

# Youth Taking Action: Advocating for Success

National Autism Conference

August 1, 2016

1:00 – 4:00 p.m.

Session II



Pennsylvania Training and Technical Assistance Network



The George Washington University

# Activity: Discussion

- *What do we know about the transition outcomes and quality of life of youth with ASD leaving high school?*
  - *What are the challenges?*
  - *What facilitates successes?*

# Topics

- Youth Taking Action: Young adult panel presentations
- Transition
- Levels of Youth Engagement
- PA Youth Leadership Network
- ASSERT
- Self-Determination Skill Development
- Community Participation
- Building Social Capital

# National Autism Indicators Report Transition into Young Adulthood (2015)

What we Know about Transition  
Outcomes and Quality of Life  
Indicators



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# A Growing Demand for Solutions

- Approximately 50,000 youth with ASD exit high school each year in the US
- About 1/2 million will enter adulthood in the next decade, pressing for the demand for services or supports to attend college, go to work, and live independently.

(National Autism Indicator Report, 2015)

# Where We Stand Today

- Youth with ASD experience **challenges to achieve outcomes** such as working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe.
- Many **need supports and services**, but often these youth are **stepping off a service cliff**.

(National Autism Indicator Report, 2015)

# Youth and Young Adult Voices

- While this report utilized multiple source of data, it was recognized that the valuable perspectives of youth are largely missing from transition research.
- 37% of youth with ASD reported they were “disconnected” during their early 20s...no job or continuing education (compared to 8% with other disabilities)

(National Autism Indicator Report, 2015)

# Social Isolation

- Communication and social interaction can present challenges, making it difficult for youth to develop friendship. This is coupled with the disconnect from work and schooling, can lead to limited opportunities for socialization, friendship, and community participation.

(National Autism Indicator Report, 2015)



# Social Isolation

- Approximately 25% of young adults with ASD were socially isolated, with limited friendships and social activities. Nearly 33% had no community participating (volunteer, community service, community activities outside school)

(National Autism Indicator Report, 2015)

# Youth Taking Action

- So today, we are focusing on research and the voices of young adults with ASD to emphasize our primary messages...
- We have three young adults on our panel today

# YOUTH TAKING ACTION

Mr. Joseph Kleppick's

Advice:

NOTHING ABOUT ME...WITHOUT ME!



# Introducing Joe Kleppick

- Email: [Jrk332\\_15207@yahoo.com](mailto:Jrk332_15207@yahoo.com)
- Young adult (30 years of age)
- High School Attended: Taylor Alderdice high School  
Pittsburgh Public Schools
- Past/Current Employment: Allegheny County Dept.  
of Administrative services Division of Real estate  
(Administrative Specialist)
- Other Information You Would Like to Share  
(interests, hobbies, awards, etc.): Flea marketing and  
Estate sales and Relaxing at home

# Joe's Advice

- Preparing for life after high school
  - What classes or programs were not helpful?
  - What classes or programs did you take that were helpful?

# Joe's Advice

- Agencies supporting your plans for life after high school
  - What wasn't helpful?
  - What was helpful?

# Joe's Advice

- When you graduated from high school...
  - What were the challenges you experienced?
  - What were the successes you experienced?

# Joe's Advice

- What people were most important in helping you transition to life after high school?
  - What did people do that wasn't helpful?
  - What did people do that was helpful?



# Joe's Advice

- What types of things do you do to connect to people and be part of your community?
- What makes you happy?

# Joe's Advice

- How did you learn to advocate for yourself?
- When have you successfully advocated for yourself – one example?

# Joe's Advice

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- How can families and adults support the dreams and goals of youth and young adults with ASD?

# Joe's Advice

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- Is there anything else you'd like to share?

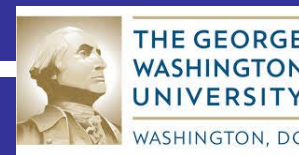
***Does anyone have questions for Joe?***

# LEVELS OF YOUTH ENGAGEMENT

Promoting Youth Taking Action



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# Definition of Youth Engagement



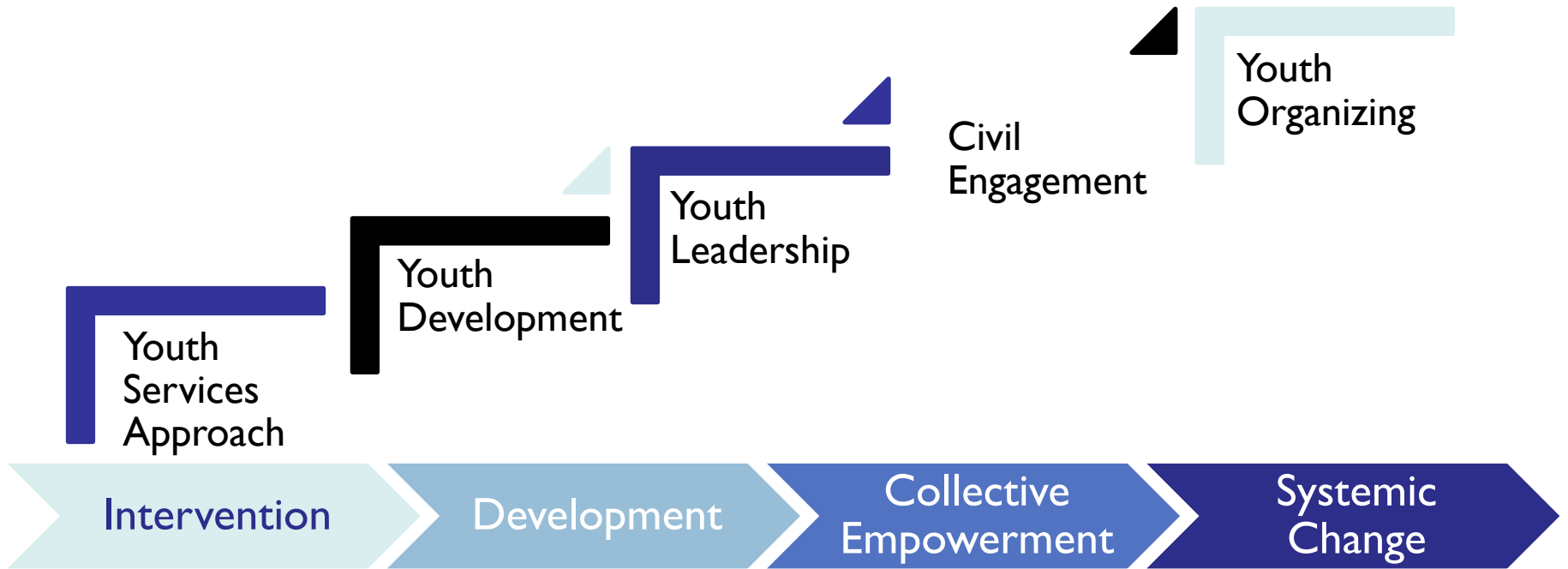
Youth engagement has been defined as “the meaningful participation and sustained involvement of a young person in an activity that has a focus outside himself or herself.”

