Public Schools of North Carolina

Secondary Transition

Topic Webinar:
Autism Spectrum Disorders
3-15-2017
3:30-4:30 PM

Beverly:
Welcome to the Secondary Transition Autism Spectrum Disorders Topic Webinar.
My name is Beverly Colwell. I am the Consultant for Intellectual Disabilities and Secondary Education.
My co-presenter today is Maureen Kaniuka – Autism Consultant for the Northeast and Southeast Regions
We would like to thank the other three Autism Consultants for their contribution to the development of this presentation.
Jenny Eigenrauch – Autism Consultant for the North Central and Sandhills Regions
Amanda Passmore – Autism Consultant for the Piedmont-Triad and Southwest Regions
Heidi Carico – Autism Consultant for the Northwest and Western Regions
We will not have time to respond to questions during the webinar, but we will check the chat box and determine if a FAQ is needed to respond to any unanswered questions.
This PPT will be posted in the Transition Toolkit Tab 17. For those without access to the toolkit, we will post the PPT in a new tab that we are adding to the EC Web page.

Slide 2

Transition Plan Development

- This webinar will provide more detailed disability specific resources and best practice recommendations for students with **Autism Spectrum Disorders.**
- The transition process is the same for all students with an IEP.
- All designated Transition Leads are invited to attend the NCDPI training prior to receiving materials and conducting transition process training in their LEAs/Charters.

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Beverly:
This webinar will provide more detailed disability specific resources and best practice recommendations for developing appropriate and effective transition plans for students with **Autism Spectrum Disorders.**
The transition process is the same for all transition age students with an IEP; resources and supports will vary depending on the individual student's needs.
All designated Transition Leads are invited to attend the NCDPI training prior to receiving materials and conducting transition process training in their LEAs/Charters

Transition Assessments

Identify the student's strengths, preferences, interests, and needs:

- Student Interview
- Parent Interview
- Classroom observations and data
- Existing academic and functional assessment data (i.e. grades, attendance, club/sport participation)
- Transition Matrix located in the Transition Toolkit Tab 3
  - The Transition Matrix identifies many free transition assessments that are available and also some that cost

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Beverly:
Age appropriate Transition Assessments help identify the student's strengths, preferences, interests, and needs and will assist in the development of the student's PSG and Transition Services.
Transition Assessments may be in the form of:
Student Interviews
Parent Interviews
Classroom observations and data (this may include inventories utilized in other classes, such as the student's CTE classes)
Existing academic and functional assessment data (i.e. grades, attendance, club/sport participation)
The Transition Matrix located in the Transition Toolkit Tab 3 is an excellent resource for identifying age appropriate Transition Assessments and many are free.

Transition Planning Considerations

Student Led IEPs
Independent Living Skills
Assistive Technology
Self-Advocacy
Selecting a College
Early Connections
Requesting Accommodations
Time Management Skills
Workplace Skill Development

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Beverly:
Some transition planning considerations we are going to discuss in this webinar include:
Student Led IEPs
Independent Living Skills
Assistive Technology
Self-Advocacy
Selecting a College
Early Connections
Requesting Accommodations
Time Management Skills
Workplace Skill Development

SPIN

Strengths: what the student is able to complete independently or with minimal assistance

Preferences: what the student has identified, you have observed, or that have been reported that the student enjoys doing

Interests: what the student has identified, you have observed, or that has been reported that the student shows interest in doing

Needs: what the student needs additional training and/or supports in so he/she may accomplish them independently or with minimal assistance

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Beverly:
Once you have identified the strengths, preferences, interests, and needs from the student's transition assessment data, you will then use this information to identify post-secondary goals, and select transition services.

Who are your SPIN resources?

- Consult with related service providers and assistive technology personnel to address access support needs
- Parents
- Student
- Autism Coaching Team
- School Nurse
- School personnel
- Anyone who had any interaction with the student may be able to provide additional information
- Utilize multiple sources of input in order to gather the most detailed information as possible

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Beverly:
Other agencies and/or contacts who may have had interaction with the student may include: VR, youth groups, community organizations, Boy/Girl Scouts, volunteer work, Boys & Girls Club personnel, and school guidance counselors.

Post-Secondary Goals

Use the student's transition assessment data to develop PSG in the following areas:

The expectations are…

Education/Training: students will be participating in post-secondary education or work-related training programs

Employment: students will be employed in a field that matches their interests and skills

Independent Living: students are able to perform necessary daily living skills and access resources

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Beverly:

Use the student's transition assessment data to develop PSG in the following areas:

The expectations are…

Education/Training: students will be participating in post-secondary education or work-related training programs

Employment: students will be employed in a field that matches their interests and skills

Independent Living: students are able to perform necessary daily living skills and access resources

IDEA-Transition Services

- The term "transition services" means a coordinated set of activities for a child with a disability that: Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

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Beverly:

This is just a reminder of the IDEA definition of Transition Services.

