

# Transition from School for Individuals with Autism Spectrum Disorders

Bradley Bloomfield  
University of Utah  
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Superheroes Social Skills Training, Rethink Autism Internet Intervention, Parent Training, Evidence-based Practices Classroom Training, Functional Behavior Assessment: An Autism Spectrum Disorder, Evidence-based Practices Training Track for School Psychologists

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Drs. W.R. Jenson, E.L. Clark, A.J. Fischer, & J. Hood

# Overview

- What are transition services?
- Why do we need transition services?
- What is available?
- The Ramapo approach

# What are Transition Services?

- A coordinated set of activities for a child with a disability that:
  - Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities...
  - Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
  - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

# Transition planning

- Beginning no later than the first IEP to be in effect when the child turns 16, the IEP must include
  - Appropriate measurable postsecondary goals
  - The transition services needed to assist the child in reaching those goals
  - Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority
- Start early, work collaboratively, have high expectations. (Rosenblatt, A. I, Carbone, P. S., & Yu, W., 2013; Gerhardt, P. F., 2011)

# The Need for Transition Services

- Individuals with ASD are among those least likely to be employed
  - Westbrook, et al., 2015; Shattuck, et al., 2012.
- Employment rates for individuals with ASD, regardless of intellectual ability, reportedly range between 4.1% and 11.8%
  - Taylor & Seltzer, 2011
- 34.9% had not participated in any postsecondary employment or school.
  - Shattuck, et al., 2012
- Most research addresses the characteristics of young adults with ASD, and the lack of research on programs and models for this population
  - e.g., Hendricks, & Wehman, 2009; Wehman, et al., 2014; Westbrook, et al., 2015
- Youth with autism spectrum disorder receive transition services half as often as youth with special health care needs.
  - Cheak-Zamora, et al., 2012

# Post-School Activities

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

# Postsecondary Education

- 14% of students with ASD interviewed were in some sort of post-secondary education program.
  - Nearly 50% of youths with ASD without ID were pursuing a post-secondary educational degree (Taylor & Seltzer, 2011).
- Social and vocational communication supports are necessary components (Zager, & Alpern, 2010).

# Employment

- Under-employment of individuals with ASD is an international phenomenon. (Taylor & Seltzer, 2011)
- Only 48% of youth with autism received job placement services (Migliore, et al., 2012)
- Indices of behavioral functioning are also likely related to the employment activities of young adults with ASD. (Taylor & Seltzer, 2011)
  - e.g., autism symptoms, maladaptive behaviors, functional independence, and comorbid psychiatric disorders
- Job sampling with sufficient instructional intensity to develop competencies is critical (Gerhardt, 2011)



# Independent Living

- Research on living outcomes yield disappointing results  
(Hendricks, & Wehman, 2009)
- 80% of those who had an educational label of autism while in high school were still living at home
  - 4% were living on their own. (Wagner, et al., 2005)

# Available Programming

- Campus Based Inclusion Model (CBIM)
- Project SEARCH
- JobTIPS
- College Living Experience (CLE)
- College Internship Program (CIP)
- Ramapo for Children: Staff Assistant Experience (SAE)

# Campus Based Inclusion Model (CBIM)

- Partnership between urban public school and local college
- *Mission:* to educate students with autism and intellectual disabilities alongside their peers
- Students attend all classes on a college campus
- The students become active participants in their classes, make friends, and learn among their peers.
- Includes option of vocational preparation experiences
- Weekly group and individual social communication skills sessions.
  - Zager, & Alpern, (2010)

# Project SEARCH

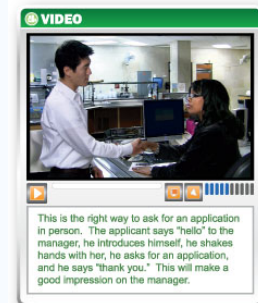
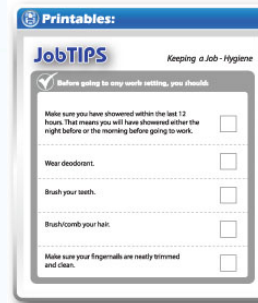


Project | SEARCH

- Designed at Cincinnati Children's Hospital
- A 9-month internship model for youth with developmental disabilities in their last year of high school
  - Embedded in a large community business
  - Three 10-12 week internships (900 total hours)
- Results of a Randomized Clinical Trial:
  - 21 out of 24 (87.5 %) treatment group participants acquired employment
    - Compared to 1 of 16 (6.25 %) of control group participants
  - Achieved employment in competitive jobs that have not traditionally been considered for youth with ASD.



