



# FINDING A PLACE IN THE WORLD

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## TRANSITION WEBINAR WORKSHEET

### **About this webinar**

Research has identified key factors that contribute to greater success in adult life for individuals with autism. In this one-hour webinar, the presenters will discuss and provide strategies for teaching key social and adaptive skills to facilitate successful transition to adult life. Participants will also learn about secondary-transition resources available in Oklahoma.

### **Purpose of this worksheet:**

This worksheet is a tool you can use during the webinar to take notes about how you can use this information to guide your interactions with your loved ones. Additionally, because this webinar is a modified and condensed version of an all-day in-person training, this webinar worksheet includes additional information to help supplement those revisions. You will find additional information in this webinar worksheet that we did not get to discuss during the one-hour webinar, but want to share with you.

*The content included is general information and is not specific medical or behavioral advice. The information provided may not work for every child with autism or their family. We recommend working closely with your child's doctor(s), therapist(s), and/or educator to discuss how the ideas shared may be individualized to meet your child's needs. If you have an urgent concern or emergency, call 911 or go to the nearest emergency room right away.*

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## WHAT IS TRANSITION?

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Transition is the process that takes place to prepare youth for life after high school. While this process can start at any age, and the earlier the better, it is federally mandated by the Individuals with Disabilities Education Act (IDEA) to be provided for students with disabilities served through individualized education programs (IEP). This process should start no later than an individual turning 16 years of age or entering 9<sup>th</sup> grade, whichever comes first.

This transition process can be separating it into four main categories: independent living skills, further education/ training, employment, and leisure and recreation. Listed below are these 4 categories and questions to consider to help you think about what transition might look like for your youth:

**Independent Living Skills:** What skills are needed for your child to live as independently as possible? Some key skills to consider for this area of transition are personal hygiene, cleaning, and food preparation. How will your child access transportation? Do they have the skills they need to manage money? What about shopping for groceries and other needed items? Do they know how to access any other resources they may need? How you prioritize and teach these skills will be individualized to your child and their needs; here are a few more questions to consider:

- Where will they live after high school?
- Do they have the skills needed to be successful in that environment?

**Leisure & Recreation:** What types of activities will they do to occupy their time once out of high school? (ie., sports, house projects, volunteering, reading, gardening, arts and crafts, social activities, computer applications).

**Employment:** What will employment look like for your child after high school? Will they work full-time or part-time? In the community or from home? What will this look like and what supports will they need?

**Further Education/ Training:** After high school, what types of further education or training will your youth have? Is there any specialized on the job training they will need? Are they seeking a degree or looking to complete a certification program? Will they attend a Career Tech Program, 2- year college or 4- year college?



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## PLANNING AHEAD & BUILDING SKILLS

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When you begin planning for transition and collaborating with your team to support your youth, remember to ask yourself these questions: Resources on the transition page of our website, OKAUTISM.ORG, as well as the resources listed at the end of this document can assist you as you make your plan for building skills for your youth.

**What is important to the person?** Everyone deserves the chance to build a life that is filled with opportunities to live, work, learn, and play in places and ways that are meaningful to the individual.

**What factors contribute to a meaningful life?** Community of Practice & LifeCourse Tools, linked in our resources go into more details when considering what factors contribute to a meaningful life.

**What skills will he or she need to achieve a meaningful life as he/she defines it?** There are several different skill assessments listed in the resource list at the end of this document to help you identify some of these skills.

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## INFORMATION REVIEW

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Below are The 8 Essential Skills that we discussed during this webinar. This information will serve as a reference for you as well as help you think about how you can use this information to build skills for your youth to be successful.

1. **Making Requests**
2. **Ability to Wait**
3. **Accepting or responding appropriately to the removal of access** to preferred items or activities; **Making transitions** from preferred items and activities; **Sharing or taking turns**
4. **Completing 10 consecutive, brief, previously acquired tasks**
5. **Accepting no** after making requests that were taught and are often honored
6. **Following Directions Related to Health & Safety**
7. **Completing Daily Living Skills Related to Health & Safety**
8. **Tolerating Situations Related to Health & Safety**

- from *Essential for Living: A communication, Behavior and Functional Skills Assessment, Curriculum and Teaching Manual For Children and Adults with Moderate-to-Severe Disabilities AND The Assessment and Record of Progress (ARP) Manual* by Patrick McGreevy, Ph.D., P.A., Troy Fry, and Colleen Cornwall (2012)



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## Prioritize Teaching These Skills

Once you have identified what is important to the person, gathered information to better understand his/her strengths and current skills, and identify what they need to be successful with transitioning, you have the tools to start optimize learning opportunities. Below are a few questions to help guide your potential next steps to building these skills. Remember to monitor progress and this is a process that should be driven by progress, not perfection. If you are looking to learn more about everyday strategies and evidence-based practices that can be used to help teach these skills, visit the [Best Practice](#) section of our website, and our Learn about [Everyday Strategies](#) section that can be found as part of our [Navigating Autism](#) tool at [OKAUTISM.ORG](#)

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### ASK YOURSELF

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**When I think about the essential 8 skills, which three (3) skills could benefit my youth the most?**

- 1.
- 2.
- 3.