The term "transition services" means a coordinated set of activities for a child with a disability that:

Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities,

including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Slide 9

Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment and Adult Living Skills
- Daily Living Skills
- Functional Vocational Assessment

Definitions and examples are located in Tab 6 of the
Transition Toolkit

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Beverly:
The required transition services are:
Instruction
Related services
Community Experiences
Employment
Adult Living Skills
Daily Living Skills (if appropriate)
Functional Vocational Assessment (if appropriate)
We will walk you through some examples related to two scenarios shortly.
You may wish to reference the Transition Toolkit Tab 6 for the definitions and examples.

Annual IEP Goals

There must be at least one Annual IEP Goal to support the Transition Service needs of each PSG.

IEP Annual Goals are needed to support:
Education/Training PSG
Employment PSG
Independent Living PSG, if appropriate
(Reference Indicator 13 Checklist #6)

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Beverly:
We will also share some ideas for identifying Annual IEP goals related to the PSG areas: Education/Training, Employment, and Independent Living.

Autism...

...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, restricted interests, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

-NC Policies Governing Services for Children with Disabilities

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Maureen:
Before discussing transition planning and post-secondary goals, we'd like to share some basic information regarding autism. *(Read definition)* This definition is taken from North Carolina Policies Governing Services for Children with Disabilities. As of the December 2016 headcount, there are 19,308 students receiving services under the category of autism in NC LEA's and charter schools. This accounts for about 10% of our students with disabilities. For eligibility purposes a student must demonstrate differences from peers in at least three of the following: communication skills, social interaction, sensory processing, and/or the presence of repetitive or stereotypical behaviors or restricted range of interest. These characteristics can have a substantial impact on post-secondary outcomes.

Slide 12

Facts

Students with Autism Spectrum Disorder:
- Have a lower rate of employment relative to those with Speech-Language Impairment, LD or Intellectual Disabilities.
- Have a lower rate of postsecondary education than those with Speech-Language Impairment or LD, but not those with Intellectual Disabilities.
- Have the highest risk of being completely disengaged from any kind of postsecondary education or employment.
  - This risk remained greater than 50% for the first 2 years after High School.
- Having increased impairments in adaptive skills is the number one outcome of being disengaged from postsecondary education or employment.

US National Library of Medicine National Institutes of Health, 2012

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Maureen:
For instance, students with autism spectrum disorder *(read facts from slide)*

Maureen:
Three areas that are important to consider when planning appropriate services aimed to improve long term outcomes for students with ASD are:
Strategic Learning, which is "learning how to learn."
Independence & Generalization which allows students to utilize skills across environments, activities, and people. This also supports flexibility and coping skills.
Citizenship - which includes a range of things necessary for one to be part of the larger community, including interpersonal skills.

Strategic Learning

- Understanding yourself as a learner
- Assistive technology
- Study skills
- Note-taking skills
- Time management
- Organizational skills
- Independent living skills

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Maureen:
Students need to know their strengths and needs as a learner and have a toolkit of strategies that will help them in the work and post-secondary settings. Best practice for teaching students with ASD is to understand individual learning styles and matching those with Evidence Based Practices. Planning for transition should include increasing student's understanding of their own learning styles and effective supports.
Assistive Technology might be one of the tools that can assist students with their PSG.
At the heart of it, Autism is a communication disorder. Use of information and communication technology can support skills that are essential in postsecondary environments. In addition, the use of word processing, email, internet, and other programs can support development of academic skills. By using computing technology students with disabilities are capable of handling a wider range of activities independently. Assistive technology can also increase independence in the work setting and to support independent living.
Study Skills
Study skills require good organizational skills, which are often a weakness for students with autism. Students should understand how they learn, how they utilize strategies, and how they process information best, and they must apply this to study situations. Study skills are not just reserved for the

post-secondary setting. In the work environment, students may be required to read and study technical manuals for their job.

Time management is another area that is integrally related to organizational skills. Students need to know which time management strategy works best for them. Do they keep a paper calendar, use an app, send themselves text reminders, etc.

Independent Living Skills: Strategic learning is not limited to learning in the educational environment, but learning life skills such as transportation, laundry, basic cooking, money management/budgeting, following through on commitments, personal wellness, balancing social and work/academic life Students with ASD need to be aware of structures and supports that are helping them be successful at the high school level and then they may need to advocate to be provided with or be taught how to create them.

