to his teacher, YA 1 exhibits excitement to share his accomplishments with his teachers. He is often excited when he has a writing assignment and wants to discuss his piece.
- When facing a particular challenge, YA 1 has searched the internet to find someone else who has successfully overcome the challenge and will carefully apply their strategy to his task or work.
- Has unique personality trait.
- Can be very precise and detail oriented especially in art drawing.
- Has an average or above average intelligence.
- Has special interests loves history.
- Shows humor and wit.

**YA 1's Challenges**

He struggles to consider certain options and makes choices. This task worsens when he feels increased stress. He has difficulty know when to ask for help and what type of assistance he needs. If the activities are ones YA 1 would like to participate in he will join in. If activities are not YA 1's preference, it is much more difficult to engage him. At times he occupies too much time in computer games, drawing fantasy figures or reading books on history or military strategy. Although YA 1 is intelligent and earned a 31 on the ACT, his challenges have an affect on his grades. He procrastinates putting off deadlines until he is actually failing. Then in a flurry he completes a tremendous amount of work in short time.

YA 1 struggles with English and oral assessments. He performs best with accommodations that minimize distractions. For example, in math if he decides he cannot understand something, it requires a great deal of encouragement to get him to the point he sees that he can. On the other hand, if it is a model that he finds a particular challenge, he goes on the internet to find someone else who has successfully overcome the challenge and will carefully apply their strategy to his work.

YA 1 has challenges in relationships. Sometimes YA 1 has a hard time understanding or

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reacting to the feelings of others. Making friendships is difficult for YA 1. Rarely does he have friends come over to visit. He and his sister spend a great deal of time together along with her friends. He seems to misread people a lot. He has become over-reactive or sensitive to family members' comments. Additionally, he gets overly upset about things that others might not have issues with.

YA 1's Unmet needs according to his mother.

His mother is concerned with YA 1's ability to function in college and a career. YA 1 is very bright, but it is not reflected in his grades. Rarely, does YA 1 work through tasks and projects to conclusion/completion. His mother is concerned how YA 1 will function in the real world, as he is not prepared.

**YA 1's Goals and Dreams**

YA 1 is searching for the right career, and/or education to pursue.

**Mother's Hopes and Dreams for YA 1**

- a) To contribute his best with direction and confidence that he can make a positive difference.
- b) To have education and a career that leads to his sense of accomplishment and self confidence.
- c) To have a fulfilling life, lessening YA 1's frustration level, with independence.

**Profile: YA 2**

YA 2 is an 18-year male student who attends High School. YA 2 smiles and has a delightful personality and an agreeable nature. He is charming in his innocence and exhibits kindness. YA 2's mother requested the Capability Approach service offered through the Office of Vocational Rehabilitation to help determine YA 2's vocational support needs and a vocational goal during the school transition phase to adulthood. Mom stated YA 2's goal is to have a part time job after high school ends.

YA 2 lives with his family, mother, father and younger brother and two lab dogs. I met with mom YA 2 at their home for the CAIS interview. Mom introduced me to YA 2, after I greeted him, he responded with a smile. During the interview session, YA 2 participated in a typical routine in the family room as he played CD's, DVD's, and You Tube music. Throughout our interview (about 2 hours) YA 2 was all smiles and appeared content and happy.

**Parental Hopes and Dreams**

The parents hope that during adulthood, YA 2 will have a life where his support needs are met and have opportunities to enjoy life and be a community member. Their vision includes YA 2 having support persons who will encourage YA 2 to make choices based on his preferences and interests. They also see YA 2 having a part time job he enjoys, and participation in a hobby or activities among peers reflecting his interests.

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Lastly, his parents envision a day where YA 2 will live in his own apartment or house provided with 24/7 supervision with supports, whereby, YA 2 would visit his family on weekends and holidays.

The parents seek consistent guidance and people support for YA 2 (i.e., a Medicaid Support worker (s), employment specialist or natural support in the work culture). They seek support persons who will: a) establish a good rapport, offering YA 2 a relationship built on trust and positive encouragement, and persons who will, and b) acknowledge YA 2 challenges and appreciate his interests and strengths. Essentially, the parents seek a fulfilling life for YA2 doing what gives him safety, social connections, and happiness.

**Profile YA 3**

YA 3 is a 17-years old young man who is in High School. YA 3's mother, requested the Capability Approach evaluation to help determine YA 3's support needs and goals during the school transition phase. YA 3 communicates using 1- 3 word phrases. He is able to respond to greetings if spoken to first, but may need verbal prompts, and with interesting discussion can participate in 3 or more exchanges.

YA 3 lives with his mother and has an older brother who has graduated from college. YA 3 participates with his family in shopping, outings, and family holiday events. I met with Mom and YA 3's previous middle school teacher at the home for the CAIS interview. YA 3 also joined us about an hour later. His mother introduced me and he shook my hand. During the interview session, YA 3 had a snack and did a typical routine around the house after school, riding his 4 wheeler on the property of his home. YA 3 was all smiles when his previous teach gave him a toy motorcycle. He appeared content and happy the entire visit.

**Strengths & Interests**

YA 3 enjoys manipulating wire and chains by bending and shaping them to a design. He loves swinging, riding his motorcycle and 4-wheeler, and listening to his CDs in his bed. He rotates from being in the room with the family and riding that tractor or truck with Dad.

**YA 3 has exhibited these strengths:**

Mom noted that YA 3 has recently shown improvement in personal hygiene care: using deodorant, soap, wash cloth; in chores, taking out the trash, though he needs reminding; and shopping, he sets items on the counter for food preparation.

1. Self-help skills
2. Shows exceptional attention to detail (in things he is interested, chains or 4 wheeler, truck, or tractor repair.)
3. Has long term memory
4. Is charming in his own innocence.

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5. Can be cooperative when expectations are clear.
6. Thinks in a visual way.
7. Shows curiosity, interest and humor.

**YA 3's Challenges:**

YA 3 has limited expressive communication capability with others. YA 3 uses single words, small phrases, a checklist, and photos to communicate. YA 3 would benefit in having additional options or tools to improve his self expression. Parental Hopes and Dreams

The parents hope that during adulthood, YA 3 will have an enjoyable life with experiences that lead to an overall sense of personal accomplishment and self confidence. Their vision includes YA 3 interacting with others and making choices based on his preferences and interests. They also see YA 3 having a job that he enjoys, and participating in a hobby that reflects his interests and connection to peers. Lastly, his parents envision a day where YA 3 will live in his own apartment or house with supports, whereby, YA 3 would visit his family on weekends and holidays.

The parents seek consistent guidance and people support for YA 3 (i.e., a CLS worker (s), employment specialist or natural support in the work culture). They seek support persons who will: a) establish a good rapport, offering YA 3 a relationship built on trust and positive encouragement, and b) acknowledge YA 3's challenges and appreciate his interests and strengths. Essentially, the parents seek a fulfilling life for YA 3 doing what gives him independence, friendships, and happiness.

**Profile: YA 4**

YA 4 is a 27 year old man who has a gift in photography and varied interests. He is a strikingly tall man, 7' 0". He lives semi-independently in his own apartment whereby his parents provide guidance and oversee YA 4's responsibility in budgeting and paying bills. YA 4 has two adult siblings. YA 4 has a special interest in trains, both real and model. Other interests include wildlife, fishing and marksmanship (BB). He has a membership at a local sports club.

YA 4 has shown these strengths within his specific interests: a strong focus in interests, being precise and detail-oriented, and learning chunks of information on the computer or television about areas of interest.

YA 4 enjoys and has a talent in macro photography of flowers. He exhibits strengths in having exceptional attention to detail and being able to think in a visual way. YA 4 also plays the bass with his mother and father who are all

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members in Dulcimer Society. Lastly, YA 4 stated he attends church and exploring his spirituality.

**YA 4's additional strengths:**

- is cooperative with individuals who establish a rapport and makes expectations understood.
- dependable in getting to his appointments on time, using the transportation system.
- genuine and honest, but may not understand the motives behind others (lacks reading emotions).
- kind, humorous, and sometimes childlike.

**YA 4's Challenges and Unmet Needs**

YA 4's challenges have an affect on his independent functioning ability. He needs consistent direct people supports to meet his capability levels in self care and community life skills. YA 4 lacks motivation and organizational skills to manage upkeep in his apartment and other tasks such as laundry. YA 4's size alone has caused problems that have kept him from getting services he seriously needs. And his large size and use of foul language is intimidating to people. Although he has never physically hurt someone, he looks monstrous when he is angry.

