



Considerations in Transition Preparation for Students with Autism Spectrum Disorder

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Learning Objectives

- Increase understanding of ...
 - considerations in transition planning and preparation practices for students with autism spectrum disorder (ASD).

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Transition Planning

- Refers to a coordinated set of activities.
 - Results oriented.
 - Student and family focused.
 - Collaborative.

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Transition Planning

- Transition planning and preparation are instrumental to improving outcomes in the areas of...
 - Post-secondary Education
 - Employment
 - Independent Living
- Best outcomes require...
 - participation in the planning & preparation process.
 - opportunity to learn and apply needed skills.

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Transition Planning

- The nature of ASD can affect both participation and opportunity.
- Therefore, students with ASD are likely to **require enhanced transition planning** and **preparation** to improve outcomes.

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Transition Age Students with ASD

Understanding Adolescent Development in Students with ASD

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Adolescent Development

- Adolescence is a period of rapid brain development.
 - Physical.
 - Cognitive.
 - Emotional.
 - Social.
- Also marked by changing **expectations**.
 - Increased independence and autonomy.

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Adolescents with ASD

- ASD is a neurodevelopmental disorder....
 - Atypical development in multiple areas....
 - May see uneven development throughout the adolescent age range.
- High rate of co-occurring conditions.
 - Emotional (mental health) and behavioral.
 - Medical conditions.
 - Sleep and eating.

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Adolescents with ASD

- Delays/impairments and co-occurring conditions can affect the development of....
 - Self-awareness
 - Self Determination & Self Advocacy
 - Self-management
 - Independent Living Skills
- ASD features may limit the number of opportunities to learn and practice important life skills.

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Adolescents with ASD

ARE THEY DEVELOPMENTALLY
READY FOR TRANSITION??



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POST SECONDARY & TRANSITION PLANNING OUTCOMES

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Post-Secondary Outcomes

- Poor outcomes compared to other disability groups.
 - Un-or-under-employed.
 - Job instability.
 - Low wages.
 - Less likely to complete college.

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Transition Practices Outcome

- Examination of transition practices in ASD finds....
 - Students may not be actively engaged in the transition planning process.
 - Parents may not be actively engaged in the transition planning process.

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Transition Practices Outcomes

- Transition professionals may not be knowledgeable of more effective transition practices in ASD.
 - Teaching participation skills so student can participate in his/her planning meetings.
 - Dedicated transition planning meetings.
 - Linking transition goals to IEP goals/learning objectives etc.
 - Implementing transition preparation activities using effective instructional methods.

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Transition Practices Outcomes

- Transition teams may not include representation from post-secondary settings.
- May not be aware of resources/partners needed for transition planning.
 - College representation.
 - » Recruitment and disability services.
 - Adult agency.
 - » Residential.
 - » Community integration.
 - » Vocational training.

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Transition Practices Outcomes

- Transition teams may not include representation from post-secondary settings.
 - State-supported post-secondary disability programs.
 - » ACCES-VR.
 - Business representation.
 - » Employment/workforce agencies.
 - » Human resource representation.

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Transition Practices Outcomes

- Parents may not see value in their child's transition planning process.
 - May not receive education about the process.
 - Transition personnel may not facilitate a collaborative relationship.
 - May not be connected with needed transition resources.
 - Needed resources may not be recommended because transition teams not familiar.
 - Needed resources may not be available in the community.

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Implications

- Current transition planning models may not be effective due to these various factors.
- Therefore, need to consider enhancing and/or modifying transition planning practices to improve outcomes.

