



Supporting **Transition** Professionals

## Planning and Preparing for Postsecondary Education for Youth with HFASD

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### Post School Outcomes for Individuals with Autism Spectrum Disorders

#### 2009 NLTS2 data

Employment	
• At time of interview	47%
• Since HS	66%
• Ave. # jobs, length of employment; Types of jobs, job satisfaction	
Post-Secondary Enrollment	58% (any postsec)
• 2-yr or community college:	38%
• Voc/business/technical school	27%
• 4-yr college	22%
• Accommodations, self-disclosure, course of study, completion...	
Living on Own	11%
• Sexual relationships	21%
• Steady partner	3%
• Financial independence, friendships, community participation, criminal justice systems,	

Newman, L., Wagner, M., Cameto, R., & Knokey, A.-M. (2009).

[www.nlts2.org/reports/2009\\_04/nlts2\\_report\\_2009\\_04\\_complete.pdf](http://www.nlts2.org/reports/2009_04/nlts2_report_2009_04_complete.pdf)

## Employment outcomes for Individuals with Asperger Syndrome

- Howlin (2000)
  - Mean employment rate 31%
  - Range 5% to 55%
- Eaves and Ho (2008)
  - HFA and AS
    - 30% of those interviewed were underemployed
- Clavenna-Deane (2009)
  - Adults with AS identified underemployment, unemployment due to social communication, goal setting difficulties

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## What does the Research tell us?

- College Enrollment does not always = Adult Employment!
- Training and Ability does not always = Realistic Employment!

# WHY?

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## Transition To College requires...

### Quality Transition Planning & Services

- **Results-Oriented Process**

- Measurable postsecondary goals & plan to get there
- Age-appropriate transition assessments

- **Academic and Functional Performance**

- Academic coursework **AND** Independent living

- **Advocacy and Self-determination**

- Curriculum, opportunities

- **Coordinated Set of Activities**

- Identify Transition services, course of study & interagency collaboration

- **Planning, Planning Planning** (see resource guides)

## High School versus Post-Secondary Ed

### High School = STATIC

- Entitlement System
- All Accommodations
- Structured Daily Work
- Weekly Tests
- SPED teacher
- Annual IEP
- Schools identify and provide services
- Life Skills taught at home or possibly by school staff

### Post-Secondary = DYNAMIC

- Eligibility System
- Reasonable Accommodations
- Long term projects
- Cumulative Exams
- Disability Support Services
- 504 Accessibility Plan
- Self-disclose to receive services
- Life/Organizational Skills

Compiled from: The MO-AHEAD College Guide [www.mo-ahead.org](http://www.mo-ahead.org) & Winner, M.G. (2009). Preparing for the Transition to Adulthood. [www.socialthinking.com](http://www.socialthinking.com)

## What Unique Skills are needed for Students with HFASD at the Postsecondary Level?

- Advocacy and Accommodations
- Socialization
- Independent Living Skills
- Academics
- Others Areas....

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## Specific Considerations for Students with HFASD

### Socialization

- Roommates, Parties, Group Activities, Clubs, Greek

### Independent Living

- Finances, Living Skills, Organization

### Self-determination

- Awareness, Advocacy, Self-regulation, Problem Solving

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## Slide 8

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Owner, 11/3/2009

## Advocacy and Accommodations: Reduce and Replace....

- **Reduce Dependency Accommodations**
  - Full Time Para Support
  - Daily Agenda Checks
  - Extended time
  - Reduced workload
- **Replace with Independent Strategies**
  - Chunking/ Planning Charts
  - Self-monitoring checklists
  - PDAs/IPODs
  - Seeking out accommodations

Winner, M.G. (2009). Organizing Strategies to Prepare for Homework and the Real World: An interdisciplinary approach. Presented at KISN Training on October 9, 2009, Overland Park, Ks.