He struggles socially and emotionally, failing to read subtle nonverbal cues which causes misunderstandings. He does not have the skill to navigate social situations independently. He needs lots of guidance in making choices and problem solving in areas of self care and in pursuing his own interests. He gets bored easily and lacks motivation in activities such as going to the movie theater.

**YA 4's Goals and Dreams**

When YA 4 was asked what he wanted in life--YA 4 reported a desire:

- 1) to have a photography studio at Mellwood Arts and Entertainment Center,
- 2) to drive a car, (but the issue according to his parents is the lack of funding to pay for insurance and a car), On the other hand, YA 4 is a master at taking TARC around town,
- 3) to learn a trade, welding.

**Parents Hopes and Dreams for YA 4**

- to have consistent guidance and support from staff (i.e., a CLS worker) who,
  - a) has a good rapport, offering YA 4 a relationship built on trust and positive encouragement, and
  - b) acknowledges YA 4's challenges and appreciates his interests and strengths:
- to have a job where YA 4 can use skills that interests him.
- to have experiences that lead to his sense of accomplishment and self confidence, reducing YA 4's s frustration level.

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- to have a fulfilling life doing what gives him independence.
- to have peace with needing help.

**Profile: YA 5**

YA 5 is 20-year old man who is a consumer through the Office of Vocational Rehabilitation (OVR). His mother made a referral to his vocational counselor to receive The Capability Approach evaluation, a service to determine necessary supports for YA 5's vocational goals. YA 5 communicates through photos on his iPod and sign language. He lives with his mother and has two sisters, one who is 30 years old, and the younger 16. He sees them often as they shop, see a movie, or dine out as a family. YA 5 recently earned a certificate of completion from High School in 2011. He received special education services through County School District in the FMD class. His last school evaluation was in 2011, a psychological reevaluation. Currently, YA 5 is receiving supports by a CLS worker through the Michele P. Waiver. YA 5 was with his mother at our first meeting to discuss the CAIS. During the interview YA 5 sat quietly and cooperatively as he listened and communicated to her by using sign language. He only interrupted his mother several. At the end of our interview, YA5 asked his mother if he could now go.

**Strengths & Interests**

YA 5 enjoys these activities at home: computer games, PS3, Ipod games, YouTube, and taking care of his cat. In the community, YA 5 enjoyed volunteering at an Animal Clinic while in school. YA 5 has a highly spiritual nature, is kind and relaxed most of the time. YA 5 enjoys swimming and going out to movies.

**YA 5 has exhibited these strengths:**

- 1) A high level of sensory awareness.
- 2) Exceptional attention to detail in things he likes to do (computer, Ipod, games).
- 3) Logic and order of things.
- 4) Has unique personality traits. (can show concern for sister or mother when upset)
- 5) Very trusting of others.
- 6) Good long term memory.
- 7) Thinks in a visual way.
- 8) Charming in his innocence.

**YA 5's challenges and unmet needs:**

YA 5 has limited communication capability with others. He uses sign language and photos to communicate with his mother and sisters. YA 5 needs options to better communicate. His mother is seeking a program or service to teach him sign language beyond the basic level he has acquired.

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According to his mother, YA 5 has too much time home alone while she works. YA 5 needs a consistent structure for: 1) meaningful daily/weekly paid work or volunteer work, 2) supports to practice life skills at home and in diverse community, and, 3) supports to participate in the community life skill activities and events among peers.

**Profile: YA 6**

YA 6 is 21-year old man who is a consumer receive vocational rehabilitation services. Prior to YA 6 exiting high school, his mother made a referral to OVR to receive The Capability Approach evaluation, a service to determine necessary supports for YA 6's vocational goals. YA 6 came with his mother to the first meeting with YA 6's vocational counselor. During the interview YA 6 sat quietly and cooperatively as he manipulated items to capture his attention. YA 6 did not participate in the interview, but turned his head toward his mother and appeared to be listening several times. He interrupted his mother only a couple of YA 6 asking to leave.

YA 6 previously received special education services through the Voice program in a FMD class. YA 6's last school evaluation was in 2010 by the school district. YA 6 now receives Speech, OT services, and ABA consultation in the home. Currently YA 6 is involved in seasonal employment at Waterfront Park, cleaning up trash items on the property, and volunteering at a coffee shop.

YA 6 has these unmet needs: a consistent structure for 1) meaningful daily/weekly paid work or volunteer work, 2) supports to practice life skills, and, 3) supports to have community-assisted living. YA 6 currently exhibits infrequent self injury and some aggression, but rarely toward others. When YA 6 experiences anxiety, he may exhibit obsessive compulsive behaviors. If interrupted, YA 6's behavior may worsen to aggression or self injury behavior.

**YA 6's Strengths & Interests**

YA 6 enjoys these activities at home: working or playing on the computer and watching YouTube videos. He likes to do household chores, particularly, loading and unloading the dishwasher and folding towels. YA 6 finds relaxation and enjoyment swinging in a hammock and bouncing on a therapy ball. He especially enjoys spending time with his older brother. YA 6 likes participating in outings within the community. His favorite places include Target or Walmart and dining out in restaurants. YA 6 has vocational support from his CLS worker(s) at his job at the Waterfront Park and volunteering at the coffee shop, and support to access the community i.e., shopping, movies, YMCA, and swimming. YA 6 responds well to people who understand his needs and supports that meet his challenges directly.

He enjoys outdoor summer activities. He goes with his family to the lake on weekend and likes swimming and tubing. His parents seek a structure of living that relates to YA 6's interests, learning life skills, and community access.



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**Profile: YA 7**

YA 7 is a tall, slender, attractive 21-year old man with brown eyes and brown hair. When I first met him he exhibited a polite mannerism and spoke positively about his interests in video games and reading science fiction. He was delightful throughout the interview. YA 7's current place in life is extremely vulnerable and has the potential to become homeless. He has been a ward of the state of Kentucky. He lived at Bellwood Residential Center for 5 years, age 16 - 21. When he was released from Bellewood, his grandmother accepted him into her home. After his grandmother died, YA 7's aunt and uncle adopted YA 7's two sisters but refused to adopt YA 7. They did however, provide YA 7 a place to live. While his aunt provided structure and security by giving him chores, his uncle showed little tolerance for YA 7's disability challenges and aggravated YA 7 into arguments. YA 7 feared for his own safety because of his uncle's threats and one night (weeks ago) he ran away from home out of desperation.

YA 7's case manager with Community Living and his rehabilitation counselor with the Office of Vocational Rehabilitation advocated on his behalf for community living supports. They made application for YA 7 to receive the Supports for Community Living, a Medicaid Waiver to provide residential supports. Unfortunately, YA 7 was denied the Medicaid service. The case worker and vocational rehabilitation counselor appealed that decision based upon YA 7's emergency circumstances: no family support, his disability challenges, and need for supports have a job and a safe place to live. As of the date of this report, YA 7 has a safe place to live, but it is only temporary.

**Strengths & Interests**

YA 7 has strong interests in computer technology. He has skills in using email and cell phone applications. He can surf the internet, play and interpret problem solving strategies in video games. He has a special interests in working with plants and being outdoors. YA 7 enjoys reading books on topics of science fiction. Some include: The Flood from the Halo Series and The Secrets of Nicolas by Michael Scott. Lastly, YA 7 has had few good male role models in his life. However, he relates and responds well to his behavioral therapist, John.

**Profile: YA 8**

YA 8 is 21 years old. During the interview, YA 8 was delightful, easygoing, and contributed information about his last job at Video Kitchen. YA 8 lives with his mother and his father. He has a brother who works as a chef in New York City. YA 8 has interests in playing video games, producing and editing videos. YA 8 showed a video that he created set to music using computer software. The video was filmed in Israel of his cousins' party prior to his Bar Mitzvah. YA 8 stated that he wants to make videos.

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YA 8 enjoys traveling and especially likes family's celebrations. YA 8 likes going to Chicago, where he often visits his dad who works there part of the week. His dad noted YA 8 has the strength of easing the tension with humor in certain situations. YA 8 has a strength in using technology. He has a cell phone and an I' touch. YA 8 can also search the internet and email articles he finds relating to his dad's work. YA 8 contributes to the household daily by doing chores after his parents leave for work. He makes his own meals during the day. He spends time on the computer most of day.

**YA 8's and Parental Goals**

**Vocational Goals:**

YA 8 enjoys making videos and has learned to use software to edit. His dad expressed that he wanted his son to have a job or training to further learn about producing videos or to learn to work with images using photo shop. Dad suggested that YA 8 would benefit from a class on photo shop, but he realized YA 8 would need a support person who would assist him to interpret the class lecture, activities, and assignments. His dad envisioned a self-employment business someday whereby YA 8 could work at home on his computer editing videos. Dad noted that he wanted YA 8 to be with people who are smart and sensitive to YA 8's needs.

