TRANSITION ACROSS THE AUTISM SPECTRUM

FILING YOUR THREE BUCKETS

HOW CAN WE HELP YOU FILL THEM BY SHARING OUR STORIES?

THE THREE BUCKETS

- Discovery & Navigation (Information and Training)
- Connecting & Networking (Talking to someone who has "been there")
- Goods & Services (Day-to-day supports at home, work and in the community)
How do our stories touch each life domain and who helped us along the way?

The Life Domains

- Daily Life and Employment
  (school/education, employment, volunteering, routines, life skills)
- Community Living
  (housing, living options, home adaptations and modifications, community access, transportation)
- Social and Spirituality
  (friends, relationships, leisure activities, personal networks, faith community)

- Healthy Living
  (medical, behavioral, nutrition, wellness, affordable care)
- Safety and Security
  (emergencies, well-being, legal rights & issues, guardianship options & alternatives)
- Citizenship and Advocacy
  (valued roles, making choices, setting goals, responsibility, leadership, peer support)
INTEGRATED SUPPORTS STAR

- Problem-solving
- Identifying strengths
- Exploring options
- Seeing opportunities
George’s Transition to Adulthood
Being Connected

• Spotlight Social Skills programs
• Teens and Transitioning groups
• #opportunities funded through Masshealth
• College graduate from Salem State University
• Volunteered as summer counselor
• Favorite Passions
  • Improv
  • Acting
  • Film/theatre

• Work experiences

• Technology I use often

• Things that were difficult
ARMAND’S TRANSITION TO ADULTHOOD
GETTING THE INFORMATION

ARMAND’S VISION, PREFERENCES AND SKILLS NEEDED

- Evaluations
- Person-Centered Planning
- Community Activities/Experiences
- Academic
- Vocational
- Life skills
- Self Advocating Skills
- Independence
- How to make decisions
Support Groups
Autism Support Center
Northeast Arc
Department of Developmental Services (DDS)
Massachusetts Rehabilitation Commission (MRC)
I’VE LEARNED

• Update the Transition Plan at least annually
• Exposure to new activities and environments can facilitate growth
• Work on independent skills
• Allow your child to fail
• Teach them how to make decisions
SHARE INFORMATION ABOUT YOUR CHILD IN A POSITIVE WAY

VISION BIO

• THE INDIVIDUALS VISION
• THEIR STRENGTHS
• WHAT WORKS FOR THEM
• WHAT THEY ARE WORKING ON
• WHAT DOESN'T WORK FOR THEM
MICHAEL’S TRANSITION

• Some information about Michael

• Tackling DDS Adult Services, Guardianship and SSI

• Transitioning from LABBB program to Day program.

• Using ABA at age 22

• Listening to what Michael wants to do

• Michael and his favorite driver Ryan Blaney at last summers race in New Hampshire.
Tackling the Big 3

- Guardianship
- SSI
- Adult DDS Services

- Gathering information from other parents and workshops
- Prioritizing what do first?
- Michael and his cousin EJ
• Graduating from LABBB and transitioning to a Day Program.

• My approach to finding a Day Program for Michael. Looking first, then having him participate in each program for a day.

• Great support from DDS Coordinator Michelle. So helpful in helping me organize what will be needed in visiting these different programs.
Using ABA at age 22

• Never thought of accessing services at the age of 21 for him
• It has been a wonderful tool for him to manage how he feels.
• Wonderful connection to the BCBA he works with

• Finally, listening to what Michael wants to do.
Dean’s Transition

Friends and Family
Coaches and Buddies
Advocates and Representatives
Activity Facilitators
Teachers and Professionals
Employers and Trainers
• For youth with Autism Spectrum Disorder (ASD), planning for adulthood is all the more critical (Gerhardt & Holmes, 2005).

• Without effective preparation for adulthood, young people with ASD experience less success in adult life than others with disabilities (Cameto, Levine, & Wagner, 2004).
• Effective transition requires that students have instruction and support that addresses the inherent communication, social, sensory, and organizational challenges of ASD.

• Many of the same types of strategies and supports used with students with ASD in the early years of education will be used throughout the person’s life.

• The use of Applied Behavior Analysis can have extreme benefits to the overall success in the transition from a young adult to an adult for individuals with autism.
10 CRITICAL SKILLS
GERHARDT, 2019

1. Toileting
2. Dressing
3. Eating
4. Bathing/Self Care
5. Household Participation
6. Ability to Work/Learn in a Group
7. Self Management
8. Problem Solving
9. Safety Skills
10. Communication / Self Advocacy
• Supports should be designed to:
  • Increase independence!
  • Offset the challenges of ASD
  • Facilitate transitions to more complex school, living, and vocational environments
  • Match the unique needs and interests of the child based on
    • Preferences
    • communication skills
    • social skills
    • reactions to change
    • sensory reactions
    • behavior challenges
• Visual Supports
  • Most universally used approach with ASD

• Communication Supports

• Social Supports

• Sensory supports

• Behavioral Supports

• Ways to incorporate technology!
• Where to begin...

• A comprehensive Transition Assessment
  • Age appropriate
  • Includes interviews and direct observation
Putting the Lifecourse Framework Together!