Maureen:
Independence and Generalization are often areas of need for students with ASD. Educational planning incorporates explicit planning for both of these, so when planning for post-secondary goals teams have to consider how to address this to promote increased competence for the individual student. Problem solving is especially useful as students encounter situations requiring independence, and competence in school and community activities. Further, these skills can assist students in community-based and work settings, where they often are expected to engage in tasks independently. Problem solving can also help students navigate coping difficulties, along with social difficulties with peers, teachers, family members, or other members of the community. Students with ASD might need step by step directions to follow when problem solving.

Goal setting- Learning how to set and attain goals may enable students to better understand and work toward what is most important to them. Learning how to break large assignments into smaller chunks and set timelines for completion.

The attainment of these goals may be encouraging to students as they seek direction and independence in school and life endeavors.

Citizenship

- Self-advocacy
- Disclosure
- Accessing Accommodations and Supports

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Maureen:

Citizenship

The ability to be part of a community requires students to understand and follow the hidden curriculum of society, communicate effectively, and utilize interpersonal skills. These skills are important as students seek to promote their interests and goals in post-school employment and community involvement. As students communicate with peers and community members, their self-advocacy and leadership skills may assist them in being understood and supported by others. Further, learning to work in teams, either as the leader or a cooperative member, may be beneficial in school or work settings.

Self-advocacy is critical. Students must be taught how to advocate for themselves. In college, students with autism are responsible for requesting accommodations, speaking to faculty, and seeking out resources for themselves. This advocacy will be what it takes to be successful in academic pursuits. Students with disabilities who understand their rights and responsibilities are much better equipped to succeed in postsecondary school. To engage in this type of self-advocacy, they must understand and be able to explain how their Autism impacts learning and their performance in school and the workplace (for example following instructions). In order to do this, teams need to intentionally plan for students to develop awareness of their disability. Relying on the support of family, friends, and fellow students, including those with disabilities, is also important.

Planning for College

Considerations for Supporting Transition

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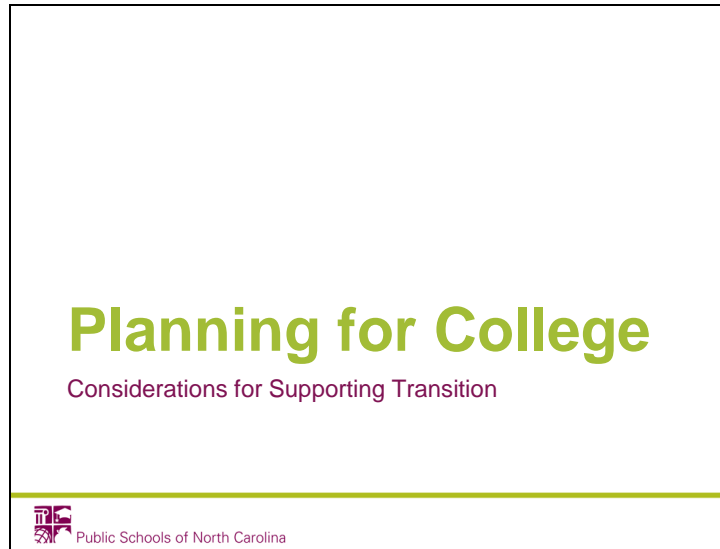
Maureen:
Now we are going to look at some examples to show the connections between assessment data, postsecondary goals, transition activities, and IEP goals.

Consider this:

- The number of students with ASD attending some form of postsecondary education after graduation is growing.
- Those that do attend postsecondary education are at a greater risk for developing psychiatric issues and/or are to drop out of school.
- All student have difficulty adjusting to dormitory living, sudden independence, rigorous classes and their new social world. However, on top of that, students identified with ASD also have increased difficulty with:
  - Communication
  - Organization
  - Interpreting social nuances

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Maureen:
(Read slide) As we stated earlier, more than half the youth with ASD had no job or no school participation within the first 2 years of graduating from high school. This is a higher percentage than youth with other disabilities. However, these number do improve over time. Almost 35 percent attended college and 55 percent held a paying job in the first six years after receiving high school diplomas or certificates. Still, most students with ASD either don't apply to college, don't get admitted, or don't stay in college.
Many people with autism are capable of a college degree but require a range of supports to help them succeed. Think about all the requirements, academically, socially, and adaptively that come with attending college. The supports available in most colleges differ radically from what's available in high schools. And those college supports may not address some of the unique needs of students on the spectrum.

Self-Disclosure

- Only 24% of those who received special education services in high school self-disclose to disability support service providers

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Maureen:
While there are protections and services guaranteed by section 504 and the ADA, they are dependent on self-disclosure and limited to reasonable accommodations. Only 24% of students who received services in high school self-disclose to disability support service providers.
Additionally, the National Longitudinal Transition Study 2 found that 54% of students who received special education in high school did not consider themselves to have a disability by the time they transitioned to postsecondary education and therefore did not seek any accommodations.
An additional 7% considered themselves to have a disability, but chose not to disclose it.

