

Modified Comprehensive Autism Planning System (M-CAPS)

Child/Student: Joe

Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalized Plan
Independent Work	Asking for help	Visual prompts Systematic fading of prompts	Successful completion of work Appropriate conversation	Relaxation techniques	Asking for help when stuck Initiating conversation appropriately	Asking for help	Request help appropriately throughout day
Group Work	Appropriate communication	Peer buddies Visual prompts Systematic fading of prompts Definition of roles in group and duties	Appropriate interaction with peers Completion of task	Relaxation techniques	Greetings Comments Asking for help	Appropriate commun. attempts	Uses appropriate communicative acts in video club meetings
P.E.	Participation in group sports	Peer buddies Visual cues about activities Pre-teach activity with script and social story	Success at sport Peer interaction	Ear plugs to reduce echo in gym	Reacting appropriately in the game. Keeping perspective	Inappropriate reactions during class	Generalize to open gym periods throughout school year
Work Site	Accepting correction	Social story Script Role play	Task completion	Ear plugs to reduce noise Jobs requiring some heavy lifting	Accepting criticism Making appropriate comments	Adverse reactions to criticism/direction from supervisor	Accept criticism/direction from supervisors throughout day

From Henry, S. A., & Myles, B. S. (2007). *The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities*. Shawnee Mission, KS: Autism Asperger Publishing Company. www.asperger.net; used with permission.

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Child/Student: Cooper

Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalized Plan
Independent Work	Task completion Acceptance of accommodation Decision making	Reduced number of problems to complete Variety of projects offered	Completion of task Stays with peer group	Count to 10 Relaxation techniques	Asking for modifications/information/help	Task completion Accepting accommodations Using rubric for decision making	Generalize throughout the day
Group Work	Accepting feedback Accepting accommodation Verbalize frustrations	Assigned duty that uses his interests/skills	Peer interaction Task completion	Calming strategies	Disagreeing appropriately Verbalize frustrations appropriately	Accepting feedback, Task completion Appropriate verbalization of frustrations	Generalize throughout day
Labs	Decision making	Partner with roles clearly defined Clear, structured instructions	Task completion Peer interaction	Calming strategies	Communicate thoughts with partner Accept criticism appropriately	Using rubric for decision making, accepting criticism./feedback	Generalize throughout the day
Tests	Task completion Accepting modifications	Reduce number of choices Reduce number of questions Dictate answers for essay questions	Successful grades Task completion	Calming strategies Sensory break	Asking for help	Test completion Accepting modifications	Generalize throughout the day
Lectures	On task	Note taker	Completion of task Peer interaction	Sensory breaks	Asking for help	Following directions given	Generalize throughout the day

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