

# Comprehensive Achievement Planning System (CAPS)

## Topic Summary:

The CAPS was developed by Shawn Henry and was designed for students with autism spectrum disorders, however, the process that the matrix uses is applicable to any student with special needs. The CAPS is an easy-to-use system which allows educators to understand how and when to implement an instructional program for students with diverse learning needs. The CAPS model answers the questions (a) What supports does the student/child need in each class to be successful? (b) What goals is the student/child working on? and (c) Is there a thoughtful sequence to the student's/child's day that matches his learning style? The matrix provides an implementation plan for the IEP. Correctly developed, the plan can bridge learning environments and ensure the supports that a child needs are known as he moves into new classrooms.

## Implementation Checklist:

1. Gather the IEP Team, the student's schedule and the current IEP
2. Enter the student's schedule into the first two columns
3. Beginning with row 1 and continuing through the entire document, the team should answer the following questions.
  - A. What goal or skill are we addressing?
  - B. What modifications does the child need to be successful ?
  - C. What type of reinforcement is needed to ensure success?
  - D. Are there sensory issues that need to be addressed and what specific interventions will we use?
  - E. What communication /social skill supports are needed?
  - F. How will we collect data, who will collect it and what data collection schedule and form will we use?
  - G. What is the plan to help the student generalize the skill identified in column 3?

## Recommended Resources:

1. Henry, S., & Myles, B.S. (2007). The Comprehensive Autism Planning System (CAPS). Shawnee Mission, KS: Autism Asperger Publishing Company.
2. <http://www.education.com/reference/article/autism-planning-system-asperger/>
3. Myles, B.S., Grossman, B.G., Aspy, R., Henry, S., & Coffin, A.B. (2007). Planning a Comprehensive Program for Students with Autism Spectrum Disorders Using Evidence-Based Practices. *Education and Training in Developmental Disabilities, 42*(4), 398-409.

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