**Out of the 3 skills that I listed above, which one of these skills would I like to practice first?**

**What are some ways that I can practice this skill?**

**REMEMBER – PROGRESS, NOT PERFECTION!**



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## RESOURCES

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### **Oklahoma-Specific Transition Resources**

#### **Developmental Disabilities Services, Oklahoma Department of Human Services**

<http://www.okdhs.org/services/dd/Pages/default.aspx>

The mission of Developmental Disabilities Services (DDS) is to help individuals with developmental disabilities and their families help themselves to lead safer, healthier, more independent and productive lives. DDS serves persons ages 3 and up who have a primary diagnosis of intellectual disabilities. Persons served may also have other developmental disabilities such as autism spectrum disorders in addition to intellectual disabilities.

#### **Oklahoma Department of Rehabilitation Services (DRS)**

<http://www.okdrs.org/students/transition>

<http://www.okdrs.gov/publication/trans-folder>

The Oklahoma Department of Rehabilitation Services (DRS) expands opportunities for employment, independent life, and economic self-sufficiency by helping Oklahomans with disabilities bridge the barriers to success in the workplace, school and at home. DRS offers a wide variety of programs to help eligible students prepare for employment and life after high school.

#### **Developmental Disabilities Services, Oklahoma Department of Human Services**

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The mission of Developmental Disabilities Services (DDS) is to help individuals with developmental disabilities and their families help themselves to lead safer, healthier, more independent and productive lives. DDS serves persons ages 3 and up who have a primary diagnosis of intellectual disabilities. Persons served may also have other developmental disabilities such as autism spectrum disorders in addition to intellectual disabilities.

#### **Zarrow Center for Learning Enrichment at the University of Oklahoma**

<http://www.ou.edu/education/centers-and-partnerships/zarrow>

<http://www.ou.edu/education/centers-and-partnerships/zarrow/timeline-of-transition-activities>

The Zarrow Center for Learning Enrichment assists in successful secondary and postsecondary educational, vocational, and personal outcomes for students and adults with disabilities. They do this through research, transition education instruction, and sharing of best educational and support practices. Please visit their website to check out the Timeline of Transition Activities, Oklahoma Transition Council, and many more resources.



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## **Oklahoma Autism Network- Transition to Adulthood Resources**

<https://okautism.org/Information-Resources/LifeSpan-Supports/School/Transition-to-Adulthood>

## **Meaningful Life & Community of Practice Resources**

### **Supporting Families project, Community of Practice and LifeCourse Tools**

<http://supportstofamilies.org/>

## **Skill Assessments**

### **Community-Based Skills Assessment (CSA): Developing a Personalized Transition Plan**

<https://www.autismspeaks.org/tool-kit/community-based-skills-assessment>

The Community-Based Skills Assessment (CSA) is an assessment tool for individuals ages 12 and over. It covers eight different areas of functional life: career path and employment; self-determination and advocacy; health and safety; peer relationships, socialization, and social communication; community participation and personal finance; transportation; leisure/recreation; and home living skills.

### ***Essential for Living: A Communication, Behavior and Life Skills Curriculum, Assessment, and Professional Practitioner's Handbook* by Patrick McGreevy, Ph.D., P.A., Troy Fry, and Colleen Cornwall (2012)**

This book includes a functional skills curriculum, assessment, and skill-tracking tools for students with moderate-to-severe disabilities. It is especially useful for learners with limited communication repertoires, minimal daily living skills, or severe problem behavior.

## **JobTIPS – Do 2 Learn**

[https://www.do2learn.com/subscription/do2learn\\_plus/jbtips.php](https://www.do2learn.com/subscription/do2learn_plus/jbtips.php)

JobTIPS is an online subscription service for students and young adults. There is both a student version and a professional version. JobTIPS covers information about personal interests, finding and applying for a job, keeping a job, and social skills relevant to the workplace. Resources include visual supports, graphic organizers, printable handouts, and video modeling. There is a fee to purchase a license.

## **Transition Assessment and Goal Generator (TAGG)**

<https://tagg.ou.edu/tagg/manual/overview>

TAGG is an on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG focuses upon student behaviors that are associated with post high school employment and education. It will create a student profile, list of strengths and needs, and suggested IEP annual transition goals. There is a small fee to purchase a license. For more information, please visit the TAGG website listed above.