Transition Assessment Data- William

Based on information from William, his parents, and school staff, William:

- Reading similar to peers, some difficulty with comprehension of the abstract. Basic arithmetic similar to peers, difficulty with complex math problem solving.
- Is very interested in things that are computer based.
- Tends to rush through assigned tasks without fully reading directions.
- Does not always ask for help when needed.
- At school, a paraeducator cues him for transitions and to stay on task.
- Capable of completing homework and household chores independently, but needs reminders instead of completing them independently.
- Gets along well with his older sister and school staff, less interested in same age peers.
- He tends to ignore social manners when speaking and has a habit of interrupting others.

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Maureen:

Our first example is a student with ASD who is planning to attend college after graduation from high school. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at William. *(read info)*

College Bound related PSG

Education/Training: After graduation, William will attend a 4 year college to obtain a degree in a Computer Science.

Employment: After graduation, William will work as a computer software engineer.

Independent Living: After graduation, William will live on the college campus.

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Maureen:
William's post-secondary goals are the he wants to attend college to prepare him for a job in a computer related field. He plans to live on campus.

Transition Services: Instruction

9th	• Instruction in reading comprehension and math problem solving, social skills, self advocacy, and self determination skills • Enroll in CTE courses such as Microsoft Word and Powerpoint	EC Teacher, William, counselor, parents, CTE teacher
10th	• Instruction in reading comprehension and math problem solving, social skills, self-advocacy, and self-determination skills • Enroll in CTE courses such as Introduction to Computer Science	EC Teacher, William, counselor, parents, CTE teacher
11th	• Instruction in reading comprehension and math problem solving, social skills, self-advocacy, and self-determination skills • Enroll in CTE courses such as Game Art and Design	EC Teacher, William, counselor parents, CTE teacher
12th	• Instruction in money management, self-advocacy, & self determination skills • Enroll in CTE courses such as CTE Internship	EC Teacher, William, counselor, parents, CTE teacher

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Maureen:
Next, we will look at some possible transition activities that William needs to engage in to achieve his postsecondary goals. These next slides give some ideas on what transition activities William needs to participate in, but are not an exhaustive list of transition activities he would need. On each slide, there are activities listed from 9th -12th grade. The team does not create a full 4-year plan in 9th grade. We listed all four grades to show a progression of the level of activity from year to year. Activities are not limited to only being done in the grade in which they are listed. William is just an example and transition activities should meet the individual needs to help each student achieve his/her identified post-secondary goals based on data.
For instruction, William will need instruction in reading comprehension, math problem solving, social skills, self-advocacy, and self-determination. The team might even want to specify that William needs instruction in disability awareness to support his acquisition of self-advocacy skills. He should enroll in various CTE courses within the STEM pathway to help him develop skills that may lead to a career in a computer related field.

Transition Services: Related Services

9th	• Consult with assistive technology team to determine options for organization and planning	William, EC Teacher, General Ed Teacher, Parent
10th	• Provide opportunities to use assistive technology devices such as a work organization/planner apps in a variety of settings • Investigate financial resources on obtaining Assistive Technology devices needed	William, EC Teacher, General Ed Teacher, Parent
11th	• Complete application for Vocational Rehabilitation • Research adult services that provide assistive technology	William, EC Teacher, Parent, Transition Coordinator
12th	• Identify community resources such as doctor, transportation, etc. for after graduation • Connect with adult services who provide assistive technology	William, EC teacher, Transition Coordinator

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Maureen:
Related Services are activities that are not dependent on whether the student receives related services like Speech, Occupational Therapy, or Physical Therapy, but focus on activities that the student will need in order to access an integrated environment for education, work, and leisure. For example, activities related to use of Assistive Technology devices and working with the school counselor that are specific to William's needs. Based on his assessment information, William has difficulty completing tasks independently. The team is including use of work organization apps in his plan to address this area of need. Also, there are activities listed here that start connecting William to community resources like Vocational Rehabilitation. Remember that any of these activities can be done at any grade level based on the student's needs. For instance, it might be better to complete the application for Vocational Rehabilitation in an earlier grade rather than waiting until 11th grade.

Transition Services: Community Experiences

9th	• Explore extracurricular activities at school to participate in (Computer/STEM Club)	William, Club Sponsors, EC teacher, Parents
10th	• Explore activities within the community for leisure and possible volunteer opportunities • Research colleges of interest and explore resources for students with learning differences	William, Parents, EC teacher
11th	• Tour colleges of interest • Create a timeline for application due dates for selected colleges	William, Parents, EC Teacher
12th	• Complete applications for selected colleges • Investigate/explore leisure & community activities in surrounding area of college (how to sign up, volunteer, obtain membership) • Connect with Disability Services at college of choice	William, Parents, EC teacher

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Maureen:
For Community Experiences, think about activities outside of the school like participation in school clubs, local organizations, & leisure opportunities that lead to involvement within the community. Don't forget about researching and touring colleges of interests, as well as, exploring and connecting with Disability Services & Resources.
Again, thinking about William's peer interaction and social skills, the team needs to intentionally plan for opportunities for William to build on these as they are necessary for his PSG of attending college and living on campus.
Including a component to connect with Disability Services while still enrolled in high school may prevent him from becoming part of the statistic shared earlier where only 24% of students self-disclose with Disability Services at the college level.