**Other Related Parental Goals:**

Dad expressed that he and his wife wanted independent living for his son, but not any time soon. Perhaps independent living for YA 8 would work best in a few years.

**14) Findings Across Eight Young Adults**

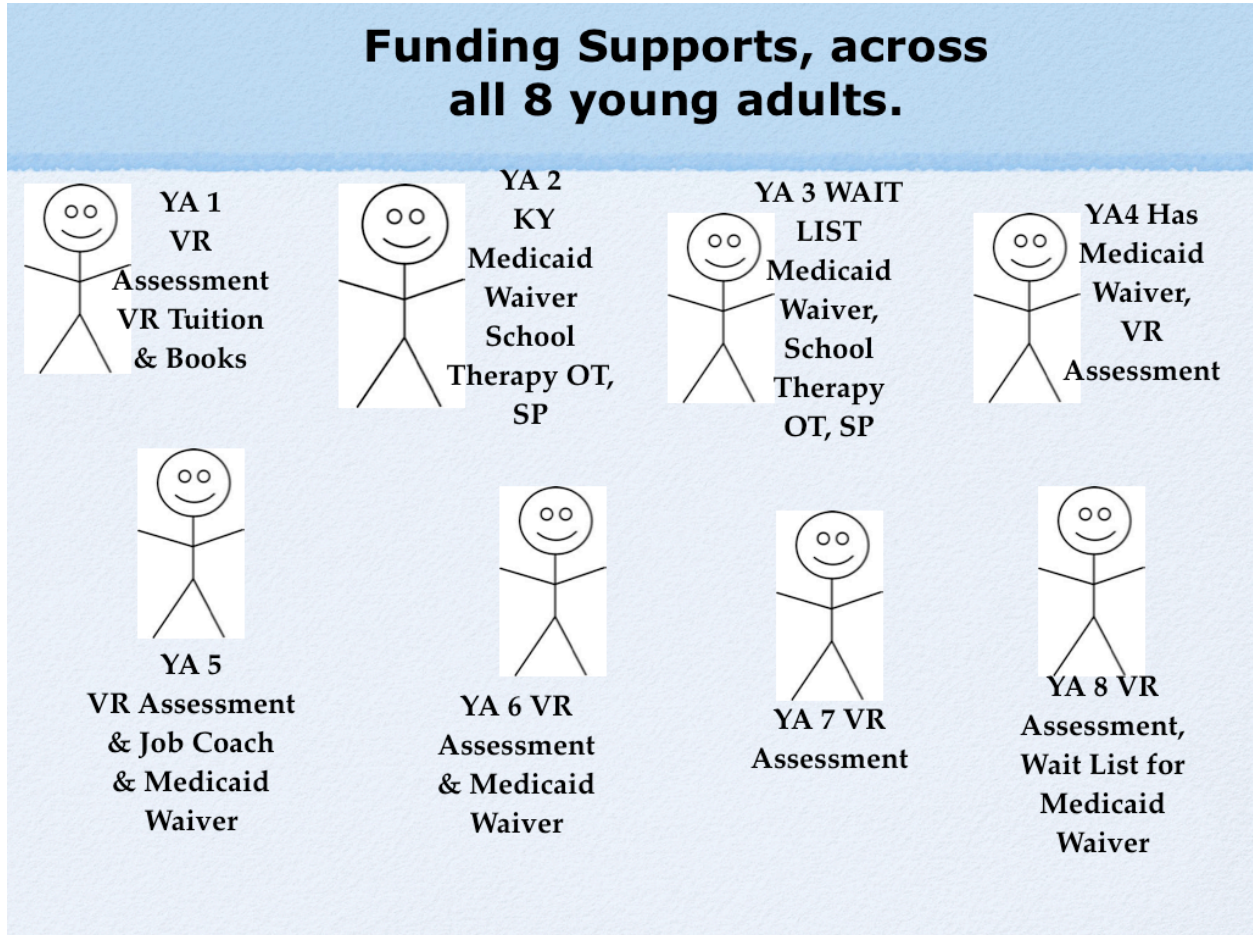
Ten findings were discovered from the Capability Approach Service Project. Data across all eight young adults include: age, goal (employment or college), goal (independent-assisted living or home), funding supports, strengths, interests, independent levels and capability levels with BCS.

***See Appendix A, The Capability Approach Project for ASD: A Vocational Evaluation and Plan.***

**a) Finding One: Traditional Funding Supports**

Of eight, four had Medicaid Waivers, one was on Supports for Community Living, and the other three had Michele P. Waivers. Two were on wait lists. Of eight, two were still in high school and had OT and Speech therapy services. Of eight, one became employed during this evaluation. Of eight, one had college as a goal and was making preparations. Of eight, only one YA had this CA assessment with the goal to attend Carl Perkins for vocational training.

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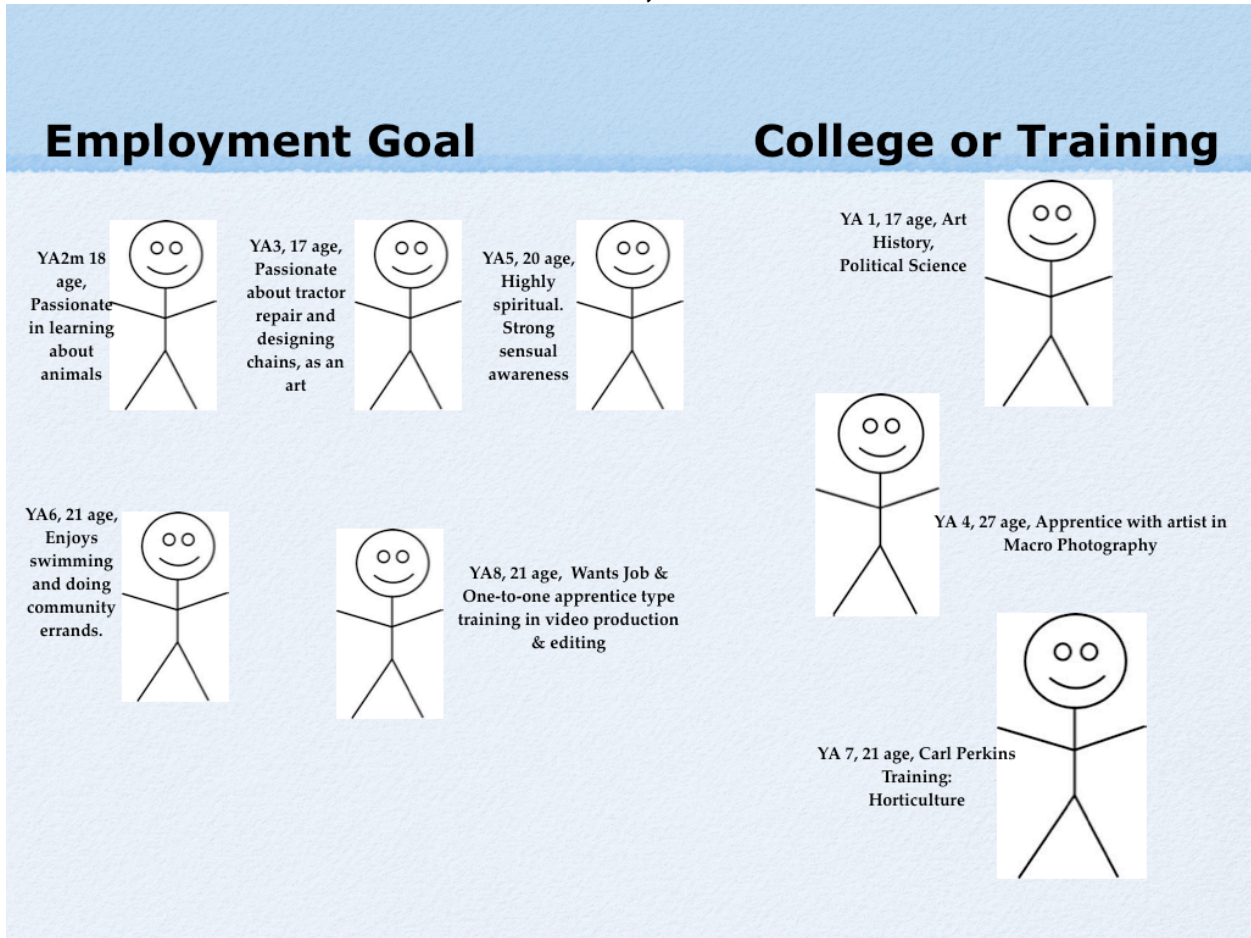


Visual 6

**b) Finding Two: Goals for Employment and College**

Of eight young adults, three had goals in training/education, horticulture, video producing, and studying art history and political science. The remaining five had goals for a part time job. One already had a job at a retail clothing store, TJMAX, and the other had a summer paid job picking up trash in a neighborhood park.

