

# Best Practices in Transition for Individuals with ASD

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# Outcomes

What happens as children with ASD develop into adulthood?

# Outcomes

- Across all disability categories, students with ASD are among the least likely to
  - attend postsecondary education
  - gain competitive employment
  - live independently
- (Billstedt, Gillberg, & Gillberg, 2005; Chiang, Cheung, & Tsai, 2013; Fleury et al., 2014; Gerhardt & Holmes, 2005; Hendricks & Wehman, 2009; Howlin, Alcock, & Burkin, 2005; Howling, Goode, Hutton, & Rutter, 2004; Migliore, Timmons, Butterworth, & Lugas, 2012; Newman et al., 2011; Shattuck et al., 2012; Taylor & Seltzer, 2011).

# A caveat

- Other issues may impact the developmental of individuals with ASD
  - COMORBIDITY!
  - TRAUMA!
  - R/RB Severity
  - Presence of challenging behavior

Another caveat

An adolescent with ASD is also an adolescent.

# Ten core commitments for high-quality transition services (Carter, 2016)

- (a) starting transition early
- (b) adopting person-centered practices
- (c) focusing on strengths
- (d) fostering self-determination
- (e) holding high expectations

# Ten core commitments for high-quality transition services (Carter, 2016)

- (f) providing inclusive experiences
- (g) pursuing improved outcomes
- (h) incorporating data-driven approaches
- (i) developing strong partnerships
- (j) moving beyond a compliance mindset

Suggestion 1:  
Focus on more than academics...



“IDEA requires that the disability adversely affect a child’s educational performance. *IDEA does not use the word —“academic”* to describe education. However, it specifies that the **purpose of education is to enable the child to develop skills toward independence and meaningful community involvement as an adult.**”

“Connecticut State Board of Education’s Position Statement on the Education of Students with Disabilities (adopted January 3, 2001) clearly states that the **outcomes for students include the development of abilities that will enable them to be self-sufficient, productive and contributing members of society**, able to make informed personal choices and function successfully as family members, workers, learners, citizens, friends and consumers.”

IDEA 2004 states that transition services must:

Begin no later than the first IEP to be in effect when the student is 16 and updated annually thereafter (CT requires from age 14)

Be provided until

The student turns 21 (or 22), or

The student graduates from high school with a regular diploma

- IEP requirements
  - Appropriate measurable postsecondary goals
    - Based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills
  - Transition services (including courses of study) needed to assist the student in reaching those goals

# IEP Goals and Objectives

- For all students with ASD, goals and objectives should be in place that focus on activities of daily living.
- By high school, objectives should focus on independent completion
  - You may teach with fading prompts, but the objectives need to measure independent completion of tasks.
  - Use baseline as a starting point (e.g. number of steps completed)

