

The Capability Approach: Findings of Ky OVR Pilot Project Ky OVR Pilot Project

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MY DREAM: Transform the employment outcomes for adults with ASD

To be:

- Understood of their challenges and appreciated for their unique capabilities.
- Accepted and offered broad supports to use their strengths and talents, so to contribute to the world.



Transform the way
employment
supports are
understood and
implemented on
behalf of individuals
with autism.

VR's Basic Principal

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



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VR SERVICES (does not include all)

- 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.



College--
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.

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 serves.
- *Limited view of supports and limited supports.
- *Lack of policy initiatives to meet individual's needs.

MISCONCEPTIONS about Traditional VR Services

- *Match skills and interests to the job is all that is needed.
- *Time Limited Job Coach Training is all that is needed to learn about the work culture, the co-workers, employer expectations.
- *Independence is required in pursuing transportation to and from work.
- *Independence to perform all functions of the job.
- *Supports are limited to job coach training or natural supports in work place.

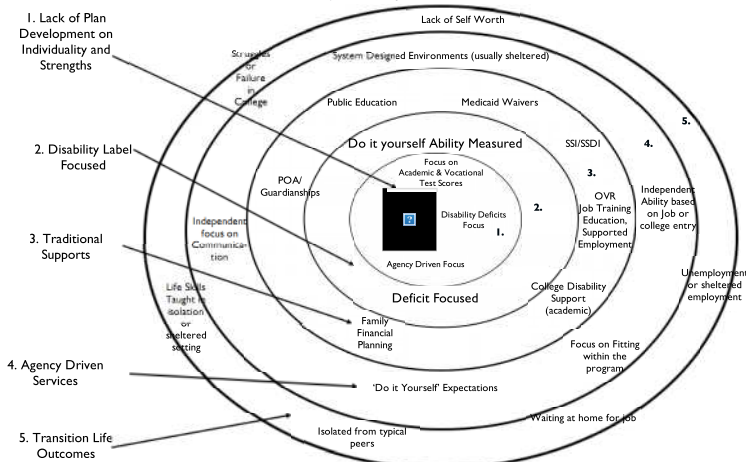
The Previous VR Strategies have been tried, but have failed people with ASD?

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



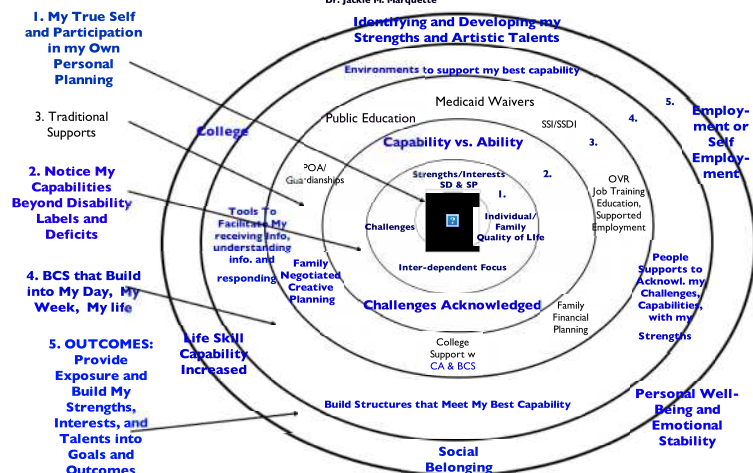
Traditional Approach: Deficit Focus + Do It Yourself Skill Expectations = Employment Problems or Failure

Dr. Jackie M. Marquette



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

(blue = CA & BCS) (black = traditional models of supports)
Dr. Jackie M. Marquette



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 for evaluating and supporting people with ASD in employment (beyond the job coach training only.)
- 2) Fifty different ASD strengths to help establish best job match and to lessen challenges.
- 3) Four Broad Creative Support areas to consider in the planning and search for a job.
- 4) Parental & VR counselor feedback positive: A way to measure individual progress by integrating vocational priorities, w/strengths with w/each of the Four BCS: people, physiology, structure, and environments.

PARENTAL VISIONS

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

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

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.

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.