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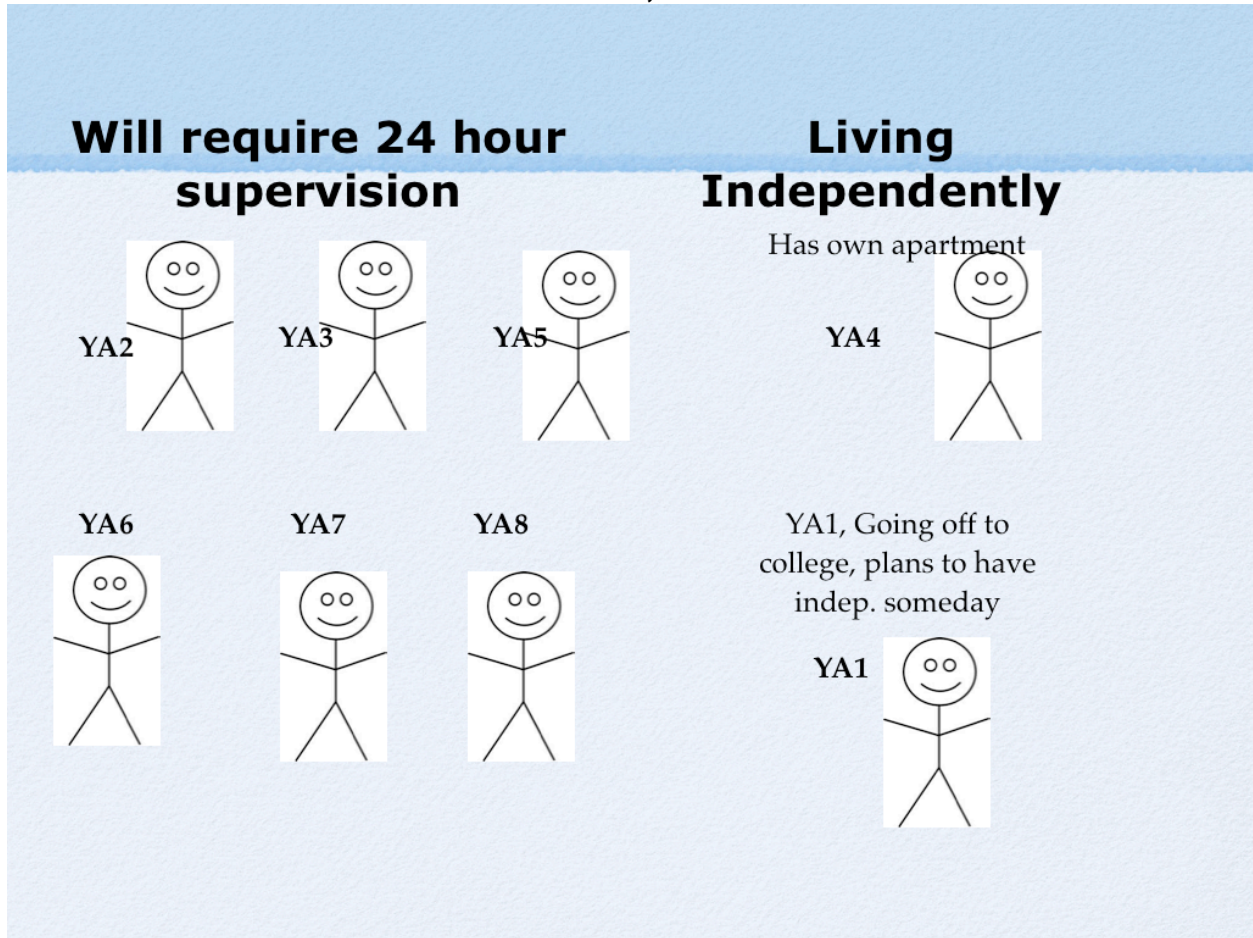


Visual 7

**c) Finding Three: Intensity Levels of Supervision Needed.**

Of eight, six would eventually require 24 hour supervision provided by an agency. The other two were considered capable of living independently. One individual already had an apartment and received help from parents for daily living and the other was moving away to live on a college campus.

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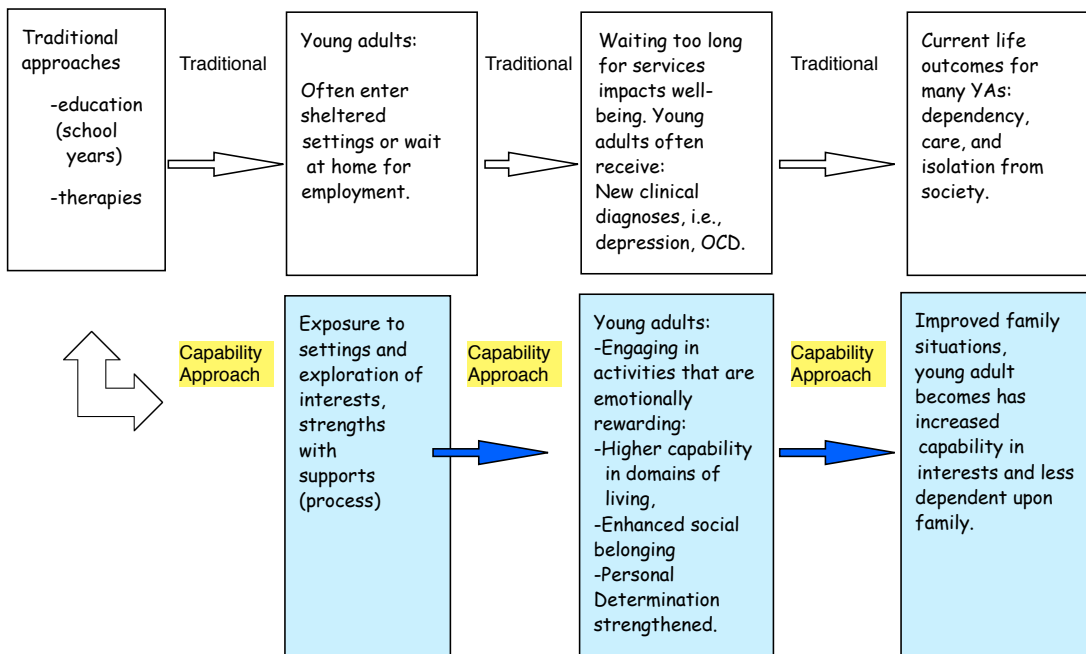
Visual 8

**d) Finding Four: All Eight Young Adults' had Specialized and Varied Interests.**

Varied interests were noted among all eight individuals in this pilot project. Their interests included political science, art history, passion in learning about animals, constructing artistic pieces using chains, exceptional detail on tractor repair, macro photography, playing the bass in parents' bluegrass band, strong spiritual awareness and interests in taking classes in Catholicism, enjoying spending time outdoors and desiring to learn about landscaping or greenhouse plants and lastly strong interests in producing and editing videos.

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**Traditional vs. the Capability Approach to Strengths and Interests**



The relationship between traditional approaches and current life outcomes for individuals with ASD are further modified by exposure to settings and the exploration and development of interests and strengths.

©Jackie M. Marquette Ph.D. The Capability Approach ASD Exposure and Exploration of Strengths and Interests, 2012

Visual 9

**e) Finding Five: All Eight Young Adults’ Exhibited Strengths, Regardless of their Ability Levels.**

Forty-nine different strengths were identified across all eight young adults receiving the CA service. Some include: has unique personality trait, can be very precise and detail oriented especially in areas of interests, i.e., artistic drawing, exhibits a willingness to learn new skills, is cooperative with people who establish a rapport, has good

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understanding of logic and order of things, is very trusting of others, has good long term memory, thinks in a visual way, is charming in his innocence, kind and humorous.

**f) Finding Six: Twenty-seven Vocational Priority Skill Challenges Impacted the Consumers**

The vocational priority skills became challenges when the young adults in the project were not able to perform independently. These challenges were viewed as obstacles to successful employment, or to pursue higher education. When problems arose for these young adults to perform independently, a closer examination showed that their challenges were rarely acknowledged and the necessary broad creative supports were not considered. In some cases, the young adult was expected to perform independently and the idea of supports was not considered.

The vocational priorities were found across seven domains of living: General Life Skills, Cognitive/Intellectual, Community Life Social, Occupations, Domestic/Household Life, Emotional Stability, and Communication. Twenty-seven vocational priorities were identified as critical skills to achieve successful employment or college life and studies. The individuals ranged from significantly low and very dependent to advanced and gifted intelligence.

