

# TARGETING TRANSITION for Students with Autism Spectrum Disorder

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## “What is it you do for a living?”

- Up to 75% of all people with disabilities are unemployed
- 79% of all people with disabilities who are unemployed wish to be employed
- 65% of people with ASD are unemployed or underemployed
- 3% of students with ASD are living independently

## National Trends and Statistics

### Autism Society of America - 2008

- 1 in 150-166 births (1)
- 1 to 1.5 million Americans (2)
  - Fastest-growing developmental disability
  - 10 - 17 % annual growth
- Growth comparison during the 1990s (3) :
  - U.S. population increase: 13%
  - Disabilities increase: 16%
  - Autism increase: 172%

Historically, adolescents and adults with disabilities are unemployed due to three general causes....

- 1) a lack of social skills, work attitudes and interpersonal skills
- 2) a lack of job-related academic skills
- 3) a lack of vocational skills
  - (Myles and Simpson, 1998 p 100)

## Things we know about students with ASD

- Social inappropriateness/lack of recognizing social cues
- Difficulty with change and unexpected occurrences
- Limited expressive language/limited conversational skills
- Literal/concrete learners
- Lack of perspective taking/theory of mind

- Perseverative interests
- Need for sensory calming
- Appearance of choosing isolation
- Sometimes unaware of physical appearance/ grooming
- Lack of reciprocity in talking to others
- Eye contact
- Need for systems

- “If you graduate from High School and can’t read, you are far better off in the world than if you lack social cognition”

– Kari Dunn Buron

*“If you’ve known one child with autism -*

*...you’ve known one child with autism”*

(Steven Shore)

## What is Transition?

- IDEA requirement
- Age 14-graduation (16 in some states)
- Team process
- Intended to be a process
- Result is highest level of independent functioning

## Areas on Which Transition Focuses

- Post Secondary Training/Education
- Employment
- Home (Independent) Living
- Community Participation
- Recreation and Leisure

## Post Secondary Education/Training

- College
- Technical training
- Non-academic training
- Military
- Other

## Employability

- Independently employed
- Career choices
- Skill requirements
- Job exploration
- Agency input

## Home (Independent) Living

- Live Independently without support
- Live in a supervised living environment
- Live with family
- Live with a roommate
- Live in a care facility

## Recreation and Leisure

- Activities identified in which student can participate
- Activities identified that student enjoys
- Level of support required to attend or participate

## Community Participation

- Transportation
- Community access
- Student choices
- Medical facilities/access
- Financial
- Level of support required

## Key Questions for Successful Transition Programming

- Does the student require more transition activities than their current schedule allows?
- What is the student's level of functioning in basic skills (reading, writing and math)?
- What is the student's cognitive level?
- What skills does this student need to be successful in the work world?
- What are the student and parents dreams and visions?

- What are realistic goals for this student in regard to employability?
- Is the student taking classes that have to be modified?
- Is this student in any classes that are more for socialization and integrative experience?
- Will the student pursue any post secondary training?

- What would an ideal transition program consist of for this student?
- What needs to happen to begin a “good” transition program?
- Will the student’s day need to be altered from Reg. Ed. students?
- Will any High School requirements need to change?

## Transition The Challenges We Face

1. How do we develop a multi-year plan that meets both the unique Transition needs of students and the academic requirements placed upon them?
2. How do we involve students/parents in the process?
3. How do we determine what Transition skills students need?

## Challenges We Face

4. How do we include Transition skills in IEP's?
5. How do we communicate clearly with the IEP team?
6. How do we find time to teach Transition skills?
7. Where do we find materials to teach Transition skills?

