Understanding Transition

Session Objectives

- Describe characteristics students with autism spectrum disorders (ASD) display during adolescence and adulthood
- Describe importance of transition planning
- Describe teamwork necessary to plan for successful transition

Autism Is...

- A Pervasive Developmental Disorder
- Deficits in
  - Social Interaction
  - Communication
- Presence of behaviors
  - Restricted, repetitive, and stereotyped patterns of behaviors and interests

The Autism Spectrum

- Autism
- Rett's
- Pervasive Developmental Disorder- NOS
- Asperger's Disorder
- Childhood Disintegrative Disorder

Autism Versus Asperger's Disorder

<table>
<thead>
<tr>
<th>Autism</th>
<th>Asperger's Disorder</th>
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<tbody>
<tr>
<td>More individuals have below average IQ (70 to 85%)</td>
<td>Generally have average to above average IQ</td>
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<td>Characteristics often prevalent before 3</td>
<td>Characteristics may be present, but diagnosis can happen as late as adolescence and adulthood</td>
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<td>Significant delays in Language (~30 to 50% do not talk)</td>
<td>Talking is typically not disordered, but communication may be</td>
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<td>Social Skill deficits typically present as behavioral challenges</td>
<td>Social Skill deficits present as social communication and social cognition problems</td>
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<tr>
<td>Stereotypes typically involve motor behavior</td>
<td>Stereotypes typically involve obsessive interests</td>
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Typically, individuals with PDD-NOS demonstrate most of the symptoms of autism or Asperger’s syndrome, without meeting all of the criteria.

Secondary Characteristics Associated With ASD

- Behavior challenges
  - Communication Deficits
  - Social skill challenges
  - Additional Mental Health Diagnoses
  - Depression
  - Anxiety

ASD in Adolescence (Seltzer, 2003)

- Communication - Improves
- Social Skills - Improves
- Restricted repertoire of interests - Abates
- Stereotypical motor behavior - Abates

Autism is still a serious disorder!

“That the disorder changes in its manifestation over the life course does not, therefore, indicate that affected individuals have any less of a need for services and supports as they move through adolescence into adulthood and midlife than they did in childhood. Rather, developmentally appropriate services are needed for adolescents and adults with ASD diagnoses.” (p. 579, Seltzer, et al., 2003)

Take a Quick Time Out

- Read the three case studies on pages 1-4
  - Jeff – Asperger’s Disorder
  - Craig – Autism
  - Maria – PDD-NOS

Each Person is an individual!

Develop a personal profile

After listening to this slide, pause the presentation and review pages 1-4. When you have completed reading, press play to continue the presentation.
IDEA 2004

- Have access to general education curriculum
- Include Summary of Performance for students who are about to either graduation or exit
- Include a transition plan be based on student preferences and interests
- Ensure students be included in the meeting if a transition plan is being developed

Transition Services (IDEA 2004)

- Coordinated set of activities
- Results-oriented process
- Focused on improving the academic and functional achievement
- To facilitate the movement from school to post-school activities
- Is based on the individual’s needs, taking strengths, preferences, and interests

Transition Services (IDEA 2004)

- Includes
  - Instruction
  - Related services
  - Community experiences
  - The development of employment and other post-school adult living objectives
  - Acquisition of daily living skills
  - Provision of functional vocational evaluation

Transition Planning Areas

- Employment
- Transportation
- Housing
- Recreation and Leisure
- Community Integration and Life Skills
- Self-Determination

The Transition Team

- It’s the SKILLS not the people

Skills Needed

- Planning for and teaching social skills
- Planning for and teaching communication
- Analyzing challenging behavior and developing behavior intervention plan
- Assessing, planning, implementing, and evaluating core academic, functional, daily living, and recreational skill needs
- Developing transition plan and coordinating across team members

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Skills Needed (continued)

- Addressing environmental and sensory challenges
- Addressing psychiatric, behavioral, or mental health concerns
- Identifying potential jobs, finding employers, designing successful work stations and environments, and teaching job skills

Skills Needed (continued)

- Providing team with history of student's past experiences, assisting team with discovering student's vision and dreams
- Implementing all plans, collecting data on plans, providing feedback to the team about the success of plans

Team members who may have skills

- Special Education Teacher
- Psychologist
- Behavior Analyst
- Speech Therapist
- Occupational Therapist
- Vocational Rehabilitation Specialist

Team members who may have skills (continued)

- Case Manager
- Psychiatrist
- Licensed Clinical Social Worker
- Job Coach
- General Education Teacher
- Transition Education Teacher
- The Student with ASD
- Family Members
- Friends
- Paraprofessional Staff
- Residential or Community Based Services Provider

Team members who may have skills (continued)

- Essential Team members
  - Special Education Teacher
  - Student and Parents
  - General Educators
  - Community Service Representatives

Recommended Transition Practices

- Implement Positive Behavior Supports
- Matching the IEP to the student's vision for the future
- Capitalizing on Inclusive Experiences
- Providing a variety of community-based job and life experiences
- Coordinating a smooth transition to new resources and service providers
Pulling It All Together Takes a TEAM!