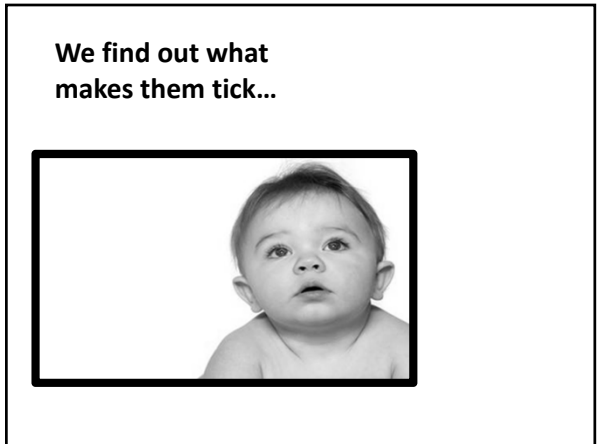


Transition Planning and Intervention
for Youth with Autism
VCU Autism Center for Excellence
Emily Helmboldt, LPC
Virginia Commonwealth University

- Goals of Webcast**
- Critical status of employment
 - Essential components of an effective transition plan
 - Framework of best practices in employment models

- Special thanks to:**
- Dr. Paul Wehman
 - Autism Center for Excellence Training Staff
 - Dr. Carol Schall
 - School Divisions from across Virginia
 - Virginia Department of Education

**What Happens to Cute
Little Kids with Autism?**

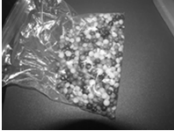






We find out their likes and dislikes...



Strengths and Interests




We assess their needs and supports



Academic levels, social skills, communication abilities, restrictive behaviors, sensory needs, etc

We know what works...

Discrete Trial Training,
Verbal Behavior,
Reinforcement,
Systematic Instruction,
Video Modeling,
Functional Behavioral Assessment,
and more...



But eventually they become...

Teenagers



Then...What do we do?

Do we want this...?

Token Economies using Pennies???



Isolated and segregated workshops?



OR This?

Underemployment?



College educated person bussing tables?



Do we want these facts to remain true?

- Highest unemployment rates
- 16.2%*
- Employment rate
- 4.1% - 11.8%**
- Employment rate for persons with ASD

*(Bjelland et al., 2011) **(Taylor & Seltzer, 2011)

Or this to remain true?

- Individuals with ASD:
 - Live at home with parents
 - Segregated sheltered workshops
 - Day activity centers
 - Case management only
 - No adult services
 - Very few (> 1) friends upon graduation

(Hendricks & Wehman, 2009; McDonough & Revell, 2010; Schall, Target, & Wehman, 2013)

Interventions that work:

- Supported Employment
- Person –Centered Planning
- Augmentative communication
- Social skills instruction
- Workspace design
- Visual strategies
- Personal digital devices
- Positive Behavior Supports

Improved independence, employment, communication and social interactions.

Importance of Transition

- Need to understand how transition relates to a whole life: living, working, & participating in the community
- Great challenge when leave school & face adult service systems & programs
- Planning through Transition IEP is essential





Six considerations for a successful transition plan

**Transition to Adulthood #1:
Employment & Vocational
Competency**

- Real work for real pay during school increases vocational capacity & competence
- Capitalize on positive attributes
- Sheltered workshops & day activity centers are not the answer



**Transition to Adulthood #2:
Living & Participating in the
Community**

- Living in community apartment, small group home, or other option is possible with right supports
- Students need experience to learn how to participate in community
- More competence leads students closer to whole lives



**Transition to Adulthood # 3:
Getting Around the Community**

- Ability to navigate in community
- Take bus or pay friend for ride
- Walk around without getting lost
- Without training may get lost, run away, or make others nervous
- Learnable skills that need to be taught



**Transition to Adulthood #4:
Financial Literacy**

- Help in managing benefits & maximizing work incentives
- Know what to do with a paycheck & how to use the ATM
- Learn basic math skills & how to use a calculator



**Transition to Adulthood #5:
Making Friends & Building Social
Competence**

- Socialization makes everyone more comfortable
- Segregation diminishes opportunities
- Living, working, & participating in community increase opportunities to meet people, build networks, & develop friendships
- Need to learn when they can do certain things & when they cannot



**Transition to Adulthood #6:
Self-Esteem & Having Fun**

- Feel good about appearance
- Self-esteem important component to friendships and community participation
- Leisure activities
- Do things he/she wants to do; not what others want him or her to do



**COMMUNITY-BASED
TRAINING AND
INTERVENTION**

**WHAT skills should be taught
in the community?**

WHAT should be on the IEP?

Transition IEPs

1. Employment Goal (may include integrated employment and supported employment)
2. Vocational/Technical Training Goal (may include apprenticeship, work-force training)
3. Higher Education Goal

Transition IEPs (continued)

4. Continuing and Adult Education, Career/Technical Education Goal (may include public or private technical school)
5. Residential Goal

Transition IEPs (continued)

6. Transportation/Mobility Goal
7. Financial/Income Needs Goal
8. Self-Determination Goal
9. Social Competence Goal
10. Health/Safety Goal

(Transition IEPs Wehman & Wittig, 2009, PRO-ED)

Transition Essential Elements

- Process important
 - Plan EARLY
 - Assess EARLY
 - Complete Team Participation
 - Functional Skills
 - Experience, experience, experience

Life Skills Training Works!

(Alwell & Cobb, 2009)

HOW should these skills be taught?

Applied Behavior Analysis (ABA)
in a portfolio of skills context


(Wehman, Schall & Smith, 2009)

**Portfolio Based Activity
Training**


Where should these skills be taught?