*(Pancer, Rose-Krasnor, & Loiselle, 2002)*

# Benefits of Effective Youth Engagement

- Youth engagement in secondary transition is critical to facilitating positive post-school outcomes.
- If youth with disabilities grow through youth development and leadership efforts, there is a greater chance of self determination as they launch into their future goals.

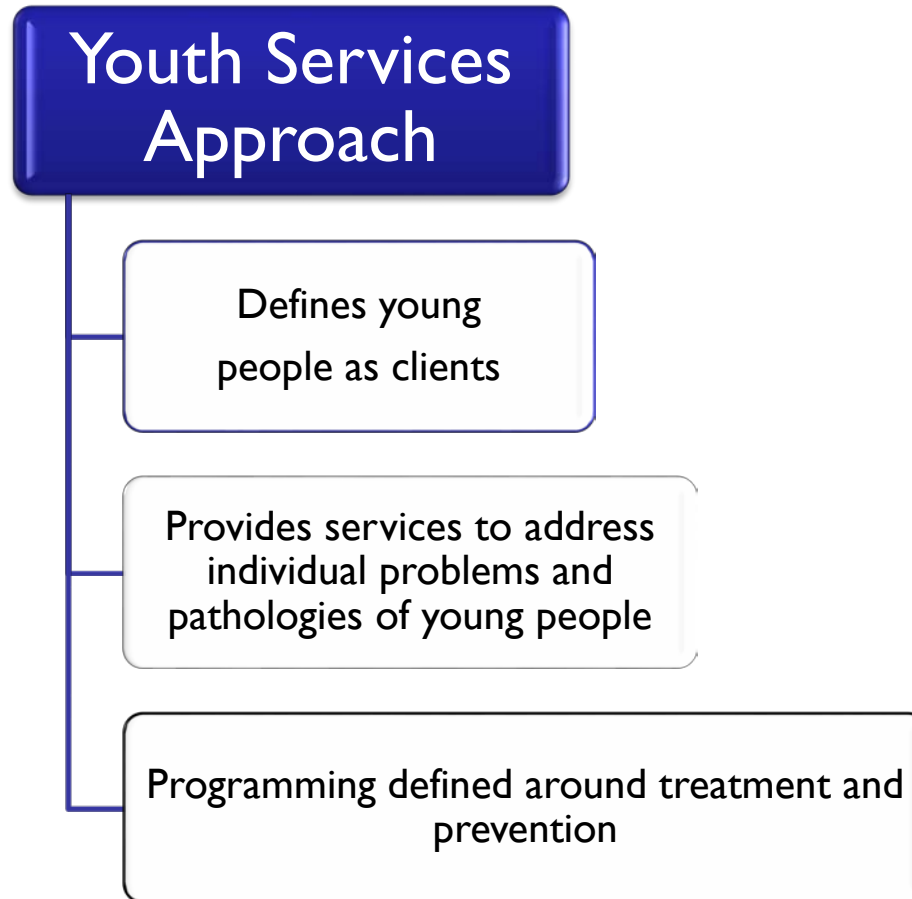
# Youth Engagement Continuum



Core Principles for Engaging  
Young People in Community Change, Forum  
for Youth Investment,  
[http://www.forumfyi.org/files/FINALYouth\\_Engagement\\_8.15pdf.pdf](http://www.forumfyi.org/files/FINALYouth_Engagement_8.15pdf.pdf)



