

# Evidence-based Practices for Autistic Individuals

BRENDA SMITH MYLES

EBP	CMS	NAC	NPDC
Antecedent Package	(0-16)	(3-5) (6-9) (10-14)	(0-5) (6-14)
Behavioral Package	(0-16)	(0-2) (3-5) (6-9) (10-14)	(0-5) (6-14) Differential reinforcement, extinction, reinforcement (0-5) (6-14) Discrete trial training (0-5) (6-14) Time delay
Cognitive Behavioral Package	(0-16)		(6-14)
Comprehensive Behavioral Treatment for Children	(0-16)	(0-2) (3-5) (6-9)	

EBP	CMS	NAC	NPDC
Exercise			(0-5) (6-14)
Functional Behavior Assessment			(0-5) (6-14)
Functional Communication Training			(0-5) (6-14)
Joint Attention Intervention	(0-16)	(0-2) (3-5)	
Modeling	(0-16)	(3-5) (6-9) (10-14)	(0-5) (6-14) Video modeling
Multi-component Package	(0-16)		

EBP	CMS	NAC	NPDC
Naturalistic Teaching Strategies	(0-16)	(0-2) (3-5) (6-9)	(0-5) (6-14)
Parent-implemented Interventions			(0-5) (6-14)
Peer-implemented Interventions	(0-16)	Peer Training Package (3-5) (6-9) (10-14)	(0-5) (6-14)
Picture Exchange Communication System	(0-16)		(0-5) (6-14)
Pivotal Response Training	(0-16)	(3-5) (6-9)	(0-5) (6-14)
Response Interruption and Redirection			(0-5) (6-14)

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EBP	CMS	NAC	NPDC
Schedules/ Visual Supports	(0-16) Schedules	(3-5) (6-9) (10-14) Schedules	(0-5) (6-14)
Self-management	(0-16)	(3-5) (6-9) (10-14)	(0-5) (6-14)
Social Interventions	(0-16) Social Communication Intervention (0-16) Social Skills Package		(0-5) (6-14) Social Skills Training (0-5) (6-14) Structured Play Group
Social Narratives	(0-16) Story-based Intervention Package	(6-9) (10-14) Story-based Intervention Package	(0-5) (6-14)
Structured Teaching	(0-16)		

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EBP	CMS	NAC	NPDC
Task Analysis	(0-16)		(0-5) (6-14)
Technology-based Treatment	(0-16)		(0-5) (6-14) Technology-aided instruction and intervention

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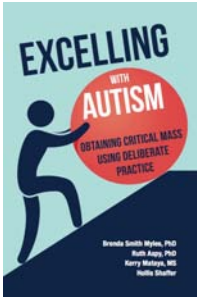
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## Evidence-based Practices

A part of the Critical Mass Model



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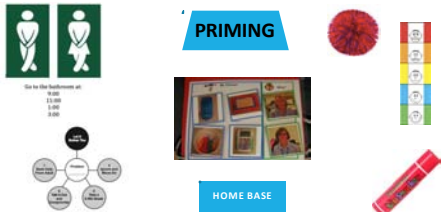
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## Antecedent Based Interventions

CMS, NAC, NPDC



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## Behavioral Approach

Behavioral Package (CMS, NAC, NPDC)

Reinforcement/differential reinforcement

Extinction

Discrete trial training

Time delay

Response interruption/redirection

Naturalistic teaching strategies

NPDC

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## Reinforcement

An item, activity, or event that **follows**, and is contingent upon, a behavior and which **increases** the likelihood of that behavior being repeated

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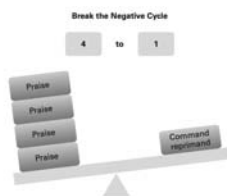
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## Guiding Principles



Kenworthy et al.

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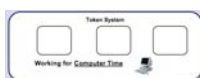
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## Types of Reinforcement

Natural  
Social  
Activity  
Tangible  
Token



Coffin, 2006

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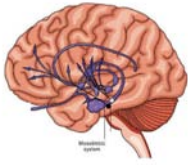
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## Reinforcement



Reward center in the brain: mesocorticolimbic or mesolimbic system

Kohls et al., 2013; Scott-VanZeeland et al., 2010

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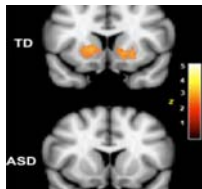
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## Reinforcement



Brain activity associated with token reinforcement

Kohls et al., 2013; Scott-VanZeeland et al., 2010

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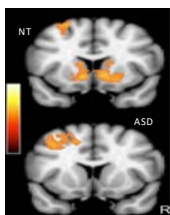
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## Reinforcement



Brain activity associated with social reinforcement

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## The most powerful reinforcers are related to special interest areas (SIA)

USE OF THESE AS REINFORCERS DOES NOT INCREASE THE INTENSITY OF THEIR USE OR FOCUS!