# JobTIPS



- A multimedia employment training program:
  - “Determining Career Interests”
  - “Finding a Job”
  - “Getting a Job”
  - “Keeping a Job”
  - “Other Job Topics”
- Uses videos and photos showing examples and non-examples.
- Includes printable materials:
  - worksheets, cue cards, summaries, visual schedules, graphic organizers, etc.
- Trend showing an increased “content” and “delivery” skills for the intervention package (Strickland, et al., 2013)



- CLE provides comprehensive year round support for students seeking to develop academic, vocational, social and independent living skills.
  - 1:1 Academic tutoring
  - Integrated daily living instruction
  - Social skills development coaching
  - Self-advocacy & Self-Determination Training
  - Career Development Preparation
- Most students participate for up to two years
- Typically for young adults who have completed secondary educations or have tried post-secondary education with limited success



College *Living* Experience

# SAMPLE STUDENT SCHEDULE

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7am		7:15 - Wake up	7:15 - Wake up	7:15 - Wake up	7:15 - Wake up	7:15 - Wake up	
8am		7:45-8:30 Morning Routine	7:45-8:30 Morning Routine	7:45-8:30 Morning Routine	7:45-8:30 Morning Routine	7:45-8:30 Morning Routine	
9am	9:00-10:00 Wake up / Morning Routine	9:00-10:00 English Class - On Campus	9:30-11:00 Psychology 101 - On Campus	9:00-10:00 English 101 - On Campus	9:30-11:00 Psychology 101 - On Campus	9:00-10:00 English 101 - On Campus	9:00-10:00 Wake up / Morning Routine
10am				10:30-11:15 Disability Resource Center			
11am		11:00-12:00 English Tutoring	11:30 - Lunch	11:30 - Lunch	11:30 - Lunch	11:00-11:45 Financial	
12pm	12:00-1:00 Independent Study at home	12:30 - Lunch	12:30-1:30 Psychology Tutoring	12:30-1:30 English Tutoring	12:30-1:30 Student Advising	12:00 - Lunch	
1pm						12:30-1:30 Household Organization	
2pm		1:30-3 Supervised Study Hall		2:00-3:00 Supervised Study Hall		2:00-3:00 Group English Tutoring	1:30-4:00 Social Activity
3pm	3:00-4:00 Laundry		3:00-4:00 Fitness Group	3:30-4:30 Mentoring	3:00-4:00 Psychology Tutoring		
4pm		4:00-5:00 Roommate Meeting				4:00-5:00 Focus Group	
5pm	4:30-6:00 Peer planned social activity		5:00-6:00 Grocery Group				
6pm		5:30-8:00 Social Activity		5:30-7:00 Group Cooking Instruction	5:00-7:30 Social Activity		
7pm	6:30-7:30 Dinner with Friends		6:30-7:30 Dinner with Friends			6:00-7:30 Social Activity	6:30-7:30 Dinner with Friends
8pm							

## Academic Supports

Interspersed throughout the week, students attend a variety of academic sessions such as content-specific tutoring (group or one-on-one setting) and supervised study halls while gaining access to assistive technology tools to fit their learning style and expert tutors. Student sessions also focus on addressing course material, organization, and planning for assignments and exams.

## College or Vocational Classes

Degree, Certificate, or Trade? It's their choice. Located within close proximity to a number of higher education options including universities, community colleges and vocational programs, CLE students have the opportunity to pursue their program of interest while utilizing the supports of CLE.

## Social Skills

Student-driven activities provide an ample amount of learning opportunities for the development and enhancement of social skills. Acquisition of skills can include initiating social contact, dating, respecting boundaries, perspective taking, plus building and maintaining lasting friendships. Social skills instruction is provided through 1:1 mentoring sessions, weekly focus groups, structured socials, and peer-planned activities.

## Independent Living Skills

Instructors work with students on how to best manage their independent living circumstances covering topics such as household organization, health and wellness, and financial management. Specifically, students will create a budget and meet 1:1 with their financial instructor each week to learn how to assess their budget by reviewing expenses, reconciling charges, and paying bills.

## Executive Functioning

Coaching for executive functioning skills is woven through all aspects of CLE supports and services. Additionally, students receive tailored instruction in time management from developing routines to the planning and completion of tasks. Students also work on prioritization, problem solving, setting goals, and following through.