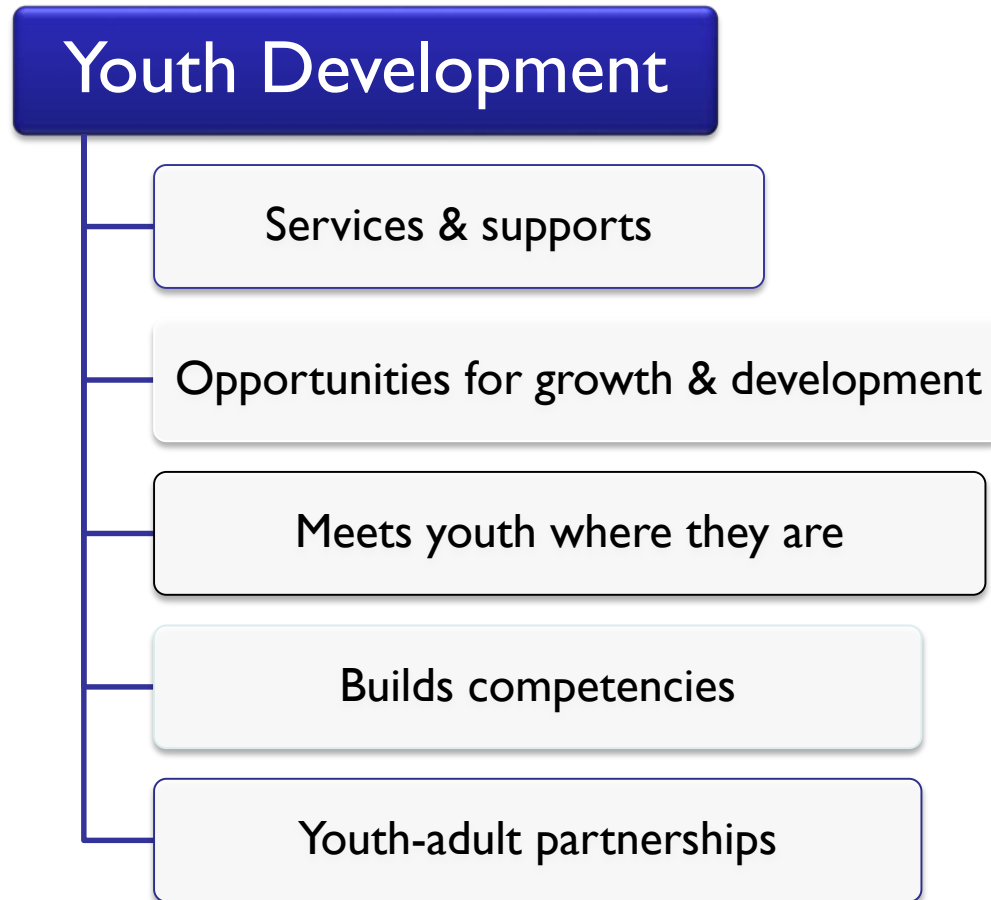
# Youth Services Approach



# Youth Services Approach

- Service delivery model
- Our traditional approach
- Lowest level of youth engagement
- Often “handling kids”
- Systems often get stuck here!

# Youth Development



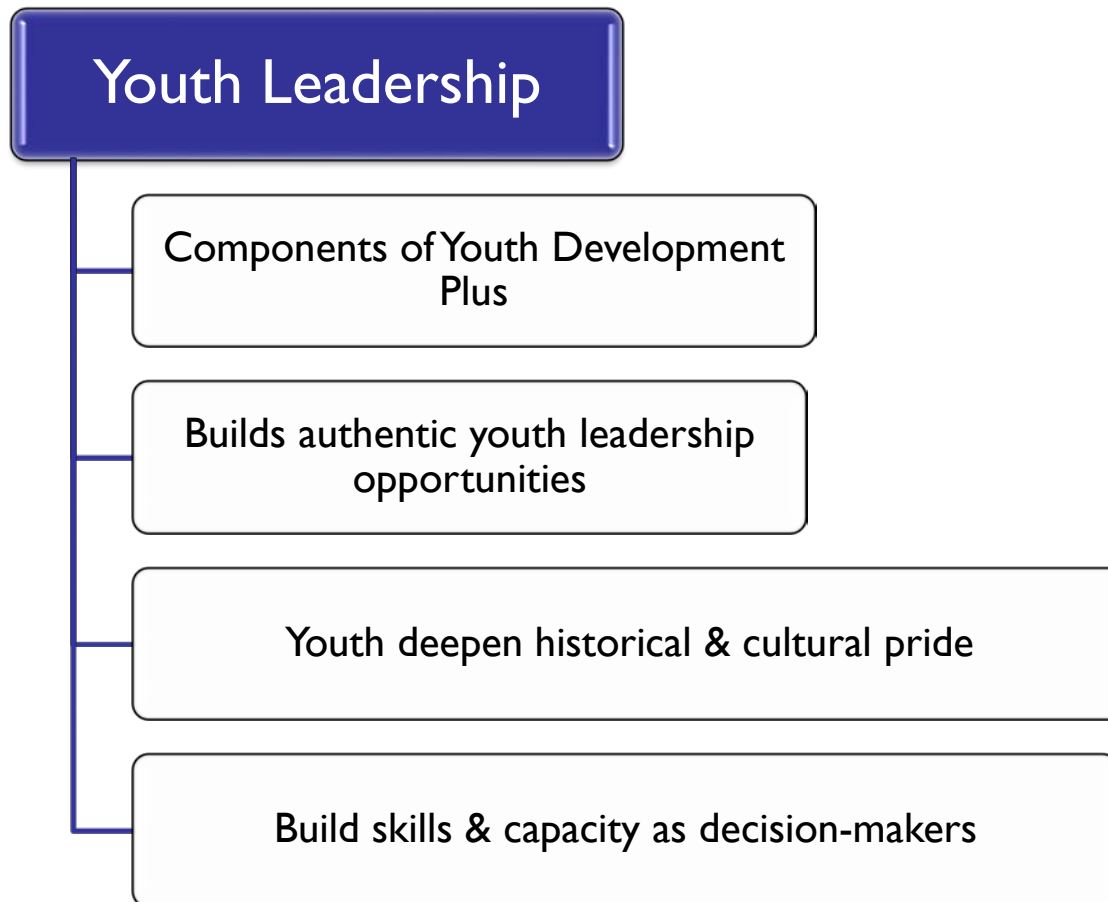
# Youth Development

- **Youth Development** is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies.
- *National Collaborative on Workforce and Disability*

# Youth Development

- ***Youth development*** is a process to help youth achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and **cognitive competencies.** *National Alliance for Secondary Education & Education*

# Youth Leadership



# Youth Leadership

- **Youth Leadership** is part of that process. To control and direct their own lives based on informed decisions, youth development/leadership needs to be included as core components of transition programming for all youth, including youth with disabilities.
- *National Collaborative on Workforce & Disability*

# Youth Leadership

- **Youth leadership** is part of the youth development process:
- the ability to analyze strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and
- the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model (Wehmeyer, Agran, & Hughes, 1998). *National Alliance for Secondary Education & Education*



# Highest Levels of Youth Engagement

## Civic Engagement

Components of YD & YL Plus

Engaged in political educ. & awareness

Action around issues young people identify

Collective identity as social change agents

Engaged in advocacy & negotiation

## Youth Organizing

YD, YL & CE Plus

Builds membership base

Involves youth as core staff and governing body

Engages in direct action

Engages in alliances and coalitions

# Spectrum of Youth Engagement



- ***What are the biggest challenges in engaging youth in secondary transition, for example in career planning.***
- ***How can we increase levels of youth engagement to promote self-determination of transitioning youth in our current practice?***

# Disparity in Youth Engagement Literature

- In the literature, we found a great deal of research about “how to” and the benefits of youth engagement for YOUTH at the individual, systems, and societal levels.
- However, in the secondary special education literature, there is very little written beyond self-determination instruction, service learning, and self-led IEPs.