Of the twenty-seven, nine vocational priorities were identified as critical across all eight young adults. In the General Life Skills, all eight exhibited challenges in **A2 considering options and making choices**. This is significant, because having the ability to make choices is considered a major feature in maintaining the responsibilities of a job. For example, one young man, chose to linger on one task too long before moving forward to another, which led to his termination. Of eight, six young adults had challenges in **B4 passing tests for employment, education, or personal development**. Regardless of a job or taking a class, this vocational priority was a challenge when complete independence was expected and supports not considered. Of eight, seven had the challenge of **B5 thinking about and solving problems**. Most became anxious when confronted with change of a task, or structure of the day. When the young adults were required to solve a problem, they became intensely less capable when anxiety increased to perform independently. Of eight, six had difficulty in **D1 maintaining personal hygiene through self care**. Complete success is required in this vocational priority in order to be accepted among peers, whether on a job or pursuing college. Regardless of their perceived functioning level, all eight exhibited the challenge in **D5 evaluating task completion**. This indicates a significant problem and may become the reason young adult's suffer job loss or failure in college studies. Of eight, six had difficulty in using **F4 self talk or relaxation techniques to avoid obsessive/ compulsive or aggressive behaviors**. Of eight, seven young adults had challenges in **G1 initiating or responding to greetings or participating in ongoing**

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**conversations.** Having prosocial behaviors is critical to success on a job. Of eight, seven young adults had difficulty on **G2 asking for help when needed; reporting illness or an emergency.** One young man disregarded a foot rash until his foot bled and had difficulty walking. Of eight, six individuals had challenges on **G5 responding appropriately to non-verbal communication--social cues, gestures, facial expressions, etc.** This vocational priority is highly significant to success in employment and pursuing college. The complexity of this communication skill involves both spoken word and nonverbal messages. Davis, Paleg, & Fanning (2004) indicate communication is 65% nonverbal and 35% verbal. The nonverbal messages have great impact on the effectiveness of communication. These are listed and described:

Body movement—messages are carried in face, head, eyes, hands, and other parts of body.

1) The face--communicates emotional meaning more accurately than any other medium in communication. For example, the face is communicating to the client:

- a) if something is a good thing or a bad;
- b) interest or disinterest in what is happening;
- c) intensity, letting the person know how much you are involved in the exchange;
- d) the extent you have control over your own messages;
- e) the degree to which you understand the exchange.

2) The eyes--are an important feature in conveying interpersonal meaning. Two essential uses of the eyes are to get feedback and to control the unit of communication.

3) The hands—reveal the intensity of a person's emotions.

4) The voice—meaning and feelings are conveyed through voice inflection, volume, harshness/softness.

Vocal cues are message carriers. For example, soft or easy means that one is communicating that he likes or approves for the other. A stern, harsh, or a loud voice means the opposite.

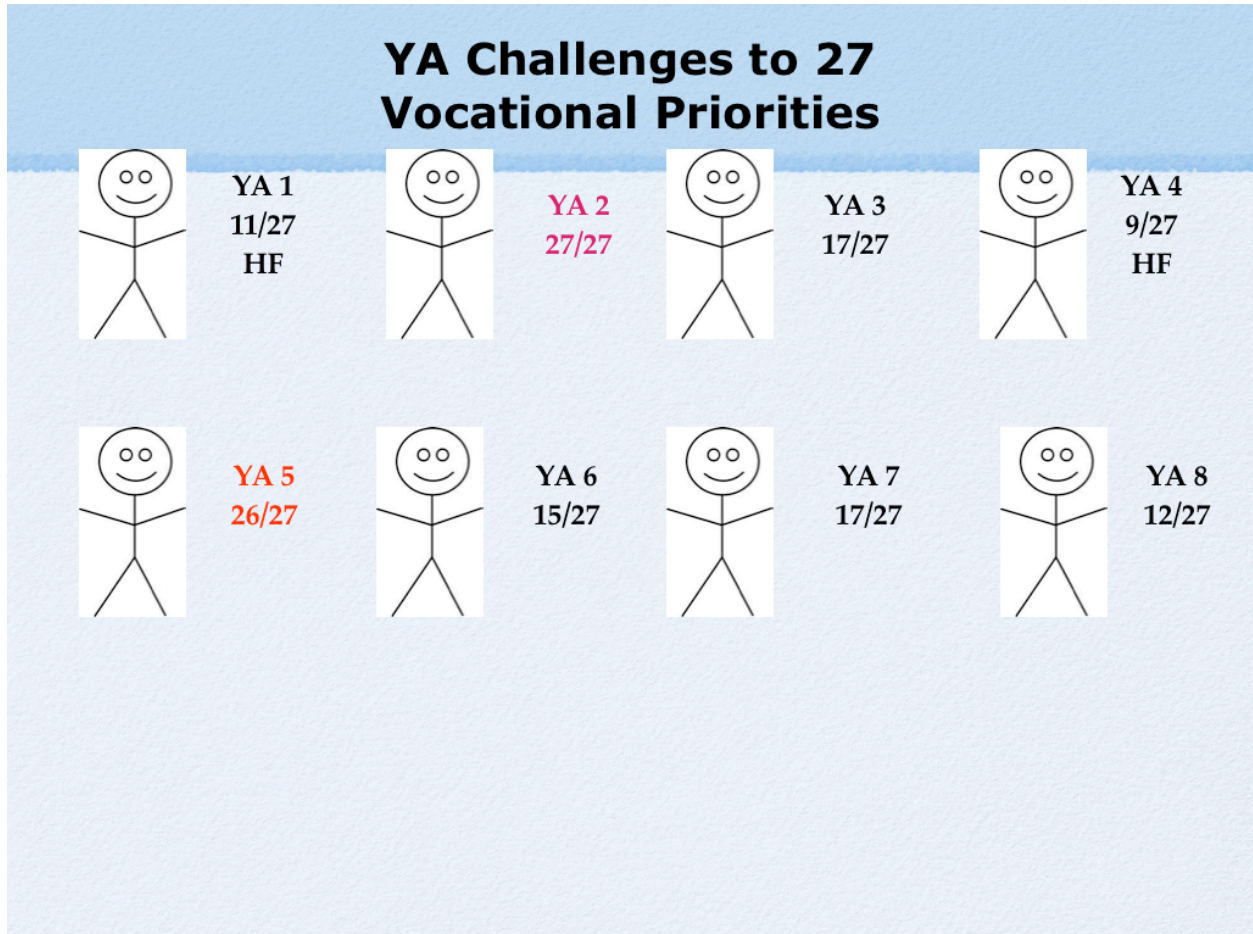
5) Distance—messages sent through the use of personal space and relative position.

The distance between the two people communicating reveals the degree of association desired. A study showed that people wishing to be in a warm interaction with another stood or pulled their chair four feet from that person. However, if there was not an interest to relate closely, he or she stood away about eight feet.



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Recognize all these nonverbal messages that impact the independent ability of persons with ASD.



Visual 10

**g) Finding Seven: The Integration of YA's Strengths, Interests, and BCS can increase a person's predictability.**

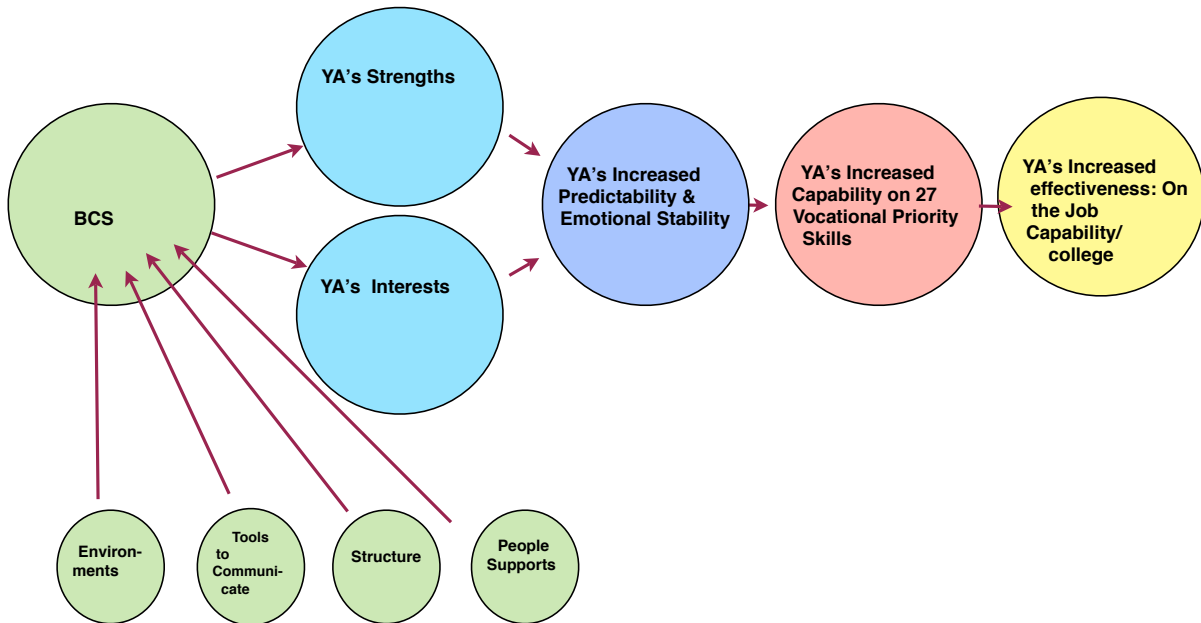
The combination and integration of each of these contributors, a) strengths, b) interests, c) BCS (structure, tools to communicate, environments, people) d) with traditional funding supports are distinctive features of the Capability Approach. The integration is perceived to lift the young adult to higher capability toward goals. *Having increased effectiveness in the the 27 vocational priorities are considered significant to job success.*