- High school juniors, seniors, and recent graduates can participate in 2-3 week summer programs
- Help prepare students for the upcoming transition to college or a career
- Develop skills while guided by professionals
  - Game design camp
  - Summer career exploration
  - CLE summer exploration
  - CLE summer film exploration





# College Internship Program (CIP)

- A comprehensive post-secondary support program
- Full year and summer programs located in Massachusetts, Florida, Indiana, California and New York
- Focuses on real-life skills in areas of social thinking, executive functioning, sensory processing and wellness
- Areas of Focus:
  - College/Certification Track
  - Career Skills Training & Employment Program
  - Visual & Performing Arts Track



## Executive Functioning

The ability to manage time, make plans and complete tasks, is at the core of CIP's cutting-edge curriculum.

## Life Skills

The building blocks of a productive life. Includes supported apartment living, socialization, menu planning, cooking and cleaning.

## Social Competence

The glue that connects curriculum with social mentoring, social thinking sessions, weekend activities and group trips.

## Academic Support

A comprehensive system that will enable each student to achieve academic success to their fullest potential.

## Career Preparation

Providing students with real-life experiences, support and direction while meeting their individual needs.

**35%**

CIP alumni pay all their living expenses



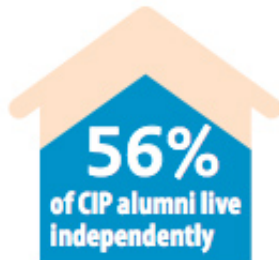
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**35%**

CIP alumni pay part of their expenses

**100%**

CIP students reside in apartments



National average of US college graduates planning to separate from their parents

**15%**



**100%**

CIP students participate in 2-4 various social outings each week



**71%**

CIP alumni maintain circle of friends and regularly take part in community events

**90%**

Attending college during or after CIP

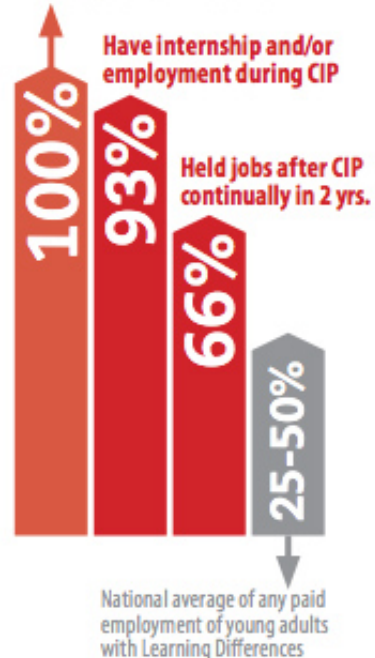
**40%**

National average of youth with ASD ever attend college

**2%**

National average of HS graduates with ASD attend 4-yr college

Target internship rate for all students in 2013-2014



The facts are taken from The American Academy of Pediatrics study (2012), CIP Student & Alumni Surveys (2010-2012) and US Census Bureau data (2010, 2012)

# College Internship Program (CIP)

- High School Summer Program
  - 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students and recent graduates
- Beyond High School Summer Program
  - High School Graduates up to the age of 26
- Designed for participants to experience independence and get a taste of college life during 2-week sessions
- 1:6 staff to student ratio

For more information, visit: [www.cipsummer.com](http://www.cipsummer.com)

# Staff Assistant Experience (SAE)



Ramapo  
for Children

- Residential transition-to-independence program
- Designed for young adults age 18-25 who:
  - seek increased self-sufficiency
  - are interested in exploring college coursework, employment opportunities, and independent living
  - are navigating learning differences, Asperger's/high-functioning autism/NVLD/PDD, or ADHD
  - can benefit from a structured program which offers coaching on life skills
  - Need support and supervision to develop a social network and manage free time

For more information, visit: <http://ramapoforchildren.org/?q=our-work/staff-assistant-experience>

# Staff Assistant Experience (SAE)



Ramapo  
for Children

For more information on the **Staff Assistant Experience**,  
e-mail **[SAE@ramapoforchildren.org](mailto:SAE@ramapoforchildren.org)** or call **845.876.8403**



Ramapo  
for Children

*Building Relationships,  
Inspiring Success.*

# Staff Assistant Experience (SAE)



Ramapo  
for Children

- Staff on duty from 7am-10pm
- Recreational activities every night
- Staff help find jobs for after the program
- Receive \$50 stipend each week for meeting goals
- Has relationships with local businesses in the community
- Health and fitness component
- Outdoor component
- Monthly parent training and support calls



