

Autism & Other Special Health Care Needs: Transition Survey Results

In the fall of 2019, Ohio's Interagency Work Group on Autism ([IWGA](#)) conducted a survey of young adults with autism and/or other special health care needs (i.e., diabetes, epilepsy, cancer, etc.) who had recently exited high school.

The [National Technical Assistance Center on Transition](#) has identified predictors of post-school success, things that can be done in high school to increase the likelihood youth will further their education, get and keep a job, and live more independently. While Ohio's response rate was low, data from the IWGA survey supports these predictors. Specifically, the survey highlighted two key predictors: work experience and self-determination (as evidenced by IEP participation).

The survey also asked questions about access to medical care and insurance. Findings and resources related to healthcare and transition will be shared in a future issue of Facts & Figures.

Thanks to everyone who took time to respond. The information will be used to further the work of the IWGA.

Work Experience

The IWGA survey showed students with work experience in high school were significantly more likely to:

- pursue additional training or education;
- have a job currently;
- experience success finding and keeping a job.

IEP Participation

According to the survey, students who actively participated in their Individualized Education Program (IEP) meetings were more likely to:

- go to college or get additional training after high school;
- look for a job;
- be working.

No Work Experience or IEP Participation

Of those students surveyed who had no work experience in high school:

- 70% did not pursue additional education or training;
- 80% did not get a job after high school;
- 75% still don't have a job.

Only 50% of students not actively participating in their IEP meetings have looked for a job.

Resources

[Evidence Based Practices for Transition Youth:](#)

Developed by Ohio's Employment First Task Force, these are methods and strategies for teachers, job coaches and all practitioners to prepare youth to work in the community.

[Evidence Based Predictors for Post-School](#)

[Success:](#) Additional tool from Ohio's Employment First Task Force, provides guidance for educational services, vocational programs and employment supports to prepare youth to successfully transition to community.

[National Technical Assistance Center on](#)

[Transition:](#) Provides tools and resources to assist state and local agencies' capacity to increase student access to, participation in, and success in preparing students for postsecondary education and careers.

[Ohio Department of Developmental Disabilities](#)

[Supporting Families:](#) Tools and resources that support families.

[Ohio Department of Education:](#)

Resources specific to secondary transition and workforce development for students with disabilities.

[Ohio Employment First:](#)

Ohio's official site for Employment First. Includes training, information, tools, and other resources related to career planning, customized employment, assistive technology, benefits planning, community life engagement, and more.

[Opportunities for Ohioans with Disabilities:](#)

Ohio's Vocational Rehabilitation agency, provides transition-specific services to help students with disabilities successfully transition from school to work as well as [Pre-Employment Transition Services](#) to help students with disabilities, as early as age 14, who could benefit from an early start in exploring career interests.

[OCALI's Lifespan Transitions Center](#)

equips communities to support the successful and unique transition of individuals with disabilities to ensure they can live their best lives for their whole lives.

The Center provides many resources specific to transition to adulthood. Including:

[Take 5:](#) Five-minute webcasts on essential topics for transition and adulthood. The short videos review a topic, concept or idea about transition and provides five take-away resources.

Topics include: using technology to support transition, self-advocacy, and community collaboration. Check out this [one](#) on secondary transition.

[What Works for Work: Evidence Based Transition Practices and Predictors:](#)

User-friendly tools that introduce selected evidence based practices and how to incorporate these into the academic, vocational and social education and preparation for transition youth.

[Transition to Adulthood Guidelines:](#)

The Transition to Adulthood Guidelines assist people with disabilities and their teams in reviewing the issues of adulthood related to employment, postsecondary education and adult living during critical years. Considerations for the individual with an autism spectrum disorder are highlighted throughout.