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## Special Interests




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## Use Special Interests



"Your child's special interest ... [is] ... the perfect reward"

Sakai, 2005

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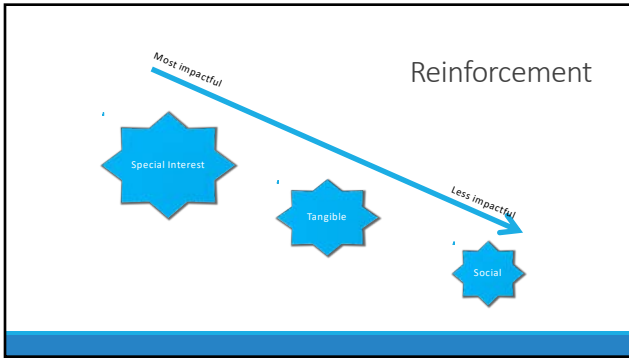
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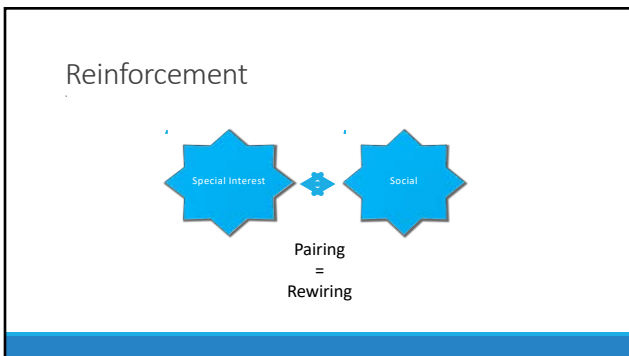
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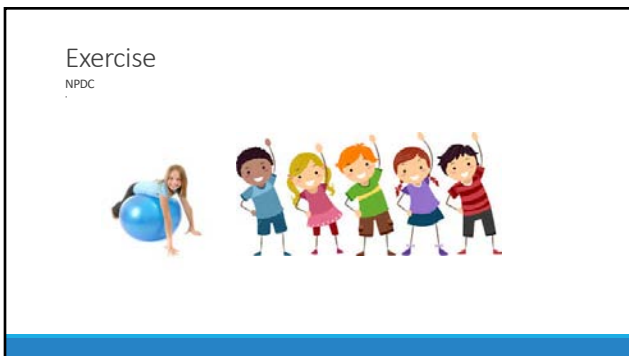
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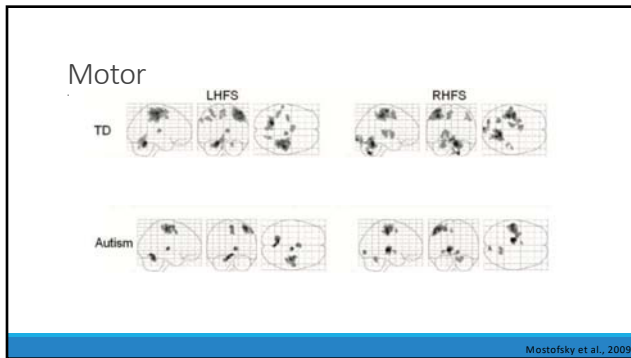
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**Modeling**  
CMS, NAC



**Video Modeling**  
NPDC

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**Video Modeling**

**TYPES**

- Video self-modeling
- Peer

**EXAMPLES**

- Commercial
  - Model Me Kinds
  - VideoJug
  - Manners for the Real World
  - YouTube
  - eHow
  - Mansome
- Home made

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## Multi-component Package

CMS

These interventions involve a combination of multiple treatment procedures that are derived from different fields of interest or different theoretical orientations. These treatments do not better fit one of the other treatment “packages” in this list nor are they associated with specific treatment programs.

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## Parent-implemented Interventions

NPDC




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## Peer-implemented Interventions

CMS, NAC, NPDC




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This generally does not “just happen.”

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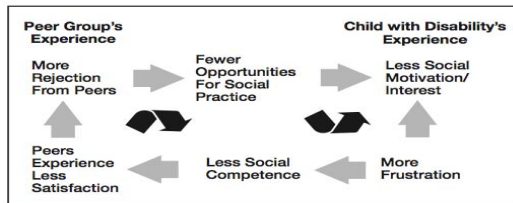
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### Vicious Cycle of Practicing Social Interactions



Loomis, 2012

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Research shows that from a very early age, children prefer to interact with those who are socially competent

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Research shows that from a very early age, children prefer to interact with those who are socially competent

WHAT DOES THIS MEAN FOR THE CHILD, ADOLESCENT OR ADULT WITH AUTISM SPECTRUM DISORDER?