Increasing predictability and emotional stability are major factors to consider when designing supports in supported employment and college. According to Seipp (1991)

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anxiety undermines intellect and sabotages performance of all kinds. Although his research was not targeted toward autism, perhaps the anecdote to ASD failure is increasing predictability via BCS, thus enhancing emotional stability.

**Integration of BCS with YA's Interests/strengths:**  
**Impact on Predictability, Emotional Stability, and On-the Job Capability**  
**Dr. Jackie M. Marquette**



Visual 11

**h) Finding Eight: Impact of BCS on Capability, Qualitative Feedback**

Goleman (2006) provides the framework of fundamentals that translate to on-the-job success and resemble the domains in the CAIS: a) self awareness, found in the CAIS emotional and occupational domains, b) social awareness, found in the CAIS Social Life Domain, and c) managing relationships, found in the CAIS Communication Domain.

Being able to exhibit skills in: a) task orientation, b) handling stress, and c) using social emotional communication has impact upon on-the-job capability impact. Below are

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examples of YA's experiences based on the raters' feedback regarding how BCS address the *vocational priority skills* (see the items marked in blue in visuals 5a and 5b)

A mentor (people support, i.e., CLS worker) suggested a structure design to better prepare Y4 to manage completing several ***necessary tasks in his apartment*** before leaving for a photography lesson on a community outing.  
(Task Orientation) **VOCATIONAL PRIORITY E.3**

A coworker (people support) increased Y5's capability on his job at TJMAX, with a a checklist to ***evaluate when his job task was complete***.  
(Task Orientation) **VOCATIONAL PRIORITY D.5**

A people support (coworker), designed a weekly structure and daily checklist, to increase YA6's predictability in understanding the order of job tasks at the coffee shop: sorting, grounding, and packaging coffee. (Task Orientation) **VOCATIONAL PRIORITY D.1**

A people support (peer tutor), held structured meetings, to guide YA1 in creating a checklist to organize tasks for college course studies. (Task Orientation) **VOCATIONAL PRIORITY B.1**

A people support (peer mentor) enhanced YA2's predictability and decreased his social anxiety by introducing a new job task in steps and practice over a time period. (Handling Stress) **VOCATIONAL PRIORITIES C1 and D1**

A people support (a teacher) helped YA1 manage ridicule by peers, by offering options to consider choices to avoiding their rude behavior.  
(Handling Stress) **VOCATIONAL PRIORITY A2 and F3**

A peer mentor helped reduce YA1's stress and guided him through a process of considering options in self advocacy, when confronted with an instructor about assignments. (Handling Stress) **VOCATIONAL PRIORITY A2**

A person support (peer mentor) helped to increase YA3's participation in an integrated art class, whereby Kyle joined a collaborative group in an art project.  
(Reducing Stress) **VOCATIONAL PRIORITY C1, C2**

Using a people support, YA7 asked for help to problem solve a way out of a dangerous, abusive situation he had endured. Through self advocacy with his case worker and vocational rehabilitation counselor, he was able to move into a temporary safe setting.  
(Communication, Asking for Help) **VOCATIONAL PRIORITY G2**

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Having a person support (CLS worker) for the purposes of new exposure to peers and community activities, YA5 had enjoyable experiences where he learned new life skills among peers. (Social Emotional Communication) **VOCATIONAL PRIORITY C2**

Using a college peer mentor, YA1 sought support in considering options and making choices on the social and sensory characteristics of certain courses, assignments and exams. (Social emotional communication, making choices) **VOCATIONAL PRIORITY A2**

Using a people supports (coworkers) reminded and invited YA5 to the break room, where he had exposure to other coworkers during break time at his job. He had daily exposure to ***respond to greetings and participate in ongoing conversations***. Having prosocial behaviors was critical to his job success. (Social Communication)  
**VOCATIONAL PRIORITY G1**

The chart indicates the improved capability levels. Independent Levels are shown as IND and the capability levels are indicated as with BCS across eight young adults with ASD. The Likert Scale is shown below.

**i. Finding Nine: Independent Levels vs. Capability Levels with Broad Creative Supports Across Eight Young Adults with ASD, *visual 12***

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

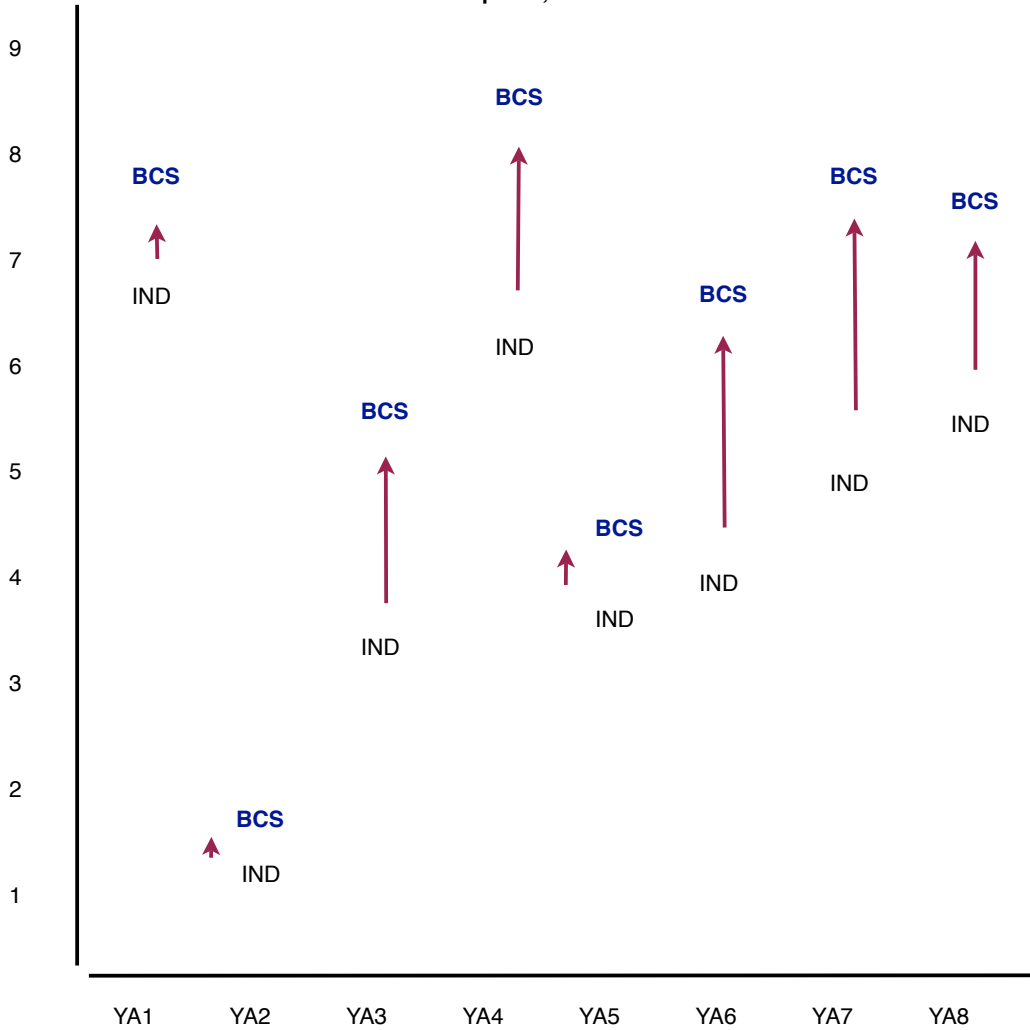
3 = considerable assistance needed to learn and perform most skills; Can do simple tasks if provided assistance or close supervision.

