

Transition Planning for Students with ASD

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Transition Planning: What is it? What is it not?

- It is not:
 - Single assessments
 - Yearly goals
 - Just special education
 - Services assigned to student
 - Single-year planning
 - Based on projected progress
- It is:
 - Ongoing assessment
 - Postsecondary goals
 - Comprehensive courses of study
 - Coordinated services from all providers
 - A multi-year meeting
 - Based on postschool goals

Ongoing age-appropriate transition assessment should always occur before transition planning begins

- Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

(From: Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71)

Transition Planning in Ohio: Step-by-Step

For IEPs taking effect by age 14 or earlier

- Future Planning
- Present Levels (Student Profile)
- Courses of Study

For IEPs taking effect by age 16 or earlier

- Measurable Postsecondary Goals
- Present Levels (Student Profile)
- Courses of Study
- Transition Services
- Supporting IEP Goals

1. Future Planning

- Before the IEP meeting conduct age-appropriate transition assessments
- Identify students' interests and aptitudes and answer questions like:
 - How do you see the yourself spending a typical weekday after graduation? Living where? Leisure activities?
- If possible, develop student, family, and teacher agreement to support the vision at the IEP meeting

Future Planning – ASD Implications

- For a student with ASD, meaningful input may only be elicited through person-centered planning approaches such as *Personal Futures Planning*, *PATH*, or *Group Action Planning*
- Person-centered planning approaches occur outside the IEP meeting, in a friendly environment, with direction from non-professionals. Often with the aid of graphics, PCP approaches lead the student through a discussion of their:
 - Current Life and History
 - Dreams & Nightmares
 - Strengths and Interests
 - Needs
 - Future Goals

Future Planning: Other ASD Implications

- Age-appropriate transition assessments may need to be in actual environments and/or under authentic conditions
- The interests and aptitudes of students with ASD may need to be observed rather than tested (e.g., on-task behavior, problem behavior in various settings)
- Students with ASD may need help presenting their future plan (e.g., PowerPoint, handouts)

2. Present Levels (Student Profile)

- Describe academic achievement
 - Is the student doing age-level academics? What are areas of strengths and needs?
 - What accommodations are needed to progress in the general curriculum?
 - Are these accommodations likely to be available in desired postschool settings?
- Discuss academic achievement/courses needed to support the students' future plans and goals

2. Present Levels (Student Profile) cont'd

- Describe functional performance
 - What are strengths, interests, needs, and preferences from age-appropriate transition assessments?
 - What functional supports does the student need outside academic settings?
 - Are these supports likely to be available in the students' desired postschool settings?
- Describe functional achievement and training needed to support students' future plans and goals

Achievement and Performance – Implications for ASD

- Achievement and performance may be affected by settings, persons, preceding events, or transition between activities
- Management of environmental supports, sights, cues, and sounds may be necessary accommodations
- Schedules and crisis intervention may need to be flexible to avoid “meltdowns” and should be appropriate and acceptable for both current and desired-postschool settings
- Learning may not be generalized (e.g. social skills) or be over-generalized to other settings

3. Course(s) of Study

- Describe what type or combination of course(s) of study are needed for the student's future plan/goals?
 - 2 or 4-year college prep
 - Tech prep
 - Applied academics
 - Alternative
- What specific course(s) are typically offered in the desired course(s) of study
- Are there additional courses that would benefit the student?
- Attach or list of proposed courses in the IEP

Course(s) of Study – Implications for ASD

- Persons with ASD may have difficulty accessing desired courses of study due to behavior or past performance
- Persons with ASD may need more time to complete a course of study
- Assignments may need to be broken down into smaller steps with more frequent reinforcement
- Students with ASD may need to have choices regarding assignments and demonstrations of their performance

4. Measurable Postschool Goals

- Employment goal (required)
 - Is it full or part-time?
 - What type of work is desired (e.g., clerical, nursing)
- Education and training goal (required)
 - Is it full or part-time?
 - What field of study or type of training? (e.g., nursing, on-the-job training in a clerical setting)
- Independent living (if appropriate)
 - Type of residence and/or activities in the community? (e.g., apartment living with agency supports and integrated recreational activities)

Measurable Postschool Goals – Implications for ASD

- Students with ASD may need overlap between secondary and postsecondary settings
- Postschool settings should consider the need for appropriate sights, sounds, and cues
 - Sheltered workshops may not work due to over stimulation and negative modeling
 - Student may desire to work alone
 - Workplace dress and culture may be a consideration
- Postschool settings may require paid or natural supports to manage behavior