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## Train the Peers




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## Number of People

The fewer people involved, the lower the social challenge



Loomis, 2012

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## Types of People

### PEOPLE WHO ARE EASY TO SOCIALIZE WITH

Speak slowly  
Listen carefully  
Articulate well  
Express themselves directly  
Communicate feelings

Are entertaining and fun  
(without mocking)  
Are reinforcing

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## Types of People

### PEOPLE WHO ARE EASY TO SOCIALIZE WITH

Who genuinely like the child  
Who send clear messages of support  
Who minimize figurative language or explain it




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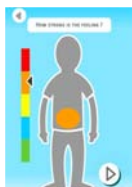
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## Self-Management

CMS, NAC NDPC



Student	Teacher	Parent	Self-Management
Student			
Teacher			
Parent			
Self-Management			




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## Regulation Challenges

Over 50% experience self-regulation challenges

Difficulties

- Recognizing emotions in self
- Difficulty matching emotions to events
- Staying calm or calming down when upset or overwhelmed

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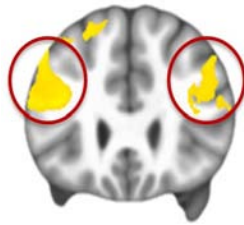
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## Self-Regulation - Underactivity



The yellow areas represent a composite of fMRI scans showing the areas of the prefrontal cortexes that are significantly less active in people with autism during emotion regulation.

Richey et al., 2015

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## Reactive Not Proactive

Not planned in advance

Occurs because the individual does not have the skills to problem solve, recognize feelings in self, match feelings to event, and calm self



Farmer et al., 2014

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# The Incredible 5-Point Scale

BURON & CURTIS

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**1. Make a table**

**2. Label the top columns**

**3. Write numbers down the side**

**4. Write in your feelings for each number.**

**5. Write down what each feeling looks like for you.**

**6. Write what you should do for each number.**

Rating	Feeling	What It Looks Like	What I Should Do
5	I have to leave; it is time to be alone	Fast rocking; loud voice	Use the secret signal with the adult you trust and leave the room when the adult acknowledges you.
4	I need to move to a different place in the room	Rocking back and forth; picking on my fingernails	Say, "Excuse me", if you can. If you can't, just walk to a quiet part of the room and put on your headphones. Think about using your secret signal with an adult.
3	I need to stop talking with this person or I might need help telling someone to be quiet	Feeling like I want to flap my hands and cover my ears	Think about saying one of these things, "I'll talk with you later", "I'm going to get a drink", "I need to get some work done", if that is not going to work, say "Gotta go!" And go stand by an adult you like and know. Ask the adult for help.
2	I can do this by myself	Starting to tap my foot	Taking a deep breath and count to 10. Think about saying one of these things, "I'll talk with you later", "I'm going to get a drink", "I need to get some work done".
1	I am good. Nothing is really bothering me.	Smiling, talking	Keep doing what I am doing.

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Sample Check-in Scale

Rating	How It Feels and What I Can Do
5	OUT OF CONTROL! I need to spend time in a safe place to calm my nerves. Listen to Adele on headphones.
4	Very upset or angry. I will stay in the resource room for a while and work through my nervous feelings with Mrs. Wilson.
3	Not very good. I am not feeling well today. I did not get much sleep or maybe I had a bad bus ride. I need to do some relaxation exercises to help.
2	OK. I can go back to class and continue my day. I can practice my positive self-talk to keep me calm.
1	Good day. I am having a good day. I feel calm and focused. Good to go to class.