## Challenges We Face

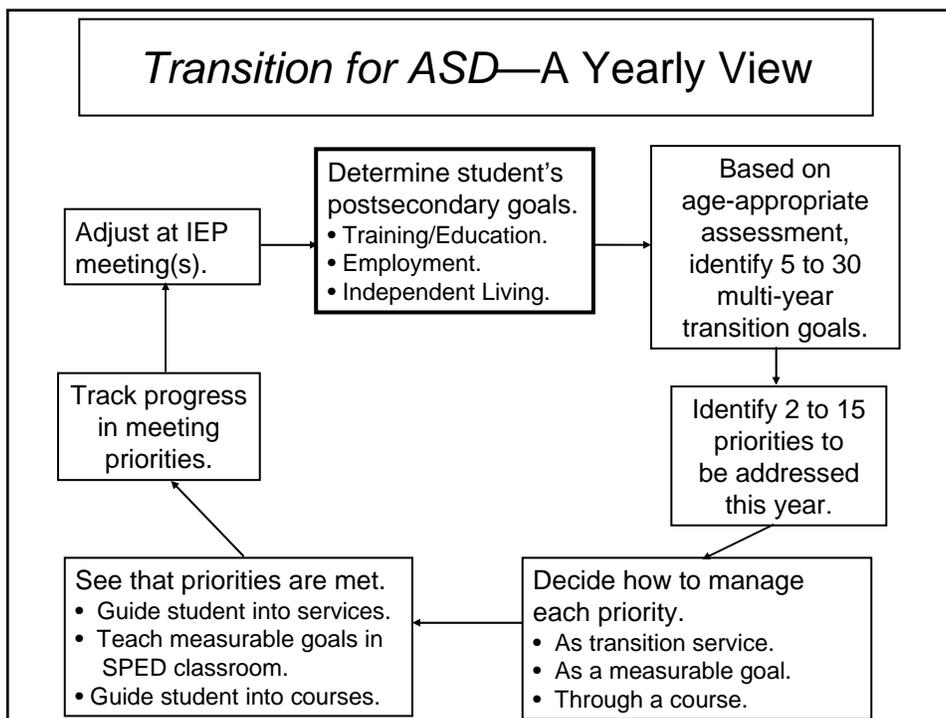
8. How can we document student progress/success?
9. How can we report student progress/success?
10. How do we pass Transition info to the next teacher?

## What is the Intent of Transition

- One of the primary purposes of IDEA is to:
    - “ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living”
- (34CFR @300.1a)

## Evaluating Transition *Success* *OSEP Indicator 13*

1. Identify clear and meaningful postsecondary goals.
  - education and/or training
  - employment
  - independent living (if necessary)
2. Base postsecondary goals on age appropriate assessment.
3. Identify measurable IEP goals that help meet postsecondary goals.
4. Secure in-school transition services that improve academic and functional achievement.
5. Manage outside services.
  - secure parent/student (if age of majority) permission in writing
  - invite appropriate providers to IEP meeting
6. Develop a course of study (list of classes) to meet postsecondary goals.



## Keys to Integrating the Transition Plan into the IEP

- Focus on post-school goals.
- Use ASD-focused transition assessment.
- Involve student and parents in the planning process.
- Describe abilities and challenges as they relate to current and future needs.
- Promote collaboration between school personnel.
- Promote coordination with community and adult service providers.



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LARRY LEARNS THE HARD WAY THAT SCHOOL AND THE REAL WORLD DON'T ALWAYS SEE SUCCESS THE SAME WAY.

## Use ASD-Focused Assessments to Determine Transition Needs

### Purpose of ASD transition assessment:

To assist the IEP team in agreeing on a reasonable number of transition priorities that help the student reach his or her postsecondary goals, including:

- measurable annual transition goals
- transition services
- skills learned through courses (in course of study)

## Transition Skills Related to ASD Students

### ▪ Communication

- Advocating for self
- Paying attention to speaker
- Following verbal directions
- Conversing on the telephone
- Speaking in workplace
- Promoting ideas effectively

### ▪ Social Interaction

- Taking perspective of others
- Control of emotions
- Disagreeing appropriately
- Working with co-workers
- Having two-way conversations
- Maintaining relationships

### ▪ Restrictive, Repetitive Behaviors

- Controlling repetitive behaviors
- Dealing safely with others
- Using good judgment
- Making effective decisions
- Coping with stress
- Saying "no" in difficult situations

# Consider Different Assessment

## Formal (numerically scored) assessments.

- Commercially prepared/scored.
- Designed to reveal and recommend.

## Informal (non-numerically scored) assessments.

- Career identification, interest, transition skill needs.
- Designed organize information and focus discussion.

## Informal non-scored assessments.

- Experiences (job fairs, work experience).
- Research (web-searches, brochures).
- Interviews (student, teachers, parents).
- Discussions with the student.
- Observe student in various environments.

Use the Targeting Transition Survey to compile results.

# Autism Spectrum Survey

Use Survey to Identify Transition

S = Strengths  
 N = Needs  
 (N) = Priorities

Survey contains 63 transition skills for students on the autism spectrum.