# Youth Taking Action: Levels of Youth Engagement

- ***Raise this as a civil rights issues...how can we, collectively, make this paradigm shift?***

# What is...



**PYLNL**  
Pennsylvania Youth Leadership Network

The logo features the acronym 'PYLNL' in a large, bold, blue sans-serif font with a yellow outline. Below the acronym, the full name 'Pennsylvania Youth Leadership Network' is written in a smaller, blue sans-serif font.

# What is PYLN?

- The ***mission*** of the Pennsylvania Youth Leadership Network is to coordinate a network that is led and driven by inclusive organizations of youth and young adults with and without disabilities across Pennsylvania. PYLN promotes advocacy, self-determination, leadership, empowerment, and service learning in the areas of transition, employment, education, and community engagement.

# Basic Structure

- **Governing Board**—Made up of young adults with and without disabilities ages 18-35.
- **Affiliate Groups**—Made up of youth or young adults with and without disabilities ages middle school-35.
  - Middle Schools
  - High Schools
  - Community Agencies
  - Colleges/Universities
- Focus on an inclusive for youth by youth model!

# How can a group become an affiliate?

- Be youth led, youth drive
- Student Age: middle school to 17 (Youth Affiliates); 18 to 35 (Young Adult Affiliates)
- Inclusive model: strive to maintain 33% people with or without disabilities
- Have one adult ally with all required clearances under Act 153
- Your group must complete one service learning project and one project related to the PYLN mission every year
- Have one student from your group affiliate maintain contact with the Governing Board



# Benefits to becoming an affiliate

- Gain access to a Network webpage with videos, one-pagers, presentations, and more!
- Communication with a board of youth and adult allies with years of experience
- Opportunities to attend events, presentations, and connect with other groups across Pennsylvania

# PYLN

- PA Youth Leadership Network website:  
<http://pyln.org/pyln>

***Does anyone have questions about PYLN?***

# YOUTH TAKING ACTION

**Andrea Layton**

ASERT Communication Specialist

**Autism Life Care Model Coordinator**

**Penn State Milton S. Hershey Medical Center**



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# ASERT

- What is the ASERT Collaborative?
  - Collaboration between BAS and 3 Universities
  - Statewide Resource Center
  - Projects and programs designed to support individuals with ASD

# #ASDNext

- New initiative from the ASERT Collaborative
- Focus on transition-aged individuals with ASD
- Goal is to provide information and resources to this demographic
  - How is this different from Paautism.org?
- Focus on individuals and providing a place for them to connect and share with others

# #ASDNext

- Initial launch happened July 2016
  - Website
  - Social media
- Phase 2/Future Plans
  - YouTube?
  - Newsletter?
  - Twitter chats?
  - Discussion forums?
  - eLearning trainings focused on transition?

[www.asdnext.org](http://www.asdnext.org)

***Do you have any questions about  
ASSERT?***

# Self-Determination Skill Development

Evidence-Based Predictor of  
Positive Postschool Outcomes



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# Universal Truths!



- Learned Helplessness or Independence come from you
- There is true dignity in risk
- The development of self-determination is a learned behavior, based on experiences, attitudes and opportunities

# Self-Determination Skills

- Choice making
- Decision making
- Problem solving
- Goal setting
- Self-advocacy and leadership
- Self-management and self-regulation
- Self-awareness and self-knowledge

(Carter, Lane, Cooney, Weir, Moss & Machalicek, 2013)

## National Dissemination Center for Children with Disabilities

According to transition information from **NICHY**, it is suggested that four of the most fundamental skills students can have that serve them well in a wide variety of adult situations are:



1. The **ability to assess yourself**, including your skills and abilities, and the needs associated with your disabilities
2. **Awareness of accommodations** you need
3. **Knowledge of your civil rights** to accommodations through legislation such as the Americans with Disabilities Act and Section 504 (<http://www.ed.gov/ocr> )
4. The **self-advocacy skills** necessary to express your needs in the workplace, in educational institutions, and in community settings

# Barriers to Self-Determination



Lack of self knowledge

Overprotection

Low expectations

Few opportunities for choices

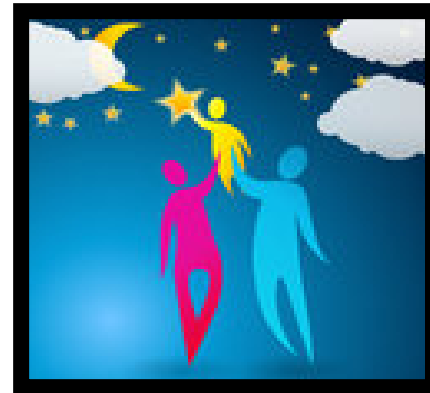
Lack of stable support system

# Independence $\neq$ doing everything for yourself

We all need a little help from our friends



Families need to support sons and daughters as they set their course



# Use Teachable Moments

Use real  
life  
situations

Making  
choices

Reasonabl  
e level of  
risk

Living with  
the  
consequen  
ces



# What You Can Do Now

Help youth to identify their needs and develop strategies to meet those needs

Improve decision-making, goal setting and goal attainment skills

Enhance communication and relationship skills

Develop the ability to celebrate success and learn from reflecting on experiences

Help them identify information they would like to share with the educational team



# Shifting Perspectives on Autism

- Deficit model has dominated professional and academic discourse – people with ASD are depicted as broken humans that require fixing so they can function in society. There is little to no focus on strengths.

(Robertson, 2010)

# Shifting Perspective on Autism

- Neurodiversity model – individuals with ASD possess a blend of **cognitive strengths and weaknesses across domains**
  - Language, communication, social interaction
  - Sensory processing (environmental input)
  - Motor skill execution (environmental output)
  - Goal-oriented in reflexive thinking, planning and self-regulation
- **Difficulties are always contextual**

(Robertson, 2010)

# Neurodiversity Movement

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NOTHING ABOUT US WITHOUT US

Autism advocacy should be a world in which Autistic people enjoy the same access, rights, and opportunities as all other citizens.