Buron & Curtis, 2012

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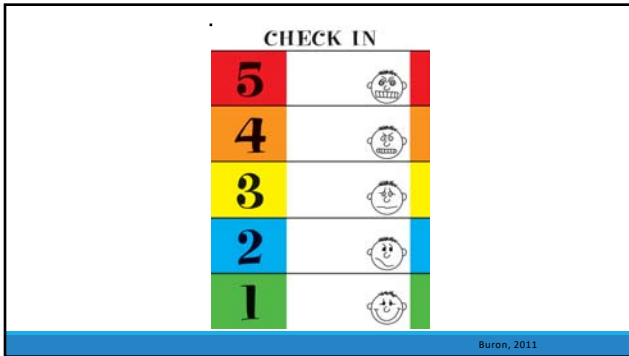
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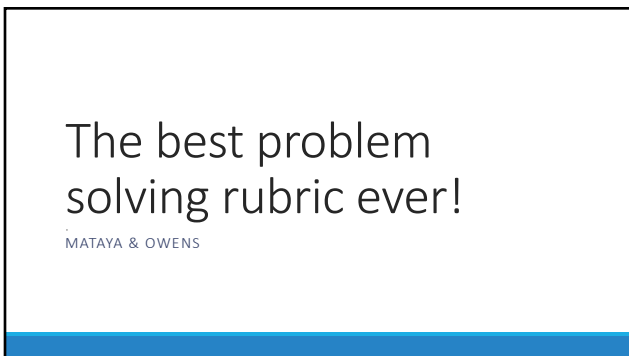
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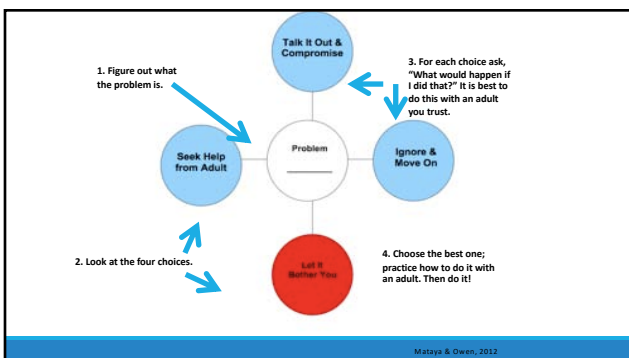
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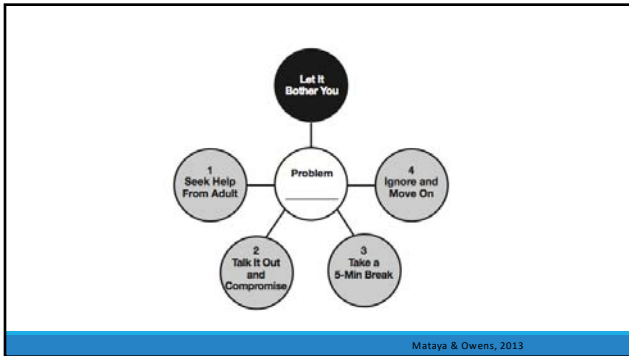
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# The Way to A

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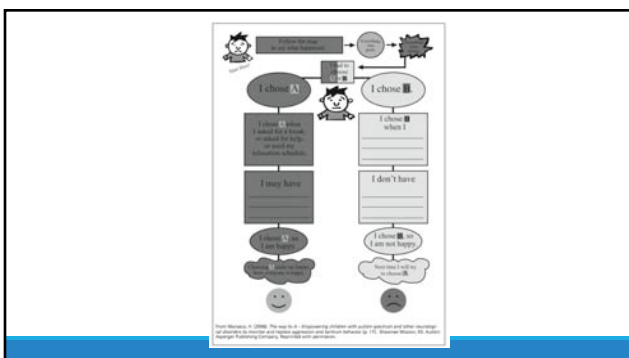
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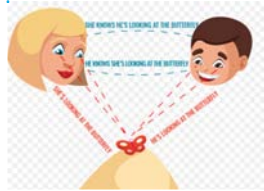
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## Joint Attention Intervention

CMS, NAC




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## Social Interventions

CMS, NPDC

Social communication intervention

Social skills package

Social skills training

Structured play groups




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## Whole Brain Structure Differences: Areas of the Social/Communication Brain




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## Social Skills Opportunities

- Occur regularly in the learner's life
- Facilitate successful interactions with peers
- Create a chance to practice social skills
- Are enjoyable for the learner on the spectrum




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## Social Opportunities

### AT HOME

- Family meals
- Visits with relatives
- Sibling interactions
- Play dates
- Overnights/slumber parties




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## Social Opportunities

### IN THE COMMUNITY

- |   |  |
|---|--|
| Neighborhood peer gatherings              | Music lessons                                    |
| Errands                                   | Church/synagogue youth fellowship and activities |
| Sports teams (statistician, score keeper) | Scouts   |
| Martial arts                              |  |
| Swimming                                  |  |




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## Social Opportunities

### IN THE COMMUNITY

Neighborhood peer gatherings	Music lessons
Errands	Church/synagogue youth fellowship and activities
Sports teams (statistician, score keeper)	Scouts
Martial arts	
Swimming	




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## Social Opportunities

### AT SCHOOL

Lunch	Hallway transitions
Recess	Time at the locker
Study hall	Extracurricular
Specials: art, music, computer, tech ed, gym, class	Dances
Transitions	Field trips




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Key Social Opportunities	
Elementary School	Middle and High School
Lunch	Lunch
Recess	Hallways between classes
Play dates	Study hall/specials
Community-based clubs/teams	Extracurricular clubs/teams
Family occasions	Community-based clubs/teams




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## Successful Participation in Social Activities

### GUIDELINES

Meeting the social demands of a given situation  
Fitting in  
Following the important social rules

### ASSESSMENT

Assessment is subjective  
It is based in large part on how others react and is ultimately judged successful if the other person feels good about the interaction and is looking forward to future interactions

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## Social Skills Generalization

Applying learned skills in different settings and situations when needed

Generalization has been difficult to establish for so social skills interventions for children and adolescents with autism spectrum disorders

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## Deriving Joy From Social Interactions