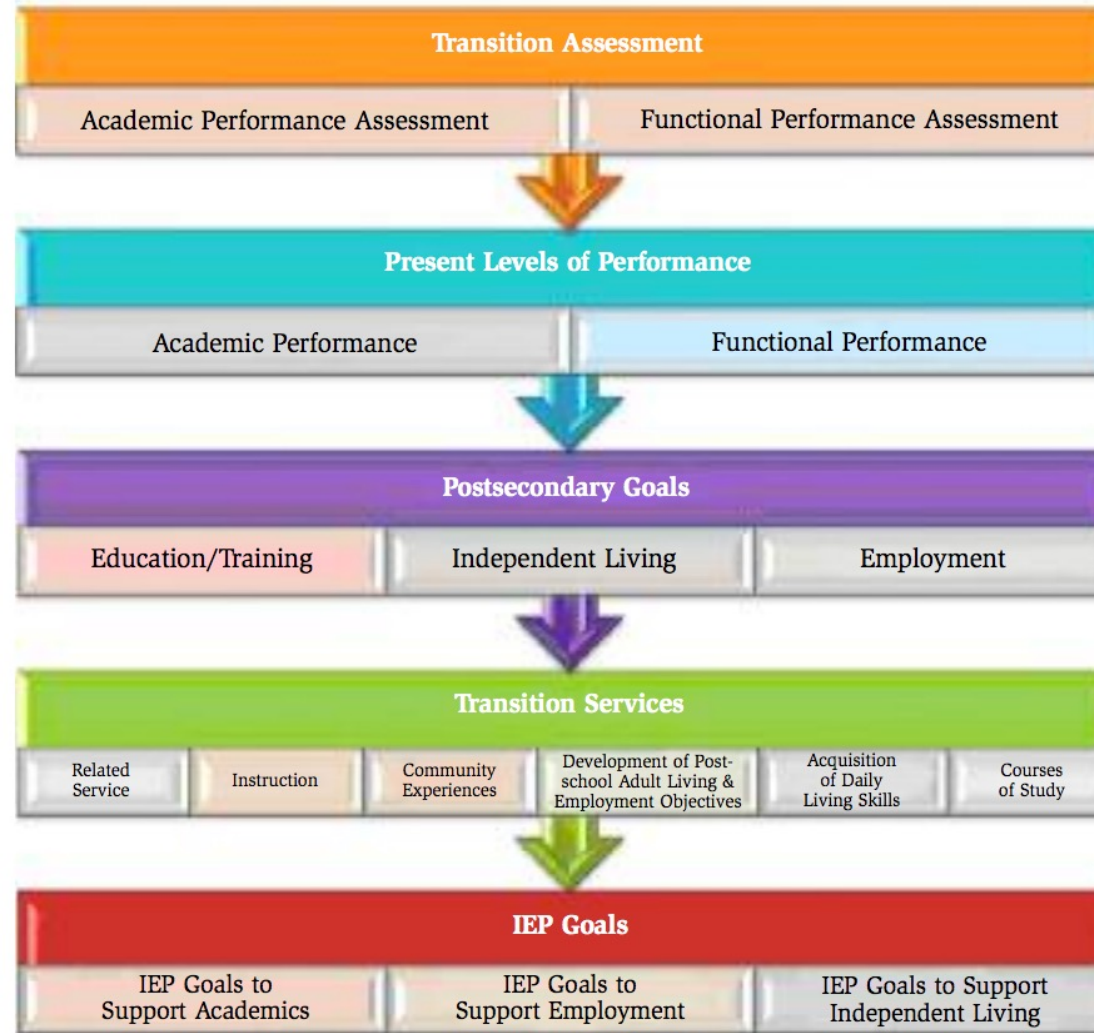
# Functional Inventories

- *Assessment of Functional Living Skills*
- *Verbal Behavior Milestones Assessment and Placement Program*
- BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)

# Functional Curriculum

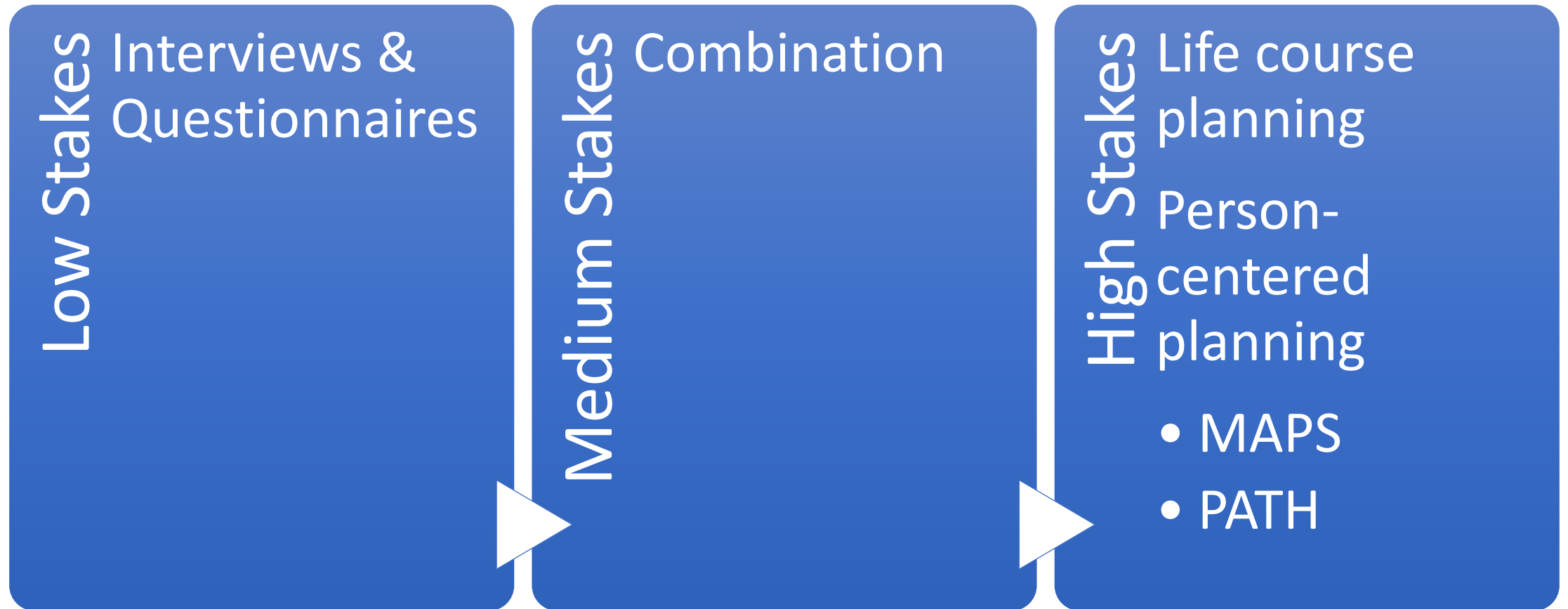
- *Adaptive Living Skills Curriculum*
- *Functional Assessment and Curriculum for Teaching Everyday Routines*