Transition Team Survey	
<b>Student Information</b> Name _____ Date _____	<b>Team Member Information</b> Name _____ Role/Position _____
Mark "S" for strengths and "N" for skills that need improvement (leave others blank). Then circle priorities.	
<b>MG Verbal and Nonverbal Communication</b> Advocating for Self Listening Well Paying Attention to Speaker Following Directions Promptly Following Verbal Directions Well Following Written Instructions/Procedures Well Comprehending Written Information Well Writing Clearly and to the Point Conversing Effectively on the Telephone Speaking Appropriately in the Workplace Presenting Ideas in a Clear and Logical Manner Promoting Own Ideas Effectively & Appropriately	<b>MG Restrictive, Repetitive Patterns of Behavior</b> Controlling Obsessive and Repetitive Behaviors Accepting Consequences Dealing Safely with Others Coping with Stress Using Good Judgement Being Trustworthy, Honest, and Ethical Making Effective Decisions Setting and Achieving Important Goals Showing a Desire to Work Coming Promptly and Prepared Being Personally Organized Completing Tasks on Time and to Expectations Developing Good Nutritional Habits Participating in Regular Health Care Saying "No" in Difficult Situations
<b>MG Social Interaction</b> Taking the Perspective of Others Being in Control of Emotions Showing Respect for Self and Others Accepting Responsibility for Actions Interacting Well in a Group Setting Disagreeing Appropriately Being Willing to "Give and Take" Handling Teasing and Bullying Working Towards Group Goals Working Well with Co-Workers Working Well with Limited Supervision Making an Appropriate Impression Having Two-Way Conversations Getting People's Attention Appropriately Practicing Personal Grooming and Hygiene Participating in Leisure Activities Developing and Maintaining Friendships Maintaining Positive Relationships Dating Successfully Making Healthy Sexual Choices Avoiding Substance Abuse	<b>MG Miscellaneous</b> Solving Problems Effectively Carrying Out Math Calculations with Accuracy Taking Effective Notes Maintaining Personal Fitness Practicing Good Citizenship Accessing Community Resources Using Computer and Internet Managing an Email Program Managing Assistive Technology (AT) Devices Using Effective Money Management Strategies Keeping a Checkbook Maintaining a Home Finding Employment Opportunities Having an Effective Resume Possessing Effective Interviewing Skills

## Activity: Complete a Survey

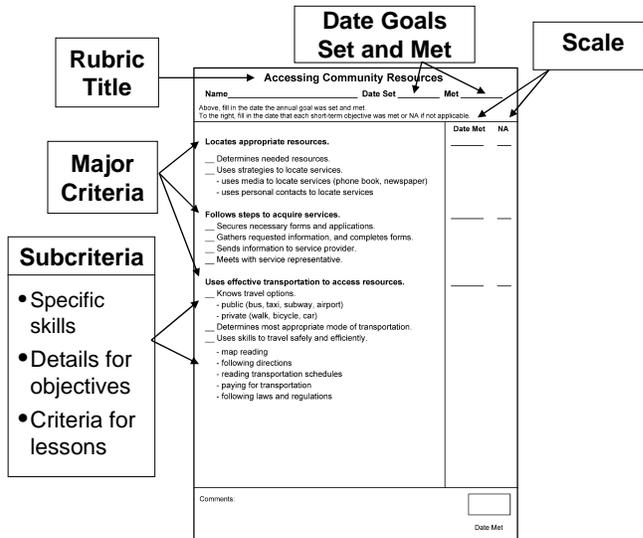
- Select and share information on one of your students.
  - Using a fictitious name, tell about the student’s situation.
  - Describe the student’s best-middle-worst case scenarios.
  - Describe the student’s strengths and weaknesses.
- Locate a *survey* in the back of your packet.
- Complete the survey.
  - Mark "S" for strengths.
  - Mark "N" for areas of need (multi-year goals).
  - Leave "okay" skills blank.
  - Circle 5-8 needs (N) as priorities.
- Share the results and analysis of the survey.