### GENERAL ASD CHARACTERISTICS OF THAT RELATE TO SOCIAL INTERACTION CHALLENGES

Reduced motivation to socialize with peers  
Preference for video games, scripted monologues, interactions with special interests  
Focus on solitary activities; loneliness is not a major issue  
Urge to play is often not strong

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## Deriving Joy From Social Interactions

### GENERAL ASD CHARACTERISTICS THAT RELATE TO SOCIAL INTERACTION CHALLENGES

Processing social information, communicating with people, remembering written and unwritten social are difficult

Attempts to socialize may alienate or offend others resulting in alienation, frustration, teasing, confusion, and rejection

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It is vital that adults create social activities that are *worth the effort* for learners on the spectrum

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## Guidelines to Creating Social Activities

Target whatever motivates the learner

Ensure that social demands are not too high and don't require too much effort

Use humor, games, fun activities

Incorporate learner special interests, whenever possible

Include people she likes

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### Guidelines to Creating Social Activities

Realize that you cannot control every social opportunity, but you can ...

- Create social opportunities
- Adapt existing social situations so the child can be successful
- Mobilize the peer group to demonstrate better responses
- Change the attitudes of peers and adults

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### Guidelines to Creating Social Activities

Frame the activity in positive, enjoyable terms, rather than practice or work

Remember that for many individuals on the spectrum, social motivation grows in adolescence

There are too many social skills that evolve too quickly to provide a generalization plan for each, but with the right type and frequency of social opportunities, many social skills will generalize on their own

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### The Goal:

The learner is ... "fluent enough in social skills so that, as an adult, he will be able to choose the level of social activity he wants in life rather than being isolated and without the ability to socially connect with others is he so desires"

(Loomis, 2008, p. 11)

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## How Adults Drop the Ball in Social Situations

- Letting the learner fend for herself
- Providing social activities that are too challenging
- Providing social activities that are not challenging enough
- Not providing enough social practice

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## The Child's Social Itinerary

### A REASONABLE PLACE TO START

- Social programming during part or all of lunch or recess three to four times a week
- One social occasion with a peer outside of school every two weeks
- Participation in one school or community club or team




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## The Child's Social Itinerary




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## Social Narratives/Story-based Intervention Package

CMS, NAC, NPDC

### Example Social Narrative - Birthday Party at the Bowling Alley

I am going to a bowling alley tonight for a birthday party. When I arrive, I may see many children from my school. I will see my friend, Benjamin. In his party, Ben will be the birthday boy. We will not talk, watch Ben open his presents, and have a few games. The bowling alley will probably be loud because of the bowling balls crashing into the pins. I will see the men and then go to the quiet room for a little while. When the party is almost over, my mom will come to get me. She will watch me leave and wish for me to forget as I don't have to leave before the end. I will be sure to tell Ben "Happy Birthday" and thank him for inviting me to his party.



### Be like Elmo

1. Think before you say anything. Say it in your head first before saying it out loud.
2. If you can't think of something nice to say, don't say anything.
3. You do not have to say every thought out loud that you think.




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## Social Narratives

### Losing the Superbowl

Sometimes my team wins and sometimes they lose the Superbowl.

This is ok.

I should not stomp and cry.

I can be sad but I should not freak out.

The Colts won a lot of games this year, but not this one.

Even though this was a really important game, there is always next year.

I really wanted to win the Lombardi Trophy.

But this year the Saints won it.

This was not my year... but then again either was last year... we'll maybe there's hope for next year... or maybe the next...




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## Social Narratives




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## When My Worries Get Too Big

Kari Dunn Buron




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## The Power Card Strategy

A visual aid that incorporates student interests to teach appropriate behavior in social situations, routines, interactions, behavior expectations ...



Gagnon & Myles, 2016

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## Components of the Strategy

- A short scenario describing how the hero solves a problem similar to the one experienced by the child (reader)
- The Power Card that recaps the strategy

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## The Purpose of the Hero

- The hero
  - ... serves as a motivator
  - ... is nonthreatening
  - ... has a "relationship" with the individual (reader)

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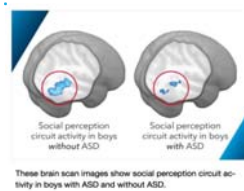
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## Social Perception



Björnsdóttir et al., 2016

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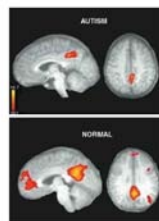
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## Social/Communication

Individuals with ASD process faces using that same areas that typically process objects



Courchesne & Pierce, 2005

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## Structured Teaching

CMS




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## Home Base

Home Base

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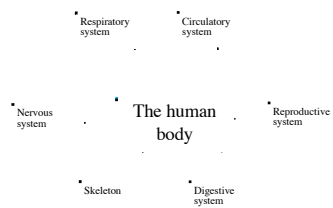
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Test Analysis  
Form

**TEST ANALYSIS FORM**

CLASS:

DATE:

GRADE:

WHY:

☐ Forgot to study
 ☐ Panic
 ☐ Did not understand material
 ☐ Did not remember material
 ☐ Studied alone
 ☐ Studied with a friend
 ☐ Worked with the teacher
 ☐ Used study hall for study
 ☐ Used a study guide
 ☐ Other

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Civil War

Advantages  
of the North

- More people
- More supplies
- Had a navy
- More railroads
- More money

Advantages  
of the South

- More trained leaders
- Fighting on home ground
- Army had better skills

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**MUSIC**

- Go to locker
- Pick up green folder
- Go to class
- Find seat, put folder under chair and wait for music to start singing
- Listen for bell to be dismissed
- Gather materials for folder and leave

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Teach Jokes  
and Non-literal  
Language,  
Such as  
Idioms and  
Metaphors



"How come they call him the waiter  
when we do all the waiting?"

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Reinforcement  
Menu



Reinforcement Menu

Student Name: \_\_\_\_\_

Check off 5 things you would like as rewards today:

☐ Stickers

☐ Coloring/Drawing

☐ Painting

☐ Extra Recess

☐ Good Note Home

☐ Candy

☐ Listen to Music

☐ Extra Gym Time

☐ Reading




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Knowing What To Do

What am I expected to do?	
How much am I expected to do?	
How will I know when I am finished?	
What will I do next?	

<http://www.teach.com/highfunction.com>

Lofland, 2010

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## Travel Card

An intervention that is designed to facilitate the generalization of targeted skills across the student's many environments.

from the work of Laura Bowden Carpenter

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Travel Card

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Key: 1=Yes 0=No NA=Not Applicable

	Did student follow class rules?	Did student participate in class?	Did student complete assignments?	Did student turn in homework?	Teacher's initials
Reading					
Science					
Social Studies					
Study Skills					
English					
Spanish					
Bonus Points				Has assignment book?	
Total	1 + _____ = _____			0	

Teacher Comments/Suggestions/Announcements:

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## Technology-Based Treatment/Technology Aided instruction and Intervention

CMS, NPDC




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## Research-based Predictors for Post Secondary success

NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION

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## Paid employment/work experience

NTACT

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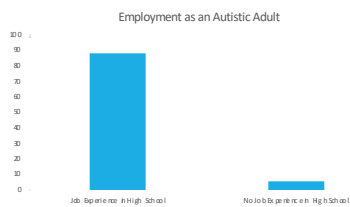
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## Predictor of Employment



Chen, Leader, Sung, & Leahy (2015)

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### Age: 13-14 Years      25% time out of school

Goals	Sample Activities	Settings
Social	Understanding personal space	• Learn and practice in the classroom
Communication	Small talk	• Move to school at large to generalize with supports
Functional life skills	Eating neatly	• Community-based vocational instruction
Academics	Functional reading and math	• Job sharing
Health and wellness	Hygiene and food choices	

From the work of Erik Carter, Paul Wehman, et al.

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### Age: 15-16 Years      50% time out of school

Goals	Sample Activities	Settings
Social	• Standing in line at a store to make a purchase	• School and community
Communication	• Choice making	• Summer job: 15-20 hours
Functional life skills	• Personal space	• Weekend job: 5 hours
Academics	• Making purchases with money	• Part time work 8-10 hours per week
Health and wellness	• Reading signs	
	• Speaking with a cashier	
	• Ordering pizza	

From the work of Erik Carter, Paul Wehman, et al.

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### Age: 17-21 Years      75-100% time out of school

Goals	Sample Activities	Settings
Social	• Standing in line at a store to make a purchase	• School and community
Communication	• Choice making	• Summer job: 15-20 hours
Functional life skills	• Personal space	• Weekend job: 5 hours
Academics	• Making purchases with money	• Part time work 8-10 hours per week
Health and wellness	• Reading signs	
	• Speaking with a cashier	
	• Ordering pizza	

From the work of Erik Carter, Paul Wehman, et al.

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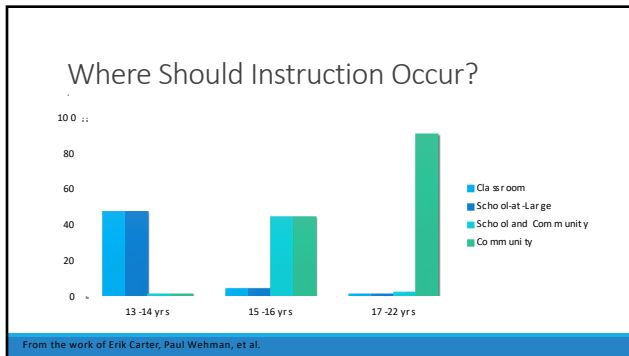
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## Inclusion in general education

NTACT

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## Essential instruction cannot be neglected however!