Slide 25

Transition Services: Employment

9th	• Interview individuals in jobs of interest to understand what job entails • Obtain requirements/qualifications for jobs of interest • Attend career fair	William, EC teacher, parent, Counselor
10th	• Obtain a job in school (shadow the technology specialist) • Attend college night	William EC teacher, parent, Counselor
11th	• Volunteer or work part time at a local business (possibly job shadow outside of school such with company such as Geek Squad) • Explore available college grants, loans, & scholarships	William, EC teacher, parent, Counselor
12th	• Complete applications for college grants, loans, & scholarships • Practice/complete job applications & interviewing skills • Develop resume	William, EC teacher, parent, Counselor

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Maureen:

Employment activities will help the student be informed about the jobs he/she is interested in, as well as, building skills that will make him/her more employable.

For William, he needs to interview people in computer related jobs within the community so that he can narrow his job goal focus and make an informed decision on whether that is a continued field of interest for him. He could look for volunteer opportunities within the school and/or community that use computer skills. These activities may lead to opportunities for part-time even full-time employment in the future. All these activities will assist him in starting a resume prior to exiting high school. The team again is intentionally planning for William based on his assessment data. He needs to practice his interview skills to make sure that he is able to follow acceptable social conventions and not interrupt a potential future boss!

Transition Services: Adult Living Skills

9th	• Maintain a sample checkbook based on sample budget	William, parents, EC teacher
10th	• Practice time-management skills by using agenda/to do lists, phone reminders, schedule, etc. • Create sample budget (buying Christmas presents)	William, parents, EC teacher, General Ed teacher
11th	• Visit & tour housing options at colleges of choice and determine best option • Set up bank account & determine how to access money	William, parents, EC teacher
12th	• Develop network of informal supports while away at college (parents, friends attending same college, nearby relatives) • Map Community and College Resources • Create budget that includes food, living, clothing, & leisure activities • Register to vote & Selective Services	William, parents, EC teacher

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Maureen:
Adult Living Skills activities are meant to teach students skills that they will need after high school that are not related to academics. Examples would be setting up a checking/savings account, creating/maintaining a budget, time-management skills (determining how long it will take to complete a task & scheduling enough time to get everything done), developing network of informal supports (who can I trust to ask questions about things I have never done---Example: I lock myself out of my dorm, who would I go to for help?

Transition Services: Daily Living Skills

9th	• Independently complete chores at home (washing dishes, washing clothes, minor repairs) • Develop cooking skills by fixing foods that require minimal use of appliances (sandwiches, cereal, etc.) • Explore public transportation options, practice reading route maps	William, parents, EC teacher, CTE Teacher
10th	• Develop cooking skills by following steps to warm food in microwave, stovetop, or oven (frozen pizza, macaroni, etc.) • Practice creating and following daily routine for hygiene, sleep, homework, and chores • Use public transportation to independently travel from home to one location	William, parents, EC teacher, CTE teacher
11th	• Develop cooking skills by following simple recipes • Use public transportation to independently travel from home to one location	William, parents, EC teacher, CTE teacher
12th	• Create a budget that includes food, living, clothing, & leisure activities • Explore public transportation options offered near college of choice	William, parents, EC teacher, CTE teacher

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Maureen:

For daily living skills, focus on activities they would complete on a daily basis that parents/guardians start out doing for them but need to transition over to the student for doing independently like washing clothes, minor repairs, & cooking. Each year the activities should progress to the student completing more complex tasks independently. Some activities would work in multiple categories like Related Services, Adult Living Skills, and Daily Living Skills. Do not get stuck on which category to put the activity, just ensure that it does fit within the definition of the category and that you have included activities that encompass the functional and academic strengths, preference, interests, and needs of the student. In William's case, he and his family have decided that he will not get his driver's license yet, so William will need to become independent with public transportation. This plan shows a graduated sequence of intentional steps for him to accomplish this.