## Rubrics Define Criteria

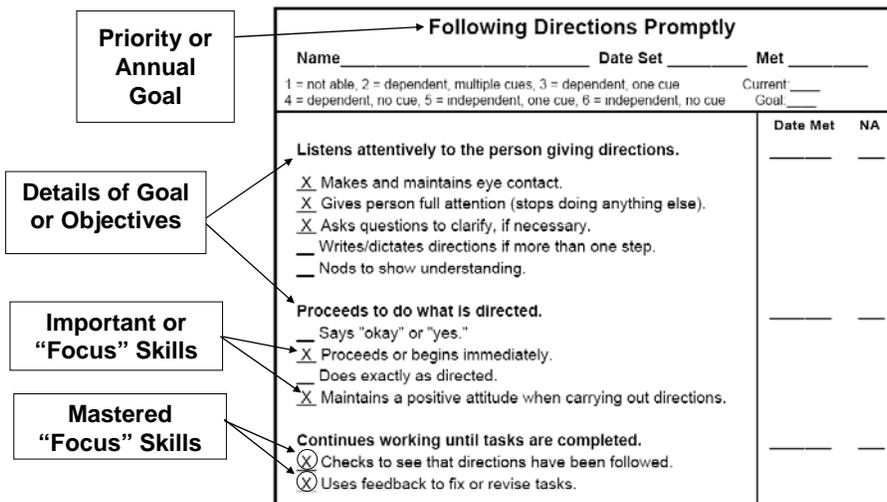
Rubrics...

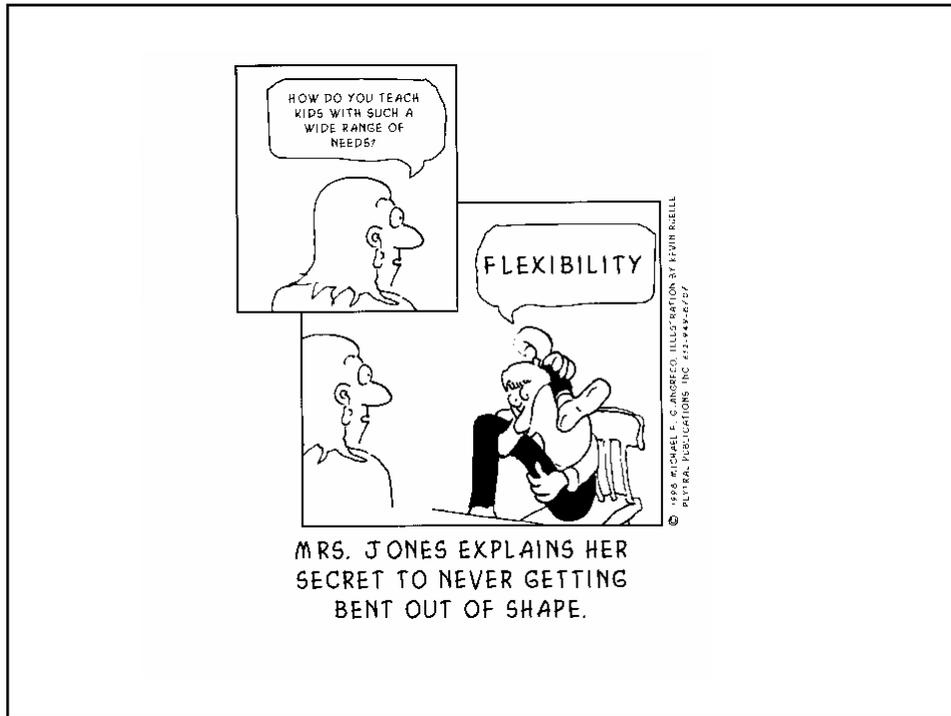
- clarify expectations.
- provide a common language.
- provide the basis of instruction.
- enhance accountability.

# Analysis of a Rubric



# Using Rubrics to Structure IEPs





## Using Rubrics to Define Goals and Objectives

- Select a goal and locate the rubric for the goal.
- Analyze rubric (skill) and the situation.
- Decide on which rubric criteria you will focus.
- Turn selected criteria into goals and objectives.

# Writing Measurable G/Os

Title is the goal • All major criteria are objectives

**Goal:** John will increase his ability to follow directions from needing multiple cues in a dependent setting to needing no more than one cue in an independent setting with 4 out of 5 times, over a 36-week period, as measured by teacher observation.

- Objectives:**
1. Given five independent situations, John will listen attentively to the person giving directions 4 out of 5 trials as measured by teacher observation.
  2. Given five independent situations, John will proceed to do what is directed 4 out of 5 times as measured by teacher observation.
  3. Given five independent situations, John will continue working until the directions have been met 4 out of 5 times as measured by teacher observation.