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Teach skills that  
are implicitly  
learned by  
others




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## Implicit Learning

Learning without trying to do so

"Just picking it up"

"Automatically getting it"

"I don't know how I learned it – I just did"



Schipul & Just, 2016

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## If we don't teach group instruction behaviors ...

Gets upset when his role is changed from timekeeper to note taker.

Cannot accept ideas other than his own.

Reports minor rules that other students have learned to ignore to the teacher.

Takes over any responsibilities that he perceives other group members are not competent to do.

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If we don't teach group instruction behaviors ...

Becomes distressed if someone writes too firmly on his paper making a scraping noise.

Cannot agree with group members in selecting a topic.

Interrupts others without the awareness that someone else is talking.

Cannot acknowledge that others have good ideas.

Spends an inordinate amount of time on a minor detail, such as selecting a computer font for a report.

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Is it important to teach how to participate in a group?

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Most students learn this implicitly – our students do not.

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## Other Skills to Teach (just a sample)

Central coherence	Prioritizing
Problem solving	Conflict resolution
Time management	Emotional understanding
Self-regulation	Flexibility
Executive function	Cause and effect
Collaboration	Asking for help
Conversation	Daily living skills

[illegible]

## Implicit Learning

## SOCIAL INTERACTION



## COMMUNICATION



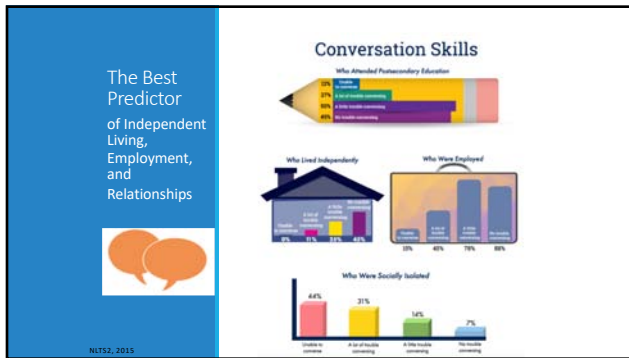
### Daily Living Skills

[illegible]

Occupational/  
vocational courses

NTACT

[illegible]




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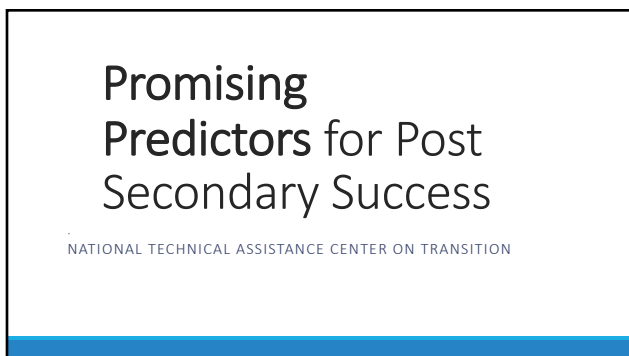
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## Transition program planning and implementation

NTACT

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## Factors That Lead to Successful Employment

Consistent schedule and job responsibilities

Mentor

- Coworkers who initiate interactions and help “keep an eye out” for the employee

Predictable social demands

System to keep track of work progress

Predictable routines for lunch, breaks, and other unstructured times

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## Factors That Lead to Successful Employment

Time before the day begins to organize self and tasks

Direct communication with opportunities for clarification and verification

Reminders and assurances

If support providers are involved, a method to transfer these services and supports to mentor and fellow employees

(Dew & Alan, 2007; Hagner & Cooney, 2004; Hurlbutt & Chalmers, 2004).

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## Self-determination/ autonomy

NTACT

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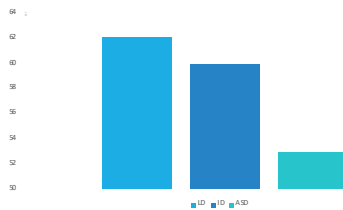
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### Autonomy - Expand



32 items, 0-3 Rating

Chou et al., 2017

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## Self-care/ daily living skills

NTACT

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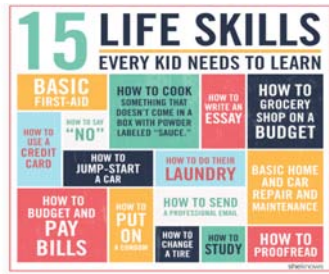
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# 15 Skills Every Individual Needs to Know Before Leaving the Nest!