Maureen:

Finally, the last area is Functional Vocational Assessments. These are practical assessments that include observations, data from task analyses, and other informal and formal measures. It is likely that William is lacking some necessary soft skills that may be identified through additional assessments and/or job related situational assessments. There are a lot of free transition assessments out there. Some resources will be shared at the end of the presentation and you may also refer to the transition toolkit to help with finding transition assessments. Also, don't forget that other folks in the building are doing transition assessments such as ACT/SAT through the school counselor and Career Interest Inventories or Surveys in CTE courses. Reach out to other staff members within your building to see what they are doing and use the information in the transition planning for the students. If you look back at each area, multiple people were listed as helping with the transition activities. Transition planning is a collaborative effort of school staff, community members, the parent, and the student. Don't forget to reach out to these folks and involve them in the transition planning and development of activities.

Maureen:
Again, remember:
There must at least one Annual IEP goal that assists the student in attaining each of their PSG:
>Identify the skills needed to reach the PSG
>Identify what skills the student has and what skills he needs to reach the PSG
>Review Transition Services to determine which activities align with the identified needs

The IEP team may want to develop goals to address:
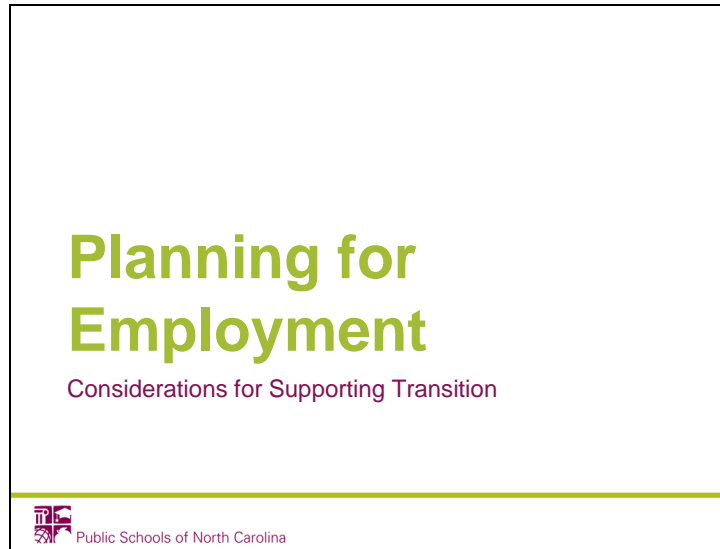>Comprehension
>Organizational Skills
>Problem Solving
>Communication
>Time Management
>Financial Management
>Adaptive Skills

Remember, the Annual Goal must be SMART
Specific, Measurable, Attainable, Relevant, and
Time-bound.

Planning for Employment

Considerations for Supporting Transition

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Maureen:
Now we are going to look at another example to show the connections between assessment data, post secondary goals, transition activities, and IEP goals.

Transition Assessment Data

Based on information from Ariana, her parents, and school staff, Ariana:
- Follows simple directions and can complete routine tasks when presented with visual supports.
- Is able to read basic text around a first grade level, but does not always comprehend it.
- Does not ask for help when she doesn't understand directions or needs help.
- Has difficulty with organization of materials, but when given an organizational scheme, can follow it.
- Independently sorts clothes, washes laundry and puts it away. Will get snacks for herself, but requires assistance with preparing meals.
- Needs reminders to engage in daily hygeine tasks
- Enjoys social exchanges; however, does not maintain topic in conversation.

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Maureen:

Here is our next example. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at Ariana. *(read slide)* Based on this information, you can see that Ariana is more of a concrete learner.

Employment related PSG

Education/Training: After graduation, Ariana will enroll in the Work Force Development program at Craven Community College.

Employment: After graduation, Ariana will get a job working in a local grocery store.

Independent Living: After graduation, Ariana will live at home with her parents.

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Maureen:
Ariana's PSG's are that she will get a job working at a grocery store and will live at home with her parents while enrolling in North Carolina Post-secondary courses for independent living at the community college.

Transition Services: Instruction

9th	• Instruction in reading and math calculation and money skills, social skills, self advocacy, and self determination skills • Enroll in CTE Education and Training Course	EC Teacher, Ariana, counselor, parents, CTE teacher
10th	• Instruction in reading and math, money skills, social skills, self-advocacy, and self-determination skills • Enroll in CTE Education and Training Course	EC Teacher, Ariana, counselor, parents, CTE teacher
11th	• Instruction in reading and math, money skills and personal money management, social skills, self-advocacy, and self-determination skills • Enroll in CTE Education and Training Course	EC Teacher, Ariana, counselor parents, CTE teacher
12th	• Instruction in money management, self-advocacy, & self determination skills • Enroll in CTE Education and Training Course	EC Teacher, Ariana, counselor, parents, CTE teacher

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Maureen:
Remember each plan is created based on the individual's assessment information and post-secondary goals. For instruction, Ariana will need instruction in reading and math calculation and money skills, social skills, self-advocacy, and self-determination skills. The team decided that it is important that Ariana's instructional plan include money as a specific need to support both her employment goal and her ability to develop independence as an adult. She should enroll in Education and Training CTE courses. Again, hopefully you can see the progression of activities from 9th-12th that build upon each other.