Step 5. Ohio's IEP – Transition Services

- There are *seven* types of transition services recognized in the IDEA of 2004
 - A. Instruction
 - B. Community experiences
 - C. Development of employment and other adult living objectives
 - D. Related services
 - E. Daily living skills training
 - F. Functional vocational assessment
 - G. Linkages with adult services

5. Needed Transition Services Implications for ASD

- Students with ASD may face difficult choices between transition services and academic coursework unless graduation is delayed
- Students with ASD may have trouble obtaining community-based training due to behavioral concerns
- Traditional vocational assessments may not work with students with ASD
- Social skills training has been found to be less effective for students with ASD due to generalization problems

6. Develop Annual IEP Goals to Support Transition

- Should include at least one annual IEP goal for each measurable postschool goal in the transition plan
- Should include annual IEP goals for major transition activities such as work-based training
- Should consider how coursework can be made relevant to student postschool goals

Some Examples of Multi-Year Transition Plans

POSTSECONDARY GOALS (Postsecondary Education Goal): Nancy will enroll in a four-year university and study nursing part-time after graduation

COURSE(S) OF STUDY: College-preparatory academics and Ohio's new "Core Curriculum"

ACTIVITIES (DEIA)	AGE	14	15	16	17	18	19+
A. Instruction		Study skills training		Tutor in Math/ Sciences		Self-determination training	
B. Community experiences		Job shadowing and visits to nursing settings		Service learning and visits to college-disability services		Postsecondary Options Program (College classes)	
C. Development of adult living objectives		Guidance counseling and class scheduling		Apply to take ACT-SAT		Apply for financial aid	
D. Related services		Develop peer supports		Develop social stories		Psychological counseling	
E. Daily living skills training		Dress for success		Diet and menu planning		Handling emergencies	
F. Age-appropriate assessments		Ohio graduation test		Preliminary SAT		Nursing aptitude tests	
G. Linkage to adult services		Referral to nursing organizations -groups		Referral to BVR and postsecondary options		Plan with disability services at college	

For each postsecondary goal you will need to write an annual IEP goal. For example, Nancy will take and pass all five graduation tests by the end of her Junior year in high school

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POSTSECONDARY GOALS (Combined Employment and Training Goal): After graduation, John will engage in supported employment with on-the-job training in a paid integrated clerical work setting

COURSE(S) OF STUDY: Applied academics and community-based training

ACTIVITIES (DEIA)	AGE	14	15	16	17	18	19+
A. Instruction		Social Rules Cards and Training		Employability Skills Training		On-the-job training and follow-along services	
B. Community experiences		Job shadowing and visits to clerical settings		Service learning projects		On-site clerical work experiences	
C. Development of adult living objectives		Person-centered and Transition planning		Resume development		Job placement services	
D. Related services		Develop peer supports		Develop social stories		Benefits counseling	
E. Daily living skills training		Personal hygiene		Dress for success		Budgeting training	
F. Age-appropriate assessments		Employability skills assessments		Interest assessments		Situational work assessments	
G. Linkage to adult services		Referral for bus pass		Refer to BVR and MR/DD		Develop plans with VR and MR/DD	

For each postsecondary goal you will need to write an annual IEP goal. For example, John will be able to independently complete a photocopying job 19/20 trials without prompting by the end of the school year

POSTSECONDARY GOALS (Combined Employment and Training Goal): After graduation Ellen will enroll in a 2 year business college full-time in order to work full-time in office management

COURSE(S) OF STUDY: Two-year college prep and career and technical education - business

ACTIVITIES (DEIA)	AGE	14	15	16	17	18	19+
A. Instruction		Word Process		Writing letters		Driver Training	
B. Community experiences						Community Work Experience	
C. Development of adult living objectives				Provide info Colleges		Provide info FAFSA	
D. Related services				VOSE Services		VOSE Services	
E. Daily living skills training				Life Skills Classes		Life Skills Classes	
F. Age-appropriate assessments		Functional Vocational Assessment		GTE Assessment			
G. Linkage to adult services				Refer to Rehabilitation Services			

For each postsecondary goal you will need to write an annual IEP goal. For example, Ellen will be able to use processing to write business letters at 40 wpm without errors for 19/20 trials.