ASAN works to empower Autistic people across the world to take control of our own lives and the future of our common community, and seek to organize the Autistic community to ensure our voices are heard in the national conversation about us. Nothing About Us, Without Us!

<http://autisticadvocacy.org/>

# Self-Determination

- Barrier - Communication to convey wants, needs, preferences – exploration of individualized communication strategies with support of technology and instruction
  - *Systematic, logical, and detailed-oriented nature of technologies can help individuals*
    - *Plan and organize their lives*
    - *Connect socially with other groups*
    - *Participate in local communities*
- (Robertson, 2010)

# Self-Determination

- Barrier – fundamental assumption by many professionals that self-determination is not attainable or desirable for people with ASD. Prevalent in the disability service-delivery community
- *Lack of understanding of the flexible and individualized nature of self determination and its relationship to individual's strengths, weaknesses, preferences, values, beliefs, and goals.*
- *A collaborative partnership is needed with individuals with ASD who have direct experience in navigating major life experiences!* (Robertson, 2010)

## Activity: Discussion

- ***In small groups discuss strategies to help youth with ASD build self-determination skills at home, in school, and in the community?***
- ***Group report-out***

# Self-Determination Skill Development

## Important Role of Families



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The family will still be there...

...even after the teachers, transition coordinators, supports coordinators, Counselors, job coaches, etc.

...are gone.



## Families



- Families are essential to the transition process for any youth.
- Parents and families are often the most helpful historians, providing the transition team partners with an essential level of detail about the background, experiences, and functional needs of the young person

## Families



- Are experts regarding their son/daughter and are a vital member of the team
- Have provided long-term support
- Are advocates for services and benefits
- Vary in their capacity to support their child
- Deal with multiple issues
- Will be more likely to participate if they feel that their participation is valued

# Parent Assessment of Self-Determination

- In a study of parent assessments of self-determination importance and performance for students with ID and ASD –
  - *Overall parents indicated it was very important for their children to learn self-determination skills*
  - *Parents generally reported their children did not perform these skills*
  - *Parents indicated their child was almost always or always able to identify likes or what they were good at, only 10% provided similar ratings for the remaining self-determination skills*

# Factors Influencing Parents' Ratings of Self-Determination

- School settings – more time in general education
- Lower rates of challenging behaviors – self-determination skills (self-management and choice-making) are often interventions
- Level of severity of disability
- Age was not related to self-determination capacity
- Home-based or family-delivered interventions to enhance self-determination are needed —beginning at an early age and continuing throughout children's schooling.

Carter, Lane, Cooney, Weir, Moss & Machalicek, 2013)

# Strategies towards Self-Determined Lives

## Strategies for parents:

- Start at a very young age
- Identifying likes and dislikes across lifespan
- Developing subsequent goals to support community involvement, as defined by the youth

(Burton, Hoyle, 2011)

# Strategies for Families to Support Self-Determination

- Discover and develop gifts, strengths, and interests
- Provide opportunities daily for choice and control
- Taking an active role in IEP
- Be educated in their neighborhood school (inclusion)
- Person centered planning at major transition points

(Burton, Hoyle, 2011)

# Self-Determination Skill Development

## Instructional Strategies and Technology



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# Show Me Again What I Can Do

- Use of documentation by teachers and students to build self-determination skills
- Use of visual feedback (photos and video) – helps teachers plan and students evaluate their performance in social situations
- Documentation is a tool to create a narrative with student and teacher
- Evolves with new iterations as documentation is collected over time
- Helps students to interpret challenging social situations

(Cox Suárez, 2010)



# Get Educated

## Youth need to know!

- What is your disability?
- How do you explain your disability?
- How to get help and accommodations?
- What can you learn about the school or business?

WHO  
ARE  
YOU?

# Disclosure and Accommodations

- Disclosure—youth should decide when and how much to tell others, and understand how their disability affects their capacity to learn and/or perform effectively; they should also be “aware” ...
- Accommodations—youth should be empowered to determine what environmental adjustments, supports, and services they need in order to access, participate and excel in school, at work, and in the community.



*Choices*

# YOUTH TAKING ACTION

William Del Toro Vargas' Advice:  
NOTHING ABOUT ME...WITHOUT ME!



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# Introducing William Del Toro

- William Del Toro Vargas, 21, is a pre-law student at Temple University is the lead Legislative Advocate for the #IWantToWork campaign. Will, a pre-law student at Temple University, has advocated tirelessly for the passage of “Work Experience for High School Students with Disabilities.” Will recently received the of ARC of Philadelphia’s top honor, the Eleanor Elkin Award, for advocating for legislation that led to millions of dollars for employment opportunities for people with disabilities.

# William's Advice

- Preparing for life after high school
  - What classes or programs were not helpful?
  - What classes or programs did you take that were helpful?

# William's Advice

- Agencies supporting your plans for life after high school
  - What wasn't helpful?
  - What was helpful?

# William's Advice

- When you graduated from high school...
  - What were the challenges you experienced?
  - What were the successes you experienced?

# William's Advice

- What people were most important in helping you transition to life after high school?
  - What did people do that wasn't helpful?
  - What did people do that was helpful?



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- What types of things do you do to connect to people and be part of your community?
- What makes you happy?

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- How did you learn to advocate for yourself?
- When have you successfully advocated for yourself – one example?

# William's Advice

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- How can families and adults support the dreams and goals of youth and young adults with ASD?

# William's Advice

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- Is there anything else you'd like to share?