- Businesses
- Shopping Malls
- Community College
- Buses
- Community Recreation Center
- Other

Promising Models & Service Delivery Practices



Cincinnati Children's Medical Hospital





Rutkowski, S., Datson, M. Van Kuiken, D., & Riehle, E. (2006). Project SEARCH: A demand-side model of high school transition. *Journal of Vocational Rehabilitation*, 25, 85-96.

- VCU Autism Center for Excellence**
- Project SEARCH- Replication
 - VCU/RRTC Disability Rehabilitation Research Project (DRRP)
 - Supported by NIDRR, US Dept of Education


Key Concepts

- Collaboration with business, education, rehab (VR) & DD
- Braided funding
- Immersion & impact
- Training in real work settings
- Low risk, low cost for business
- Hiring students who are "good fit"
- Goal of employment

School Day: Business Based

- 8:00 Employability Skills
- 9:00 Worksites
- 11:30 Lunch
- 12:15 Worksites
- 2:00 Review, Plan, Journaling
- 2:30 Depart



Instructional Strategies

- Task Analysis forward & backward chaining
- Differential Reinforcement of Other Behavior (DRO)
- Differential Reinforcement of Incompatible Behavior (DRI)
- Behavior Rehearsal
- Applications of Technology



Internship Supports

- Alphabetizing
- Behavior plan with incentives – reviewed before & after each shift
- Visual cue – incredible 5 point scale (noise)



Paul Case Study

From Student to Employee...

Paul Goals:

- Practical Math: visual recognition and identification of fractions, counting mixed money
- Functional Reading: identify information presented in real-life materials
- Vocational Skills: sorting, matching, work speed, following a task list to completion



Environment:

- School, CBI, community based employment sites (7 hours per week)

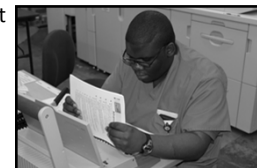
Paul

- **Strengths**
 - Excellent work ethic
 - Able to understand concepts
- **Challenges**
 - Difficulty with accepting criticism
 - Cursing
 - Episodes of intense anger outbursts including aggression



Paul

- Intensive Social Skills Training
- Accepting Criticism
- Supports:
 - Check in and check out on emotions/feelings
 - Think Sheet
 - Level Plan



Behavior Think Sheet

I was not:

Respecting Personal Space	Using professional language	Listening
Following Rules		

Other:

Other:

and I ~~walked~~ when I was walking from the Cafeteria I was following Kallyn. I get upset and said "give me some eye" in a harsh tone and I get upset and I made some threats on the elevator

I have:

Kept my hands to myself!	Use Professional language	Followed directions: be respectful: Respect Personal Space
Use Flexible Thinking	Other:	

From now on I will Take a deep breath and count to ten and walk away from the situation and say "I need to move on" go to a safe place

ten and walk away from the situation and say "I need to move on" go to a safe place

I apologize for Kallyn, I'm sorry I didn't give personal space I'm sorry for making threats about you, and I'm mostly sorry for putting my hands on you


Student Signature: *Pharah Jackson* Date: 3-18-11

1	2	3	4	5

A supervisor gives me feedback / constructive criticism.	1	2	3	4	5
Someone or something interrupts me while I am working.					
A supervisor tells me to correct a mistake.					
When I don't understand what someone is saying to me.					
When I disagree with co-worker.					
When a co-worker asks for help.					
When a supervisor tells me to do something.					
Group work with peers / co-workers.					
When others make suggestions on how to do something.					

Paul's Employment

- Ricoh/Print Shop
 - Mail delivery
 - Metering mail
 - Copying/binding



Other Transition Example:



Melissa

Process

- Transition planning started early within the home
- School supports
 - Community Based Instruction
 - Situational Assessments
 - Volunteer activities
 - Person centered plan

Person Centered Plan

- Bridged adult and educational services together
- Inclusive of Melissa and family
- Utilized historians
- Visual, graphic, informative, experiential

Outcomes

IEP Goals:

- Accepting direction/feed-back
- personal hygiene
- Staying organized (tasks, breaks, materials)
- communicating break needs

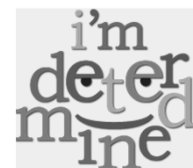
- Loves thrift stores
- Working at local shop
- Be-friended owner
- Knows regular customers
- Sorts new items, hangs up clothing, inspects items, tags items, stocks racks/shelves

Other models

- Customized Employment
- Micro-Board
- Self Employment

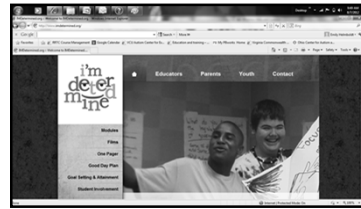
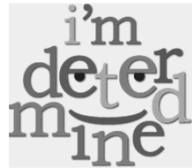
I'm Determined

- Resource for information and training on self determination
- Collaborative project between
 - Virginia Department of Education
 - T/TAC at James Madison University
 - Regional T/TACs



Goals:

- Involvement of students in IEP process
- Utilized strengths and interests to create goals
- Incorporate goals into Transition plan
- Encourages independence, self direction, and self advocacy



www.imdetermined.org

Post Secondary Education

- <http://www.going-to-college.org/>
– Resource for students with disabilities when planning for higher education
- <http://www.vcuautismcenter.org/research/highered.cfm>
– Research project looking at current experiences of college students with ASD, supports received, and areas of need.



- Individualized supports: physical and neurological disabilities including ASD.
- <http://www.thinkcollege.net/september-2011/ace-it-in-college>

Virginia Commonwealth University

www.vcuautismcenter.org

www.worksupport.com