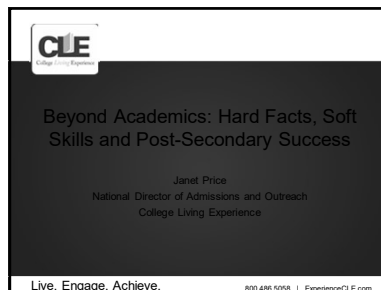
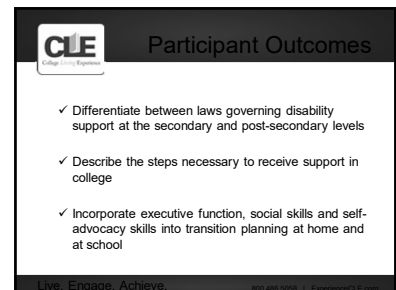




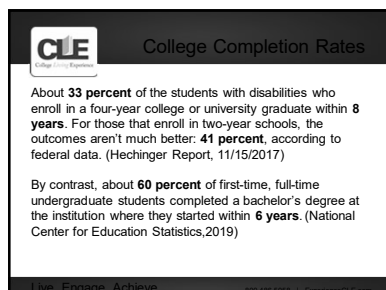
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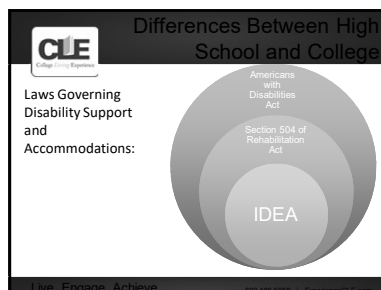
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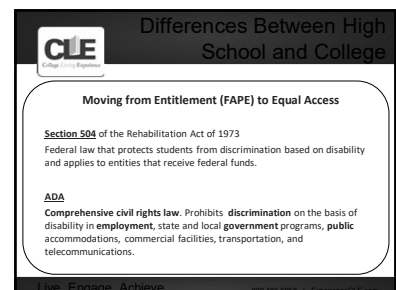
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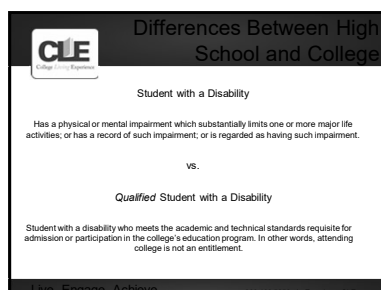
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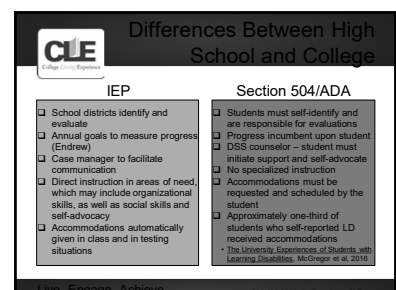
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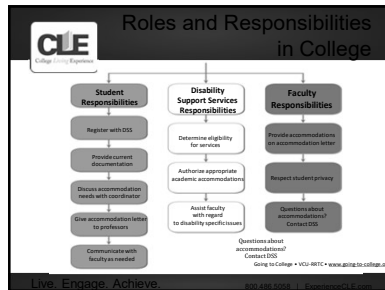
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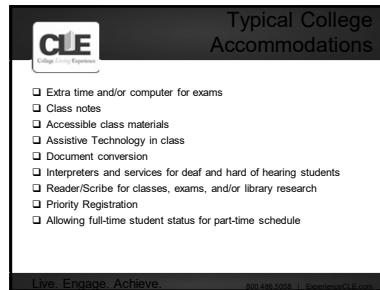
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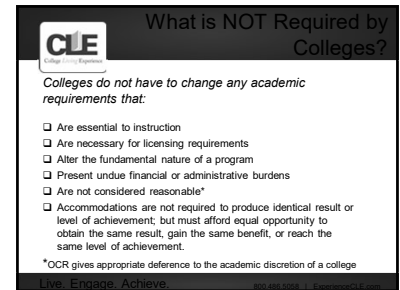
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12

### Transition Planning

Don't worry, I got this...

Only 16 percent of youth with ASD had ever participated in postsecondary education or training of any kind between high school and their early 20's, according to the 2017 Report to Congress on Young Adults with Transitioning Youth with Autism Spectrum Disorder

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### Backwards Planning for Future Goals

Backwards Planning/Backwards Design

Concept in curriculum development by McTighe and Wiggins.

Thinking Backwards:

1. What is the end goal?
2. What assessment will show the goal has been met?
3. What are the steps that the student will need to get there?

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### Soft Skills for College Success

Executive Function

Social Skills

Self-Advocacy

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### Transition Planning: Executive Function

What is the end goal for Executive Function?

- ❑ Wake up on time; be on time to classes
- ❑ Make advance plans for testing accommodations
- ❑ Turn in assignments on time
- ❑ Follow a study schedule (1:3)

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### Transition Planning: Executive Function

What assessments will show that they can meet these goals?

- ❑ Wake up independently on time for school
- ❑ Turn in assignments on time – or negotiate extra time in advance
- ❑ Set aside regular study time

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### Transition Planning: Executive Function

What are some strategies we can use at home and at school to meet these goals?

- ❑ Practice waking up independently – especially while distance learning!
- ❑ Practice time management strategies
- ❑ Follow a daily/weekly schedule
- ❑ If you can't do it without prompting from parents, you can't do it!

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**CLE**  
College Living Experience

Transition Planning:  
Social Skills

What is the end goal for social skills?

- Reciprocity in communication
- Collaborative communication
- Initiate and follow through with social plans



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**CLE**  
College Living Experience

Transition Planning:  
Social Skills

What assessments will show that they can meet these goals?

- Successfully participate in group projects in school
- Successfully plan and execute a social interaction, either in school setting or outside of school setting
- Demonstrate reciprocity in conversation



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**CLE**  
College Living Experience

Transition Planning:  
Social Skills

What are some strategies we can use at home and at school to meet these goals?

- Outside support (social skills groups)
- Experiential support to generalize skills
- Opportunities to practice collaborative communication
- Efficacy of Zoom for social skills?



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**CLE**  
College Living Experience

Transition Planning:  
Self-Advocacy

What is the end goal for self-advocacy?

- Understand and articulate needs
- Ask for help
- Accept help



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**CLE**  
College Living Experience

Transition Planning:  
Self-Advocacy

What assessments will show that they can meet those goals?

- Disclosure statement
- Explain Strengths and Needs
- Independently request help



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**CLE**  
College Living Experience

Transition Planning:  
Self-Advocacy

What are some strategies we can use at home and at school to meet those goals?

- Student involvement in IEP or school meetings
- Teach rights and responsibilities post-IDEA
- Model communication – verbal AND email
- Identify "go-to" person



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**CLE**  
College Living Experience

Transition Planning:  
Self-Advocacy

Sample Disclosure Statement:

*My disability can sometimes make me feel frustrated. When this happens, I need to take a few minutes to calm myself down. I may need to take a short break. Most of the time, I am fine soon after.*



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College Living Experience

Other Aspects of Transition Planning

Other steps to consider:

- Managing medications independently
- Health protocol
- Managing money
- Maintaining a clean living space (or at least, "college clean")
- Planning for meals
- Using Public Transportation

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**CLE**  
College Living Experience

Questions?



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