



The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism and Related Disabilities: Integrating Best Practices Throughout the Student's Day

By Shawn A. Henry, Brenda Smith, PhD Myles

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This comprehensive, yet easy-to-use system allows educators to understand how and when to implement an instructional program for students with autism spectrum disorders (ASD). The CAPS model answers the questions (a) What supports does my student/child need in each class to be successful? (b) What goals is my student/child working on? and (c) Is there a thoughtful sequence to the student's/child's day that matches his learning style. This timely resource addresses adequate yearly progress (AYP), response to intervention (RTI), and positive behavior support (PBS) in a common-sense format. The CAPS process was designed to be used by the child's educational team, consisting of parents, general educators, special educators, paraprofessionals, speech-language pathologists, occupational therapists, physical therapists, administrators, psychologists, consultants, siblings, and others who are stakeholders in the student's education. The structure of this innovative tool ensures consistent use of supports to ensure student success as well as data collection to measure that success. In addition, CAPS fosters targeted professional development. Because CAPS identifies supports for each of the student's daily activities, it is possible for all educational professionals working with the student to readily identify the methods, supports, and structures in which they themselves need training.

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Editorial Review

About the Author

Shawn A. Henry is executive director at the Ohio Center for Autism and Low Incidence (OCALI), where he concentrates on developing statewide change efforts in promoting advances in the training of professionals serving students with autism and providing supports for families. He was previously the program director of training and evaluation at the Kentucky Autism Training Center, University of Louisville (KATC), where he coordinated targeted professional development throughout the state. These experiences, as well as serving as an elementary special education teacher, primarily teaching students with autism, led Mr. Henry to develop the Comprehensive Autism Planning System (CAPS).

Brenda Smith Myles Ph.D., a consultant with the Ziggurat Group, the National Professional Development Center on Autism Spectrum Disorders, and the Education and Treatment Services Project for Military Dependent Children with Autism, was the recipient of the Autism Society of America's Outstanding Professional Award; the Princeton Fellowship Award; and the Council for Exceptional Children, Division on Developmental Disabilities Burton Blatt Humanitarian Award. She has written over 150 articles and books on autism spectrum disorders, including *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns* (with Southwick) and *Asperger Syndrome and Adolescence: Practical Solutions for School Success* (with Adreon). The latter was the winner of the Autism Society of America's Outstanding Literary Work. Brenda has made over 500 presentations all over the world, and served as the co-chair of the National ASD Teacher Standards Committee. Myles is also on the executive boards of several organizations, including the Organization for Autism Research and Maap Services Inc. In addition, she was recently acknowledged as the second most productive applied researcher in ASD in the world from 1997 to 2004.

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Carolyn Franklin:

This *The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism*

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Richard Mendoza:

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