2

1 = extensive assistance needed all the time; can learn and perform simple task with continuous supervision.

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**Independent Levels vs. Capability Levels with Broad Creative Supports Across  
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**IND** - Independent Ability  
**BCS** - Capability Levels with Broad Creative Supports.

Visual 12

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**j) Finding Ten: Perceptions of Raters Using the the Capability Approach Service**  
(See Appendix B)

After the Capability Approach Assessment was completed and a team meeting held to provide results and recommendations, a sheet of evaluation questions with space for feedback was provided to all participants: six parents, of six, five evaluations included both mom and dad' responses on one. Regarding the other two young adults, one individual's parents did not complete the evaluation, and the other individual had been a ward of the state, and his parents had not been involved in his life. Other participants in the project include seven different vocational rehabilitation counselors, five completed the evaluation, and two did not. Two employment specialists, one special education teacher and one social worker also provided feedback. One of the pilot project participants received the Capability Approach service via private pay, thus was not yet a client of vocational rehabilitation. Overall feedback was provided and mostly favorable. **See Appendix B, *Capability Approach Service Evaluation Questions*.**

**Comments by Raters in the Capability Approach Pilot Project**

**Teacher's Comments (YA3)**

YA 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 are missing the big picture, this report will help them see.

Assessment will open many doors and shed light on what he needs.

**OVR 3 comments**

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 sand weaknesses and putting it together in a cohesive report.

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

**Social Worker's Comments (YA1).**

I hope you are able to continue these assessments Without it, \_\_\_\_\_(name) would still be floundering about direction resources, or support.

**Parent of YA 1 comments**

I think the BCS will enable my son, but the key factor is finding the supports and getting them into place.

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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.

**Parent of YA 2 comments**

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.

**Parent of YA 3 comments**

"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."  
Parent of 17 year old son with autism.

**Parent of YA 1 comments:**

"With respect to [my son] reading biographical materials, I have found him to be very frustrated... While others may have succeeded, (despite whatever challenges they had), his first reaction is that he is deficient. He can be very pleased with his successes, but even more self critical of his failures. Especially when compared to others. This goes to humor as well. He can be well entertained by satire, but he bristles at being the object of humor--Even good natured humor that is not an attempt to put him, or anyone else, down. he doesn't , "laugh it off."

He easily loses track of what his potential is... of what defines him as a person, especially when he reads bios. He doesn't seem open to the fact that everyone experiences challenges and failures. Nor does he appreciate the value of failure in shaping a person's character.

I wish I knew how to communicate to him that it is okay to sometimes be wrong (or fail),

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so long as you learn from your mistake and don't decide to live in it."

**Other parents comments outside of this pilot project study.**

"Jackie Marquette was an answer to our prayers. She understood what we were going through. She was able to put things into a positive light and help us make a plan to help our son through a very difficult situation. We are grateful for her help. Our son is feeling much better about himself thanks to Jackie." Parents of 21 year old with autism

"I feel that after receiving your service we all came away feeling very hopeful. The information that we received is an invaluable tool for helping the young person with disability find their way to a successful independent lifestyle. Thank you so much for offering this service." M. P. (parent of 21 year old son with Aspergers)

**15. Conclusion**

There exists a lack of understanding among professionals regarding how to provide vocational and employment services to consumers with ASD. A limited view also lingers on what supports are and what they should look like for people with ASD. Most young adults do not move beyond the assessment phase into employment services, indicating a 95% drop out of vocational rehabilitation services (Standifer, 2009). Many often live isolated, with needed services, leading to other clinical diagnoses, such as depression.

The participants and raters in this pilot service project perceived that increasing predictability in the young adult's daily living also increased emotional ability, thus, having an impact on their capability. Golman (2006) suggests that a person's emotional competence has an impact in on-the-job capabilities.

In participant feedback, broad creative supports (BCS) were given as necessary 'supports' to enhance the young adult's emotional stability and capability on a job, college, daily living, and particularly important during chaotic life changing phases. Having supports and experiences to pursue interests and use strengths were important across all participants. Four broad creative support contributors were viewed as having a significant impact on eight young adults' emotional stability in daily living.

The Capability Approach integrates BCS with strengths and interests in the planning phase to help the young adult reach higher capability levels. Seligman stated the only way to achieve potential is through one's strengths (2006). Forty-nine ASD strengths were found across all eight young adults. Professor Laurent Mottron at the University of Montreal argues "In many instances, people with autism need opportunities and support more than they need treatment," He also claims that autism should be seen as a strength, even among those on the spectrum who are not savants. I believe by



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providing supports to use and apply a strength on a job or in college studies enables the young adult.

Social and physical environments must be structurally modified before a person with a developmental disability becomes assimilated into an environment, and specifically in this report, employed.

Assimilation into society is dependent upon the wellbeing or emotional stability (Yee, 2002). This is the intent of the Capability Approach with the Broad Creative Support System as it relates to exposure, experiences, in pursuing and practicing significant *vocational and life skill priorities* for the purposes of helping young adults with ASD become employed and stay employed.

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**Appendix A**

**KY Pilot Project Serving Eight Males with ASD:  
The Capability Approach, A Vocational Assessment and Planning Tool (Chart)**

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**Capability Approach Service Evaluation Questions**

<b>Young Adult</b>	<b>AGE</b>	<b>Goal - Job</b>	<b>Goal-College</b>	<b>Goal-Ind. Living or Assist Living.</b>	<b>Challenging Vocational Priorities</b>	<b>Funding Support</b>	<b>Strengths/Interests</b>	<b>Independent Level</b>	<b>Capability W/BCS Level</b>
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YA1	17	X	X	X has potential to live Independently with inc. organizational skills.	A 2., B1., C2., D 3., D5. E1 E3 F1 F2 F4. F4. Struggles with English and oral assessments. Struggles w/ relationships	In HS will graduate 2012 OVR Vocational Assessment	-high intelligence, -in HS Gifted & Talented Prog. -Strong interests in political issues, art history. Can research. -Has unique personality trait. -Can be very precise and detail oriented especially in artistic drawing.	6.9	7.7
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Young Adult	AGE	Goal - Job	Goal- College	Goal- Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
YA2	18	X		X will require 24 hour live-in support	All 35 vocational and life skill priorities. -Becomes anxious and overwhelmed in social situations that have a high level of sensory overload. He becomes concerned /upset when someone else is upset. Has significant receptive and expressive communication issues. Has weak auditory processing issues. Shows out of control behaviors such as pounding on his chest.	In school speech and occupational therapy 2 x week totaling three hours. -music therapy 30 minutes to one hour 2 x week. Has KY Supports for Community Living - Medicaid waiver	-Delightful personality and smile. – His nature is very agreeable when expectations are clear and understood. -Shows understanding some levels of humor (i.e., watching a funny cartoon). -Responds to a greeting when fully engaged. -Reads and writes social story with assistance. -Shows a good understanding of concrete rules and sequences, when presented with a visual photo or checklist. Shows enthusiasm and passion toward learning, animals, internet.	1.57	1.6

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Young Adult	AGE	Goal - Job	Goal-College	Goal-Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
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YA3	17	X		X requires 24 hour live-in support	A2, B3, B4, B5, C1, C5, D2, D3, D5, E3, F3, F4, F5, G1, G2, G3, G4	School services, vocational and speech.  Is on wait list for Medicaid Waiver	- Self-help skills - Shows exceptional attention to detail (in things he is interested, chains or 4 wheeler, truck, or tractor repair.) - Has long term memory -Is charming in his own innocence. -Can be cooperative when expectations are clear. -Thinks in a visual way. -Shows curiosity, interest and humor.	3.25	5.5
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Young Adult	AGE	Goal - Job	Goal-College	Goal-Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
YA4	27	X Seeks Self employment in photography		Currently lives Independently in apartment near family.	A2. B4. B5. D5., D2. D1.. G1. G2. G5. He lacks motivation and organizational skills. He struggles socially and emotionally, failing to read subtle nonverbal cues. His size 7 ft tall has caused problems that have kept him from getting services.	Michele P. Waiver (Medicaid, daily support only) OVR Vocational Evaluation	-a strong focus in interests, Macro-Photography, plays the bass in parents bluegrass band. -being precise and detail-oriented, and learning chunks of information on the computer or television about areas of interest. -is cooperative with individuals who establish a rapport and makes expectations understood. -dependable in getting to his appointments on time, using the transportation system. -genuine and honest, but may not understand the motives behind others (lacks reading emotions). -kind, humorous, and sometimes childlike. -cooperative with people support & redirect him	6.2	8.6