Slide 34

Transition Services: Related Services

9th	• Explore the types of transportation available in the community.	Ariana, Counselor, EC Teacher, Parent
10th	• Ride transportation from home to a familiar location and back with assistance. • Read bus schedule for familiar route	Ariana, Counselor, EC Teacher, Parent
11th	• Ride transportation to more than one location and back with assistance. • Ride transportation from home to a familiar location and back independently. • Complete referral to Vocational Rehabilitation	Ariana, EC Teacher, Parent, Transition Coordinator
12th	• Ride transportation to more than one location and back independently • Complete application for Vocational Rehabilitation	Ariana, EC teacher, Parent, Transition Coordinator

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Maureen:
Related Service Activities should help her access an integrated employment and community with her peers. As another reminder, you do not have to complete these activities within certain grades but rather we are trying to show a variety of activities that could be done with the student to help them attain their postsecondary goals. For Ariana, linking her to transportation is going to be an important component of her transition plan. This is an example of linking activities to the specific needs of the student.

Transition Services: Community Experiences

9th	• Explore extracurricular activities/clubs at school to participate in • Explore possible volunteer opportunities in the community	Ariana, EC teacher, Parents
10th	• Explore activities within the community for leisure • Volunteer at local shelter working in laundry room or sorting non-perishable food donations	Ariana, Parents, EC teacher
11th	• Volunteer at a food pantry sorting and putting away food • Visit local community college Postsecondary Education program	Ariana, Parents, EC Teacher, Transition Coordinator
12th	• Continue volunteering within the community • Investigate job shadowing opportunities	Ariana, Parents, EC teacher

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Maureen:

Community experiences should provide supports/instruction/guidance in accessing school clubs, community organizations, or citizenship skills. Start at the school level and activities the student already participates in, and explore activities that lead to integrated and active participation within the community after high school. For Ariana, the plan ties closely to skills that she has mastered (doing laundry at home and being good at following organizational structures) and includes a progression that also links to her PS employment goal.

Maureen:

Employment activities provide opportunities for the student to make informed decisions after high school related to jobs. For Ariana, her plan allows her to increase the complexity of work related experiences building toward her goal. Other opportunities to consider might be School Based Enterprises such as coffee shops, bakery, or monthly lunches offered to school staff. These are usually run by CTE classes or OCS classes in the EC department. Don't forget to reach out to other departments within your school to help with these transition activities. These employment activities are all designed to increase the skills she will need to get a job and successfully complete the requirements of a job.

Transition Services: Adult Living Skills

9th	• Create and follow schedule for routine daily activities	Ariana, parents, EC teacher, General Ed teacher
10th	• Complete before school routine including lunch preparation independently • Practice time-management skills by making to do lists and planning out how much time it will take to complete each task	Ariana, parents, EC teacher, General Ed teacher
11th	• Practice time-management skills by following time management lists to complete a series of tasks on time	Ariana, parents, EC teacher, Counselor
12th	• Create portable list of community and informal supports with contact information	Ariana, parents, EC teacher, Counselor

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Maureen:
Remember that Adult Living Skills are activities that are meant to teach skills that students will need after high school that are not related to academics. Examples would be setting up a checking/savings account, creating/maintaining a budget, time-management skills (determining how long it will take to complete a task & scheduling enough time to get everything done), developing network of informal supports (who can I trust to ask questions or seek help about things I have never done before or problems that come up like missing my bus, car breaks down, I lose my house key and can't get in, etc.).
For Ariana, who is a more concrete learner, we want her to develop and carry a list of supports in case she is confronted with a situation she does not know how to handle. This can serve to cue her to request help when needed (as this was an area of need identified in her assessment information.)

Transition Services: Daily Living Skills

9th	• Develop cooking skills by assembling foods that require more than one step (making sandwiches) • Follow routines for daily hygiene	Ariana, parents, EC teacher, CTE Teacher
10th	• Develop cooking skills by following steps to warm food in microwave, stovetop, or oven (frozen pizza, macaroni, etc.) • Follow routines for daily hygiene • Create shopping lists for hygiene supplies as needed	Ariana, parents, EC teacher, CTE teacher
11th	• Develop cooking skills by preparing food that requires following simple recipes • Create shopping lists for items needed to complete simple recipes	Ariana, parents, EC teacher, CTE teacher
12th	• Plan and prepare daily meals • Create shopping list for groceries needed for meal preparation	Ariana, parents, EC teacher, CTE teacher

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Maureen:

For daily living skills, focus on activities they would complete on a daily basis that parents/guardians start out doing for them but need to transition over to the student for doing independently like washing clothes, minor repairs, & cooking. Each year the activities should progress to the student completing more complex tasks independently. Through these activities, it not only prepares them for independent living but also the idea of being a continuous learner. Ariana was already able to take care of her own laundry, but she has limited skills in the area of cooking and lacks independence with daily hygiene. Note the progression in activities.