**Figure 2. Steps in the Transition Planning Process**





# Approaches to Setting Postsecondary Goals



# Transition Planning Domains

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 [iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2\\_02\\_domainlist/](https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2_02_domainlist/)

Domain	Subdomain
Education/ Training	<ul style="list-style-type: none"><li>• College courses</li><li>• College preparatory classes</li><li>• General education and training considerations</li><li>• On-the-job training</li></ul>
Employment	<ul style="list-style-type: none"><li>• Employment setting</li><li>• Military service</li><li>• Supported employment</li></ul>
Independent Living	<ul style="list-style-type: none"><li>• Child rearing</li><li>• Daily living skills</li><li>• Family life</li><li>• Financial management</li><li>• Home management</li><li>• Transportation</li></ul>

Available: [https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2\\_02\\_domainlist/](https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2_02_domainlist/)

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Leisure Pursuits	<ul style="list-style-type: none"><li>• Community and neighborhood activities</li><li>• Entertainment</li><li>• Indoor activities</li><li>• Outdoor activities</li><li>• Travel</li></ul>
Community Involvement	<ul style="list-style-type: none"><li>• Citizenship</li><li>• Community awareness</li><li>• Services and resources</li></ul>
Physical and Emotional Health	<ul style="list-style-type: none"><li>• Maintaining a healthy lifestyle</li><li>• Scheduling and keeping healthcare-related appointments</li><li>• Seeking help for emotional issues (e.g., depression) when appropriate</li></ul>

Available: [https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2\\_02\\_domainlist/](https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p02/cou2_02_domainlist/)



Standardized



Criterion-  
Referenced



# Ecological/Situational Assessment

- The [National Technical Assistance Center on Transition](#) (2016) defines environmental/situational (often also called ecological) assessment as "carefully examining environments where activities normally occur" (p. 20). It typically involves observations of a person within a typical environment and is used to figure out the instruction and accommodations necessary for this individual to access this environment.

That's great, but how do we do all of that and get students to earn credits to graduate so they can go to postsecondary education?

Suggestion 2:  
5<sup>th</sup> year programming...

Suggestion 3:

This can't be done solely in 6.5 hours per day...schools need to partner with parents!



# Life Course

- [http://www.ct.gov/dds/lib/dds/family/ct lc experiences booklet.pdf](http://www.ct.gov/dds/lib/dds/family/ct_lc_experiences_booklet.pdf)

## Tips for Parents

- o Help your son or daughter learn about and understand his/her disability.
- o Keep records of the transition-related services and activities that occur.
- o Review your son or daughter's IEP goals.
- o Review graduation requirements and help make decisions about course of study, paths, and options for a high school diploma.

## Tips for Parents

- o Advocate for the curriculum that will prepare the your son or daughter for their post-secondary goals and post school vision.
- o Provide opportunities for your son or daughter to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service).

## Tips for Parents

- Encourage your son or daughter to be as independent as possible at home and in the community
  - Summer campus
  - Driving
  - Independent Living

Transportation: To Drive or Not to Drive

Rule of thumb:

Can you do this independently? Can you get an accommodation? Can you do this with support (natural or contrived)?

Suggestion 4:  
Get a job or volunteer!

The best predictor of adult employment is...



Suggestion 5:  
Develop self-advocacy skills!

# Self-Advocacy

Self-Advocacy refers to the ability of an individual to effectively communicate, convey, negotiate, or assert one's own interests, desires, needs, and rights. It assumes the ability to make informed decisions. It also means taking responsibility for those decisions. Providing students with opportunities to learn and use decision-making and self-advocacy skills can help prepare them to become full participants in a democratic society.