From Facebook




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The bubble list:  
31 things my sons should be able to do before they move out

EMILY MENDELL  
2/14/2104

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## The Bubble List

- |  |   |
|--|---|
| Write a check                              | Check the oil                               |
| Pay a bill                                 | Shave with a razor                          |
| Make travel arrangements                   | Withdraw from an ATM                        |
| Navigate an airport, train, or bus station | Pay for dinner                              |
| Take a taxi                                | Self-prescribe over the counter medications |
| Catch the subway                           | Call a doctor                               |
| Plunge a toilet                            | Cook a meal                                 |
|  | Cancel a membership                         |

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## The Bubble List

Buy clothes	Sew a button
Return a purchase	Replace a fuse
Pack a suitcase	Remove a splinter
Do the laundry	Enjoy a drink responsibly
Iron a shirt	Say "no" with confidence
Go food shopping for themselves	When hurting and in doubt, call home
Negotiate a deal	
Make hospital corners	

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## The Bubble List

Jump a car with cables	Understand how to use credit cards and use them responsibly
Address an envelope	Be able to spot a bad situation and be able to remove yourself
Pay bills and rent on time	Ask for help
Do your tax returns	Admit when you made a mistake
Clean up your own mess	
Balance a check book	
Create and follow a budget	

Mendell, 2014

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## Skills

Social & Personal Skills	Recreation & Leisure	Other Useful Skills
Can your child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Supply appropriate personal identification.</li> <li><input type="checkbox"/> Greet people appropriately.</li> <li><input type="checkbox"/> Use contemporary style of dress, hair, make-up.</li> <li><input type="checkbox"/> Use good grooming, hygiene skills consistently.</li> <li><input type="checkbox"/> "Talk" with friends and co-workers.</li> <li><input type="checkbox"/> Be courteous.</li> <li><input type="checkbox"/> Be responsible.</li> <li><input type="checkbox"/> Be happy.</li> </ul>	Can your child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use free time for pleasure.</li> <li><input type="checkbox"/> Choose reasonable activities.</li> <li><input type="checkbox"/> Pick a hobby.</li> <li><input type="checkbox"/> Perform required activities.</li> <li><input type="checkbox"/> Use community resources.</li> <li><input type="checkbox"/> Call friends to make plans with them.</li> </ul>	Can your child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use cell phone.</li> <li><input type="checkbox"/> Use a datebook.</li> <li><input type="checkbox"/> Take prescriptions as directed.</li> <li><input type="checkbox"/> Use over-the-counter medications appropriately.</li> <li><input type="checkbox"/> Use sunscreen when needed.</li> <li><input type="checkbox"/> Use insect repellent when needed.</li> </ul>

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## Skills

Vocational Skills	Community Skills	Domestic Skills
Can your child: <input type="checkbox"/> Get to and from work, on time. <input type="checkbox"/> Perform work satisfactorily. <input type="checkbox"/> Work cooperatively with others. <input type="checkbox"/> Take break or lunch appropriately. <input type="checkbox"/> Wear suitable clothing. <input type="checkbox"/> Use appropriate safety procedures. <input type="checkbox"/> Follow directions. <input type="checkbox"/> Accept supervision.	Can your child: <input type="checkbox"/> Use public transportation. <input type="checkbox"/> Shop for groceries, clothing. <input type="checkbox"/> Make necessary appointments. <input type="checkbox"/> Use phone. <input type="checkbox"/> Use bank accounts. <input type="checkbox"/> Be safe in traffic, among strangers. <input type="checkbox"/> Know how to seek help. <input type="checkbox"/> Handle money. <input type="checkbox"/> Use an ATM. <input type="checkbox"/> Use vending machines (laundry machines, fare cards, and so on).	Can your child: <input type="checkbox"/> Plan menus. <input type="checkbox"/> Make shopping list from menus. <input type="checkbox"/> Prepare breakfast, lunch, supper, snack, or pack a lunch. <input type="checkbox"/> Wash dishes, pots, and pans. <input type="checkbox"/> Clean up apartment (bathroom, living areas, kitchen, and so on). <input type="checkbox"/> Clean own room. <input type="checkbox"/> Do laundry: use washer, dryer, and iron.

Keep Trying

Don't worry about how slowly  
you feel you're heading to your dreams,  
or how many roadblocks you find,  
or detours you need to take,  
you're still cruising far ahead of  
everyone who's too afraid to even try.  
*Karen Schuchman*



Keep Trying

**FAMOUS FAILURES**

<p><b>ALBERT EINSTEIN</b> His secret: always to speak until he was asked to stop.</p> 	<p><b>MICHAEL JORDAN</b> After being cut from the high school basketball team, he went to work, became a champion, and played for the Bulls.</p> 
<p><b>WALT DISNEY</b> Heard Disney was fired from a job for 'lacking imagination' and 'lacking an original idea'.</p> 	<p><b>STEVE JOBS</b> He was fired from the company he founded after being outvoted by the board.</p> 
<p><b>OPRAH WINFREY</b> After being fired from her job as a news anchor, she went on to become the first African American woman to own a major network.</p> 	<p><b>THE BEATLES</b> Rejected by George Harrison, the Beatles were told 'they were too loud' and 'they were too black'.</p> 

**IF YOU'VE NEVER FAILED, YOU'VE NEVER TRIED ANYTHING NEW**