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Young Adult	AGE	Goal - Job	Goal-College	Goal-Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
YA5	20	X has 8 hour weekly job at TJM AX		Single mom wants him home with her. But he lived w/out her he would require 24/7 support.	A2. A3. B5. B1. C3. C4. C1. D3. D5., D4. D5. D2. D1. E1. E2. E3. E4. F1. F2. F3. F4. G1. G3. G5. G2.G4.	OVR Job Coach, OVR assessment Michele P. Waiver, Day Support	Has a highly spiritual nature, is kind and relaxed most of the time. - A high level of sensory awareness. - Exceptional attention to detail in things he likes to do (computer, Ipod, games). -Logic and order of things. -Has unique personality traits. (can show concern for sister or mother when upset) -Very trusting of others. -Good long term memory. -Thinks in a visual way. -Charming in his innocence. Blank's challenges computer games, PS3, Ipod games, YouTube, and taking care of his cat.	3.5	4.3



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Young Adult	AGE	Goal - Job	Goal- College	Goal- Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
YA6	21	X wants a paid job.  Has volunteer job (mom established)		Mom wants him home. But would require 24/7 support.  He is on the Wait List for Medicaid Waiver	A2. B4.. B5. D4. D5., D2. D1.E 4., E 2. F1, F3. F4..G1. G2. G5. currently exhibits infrequent self injury and some aggression, but rarely toward others. When he experiences anxiety, exhibits obsessive compulsive behaviors. If interrupted, his behavior may worsen to aggression or self injury behavior.	Michele P. Waiver (Day Support)  OVR Assessment  1/2 day in adult day program	-does well with a structure and exposure to different community environments. -exhibits a willingness to learn new skills (with supports) -cooperative with people support who correct or redirect him (rapport necessary). - Enjoys going about community Target, Walmart YMCA, coffee shop volunteer job, swimming pool, lake, movies	3.8	6.8

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<b>Young Adult</b>	<b>AGE</b>	<b>Goal - Job</b>	<b>Goal-College</b>	<b>Goal-Ind. Living or Assist Living.</b>	<b>Challenging Vocational Priorities</b>	<b>Funding Support</b>	<b>Strengths/Interests</b>	<b>Independent Level</b>	<b>Capability W/BCS Level</b>
YA7	21	X		Requires 24/7 support. Was ward of State since 16 yrs old, Medicaid Denied him Waiver. High risk for homelessness.	A2. A3. B4. B5. C1. D4. D5. D2. D1. E 4. E 2. F1. F3. F4. G1. G2. G5	OVR Assessment, Agency provide temporary residential as natural support, OVR seeking Carl Perkins, (Voc Training Ctr. live-2 yrs.	-Really wants a job and/or to have acceptance into Carl Perkins -he uses technology, I'touch, phone, computer-- -likes searching the internet to read about plants. -he likes green house plants and likes to work outdoors.	4.9	7.7

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Young Adult	AGE	Goal - Job	Goal-College	Goal-Ind. Living or Assist Living.	Challenging Vocational Priorities	Funding Support	Strengths/Interests	Independent Level	Capability W/BCS Level
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YA8	21	X Seeking Self Employment work, Editing and producing videos	Seeking a job or training for producing videos and/or photo shop.	Perhaps in the future (says dad). will require 24/7 assistance.	A2. B4, B5 C1 D1-D3 D4 -D5 -G1 G2. G3 G5, sits at home on computer daily	OVR assessment; Waiting on list for Michele P. Waiver (daily support)	Enjoys making videos and has learned to use software to edit. -Success in using a video camera and producing and editing his cousin's celebration. -uses technology, I'touch, phone, & internet research for dad, finds articles to email. -Enjoys traveling to Israel and Chicago and especially likes family's celebrations.	5.1	7.5
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**Appendix B**

**Capability Approach Service Evaluation Questions (Chart)**

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Item	OVR	Parent	Employ Spec	Teacher	Social Worker
1) Did the score sheet ratings resemble the YA indep and Capability Levels?	YES (OVR 1, YA, 8); YES (OVR 2, YA7); YES (OVR 3, YA5); YES (OVR 4, YA 2); No Eval (OVR 5, Y4); YES (OVR 6, YA6); NO EVAL. (OVR 7, YA1); NO OVR, YA3	No Eval, (YA8); No parent, (YA 7); YES Parent (YA6); YES parent (YA5); YES parent (YA4); YES parent (YA3); YES parent (YA2); YES parent (YA1);	YES (ES, 1, YA5); YES (ES, 2, YA5);	YES (YA3)	YES w/5 & 6's will need supports , mentoring and tutoring. (YA1)

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Item	OVR	Parent	Employ Spec	Teacher	Social Worker
2) Were the YA strengths and interests highlighted?	YES (OVR1, YA8); YES (OVR2, YA7); YES (OVR3, YA 5); YES (OVR 4, YA 2); NO EVAL, (OVR 5); YES (OVR 6, YA 6); No eval. (OVR 7 YA1); NO OVR, YA3	No EVAL (YA 1); No Parent, (YA7); YES Parent (YA6); YES parent (YA5); FULLY (YA4); YES parent (YA3); YES parent (YA2); YES parents (YA1);	YES (ES 1) YES (ES2)	YES (YA3)	YES: has intelligence but has difficulty with structure. (YA1)

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Item	OVR	Parent	Employ Spec	Teacher	Social Worker
3) Do you think the BCS listed to assist the YA will be helpful to staff working with YA in vocational areas?	YES (OVR1, YA8); YES (OVR2, YA7); YES (OVR3, YA5); YES (OVR 4, YA2); NO EVAL (OVR 5, YA4); NO EVAL (OVR 6, YA 1); No eval. (OVR 7, YA1); NO OVR, YA3	No Eval (YA8) No parents (YA7) YES Ideally it would be wonderful. The key factor is finding the supports and getting them into place. (parent of YA6) YES (parent of YA5) YES (Parent YA4) YES parent (YA3) YES parent (YA2) YES parent (YA1)	YES (ES1) YES (ES2)	YES (YA3)	YES! Optimistic. Consumer will need to use the supports in independent living. (YA1)

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Item	OVR	Parent	Employ Spec	Teacher	Social Worker
4) Did the recommended broad creative supports match the YA needs?	YES (OVR1, YA8); YES (OVR2, YA7); YES (OVR3, YA2); YES (OVR 4, YA2); No Eval. (OVR 5, YA 4); YES, (OVR 6, YA6); No eval. (OVR 7, YA1); NO OVR, YA3	No Eval. (YA 8); No Parents (YA7); YES (Parent YA6); YES (Parent YA5); YES (Parent YA4); YES parent (YA3); YES parent (YA2); YES parent (YA1);	YES (ES1) YES (ES2)	YES (YA3)	YES (YA1)



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5) Were the recommendations on training and employment goals tied to YA strengths?	YES (OVR 1, YA8); YES (OVR 2, YA7); YES (OVR 3, YA5); YES (OVR 4, YA 2); NO EVAL (OVR 5, YA4); Somewhat (OVR 6, YA 6); no eval. (OVR7, YA1); NO OVR, YA3	No Eval. (YA 8); No parents (YA7); But supports must be in place (parent of YA6); YES (parent of YA5); YES (parent of YA4); YES (parent of YA3); YES (parent YA2); YES parent (YA1)	YES (ES1) YES (ES2)	YES (YA3)	YES (YA1)

Item	OVR	Parent	Employ Spec	Teacher	Social Worker
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<b>Question aimed toward counselors.</b> 6) Will you recommend the CAIS service to other counselors?	YES OVR(1, YA8); YES (OVR 2, YA7); YES (OVR 3, YA5); YES (OVR 4, YA 2); No eval. (OVR 5, YA4); Perhaps (OVR 6, YA6); No Eval (OVR 7, YA1); NO OVR, YA3	YES Parent (YA1)	YES (ES1) Will make referral YES (Es2) Will make referrals	YES Will make referrals (YA3)	YES will make referrals (YA1)
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Item	OVR	Parent	Employ Spec	Teacher	Social Worker
7) Overall how helpful was this assessment to the counselor's role to service provided to the YA?	FULLY OVR (1, YA8) Rating 6 (OVR 2, YA7) Rating 5 (OVR 3, YA5) Rating 6 (OVR 4, YA 2) No eval (OVR 5, YA 4) Left blank (OVR 6, YA 6) NO EVAL. (OVR 7, YA1; NO OVR, YA3				

*Fully* 6 5 4 3 2 1 Not at all

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