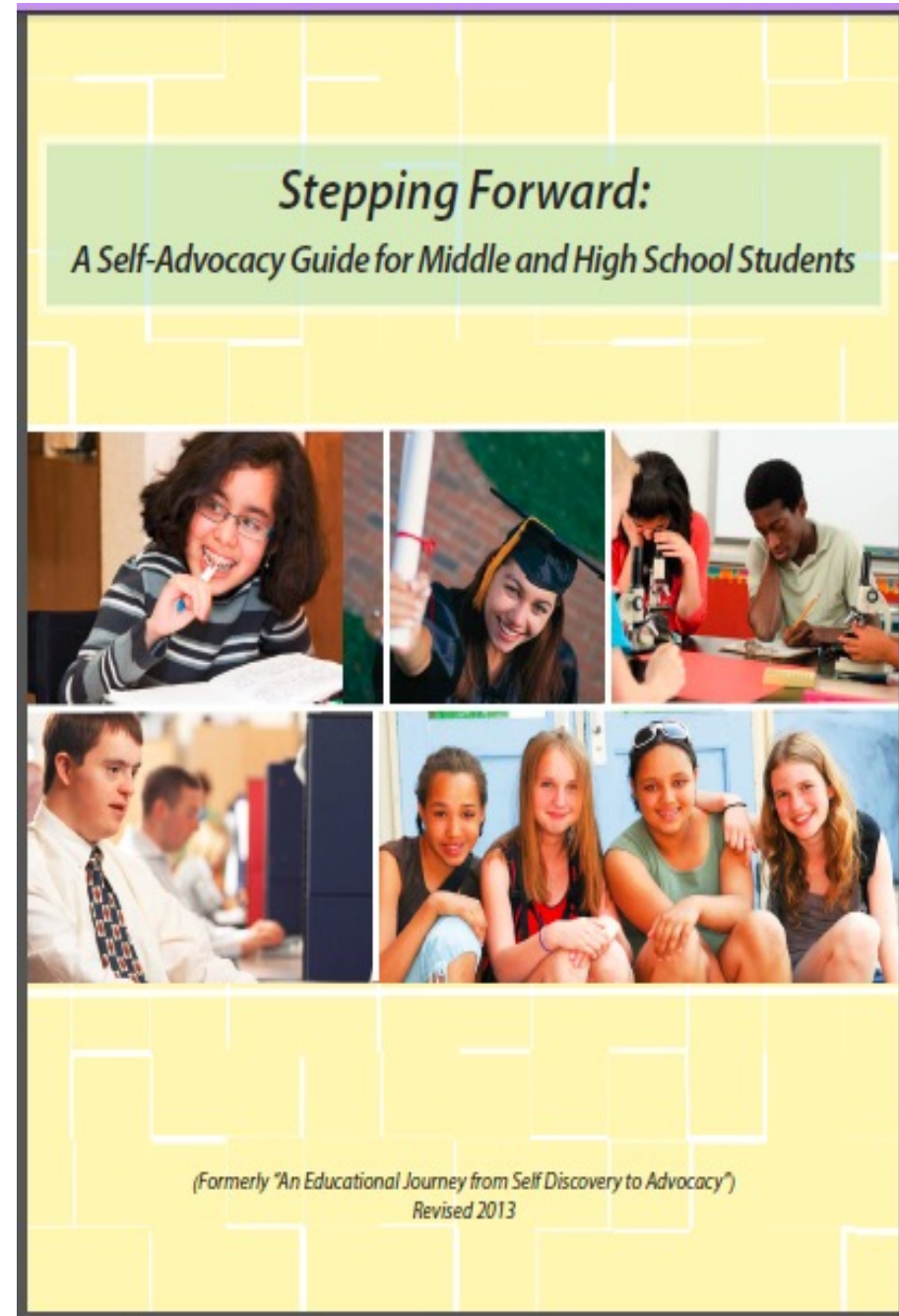
# Promoting Self-Advocacy Skills

- How to advocate:
  - rights and responsibilities;
  - assertiveness vs. aggressiveness;
  - communicating effectively (one-on-one, small group)
  - negotiation, compromise and persuasion;
  - effective listening;
  - basic leadership and team skills

[www.cpacinc.org](http://www.cpacinc.org)



## Chapter 2: Learning to Self-Advocate



# Sexual Health Curriculum

- <https://relationshipandsexuality.oakhillct.org/educational-materials/>
- <https://facultydirectory.uchc.edu/profile?profileId=Lutz-Tara>