

# Mountie Comprehensive Autism Planning Systems (MCAPS)

Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills/Communication	Data Collection	Generalization
Independent Work	Task completion	<ul style="list-style-type: none"> <li>Task organizer (prompt to use)</li> <li>Organization calendar (prompt to use)</li> <li>Systematic fading procedures for independent use</li> <li>Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>Calming skills</li> <li>Appropriate conversation</li> <li>Completing homework/in-class work (from reinforcement menu)</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation techniques</li> <li>Coping cards</li> <li>Stress thermometer</li> </ul>	<ul style="list-style-type: none"> <li>Asking for help when stuck</li> </ul>	<ul style="list-style-type: none"> <li>Task completion</li> </ul>	Use task organizer and organization calendar across day
Group Work	Conversational rules	<ul style="list-style-type: none"> <li>Task organizer (prompt to use)</li> <li>Organization calendar (prompt to use)</li> <li>Systematic fading procedures for independent use</li> <li>Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>Calming skills</li> <li>Appropriate conversation</li> <li>Completing homework/in-class work (from reinforcement menu)</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation techniques</li> <li>Coping cards</li> <li>Ear plugs</li> <li>Stress thermometer</li> <li>Take a break card</li> </ul>	<ul style="list-style-type: none"> <li>Conversation cues</li> <li>Comic Strip Conversations™</li> <li>Hidden curriculum notebook</li> <li>Cues for commenting and asking questions</li> <li>Social Stories™</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate comments during group (measured 1x per week)</li> </ul>	Use hidden curriculum information during Scouts meetings
Tests	Task completion	<ul style="list-style-type: none"> <li>Task Organizer (prompt to use)</li> <li>Orally administered tests</li> </ul>	<ul style="list-style-type: none"> <li>Calming skills</li> <li>Appropriate conversation</li> <li>Test completion</li> </ul>	<ul style="list-style-type: none"> <li>Fidget at desk</li> <li>Earplugs</li> </ul>	Cues for commenting and asking question	Test grades	
Lectures	Attention to task	<ul style="list-style-type: none"> <li>Task Organizer (prompt to use)</li> <li>Systematic fading procedures for independent use</li> <li>Lecture notes provided</li> </ul>	<ul style="list-style-type: none"> <li>Calming skills</li> <li>Appropriate conversation</li> </ul>	<ul style="list-style-type: none"> <li>Fidget at desk</li> </ul>	<ul style="list-style-type: none"> <li>Conversation cues</li> <li>Comic Strip Conversations™</li> <li>Hidden curriculum notebook</li> <li>Cues for commenting and asking questions</li> </ul>		

■Materials and supplies needed	(prompt to use and double check with student)	turned in (reinforcement menu)	to complete ■Frequent breaks	turned in complete	
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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](http://www.asperger.net); used with permission