Following Directions Promptly		
Name _____	Date Set _____	Met _____
Above, fill in the date the annual goal was set and met. To the right, fill in the date that each short-term objective was met or NA if not applicable.		
<p><b>Listens attentively to the person giving directions.</b></p> <p><input checked="" type="checkbox"/> Makes and maintains eye contact.</p> <p><input checked="" type="checkbox"/> Gives person full attention (stops doing anything else).</p> <p><input type="checkbox"/> Writes directions down to be sure they are understood.</p> <p><input type="checkbox"/> Asks questions to clarify, if necessary.</p> <p><input checked="" type="checkbox"/> Nods to show understanding.</p>	Date Met	NA
<p><b>Proceeds to do what is directed.</b></p> <p><input type="checkbox"/> Says "okay" or "yes."</p> <p><input checked="" type="checkbox"/> Proceeds or begins immediately.</p> <p><input type="checkbox"/> Does exactly as directed.</p> <p><input type="checkbox"/> Maintains a positive attitude when carrying out directions.</p>	_____	_____
<p><b>Continues working until tasks are completed.</b></p> <p><input checked="" type="checkbox"/> Checks to see that directions have been followed.</p> <p><input checked="" type="checkbox"/> Fixes or revises areas that do not meet expectations.</p>	_____	_____

# Writing Measurable G/Os

Title is the goal • Some major criteria are objectives

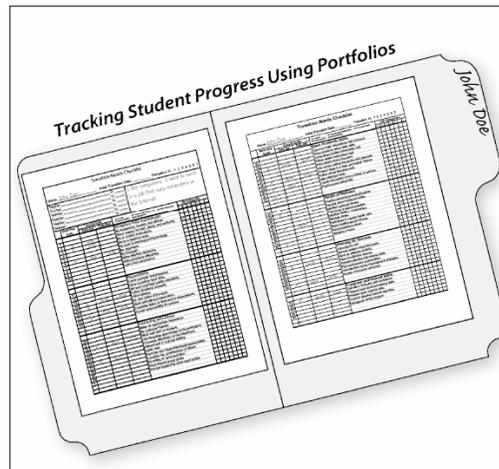
**Goal:** Over 36 weeks, John will increase his organizational skills from needing multiple cues in a dependent setting to independently using organizational skills with no more than one cue 4 out of 5 times.

- Objectives:**
1. Given five independent situations with no more than cue, John will use strategies for being more effective and efficient 4 out of 5 times as evaluated by a teacher checklist.
  2. Given five independent situations with no more than cue, John will keep a daily to-do list of tasks to be completed 4 out of 5 times as evaluated by a teacher checklist.

Being Organized		
Name _____	Date Set _____	Met _____
Above, fill in the date the annual goal was set and met. To the right, fill in the date that each short-term objective was met or NA if not applicable.		
<p><b>Uses strategies for being more effective and efficient.</b></p> <p><input checked="" type="checkbox"/> Decides how tasks should be done before beginning.</p> <p><input checked="" type="checkbox"/> Stores tasks for easy retrieval.</p> <p><input type="checkbox"/> Writes things down to help remember them later.</p> <p><input type="checkbox"/> Keeps track of responsibilities and when things are due.</p> <p><input type="checkbox"/> Has a logical sequence for completing most tasks.</p> <p><input checked="" type="checkbox"/> Finishes tasks completely before moving to next.</p>	Date Met	NA
<p><b>Has a plan for organizing living and work areas.</b></p> <p><input type="checkbox"/> Keeps living and work areas neat and orderly.</p> <p><input type="checkbox"/> Organizes materials within living and work areas.</p> <p><input type="checkbox"/> Cleans up areas on a regular basis.</p>	_____	_____
<p><b>Keeps a long-term calendar of important events.</b></p> <p><input type="checkbox"/> Records key events on yearly/monthly/weekly calendar.</p> <p><input type="checkbox"/> Records key details and tasks (names, dates, places).</p> <p><input type="checkbox"/> Consults calendar before agreeing to do something.</p>	_____	_____
<p><b>Keeps a daily to-do list of specific events and tasks.</b></p> <p><input type="checkbox"/> Checks previous to-do list at the beginning of each day.</p> <p><input type="checkbox"/> Consults calendar before making daily to-do list.</p> <p><input checked="" type="checkbox"/> Makes a list of tasks to be completed on given days.</p> <p><input checked="" type="checkbox"/> Prioritizes items on the list by deadline and importance.</p> <p><input type="checkbox"/> Estimates the time needed to complete each task.</p> <p><input type="checkbox"/> Keeps track of tasks that are completed.</p> <p><input checked="" type="checkbox"/> Marks off tasks as they are completed.</p> <p><input type="checkbox"/> Adds new tasks as they come up.</p> <p><input checked="" type="checkbox"/> Transfers uncompleted tasks to next day's list.</p>	_____	_____