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

The Capability and Independence Scale.
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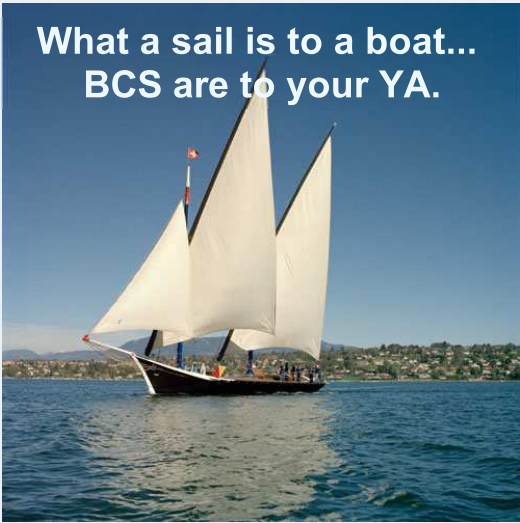
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D. Occupational	E. Domestic/Household Life	F. Emotional Stability	G. Communication
1. Exhibits willingness to learn new skills/tasks on job. 2. Accepts redirection or a correction by co-workers or supervisor. 3. Gets along with and socializes with co-workers, e.g., breaks, on the job. 4. Follows instructions and works independently when necessary. 5. Evaluates task completion.	1. Maintains personal hygiene through self care. 2. Participates in food selection, preparation, and clean up. 3. Takes responsibility for tasks—caring for pets, cleaning, trash, laundry, recycling, etc. 4. Takes responsibility for own health and wellness—nutrition, medications, etc. 5. Chooses among home entertainment options, e.g., TV programming, internet, or games.	1. Interprets other people's feelings and emotions appropriately. 2. Feels or expresses emotion for personal accomplishment or loss. 3. Manages ridicule, rude behavior, or peer pressure by others. 4. Uses self talk or relaxation to avoid obsessive/ compulsive or aggressive behaviors. 5. Demonstrates compassion by helping others, e.g., grand-parents, family members, or persons with special needs.	1. Initiates or responds to greetings or to ongoing conversations. 2. Asks for help when needed; reports illness or emergency. 3. Expresses own thoughts and desires clearly. 4. Uses phone, mail, or email to communicate with family and friends. 5. Responds appropriately to non-verbal communication—social cues, gestures, facial expressions, etc.

Key Factors that impact behavior Wolman (1973)

Physiology	People Supports
	 
Structure	Environments
	 

What a sail is to a boat...
BCS are to your YA.



Of 7, findings on 3 YA's with
ASD in the Pilot Project

Meet Trevor (1)



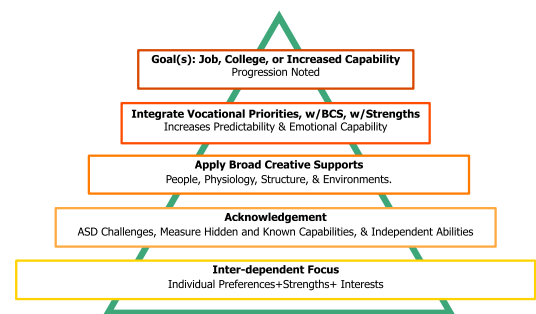
Meet Jay (2)



Meet Kyle (3)



The Capability Approach w/ Broad Creative Support System



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Feedback: Five Parents, five counselors, two employment specialists, and one special education teacher.

- Score sheet ratings resemble the YA Independent and Capability Levels. **Strength of the CAIS, parents and counselors, professionals**
- YA strengths and interests highlighted? **Strength of the CAIS parents and counselors, professionals.**
- BCS listed to assist the YA are critical for YA success in vocational areas? **Strength across parents, counselors, and professionals.**
- BCS listed to assist the YA will be helpful to staff working with YA in vocational areas? **Strength across parents, counselors, and professionals.**

Feedback, cont.

- BCS listed to assist the YA will be helpful to staff working with YA in vocational areas? **Strength of the CAIS, across parents, counselors, and professionals.**
- Recommended broad creative supports match the YA needs? **Strength of the CAIS, across parents, counselors, and professionals.**
- Were the recommendations on training and employment goals tied to YA strengths? **Strength of the CAIS, across parents, counselors, and professionals.**

Feedback, cont.

- COUNSELORS ONLY:** Will you recommend the CAIS service to other counselors? **Of 5 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"

Additional 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."

Additional 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."

Continued Research Discussion