



Considerations in Transition Preparation for Adolescents with Autism Spectrum Disorders

Caroline I. Magyar, Ph.D.
Associate Professor & Director
Rochester Regional Center for Autism Spectrum
Disorders
January 2013
Webinar



Learning Objectives

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

2

Transition Planning

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

3

Considerations

- 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 needed skills.

4

Considerations

- 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.

5

Transition Age Students with ASD

Understanding Adolescent Development in Students with ASD

6

Adolescent Development

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

7

Adolescents with ASD

- ASD is a neurodevelopmental disorder....
 - Delays in development.
 - Uneven development throughout lifespan.
 - Impairments can be lifelong.
- Atypical development in multiple areas....
 - Social interaction
 - Communication
 - Emotional and behavior regulation
 - Independent living skills

8

Adolescents with ASD

- Delays/impairments and co-occurring disorders can affect the development of....
 - Self-awareness=Self-determination & Self Advocacy
 - Self-management=Independent Living Skills
- ASD features may limit the number of opportunities the student has to learn and practice important life skills.
 - Behavior....Expectation

9

ASD Post-Secondary Outcomes

- Poor adult outcomes compared to other disability groups.
 - Un-or-under-employed.
 - Job instability.
 - Low wages.
 - Less likely to complete college.
- Currently no evidence-based ASD transition guidelines.
 - Clinical reports and recommendations.

10

Transition Planning

- In addition, examination of transition practices in ASD finds....
 - Transition professionals and parents may not be knowledgeable of ASD and/or considerations for more effective transition practices.
 - May have lower expectations.
 - Students may not be actively engaged in the transition planning process.
 - Limited opportunities for inclusion....affects learning.

11

Transition Planning

- Parents may not know how to identify and/or access resources needed for transition and/or resources not available.
 - Parent education may not be provided or be effective.
 - Parent may not see value in current planning process.
- Disconnected service systems can lead to wide variability in quality of collaborations among stakeholders.
 - No single point of entry.

12

Adolescents with ASD

ARE THEY DEVELOPMENTALLY
READY FOR TRANSITION??



13

ASD Post-Secondary Outcomes

- Need to improve outcomes.
 - Current transition planning models may not be effective for youth with ASD due to disability specific delays and impairments.
- Therefore, require consideration for enhanced and/or modified transition planning practices.

14

Transition Planning

Transition Planning

- Transition planning refers to a coordinated set of activities that are...
 - **Outcome oriented.**
 - Goal setting in the 3 post-secondary areas:
 - **Education**
 - **Employment**
 - **Independent Living**
 - Intervention plan for skills training in areas needed to meet personal post-secondary goals.

16

Transition Planning

- **Student and family focused.**
 - Strengths based.
 - Assessment of interests and preferences.
 - Assessment of skills needed to meet goals.
 - Assessment of and access to resources to meet goals.
 - **Collaborative.**
 - Family-School-Community planning and preparation.
 - Opportunities for learning.

17

Transition Planning

- Two general transition planning models...
 - Person Centered Planning
 - Self-Determination
- Provide the frameworks to guide transition practices....
 - planning process.
 - assessment & evaluation.
 - identification of instructional targets.
 - selection and implementation of curriculum & instructional methods.

18

Transition Models

Person Centered Planning

- Goal
 - Process of learning about the individual.
 - Interests
 - Preferences
 - Goals, etc.
 - Collaborative process, with input from multiple stakeholders.

Self-Determination

- Goal
 - Empower the student to actively engage in planning for his/her future.
 - Student directed
 - Teaches the student
 - Self-determination
 - Self-advocacy

19

Transition Planning

- New York State mandates...
 - transition planning begin early.
 - 12 years for some, others 14 years.
 - quality in planning.
 - Transition Quality Indicators (TQI).
 - Self-assessment (Transqual).
 - demonstrable outcomes.
 - Data collection and reporting.
 - Technical assistance to schools not meeting performance criteria.

20

CONSIDERATIONS IN TRANSITION PLANNING FOR YOUTH WITH ASD

21

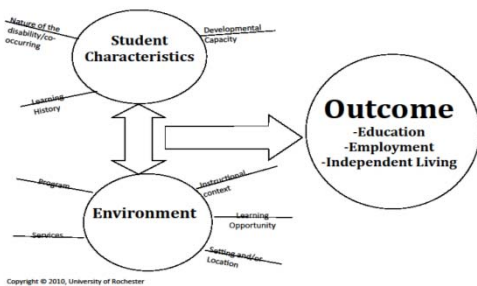
Considerations

- Ecological Framework.
 - Disability vs Handicapped.
 - Reduce barriers to participation.
 - Improve opportunities for learning.
 - May improve outcome.

22

Ecological Framework

Figure 1.1 Ecological Model: Relationship between Student Characteristics and Environment on Outcome



Copyright © 2010, University of Rochester

Considerations

- Begin Early.
 - Maximize participation in planning.
 - Student
 - Parent
- Ecological Assessment.
 - Assessment of student & context.
 - Identify strengths and areas of need.
 - Situational (preference) assessment.
 - Continuous assessment to monitor changing needs/development.