POSTSECONDARY GOAL: (Optional Independent Living Goal) John will live in an apartment with agency supports and participate in his local community with agency supports

COURSE(S) OF STUDY: Applied academics and community-based training

ACTIVITIES (DEIA)	AGE	14	15	16	17	18	19+
A. Instruction		Medication management		Peer modeling		Video modeling	
B. Community experiences		Recreational experiences		Summer camp		Recreation programs	
C. Development of adult living objectives		Tours of recreational programs		Tours of supported living sites		Waiting list for desired residential programs	
D. Related services		Recreational Therapy		Family counseling		Develop peer supports	
E. Daily living skills training		Self-care training		Domestic skills training		Mobility training and community awareness	
F. Age-appropriate and functional transition assessments		Vineland functional skills assessment		Life-Centered Career Evaluation		Independent living situational assessments	
G. Linkage to adult services		Provide information to obtain YMCA pass		Referral to MR/DD for residential services		Apply for Medicaid Waiver and SSI	

For each postsecondary goal write at least one annual IEP goal. For example, John will be able to independently take the bus to the YMCA for 20/20 consecutive trials by the end of the school year.

Using the Transition Planning Folder to Aid Planning

- Page 1 – “Timelines for Transition Planning” provides some suggestions for activities for each year in high school
- Page 2 – “Steps in Transition Planning” provides some questions to consider in each step of transition planning
- Pages 3 and 4 provide a worksheet that can be used to jot ideas for each transition planning step

Postsecondary Goal: (Assigned to Group)

Course(s) of Study: (From the General Curriculum)

Transition Activities	14	15	16	17	18	19+
Instruction						
Community Exp.						
Career Develop.						
Related Services						
Living Skills Trng						
Assessments						
Linkages to Adult Services						

Transition Planning with Sticky Notes to Enhance Participation

- Sticky notes provide a common focal point for the group and visual aids for students/family
- Sticky notes can be arranged to create the planning grid on the previous slide
- Sticky notes can be given to participants to more rapidly generate ideas
- Sticky noted ideas can then be discussed and fitted into the planning grid

Group Exercise

1. Go to one of the following numbered tables
 1. #1 – Develop plan for the goal “Four-year College”
 2. #2 – Develop plan for the goal “Two-year College”
 3. #3 – Develop plan for the goal “Competitive Work”
 4. #4 – Develop plan for the goal “Living and participating in the Community”
2. Appoint: (a) a leader, (b) a recorder, and (c) a time-keeper. The leader should lead the group through the steps in planning, the recorder should write ideas *large and legibly* on the sticky notes, and the time keeper should assure the group completes in about 20 minutes.
3. In about 20 minutes identify the course of study and the transition services that would help a student with autism achieve the goal assigned to your group.
4. Organize your ideas according to the planning grid
5. Appoint one person to present some of your ideas to the whole group (only five minutes)

Some Points to Remember

- Don't jump ahead in planning, start with the assigned postschool goal, then the course of study, then transition services
- Plan backwards from the last year in high school. The last year in high school should look similar to the first year post-graduation
- The course of study should support the post-school goal assigned to your group
- Transition services should generally be described in terms of what the school will do, rather than what the student will achieve. For example, “provide training to student to get drivers license” rather than “student will get driver’s license.”
- If time permits, write a annual IEP goal to support the transition goal such as, “John will pass a mock driver’s license test with 95% or higher score by the end of the school year”

Transition Planning and the IEP

- The items in the planning grid can be transferred to the appropriate fields in the IEP
- The IEP may only include the transition activities for the students’ current year in high school, so the planning grid should be recorded and passed along.
- IDEA regulations require that the IEP meet the requirements for “Indicator 13” that is reported as part of the state’s performance plan.
- An “Indicator 13 Checklist” is available from the National Secondary Transition Technical Assistance Center (Google “NSTTAC”)

Indicator 13 Checklist

Questions	Education/ Training	Employ ment	Independent Living
1. Is there a measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school?			
<ul style="list-style-type: none"> • If yes to both, then circle Y • If a postsecondary goal(s) is not stated, circle N 			

I-13 Frequently Asked Questions

Provides side-by-side questions and answers about Indicator 13 and the NSTTAC Indicator 13 Checklist

If it's stated as a measurable goal that occurs after students have left the LEA, I'm concerned about liability issues when students don't meet those stated goals after school.

IDEA 2004 does NOT require that LEAs are held accountable for the attainment of postsecondary goals. The stated measurable postsecondary goals are required components of transition planning. There are numerous mediating factors that positively or negatively affect an adult's acquisition of goals, for which a school could not be held accountable. The purpose of the legislation and this indicator is that a student's education program support their goals beyond secondary school.

For More Information...

Check website: www.nstfac.org