***Does anyone have questions for William?***

# COMMUNITY PARTICIPATION

## SOCIAL INCLUSION



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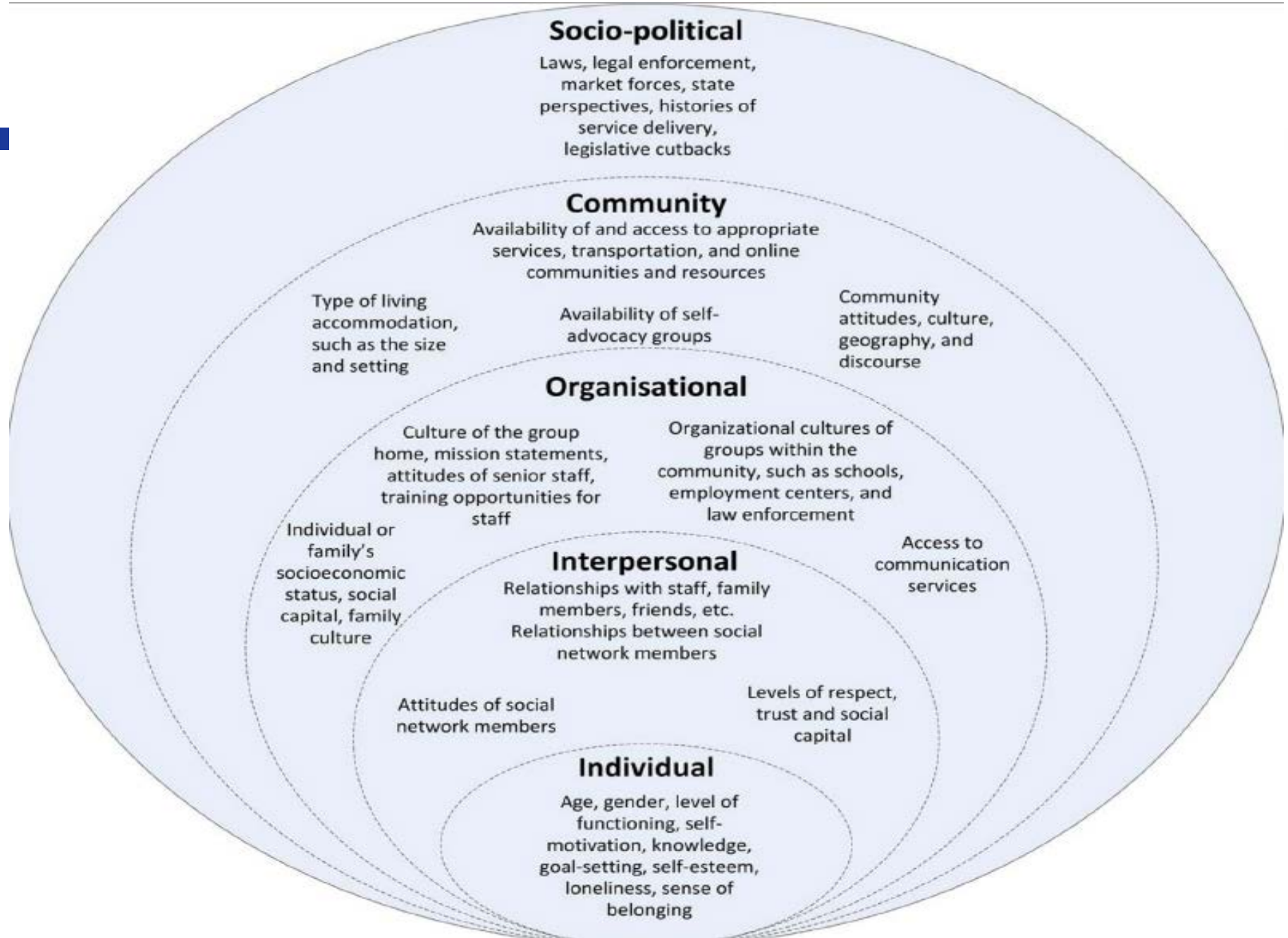


The George Washington University

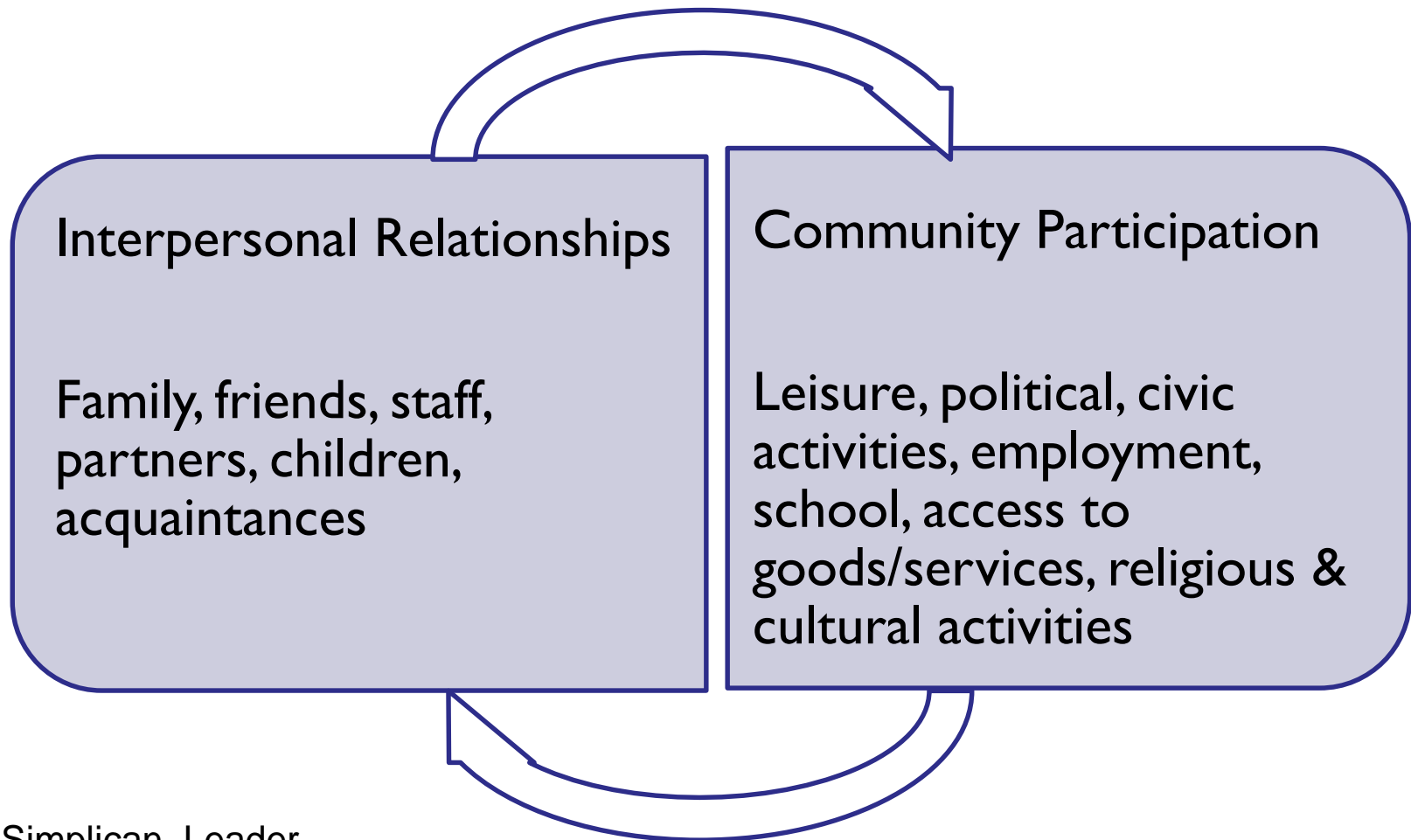
# Ecological Pathways to and from Social Inclusion