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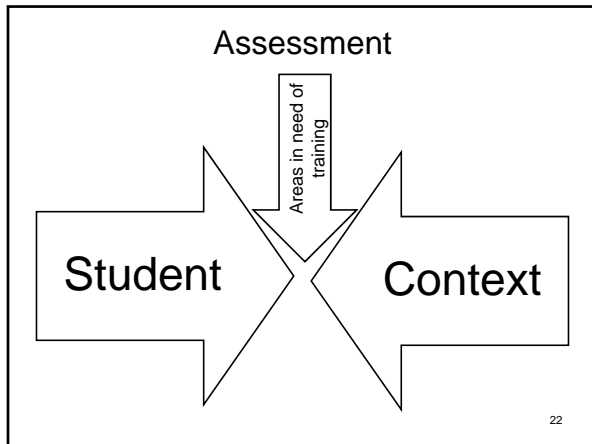
Considerations in Transition Planning in ASD

- ### Considerations
- Transition planning should improve student outcomes in...
 - Post-secondary Education.
 - Employment.
 - Independent Living.
 - Transition planning should assist in reducing barriers to participation & increase opportunities for learning and applying skills.

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- ### Considerations
- **Begin Early.**
 - Maximize participation in planning.
 - Student, parent, community representatives.
 - Maximize opportunity for learning needed skills, across settings/contexts.
 - **Assessment.**
 - Assessment of student & context.
 - Identify areas where student requires training to meet contextual expectations.

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- ### Considerations
- Develop Preparation Plan.
 - Identify skills needed.
 - ASD, co-occurring & post-secondary areas.
 - Select curriculums and evidence-based instructional methods.
 - Identify personnel/collaborators
 - Define roles and responsibilities.
 - Detail preparation activities.
 - Person, place, time etc.
 - Ensure alignment with IEP.
 - Course of study.

- ### Considerations
- Provide parent education & professional development.
 - Roles and responsibilities.
 - Creating opportunities for learning.
 - Strategies and methods used.
 - Identifying and accessing needed resources.
 - Collaborative planning and problem-solving

Considerations

- Implement and Evaluate Plan.
 - Instruct in typical environments (where possible).
 - Multiple skills and opportunities.
 - Routine progress monitoring.
 - Regular team meetings for...
 - Evaluation of progress and on-going planning.
 - Problem-solving learning difficulties and plan implementation difficulties.
 - Revise plan as needed.

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Transition Planning

For Students with ASD

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PREPLANNING

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Pre-Planning

- Pre-planning meetings are needed to prepare student (and parent) for the formal planning meetings.
 - Increase student and parent participation.
 - Individual meetings with student and parent.
 - Purpose of transition planning.
 - Format of meetings.
 - Roles & responsibilities.
 - Use Social Story (Stories) to assist with increasing understanding and participation.

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Pre-Planning

- Pre-planning meetings are needed to prepare student (and parent) for the formal planning meetings.
 - Interview student for general interests/preferences.
 - Visual representation (Choice Board).
 - Communication scripts to bring to formal Transition Planning meetings.

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Pre-Planning

- Draft an initial Transition Plan.
 - Potential preparation activities.
 - Resources.
 - Collaborators.
 - Visual supports.
 - Transition Plan & Communication Scripts.
 - Choice Board.
 - Identify Transition meeting accommodations.
 - Sensory supports.
 - Format (frequency, number of people, duration, location, etc.)

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Pre-Planning

- Preparing for the formal Transition Planning meeting.
 - Student
 - Social Skill Story.
 - Social/communication scripts.
 - Exposure to meeting room and people.
 - Rehearsal.
 - Reinforcement system for participation.
 - Personnel
 - Communicate the format that is best for student participation.

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THE TRANSITION PLAN

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Transition Plan

- Transition Plan should detail...
 - Student goals for each post-secondary area.
 - Post-secondary Education
 - Employment
 - Independent Living
 - Skills needed to achieve goals.
 - Interventions for skills.
 - Curriculum and instructional methods.
 - Instructional supports and accommodations.
 - Preparation plan for maximizing opportunity for learning and using skills.
 - Intervention methods and support strategies

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Transition Plan

- Transition Plan should detail...
 - Roles and responsibilities.
 - Student.
 - Parents.
 - School Personnel.
 - Collaborators.
 - Professional development needed.
 - Parent education and/or training needed.
 - Resources needed.