Transition Services:
Functional Vocational Assessments

9th	• Update Dream Sheet • Complete Career Interest Inventories • Conduct Situational Assessment Criteria for work in snack cart and local shelter	Ariana, parents, EC teacher, CTE teacher, Transition Coordinator
10th	• Conduct Situational Assessment Criteria for work in cafeteria and local shelter	Ariana, EC Teacher, Counselor
11th	• Conduct Situational Assessment Criteria for work in concession stand and food pantry	Ariana, EC Teacher, Counselor
12th	• Conduct Situational Assessment Criteria for work in grocery store	Ariana, parents, EC Teacher, Counselor

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Maureen:
Finally, the last area is Functional Vocational Assessments. These are practical assessments that include observations, data from task analyses, and other informal and formal measures. It is likely that Ariana is lacking some necessary soft skills that may be identified through additional assessments and/or job related situational assessments. There are a lot of free transition assessments out there. Some resources will be shared at the end of the presentation. You can also refer to the transition toolkit to help with finding transition assessments. Don't forget that other folks in the building are doing transition assessments such as ACT/SAT through the school counselor and Career Interest Inventories or Surveys in CTE courses. Reach out to other staff members within your building to see what they are doing and use the information in the transition planning for the students. If you look back at each area, multiple people were listed as helping with the transition activities. Transition planning is a collaborative effort of school staff, community members, the parent, and the student. Don't forget to reach out to these folks and involve them in the transition planning and development of activities.
To make sure that the team understands the task demands of the various work situations that Ariana will be working in, the team plans to conduct situational assessments and plan for intentional teaching of any skills that are required to support Ariana's success.

Maureen:
Remember:
There must be at least one Annual IEP goal that assists the student in attaining each of their PSG:

Identify the skills needed to reach the PSG
Identify what skills the student has and what skills she needs to reach the PSG
Review Transition Services to determine which activities align with the identified needs

The IEP team may want to develop goals to address:

Comprehension
Communication
Organizational skills
Time Management
Functional money skills
Use of Assistive Technology & apps

Remember, the Annual Goal must be SMART
Specific, Measurable, Attainable, Relevant, and
Time-bound.

Resources for Services and IEP Goals

- Choosing Goals Tool

- CTE Curriculum Guide

- Indicator 13 Checklist

- NC-PSE Options Resource

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Beverly:
Here are some resources for developing IEP goals and determining course offerings. Please check with your school's guidance department to determine the specific CTE offered within your LEA and NCVPS to determine the Virtual Public Schools offerings. You should be able to click on each of these resources and go straight to their location on the web. Also, don't forget to look in the Transition Toolkit for additional resources.

Resources
- Autism and the College Experience https://iancommunity.org/ssc/autism-college-experience
- Autism Speaks: Transition Tool Kit https://drive.google.com/drive/folders/0B7fHnrJulKR8Rkdfb0pVcFdaM2c
- Autism Transition Handbook http://www.autismhandbook.org/index.php?title=Main_Page
- Keeping it Real: How to Get the Support You Need for the Life You Want, Keeping it Real Teacher's Module, and Keeping it Real Parent's Module http://rwjms.rutgers.edu/boggscenter/products/KeepingItRealHowtoGettheSupportsYouNeedfortheLifeYouWant.html
- Ohio Age-Appropriate Transition Assessment Library http://www.ohioaatalibrary.org/
- Ohio Department of Education: Career Connections http://education.ohio.gov/Topics/Career-Tech/Career-Connections
- Secondary Transition Planning: A Framework for Successful Transition Planning for Young People with Special Needs http://www.gov.pe.ca/photos/original/ed_secondarypl.pdf

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Maureen:
These are a range of resources that can assist teams in transition planning specific to students with Autism.

Slide 43

Thank You!

The PowerPoint will be posted in the
Transition Toolkit Tab 17.

Next Webinar
Secondary Transition Topic Webinar:
Visual Impairments
April 5, 2017
3:30-4:30 PM

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Beverly:
Thank you for attending the webinar. The PowerPoint will be posted in Tab 17 of the Transition Toolkit. The Next Webinar will be on April 5, 2017 from 3:30-4:30. It will cover Secondary Transition specific to students with Visual Impairments.

Slide 44

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vyr0ViRw/viewform

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Maureen:
Here is the contact information for the DPI Autism Consultants and Beverly.
We hope the webinar was informative and provided you with some additional
resources. Feel free to contact us if you have any further questions.