- Ecological model provides a comprehensive and coherent model of social inclusion that encompasses the complex array of factors that affect social inclusion.
- Further research is needed focused on designing/promoting interventions to increase quantity and quality of social inclusion in our communities.

(Simplican, Leader, Kosciulek & Leahy, 2015)



# A Model of Social Inclusion



(Simplican, Leader, Kosciulek & Leahy, 2015)



# Support, Social Functioning, & Quality of Life

- One route to form relationships and establish nature support networks, contributing to quality of life.
- Improving social skills heavily impacts outcomes in this area.
- This can be facilitated through informal social support from social networks, participation in social skills groups, and membership in support groups.

(Tobin, Drager & Richardson, 2013)

# Technology Supports: Promoting Social Inclusion

- Study of use of commonly used technology (Tables, Phones, Ipads) was very effective to increase completion of novel tasks and independent transitioning by students with ASD
  - Task prompting through multi-level prompting procedure (sequenced, visual, auditory)
  - Resulted in higher levels of independent task completion and improved task transition, fading of supports

# Capacity Building through Social Capital

It's Who You Know... And Who  
They Know!



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# According to Pierre Bourdieu...

“Social capital are the advantages and opportunities that accrue to people through their membership in groups.”

Social Capital in the  
Creation of Human Capital

# In order to develop Social Capital, people need:

- space and time to connect
- time to demonstrate trust
- a means to effectively communicate
- an opportunity for genuine participation -  
**NOT MERE PRESENCE**

Cohen & Prusak  
In Good Company  
How Social Capital Makes  
Organizations Work

# Advantages of Social Capital

Friends you can confide in

A neighbor who watches your house

An uncle who gets you a job

A ride to the grocery store

Ideas and information

Richard Florida

The Rise of the Creative Class

# Social Capital

- Has both individual and collective aspects
- Individual
  - Connects with others lead to an accumulation of benefits (companionship, help, fun, jobs)
- As networks of individuals grow – sense of reciprocity, expands resources to all in the group

(Putman, 2000)

# Benefits to Youth

- Social capital grows through social participation – connections with others
- Fosters a sense of belonging to a group or place
- Trust and reciprocity grow

(Bolick, 2008)



# Social Capital Process

- When youth with ASD do not participate in the social capital process, the community is deprived of their multifaceted contributions.
- Often not afforded the benefit of the doubt to the same extent as other to the common good.
- All told, their challenges are magnified, their separation from the community is increased, and their motivation to participate is undermined. (Bolick, 2008)

# Building the Skills for Social Capital

- As described in the applied behavior analysis (ABA) literature, accommodations and modifications serve to control antecedents or setting events that affect the probability of a given response (e.g., Smith & Iwata, 1997).

# Changes in Physical and Temporal Environments

- Visit public places when they are less crowded to reduce overload
- Arrange outings feeling rested and alert
- Use visual supports, such as previews, lists, schedules, task cards, or Social Stories (Gray, 2000)
- Use augmentative communication technology, if appropriate.

(Bolick, 2008)

# Changes in Physical and Temporal Environments

- Block out lighting (hats, sunglasses)
- Block out auditory overload (headphones/earbuds)
- Snacks that serve as “sensory tools” (peppermint candy to block out the strong aromas)
- Identify “retreat spaces” to regroup and self-regulate (home, school, community)

(Bolick, 2008)

# Changes in the Interpersonal Environment

- Alert others regarding the ideal level of accommodation
- Model joint attention by showing interest in the activities and objects that fascinate the young person
- Use the individual's communication system to augment your own oral language
- Slow down, allow time for processing
- Avoid “question and answer” (questions tend to shut down communication)

(Bolick, 2008)

# Changes in the Interpersonal Environment

- Gear nonverbal behavior to the sensory profile of the individual with ASD
- Identify the early warning signs of overload, as well as the overt indications of “fight or flight”
- Listen (with your eyes and ears) more than you talk
- Train peer coaches or create a circle of friends (Perske, 1988) as a source of support and advice

(Bolick, 2008)

# Changes in the Task or Activity

- Implement any recommended sensory preparations before the activity (e.g. if an occupational therapist has recommended movement and proprioceptive activities before large group instruction at school, try using similar preparation before events in community)
- Break activities into “chunks” and provide sensorimotor breaks in the middle
- Use visual supports to alert the individual to events and expectations

(Bolick, 2008)

# Skills and Activities that Build Social Capital

- Adaptive Self-Regulation
- Appearance and Hygiene
- Superficial Social Envelope
- Volunteerism

(Bolick, 2008)



# Adaptive Self-Regulation

- Movement and exercise allow the person with ASD to acquire a “mental map of the body” while engaging in physical activities that build stamina and reduce stress – match to their interests
- Music serves to integrate a number of physiologic systems. Participation in a musical ensemble teaches the individual to synchronize actions with others.

