



Transition and Students on the Autism Spectrum

Lauri Digalbo M.Ed, CRC,LPC Consultant, Transition Consultation Services, College Autism Spectrum

Jane Thierfeld Brown, Ed.D., University of Connecticut School of Law, College Autism Spectrum

Copyright College Autism Spectrum 2010. Do not Reproduce.

THREE COMPONENTS of TRANSITION

- Post Secondary Education
- Employment
- Community Living Skills

The Laws: IDEA versus ADA

IDEA

- Responsibility on **PARENT /SCHOOL** for provision of services
- Insures **SUCCESS**
- IDEA : **EDUCATION** law
- **ENTITLEMENT**
- **SPECIAL** accommodations
- Focus is on the **DIAGNOSTIC LABEL**
- **Disability = One of 13 categories**

ADA

- Responsibility on the **STUDENT** to initiate provision of services
- Insures **EQUAL ACCESS**
- ADA: **CIVIL RIGHTS** law
- **ELIGIBILITY**
- **REASONABLE** accommodations
- Focus is on the **FUNCTIONAL IMPACT**
- Disability = Impairment + Substantial Limitation+Major Life Activity

CONTEXT

- Ultimate Goal of Transition in our society

EMPLOYMENT

- Primary Vehicle for Achieving Goal

POST SECONDARY EDUCATION

SKILL SETS NEEDED FOR BOTH ARE THE
SAME

Where Have Families Been?

- Getting a diagnosis
- Coming to grips with the diagnosis
- Securing Services (IEP/IDEA/Ch. 766)
- Parent as Advocate & CEO
- Elementary and Secondary School
- The Search - What next

Where Are Families Going?

- Changing roles for everybody
 - Student rights & responsibilities
 - ADA/504
 - Student as CEO/advocate
 - Policies/procedures/accommodations
 - Confidentiality
- Copyright College Autism Spectrum 2010. Do not Reproduce.

High School: College:

- ❑ 5-6 hours/day of classes
- ❑ 1-2 hrs/day HW
- ❑ Frequent quizzes, non-cumulative tests
- ❑ Teaching content from textbooks
- ❑ 25-20 students
- ❑ One building

- ❑ 4-5 classes each 3-4 hours/week
- ❑ 2 hrs/day/class hour
- ❑ 2-3 cumulative exams/semester
- ❑ Research, primary sources
- ❑ 10-300 students
- ❑ Entire campus

- ❑ Or Work schedule

- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Introducing Transition

- ❑ Need to get parents on board
 - ❑ School/Family relationship is crucial to the transition
 - ❑ Skills required are not developed by (or at) school alone
 - ❑ Home/School communication is crucial!
-
- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Adult Responsibilities

- ❑ Self-disclose to designated entity
- ❑ Provide documentation of disability in compliance with policy
- ❑ Request accommodations & monitors effectiveness
- ❑ Follow policies and procedures
- ❑ Meet required academic & behavioral standards
- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Extra Responsibilities

- ❑ Independence in living environment
 - ❑ Laundry, food prep, cleaning, roommate issues
 - ❑ Time management & organization
 - ❑ Managing free time
 - ❑ Establishing friendships
 - ❑ Negotiating and advocating for self
-
- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Positive Adjustment

- Accepts and understand disability
- Sets realistic goals
- Self-advocates
- Uses resources
- Develops advanced social skills
- Seeks training in skills and strategies
- Knows rights and responsibilities

Transition Tools

- ❑ Start immediately
- ❑ Work on self-advocacy and life skills
- ❑ Listen, support & assist
- ❑ Remember who's the boss now
- ❑ Call/visit/question everywhere
- ❑ Documentation and policies
- ❑ Transition/orientation programs
- ❑ Have some fun
- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Making a Postsecondary Plan

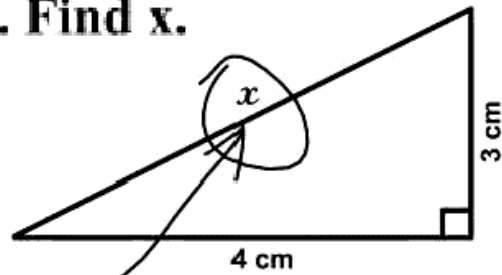
- ❑ Know your kid (and yourself)
- ❑ Not everyone is ready at the same time
- ❑ Update assessments to gauge college readiness
- ❑ Don't ignore 2-year colleges or residential postsecondary programs
- ❑ If student is ready, be realistic
- ❑ Copyright College Autism Spectrum 2010. Do not Reproduce.

Key Questions

- ❑ Levels of service
- ❑ Staffing of DSS office
- ❑ Student characteristics
- ❑ Admissions procedures
- ❑ Documentation requirements
- ❑ Policies on waivers / substitutions
- ❑ Special programs or fees
- ❑ Experience with social disabilities is critical



3. Find x .



Here it is

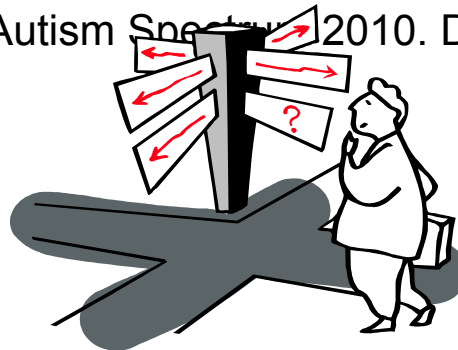
Stress Management

- Stressful situations
 - What precipitates crises
 - How stress manifests itself
 - Behaviors
 - Interactions with others
 - Calming methods
 - Medications
- Copyright College Autism Spectrum 2010. Do not Reproduce.

So: College is Over or

High School is Over
The Rubber Hits The Road
HERE

Copyright College Autism Spectrum 2010. Do not Reproduce.



By Now These Skills Must Be Internalized

- Ability to Delay Gratification

- Ability to Sustain Effort

- Copyright College Autism Spectrum 2010. Do not Reproduce.

Employers Expect:

- Knowledge of Content/Task Area
- And-
- Ability to work independently
- Conversely, ability to work as part of team
- Ability to be flexible with tasks, timelines co-workers environment
- Ability to understand, the first time, all communication
- Ability to understand social “hidden rules” of workplace
- Copyright College Autism Spectrum 2010. Do not Reproduce.

Understanding the Job Skills

Is

Never enough

It's about

“The Watercooler”



WHAT DO WE DO?

DISSECT THE JOB:

- Tasks
- Social Requirements
- Physical Environments

Pre-Process

- Job Requirements
 - Tasks to be completed
 - Time frames
 - Mechanism to check accuracy & completeness
- Daily Logistics
 - Supervisory Style
 - Feedback pattern
 - Social Rules
 - Copyright College Autism Spectrum 2010. Do not Reproduce.

Insure These Skills are Developed

BEFORE

APPLYING FOR “COMPTETIVE EMPLOYMENT”

- Personal Management
- Time Management
- Relationship Building

What Makes Jobs Work:

- Clear Expectations
- Overt Social Rules
- Support in Times of Change

College Autism Spectrum 2010. Do not Reproduce.

Copyright

What about:

PREFERENCE

?