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Transition Plan

- Transition Plan should detail...
 - Progress monitoring plan.
 - Team meetings-planning and problem-solving.
 - On-going assessment: Data-based decision making.
 - Revisions to plan.
 - Follow-up for additional resources.

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THE PREPARATION PLAN: *SKILLS TRAINING*

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Transition Preparation

- Skills training needed on...
 - ASD related skill areas.
 - Co-occurring conditions skill areas (if applicable).
 - Post-secondary goal areas.

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Transition Preparation

- **ASD and co-occurring conditions....**
 - Functional Communication.
 - Social Interaction.
 - Behavior Regulation.
 - Repetitive Behavior/circumscribed interests.
 - Disruptive behavior problems/disorders.
 - Emotional Regulation.
 - Anxiety
 - Depression
 - Adjustment reactions

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Transition Preparation

- Multiple strategies can be used for skills training...
 - Functional communication training.
 - Direct instruction
 - Joint Action Routines.
 - Incidental teaching methods.
 - Communication scripts, AAC.
 - Social skills and interaction training.
 - Direct instruction.
 - Social stories and social scripts.
 - Peer modeling and networks.

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Transition Preparation

- Multiple strategies can be used for skills training...
 - Behavior Regulation training.
 - Contingency management.
 - Other reinforcement systems.
 - Emotion Regulation training.
 - Coping skills training and scripts.
 - Problem-solving training and social autopsies.
 - Train across settings/context.

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Transition Preparation

- **Post-secondary education.**
 - College/Technical School skills.
 - Entrance/selection.
 - Self-advocacy.
 - Disclosing disability and accessing supports/accommodations.
 - Study skills.
 - Self-management of workload.
 - Organization and time management.
 - Independent living skills.

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Transition Preparation

- **Employment.**
 - Career selection.
 - Job interview and acceptance procedures.
 - Self-advocacy for accommodations.
 - Job specific skills.
 - Social-communication skills.
 - Emotional-Behavior regulation skills.

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Transition Preparation

- **Independent Living.**

- Personal care.
- Domestic skills.
- Consumer behavior.
- Community integration.
 - Including travel training.
 - Recreation and leisure.

** need to reduce 'screen' time

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Transition Preparation

- **Independent Living.**

- Money management.
- Safety skills.
 - Physical.
 - Media.
- Sexuality/Intimate social relationships.
 - Dating.

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Transition Preparation

- **Multiple strategies can be used for skills training...**

- Direct instruction
- Task analysis & Activity schedules
- Coaching
- Social Stories & Social Skill Stories
- Verbal & Social Scripts
- Reinforcement system to improve motivation and learning.
- Train across settings/contexts.
- Consider assistive technology.

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Select Resources

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Resources

- New York State Education Department
 - Transition Regulations:
 - <http://www.p12.nysed.gov/specialed/transition/randg.htm>
 - This is the link to the NYS Education Department's Transition Requirements & Guidelines for students classified with a disability.
 - Contains wide variety of resources.

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Resources

- Autism Speaks
 - Multiple resources including a Transition Toolkit, Visual Supports, & an Autism Apps listing.
 - <http://www.autismspeaks.org/>
- Organization for Autism Research
 - Multiple resources including a Guide to Transition (search site for Transition Guide).
 - <http://www.researchautism.org/>

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Resources

- Geneva Center
 - Various tip sheets for visual supports and choice board (see Resources Tab and select-Visual Aids Gallery or use 2nd link listed below).
 - <http://www.autism.net/>
 - <http://visuals.autism.net/visuals/main.php>

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Resources

- Rochester Regional Center for Autism
 - See Community Education & Technical Assistance Activities tab for ...
 - Information Sheet on Transition.
 - Training DVDs for Daily Visual Schedules & Direct Instruction for Social Skills.
 - Various links to other resources.
 - <http://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities/RRCASD.aspx>

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