(Bolick, 2008)

# Adaptive Self-Regulation

- Explicitly teach which regulatory strategies that are appropriate to a given situation (e.g. singing – depends on the context)
- Identify, teach, and reinforce the specific skills that will allow the person to navigate noisy and crowded environments without engaging in socially penalizing behaviors

(Bolick, 2008)

# Appearance and Hygiene

- Use visually supported task analyses to ensure that the individual completes routines for grooming and hygiene
- Access to clothing that is comfortable, properly fitted, and appropriate to his or her age, culture, and situation
- If possible, use peers as “appearance coaches.”

(Bolick, 2008)

# Superficial Social Envelope

- Teach to accompany the verbal greeting with a brief eye gaze toward the other person's eyes. If overwhelmed, practice by looking in vicinity of face until desensitized
- Develop a firm handshake
- Teach a polite refusal. “No, thank you” (or the equivalent gesture) builds social capital, rather than pushing away or protesting

(Bolick, 2008)

# Superficial Social Envelope

- People are drawn to smiles, positive comments – increase likeability
- Teach to wait quietly, waiting one's turn
- Have “sit-down meals” at home and at restaurants. Preview the manners and social conventions beforehand, using Social Stories (Gray, 2000), Power Cards (Gagnon, 2001), or video modeling

(Bolick, 2008)

# Volunteerism

- Include objectives and visual supports that are likely to facilitate helping behaviors, follow a list, schedule, or task card
- Volunteer at school and in the community, alongside peers and can add value to the community
- Providing a service based on an area of strength is an excellent way to build social capital

(Bolick, 2008)

# Volunteerism

- Volunteer jobs at senior centers, homeless shelters, soup kitchens, or home building/remodeling sites can accrue social capital with clients and fellow volunteers
- Household responsibilities, though perhaps not voluntary, teach the individual to contribute to the family and other groups.

(Bolick, 2008)

## Activity: Discussion

- *We have provided examples of ABA and evidence-based practices to help youth with ASD engage in their communities and build social capital.*
- *In small groups, discuss how we could help youth with ASD transition from the structured school environment to postschool settings (employment, college, and community) where it is much more difficult to control the setting?*



# YOUTH TAKING ACTION

Mr. Michael J. O'Brien's  
Advice:

NOTHING ABOUT ME...WITHOUT ME!



# Introducing Michael J. O'Brien

- Email: [summercrowphotos@gmail.com](mailto:summercrowphotos@gmail.com)
- High School Attended: Lancaster Mennonite High School
- Post Secondary School(s) Attended/Attending: Harrisburg Area Community College and Millersville University
- Major/Area(s) of Interest: Social Work
- Past/Current Employment: Current: Lancaster Archery Supply (Order filler in warehouse), Lancaster Farmacy (medicinal herb farm) volunteer, St. James Episcopal Church volunteer with maintenance staff
- Other Information You Would Like to Share (interests, hobbies, awards, etc.): My interests outside of work are Tae Kwon Do (black belt) and target archery.
- I am interested in studying social work in order to focus on autism/Asperger's advocacy.

# Michael's Advice

- Preparing for life after high school
  - What classes or programs were not helpful?
  - What classes or programs did you take that were helpful?

# Michael's Advice

- Agencies supporting your plans for life after high school
  - What wasn't helpful?
  - What was helpful?

# Michael's Advice

- When you graduated from high school...
  - What were the challenges you experienced?
  - What were the successes you experienced?

# Michael's Advice

- What people were most important in helping you transition to life after high school?
  - What did people do that wasn't helpful?
  - What did people do that was helpful?

# Michael's Advice

- What types of things do you do to connect to people and be part of your community?
- What makes you happy?

# Michael's Advice

- How did you learn to advocate for yourself?
- When have you successfully advocated for yourself – one example?



# Michael's Advice

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- How can families and adults support the dreams and goals of youth and young adults with ASD?

# Michael's Advice

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- Is there anything else you'd like to share?

***Does anyone have questions for Michael?***

# Activity: Strategies to Build Social Capital

- In small groups, review and discuss the ***Building and Strengthening Social Ties*** handout. How might you use this to support transitioning youth with ASD and their families to build social capital?
- Group report-out

# Questions?

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- Thanks to our panel of young adults!
- Any final questions?



# The George Washington University

Graduate School of Education & Human  
Development

Department of Special Education & Disability  
Studies

[www.gsehd.gwu.edu](http://www.gsehd.gwu.edu)

*Federal Scholarships available for online MA in  
Interdisciplinary Secondary Special Education &  
Transition Services with Specialization in ASD or TBI*

# Resources

- PA Secondary Transition website: [www.secondarytransition.org](http://www.secondarytransition.org)
- National Technical Assistance Center – Transition: [www.transitionta.org](http://www.transitionta.org)
- National Gateway of Self-Determination: <http://ngsd.org/>
- VA I'm Determined: <http://www.imdetermined.org/>
- National Collaborative on Workforce & Disability: Youth: <http://www.ncwd-youth.info/>

# Resources

- Center for Self-Determination:  
<http://www.centerforself-determination.com/>
- Zarrow Center for Learning Enrichment:  
<http://www.ou.edu/education/centers-and-partnerships/zarrow.html>
- George Washington University HEATH Center:  
<https://heath.gwu.edu/>

# Disability Disclosure Resources

- *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*, <http://www.ncwd-youth.info/411-on-disability-disclosure>
- *The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities*, <http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults>
- *Cyber Disclosure for Youth with Disabilities*, <http://www.ncwd-youth.info/cyber-disclosure>
- *Disability Disclosure Videos*, <http://www.ncwd-youth.info/videos>



# Accommodations Resources

- The Job Accommodation Network (JAN), <http://askjan.org/>
- JAN's Searchable Online Accommodation Resource, <http://askjan.org/soar/>
- *Entering the World of Work: What Youth with Mental Health Needs Should Know About Accommodations*, ODEP, <http://www.dol.gov/odep/pubs/fact/transitioning.htm>

# Contact Information

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