## Self-determination

- **Self-Awareness and Self-Advocacy**
  - Understanding ASD
  - Identification of Strengths and Support Needs
  - Experiences with Advocacy and Accommodations
  - Support Group Affiliation
- **Goal Setting**
  - Short term
  - Structured
  - Realistic, Achievable Goals
- **Social and Communication Skills**
  - Social Problem Solving Needs
  - Planning and Decision Making Skills

Clavenna-Deane, B. (2009) An Insider's View on the Self-Determination of Adults with Asperger Syndrome. Paper presented at Division of Career Development and Transition Conference, October 29, 2009, Savannah, GA.

## Socialization

### College Social Life

#### Roommates

Teamwork Strategies

#### Parties/Group Activities

College Peer Mentors  
Clubs related to interests

#### Large class sizes

How to join groups  
Who and when to chat

### Internet Safety

#### Chat/Facebook

Who to talk to  
How to talk  
What to say

#### Texting

When to text

#### *When to stop*

#### Online Dating

How to meet  
Where to meet

From: Dillon, M.R. (2007). Creating supports for college students with Asperger Syndrome through Collaboration. *College Student Journal*, 41 (2), 499-504.; and Holtz, K.D., Owings, N.M., & Ziegert, A.K. (2006) *Life Journey Through Autism - Transition Guide*, Retrieved November 3, 2009 from <http://www.researchautism.org/resources/reading/documents/TransitionGuide.pdf>

## Independent Living Skills Training

- **Financial Experiences**
  - Financial Decision Making
  - Bills
    - Bill Organization
  - Credit Expectations
- **Life Skills**
  - Chores
    - Laundry
  - Home Organizational Skills
    - E.g.: What to do with junk mail?
  - Multitasking
    - Other duties as assigned

Winner, M.G. (2009). Organizing Strategies to Prepare for Homework and the Real World: An interdisciplinary approach. Presented at KISN Training on October 9, 2009, Overland Park, Ks.

## Transition Steps & Timelines

- Junior Year Steps
- Preview the list and identify
  - 3 items your school already does
  - 3 items you would like your school to do
  - 3 items you think may never happen

VCU - RRTC – Going to College Series <http://www.going-to-college.org/planning/list.html>

12/10/2009

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## Postsecondary Ed Support Programs Available

### College Living Experience

- Provides support in the following areas
  - Academic
  - Independent Living
  - Social
- Locations
  - Austin                      Ft. Lauderdale
  - Denver                      Monterey
  - Washington, D.C.
- [http://www.cleinc.net/exceptionalities/autism\\_spectrum\\_disorders.aspx](http://www.cleinc.net/exceptionalities/autism_spectrum_disorders.aspx)

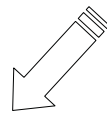
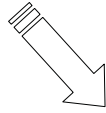
### TRIO programs – (e.g., KU)

- <http://www2.ku.edu/~eop/trio.shtml>



## Where to go from here....

For high school programs.... For postsecondary programs..



- What do we increase?
- What do we decrease?
- What is most critical?
- What is most beneficial?

## Resources

- MO-AHEAD College Guidebook  
<http://www.moahead.org/MissouriAheadCollegeGuidebook.pdf>
- Unique Preparations for Individuals with ASD  
<http://www.autisticplace.com/wiki/index.php?title=Education:Postsecondary>
- Life Journey Through Autism – Transition Guide  
<http://www.researchautism.org/resources/reading/documents/TransitionGuide.pdf>
- Self-Determination Curricula  
<http://transitioncoalition.org/transition/tcfiles/files/docs/curricula1213220285.pdf/curricula.pdf>
- Autism Asperger Publishing Co.  
[http://www.asperger.net/index\\_parenting\\_teaching\\_adolescents&adults.htm](http://www.asperger.net/index_parenting_teaching_adolescents&adults.htm)
- Think College [www.thinkcollege.net](http://www.thinkcollege.net)
- *Opening Doors to ...* Postsecondary Education; Employment; Self-determination Wisconsin Dept. of Ed) <http://dpi.wi.gov/sped/transition.html>
- Going to College Series: High Schools “To Do” List: <http://www.going-to-college.org/planning/list.html>