24

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 implementation activities.
 - Person, place, time etc
 - Ensure alignment with IEP.

25

Considerations

- Provide parent education & professional development.
 - Roles and responsibilities.
 - Strategies and methods.
 - Creating opportunities for learning.
 - Collaborative problem-solving
 - Data-based decision making.
 - Identifying and accessing resources.
 - Adult service systems.

26

Considerations

- Implement and Evaluate Plan.
 - Instruct in typical environments.
 - Multiple skills across various contexts.
 - Multiple opportunities.
 - Routine progress monitoring.
 - Regular team meetings for...
 - problem-solving learning difficulties.
 - implementation difficulties.
 - planning.
 - Revise plan as needed.

27

TRANSITION PLANNING ACCOMMODATIONS & INTERVENTIONS

28

Pre-Planning Meetings

- Pre-meetings to prepare for the formal planning meetings.
 - Individual meetings with student and parent.
 - Social Story (stories)
 - Purpose of transition planning
 - Format of meetings
 - Roles & responsibilities
 - Interview for general interests/preferences.
 - Visual representation (Choice Board).
 - Communication scripts to bring to formal planning meetings.

29

Pre-Planning Meetings

- Draft an initial transition plan.
 - Potential preparation activities.
 - Resources.
 - Collaborators.
 - Visual supports.
 - Transition plan & communication scripts.
 - Choice Board.
 - Identify planning meeting accommodations.
 - Sensory supports
 - Format (frequency, number of people, duration, location etc)

30

Pre-Planning Meetings

- Preparing for the formal 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.

31

IMPLEMENTING & EVALUATING THE TRANSITION PLAN

32

Transition Planning

- Transition Plan should detail...
 - Student goals for each post-secondary area.
 - 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.

33

Transition Planning

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

34

Transition Planning

- Transition Plan should detail....
 - Assessment plan.
 - Situational (preference) assessment.
 - Progress monitoring plan.
 - Team meetings-planning and problem-solving.
 - Data-based decision making.
 - Revisions to plan.
 - Follow up for additional resources.

35

**PREPARATION
CONSIDERATIONS: SKILLS
TRAINING**

36

Skills Training

- Skills training needed on...
 - ASD related skill areas.
 - Co-occurring disorder skill areas.
 - Post-secondary goal areas.

37

Skills Training

- Skills training for
 - **ASD and co-occurring disorders....**
 - Functional Communication
 - Social Interaction
 - Behavior Regulation
 - Repetitive Behavior/circumscribed interests
 - Disruptive behavior problems/disorders

38

Skills Training

- Skills training for
 - **ASD and co-occurring disorders....**
 - Emotional Regulation
 - Anxiety
 - Depression
 - Adjustment reactions
 - Independent Living Skills
 - Personal
 - Domestic
 - Community

39

Skills Training

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

40

Skills Training

- Multiple strategies can be used for skills training...
 - Emotional Regulation training.
 - Coping skills training and scripts.
 - Problem-solving training and social autopsies.
 - Behavior Regulation training.
 - Contingency management
 - Other reinforcement systems.

41

Skills Training

- Skills training for...
 - **Post-secondary education settings.**
 - College skills
 - Entrance/selection
 - Study skills
 - Self-management of workload
 - » Organization and time management.
 - Self-advocacy
 - » Disclosing disability and accessing supports/accommodations.
 - Independent living skills

42

Skills Training

- Multiple strategies can be used for skills training...
 - Direct instruction
 - Coaching
 - Social Skills Stories
 - Scripts
 - Task analysis & Activity Schedules
 - Reinforcement system to improve motivation and learning.
- Train across settings

43

Skills Training

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

44

Skills Training

- Multiple strategies can be used for skills training...
 - Direct instruction
 - Coaching
 - Social Stories & Social Skill Stories
 - Scripts
 - Task analysis & Activity Schedules
 - Reinforcement system to improve motivation and learning.
- Train across settings

45

Skills Training

- Skills training for...
 - **Independent Living**
 - Personal care
 - Domestic skills
 - Consumer behavior
 - Community integration
 - Including travel training
 - Recreation and leisure

46

Skills Training

- Skills training for...
 - **Independent Living**
 - Money management
 - Safety skills
 - Physical
 - Media
 - Sexuality/Intimate social relationships
 - Dating

47

Skills Training

- Multiple strategies can be used for skills training...
 - Direct instruction
 - Coaching
 - Shadowing & Graduated Guidance.
 - Social Stories & Social Skill Stories
 - Scripts
 - Task analysis & Activity Schedules
 - Reinforcement system to improve motivation and learning.
- Train across settings

48

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.
 - <http://www.researchautism.org/>

49

Resources

- Geneva Center
 - Various tip sheets for visual supports and choice board (see Visual Aids Gallery).
 - <http://www.autism.net/>
- Rochester Regional Center for Autism
 - Training DVD for Schedules & Direct Instruction for Social Skills.
 - Information Sheet on Transition.
 - Various links to other resources.
 - <http://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities/RRCASD.aspx>

50

Question & Answer

51
