



Transition Planning: Where to Begin? Resources

OCALI Autism Transition to Adulthood Guidelines – An ASD resource and companion guide for materials that provide a global view of the transition process.

<http://www.ocali.org>

It's More than just the Law: People Make it Happen –A booklet that defines the role of the diverse group of individuals involved in the transition process for a student moving through transition to adulthood.

http://transitioncoalition.org/transition/tcfiles/files/docs/peopleMakeItHappen_8-20091250526573.pdf/peopleMakeItHappen_8-2009.pdf

To Work or Not to Work. - Answers to common questions parents ask about employment for their son/daughter.

<http://www.worksupport.com/resources/viewContent.cfm/501>

Preparing for Employment of the Home Front – A Parent Brief - Overview of how parents can better prepare students for community employment. Provided by National Center on Secondary Education and Transition

<http://www.ncset.org/publications/viewdesc.asp?id=2844>

Person Centered Planning: A Tool For Transition – A Parent Brief –] Overview of a process to identify a student's individual goals and identify ways to support students as they strive to achieve their dreams.

<http://www.ncset.org/publications/viewdesc.asp?id=1431>

National Secondary Transition Technical Assistance Center (NSTTAC)

This site has many resources related to secondary transition with a web page specifically for students and families.

<http://www.nsttac.org/>

The NSTTAC Age Appropriate Transition Assessment Toolkit is found at:

www.nsttac.org/products_and_resources/tag.aspx

Age Appropriate Transition Assessment

This short document is found on the National Secondary Transition and Technical Assistance Center (NSTTAC) website and explains AATA in user-friendly terms. Examples of the types of formal and informal tools that can be used are offered in this article.

www.nsttac.org/products_and_resources/DCDTFactSheets/AgeAppropriateTransitionAssessment.pdf



Edresources Ohio: Transition Page

This is the Ohio Department of Education, Office for Exceptional Children web site for information about secondary transition. There is much information on this website, so it is helpful to have a specific idea of what type of information you are looking for when accessing this site.

<http://www.edresourcesohio.org/transition/index.php>

OAR Life Journey Through Autism –Transition to Adulthood Guide

From the Organization for Autism research, a free guide that assists in understanding the transition to adulthood issues for students with ASD.

<http://researchautism.org/resources/reading/documents/TransitionGuide.pdf>

Improving Person Centered Thinking: Improving the Quality of Person Centered Planning

This is a FREE manual that will help facilitate the person centered planning process

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

It's My Choice

This free workbook provides guidance to help a person to think about his/her life and the kinds of things that are important. When completed, the Listen to Me! information can be used to help build an Individual Program Plan (IPP). It is one tool that can be used to start the person-centered planning process.

http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf



Helpful Definitions

Transition years: Generally refers the years when the student is 14 years to age 21. However, students may transition from the high school prior to age 21 and as a young adult may need continued assistance in planning for many years after age 21.

Post-Secondary: Refers to after high school.

Example: “Post-secondary education” could be college or adult education classes or any other adult learning courses or experiences.

“Post-secondary goals” are those achievements that will occur AFTER a student leaves high school.

For example: “Following high school John will be employed part-time in a community setting performing clerical/office duties” or

“After graduation from high school, Joanne will attend South Community College full time in the vet tech program”.

Person Centered Planning: Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

Self-Determination: Refers to an individual understanding what he/she does well, what he/she needs help with, and how to tell others about those strengths and needs. A person that is self-determined is able to make choices about his/her life and the direction of his/her future. This can be in small steps (such as what to eat or wear) or major life decisions (where to live, a career, or a life partner).

Transition Assessment: A collection of information, formal and informal, from multiple sources that provides information about the student that will help the student, family, and educational team identify adult goals as well as the types of education necessary to achieve those goals. These are ongoing assessments and must begin by age 14.



ASD and Transition

When youth with ASD enter the transition years, there are specific issues to consider as the student, family and transition team create a transition plan.

In each step of the process consider the following areas of focus and review the necessary supports/accommodations for the student related to each area.

Communication:

- Does the student have a consistent means to communicate in all situations in the community, work and leisure environments?
- Does the student know how to communicate important messages in all situations?
- Have supports been proactively planned in order that the student can successfully express him/herself?
- Have supports been provided so that the individual is able to understand what others are asking or telling him/her in all environments?

Socialization:

- Has the “Hidden Curriculum” of the community and work environments been identified and taught to the student?
- Have employers and co-workers been provided with information about how to best socialize or interact with the student?
- Has the student’s social competence been considered when selecting a community work, leisure or education environment?

Sensory Processing:

- Has the student sensory sensitive and preferences been identified?
- Have these been considered when selecting a community work or leisure environment?
- Does the student or support staff know how to adapt the sensory environment to be more acceptable?
- Have sensory issues been considered during assessment situations?

Executive Function/Organization Challenges:

- Is the student challenged with organizational issues or multi-tasking?
- Does the student require environmental supports such as visual schedules, lists, calendars, visual directions, etc., in order to remember what to do and how to do it?
- Is there a job coach, supervisor, or co-worker that is frequently assisting the student when a visual support of organizational strategy could allow the student to be more independent or successful in the task?



Adult Systems and Agency Connections

As transition youth embark on adulthood, it is important to consider what types of adult and community support will be necessary in order for the young adult to reach his/her post-secondary goals. It is never too soon to start identifying potential supports, creating relationships and developing a network of assistance. The following are agencies or adult issues that should be explored. Specific contacts and services will vary from county to county; however beginning with this general list is a good place to start.

1. **Developmental Disabilities (DD) Board.** Many youth with ASD are eligible for assistance through the their county board of DD. Some students may already be receiving services. Consider contacting your local DD Board to either renew your eligibility and relationship or to establish the connection
 - Website: <http://dodd.ohio.gov/families/help.htm>
 - Phone: 1 (877) 464-6733
2. **Rehabilitation Services Commission (RSC) / Bureau of Vocational Rehabilitation (RSC).** Many youth with ASD can benefit from working with RSC/BVR to identify successful employment. Contact can be made 2 or 3 years before graduation from high school. Visit the website to read about youth services and to locate the office closest to you
 - Website: www.rsc.ohio.gov/RSCDocuments/RSC%20Services%20for%20Youth.aspx
 - Phone: (800) 282-4536, ext. 1438
3. **Social Security Administration (SSA).** When youth with ASD turn 18 years old, they may be eligible to receive assistance through the SSA in the form of Supplemental Security Income (SSI). This income can assist in many ways to help achieve adult goals. When eligible for SSI, eligibility for Medicaid a much becomes an easier process. SSA also provides work incentive programs that allow individuals with disabilities to earn an income and to continue to receive benefits (such as SSI and Medicaid). SSA offers many publications online to help understand the multiple programs, however it can be overwhelming. Take it step by step and for assistance in understanding SSI visit the OCALI website at http://www.ocali.org/view.php?nav_id=80 to view a webcast.
 - SSA Website: <http://www.socialsecurity.gov/>

4. Jobs and Family Services (JFS).

Medicaid. Youth with the ASD may also be eligible for Medicaid to help cover cost of health care and community support. This process may be facilitated through the Department of DD or SSA; however, you may also call your local JFS office to discuss the process and eligibility.

Workforce Development. JFS also supports the development of meaningful employment by providing programs such as One Stop Sneers and youth programs. The website offer information on these program and others, as well as locations of the local centers.

- JFS website: <http://jfs.ohio.gov/>
- Phone: 1-877-852-0010 or 1-614-466-2100