## Track Transition Progress over Multiple Years

- Use a multi-year tracking form to track transition progress . . .
  - . . . track measurable goals
  - . . . track transition services
  - . . . track transition skills learned through the COS (course of study)
- Use tracking form as the bookends of a portfolio to keep . . .
  - . . . multi-year transition progress
  - . . . completed surveys
  - . . . completed rubrics



## Rubrics for Transition Manuals Four Levels for Four Specific Transition Needs

- ***Rubrics for Transition for Higher-Functioning Students.***
- ***Rubrics for Transition for Lower-Functioning Students.***
- ***Rubrics for Transition for Autism Spectrum Students.***
- ***Rubrics for Transition for Students with Severe Disabilities.***



### Each manual includes:

- Transition needs survey.
- Rubrics that define each skill.
- Multi-year tracking form.

## Aligning the Transition Process to Maximize Success

- Use the Survey
- Use Transition Rubrics
- Use the Needs Checklist
- Use the Portfolio

- “Many young people are not sufficiently equipped with the life skills to help them deal with the increasing demands and stresses they experience.”

▪ World Health Organization



- “These children often show a surprising sensitivity to the personality of the teacher. However difficult they are even under optimal conditions, they can be guided and taught, but only by those who give them true understanding and genuine affection, people who show kindness towards them and, yes, humor.” Hans Asperger, 1944

## For More Information Transition Materials or Training

Contact: Ten Sigma  
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# Transition Team Survey

## Student Information

Name \_\_\_\_\_

Date \_\_\_\_\_

## Team Member Information

Name \_\_\_\_\_

Role/Position \_\_\_\_\_

Mark "S" for strengths and "N" for skills that need improvement (leave others blank). Then circle priorities.

MG	Verbal and Nonverbal Communication
	Advocating for Self
	Listening Well
	Paying Attention to Speaker
	Following Directions Promptly
	Following Verbal Directions Well
	Following Written Instructions/Procedures Well
	Comprehending Written Information Well
	Writing Clearly and to the Point
	Conversing Effectively on the Telephone
	Speaking Appropriately in the Workplace
	Presenting Ideas in a Clear and Logical Manner
	Promoting Own Ideas Effectively & Appropriately

MG	Social Interaction
	Taking the Perspective of Others
	Being in Control of Emotions
	Showing Respect for Self and Others
	Accepting Responsibility for Actions
	Interacting Well in a Group Setting
	Disagreeing Appropriately
	Being Willing to "Give and Take"
	Handling Teasing and Bullying
	Working Towards Group Goals
	Working Well with Co-Workers
	Working Well with Limited Supervision
	Making an Appropriate Impression
	Having Two-Way Conversations
	Getting People's Attention Appropriately
	Practicing Personal Grooming and Hygiene
	Participating in Leisure Activities
	Developing and Maintaining Friendships
	Maintaining Positive Relationships
	Dating Successfully
	Making Healthy Sexual Choices
	Avoiding Substance Abuse

MG	Restrictive, Repetitive Patterns of Behavior
	Controlling Obsessive and Repetitive Behaviors
	Accepting Consequences
	Dealing Safely with Others
	Coping with Stress
	Using Good Judgement
	Being Trustworthy, Honest, and Ethical
	Making Effective Decisions
	Setting and Achieving Important Goals
	Showing a Desire to Work
	Coming Promptly and Prepared
	Being Personally Organized
	Completing Tasks on Time and to Expectations
	Developing Good Nutritional Habits
	Participating in Regular Health Care
	Saying "No" in Difficult Situations

MG	Miscellaneous
	Solving Problems Effectively
	Carrying Out Math Calculations with Accuracy
	Taking Effective Notes
	Maintaining Personal Fitness
	Practicing Good Citizenship
	Accessing Community Resources
	Using Computer and Internet
	Managing an Email Program
	Managing Assistive Technology (AT) Devices
	Using Effective Money Management Strategies
	Keeping a Checkbook
	Maintaining a Home
	Finding Employment Opportunities
	Having an Effective Resume
	Possessing Effective Interviewing Skills

Sample: Not for use outside of Workshop