# Staff Assistant Experience (SAE)



Ramapo  
for Children

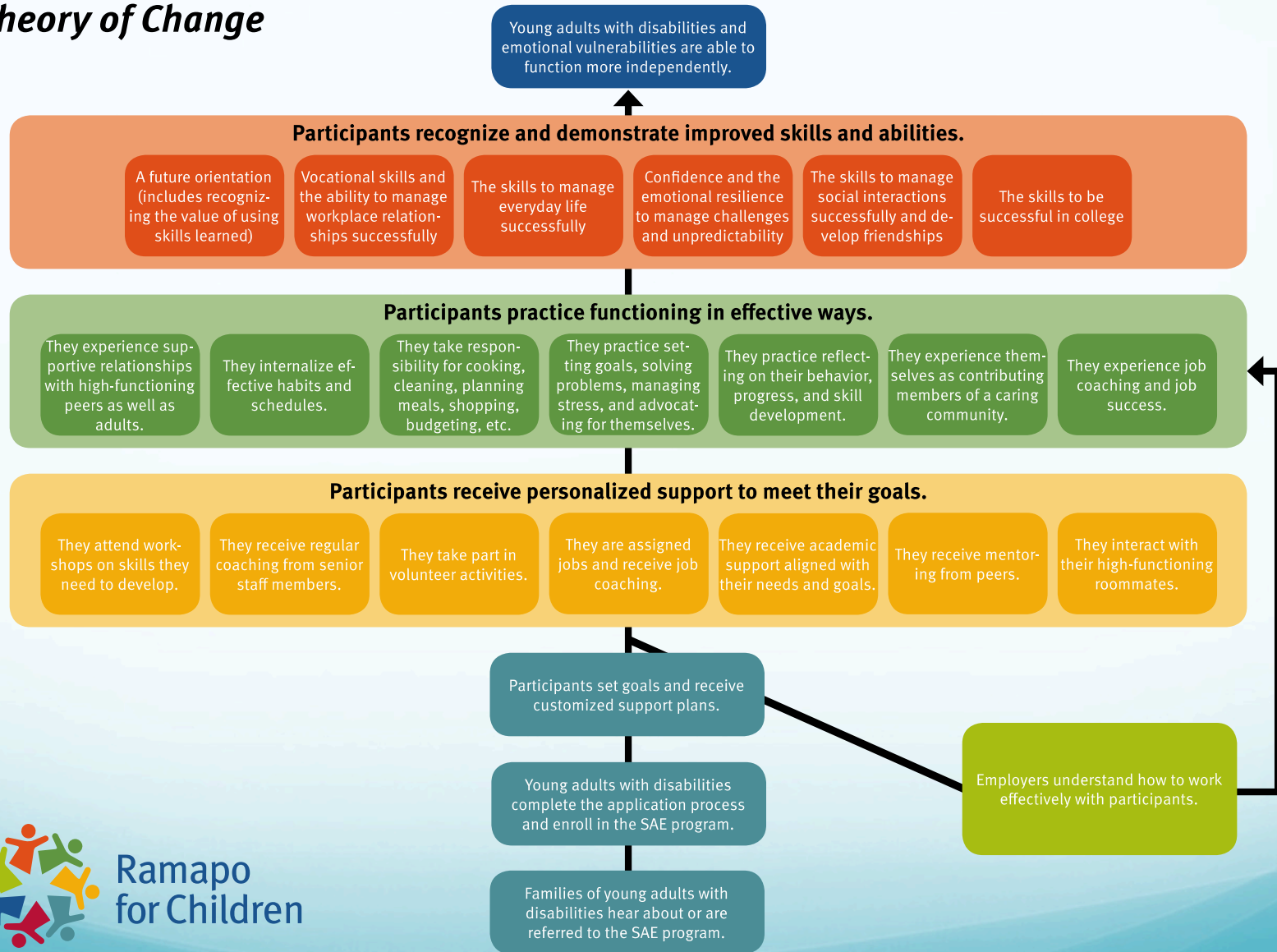
- Work along other staff
- Have a job coach
- Work in teams (retreat, maintenance, kitchen, cleaning, etc.)
- Each SA gets written performance each day
- Staff assistant and job coach meet daily
  - 10-15 min to reflect on experience independently
  - Meet together to discuss work







# Staff Assistant Experience Theory of Change



Ramapo  
for Children

# Staff Assistant Experience (SAE)



Ramapo  
for Children

## Post Program

- Designed to help staff after they get a job in the community
- An additional 1 year
- The young adults continue to live on camp grounds
- A more structured transition from the residential program to independent living



# Staff Assistant Experience (SAE)



Ramapo  
for Children

- 17 staff assistants living on campus:
  - 14 SAE, 3 in post-SAE program
- Many on scholarship, few paid from school districts.
- Come from all around the country.
- Some directly from high school, others from college.
- Most participate for 9-12 months
- Each has a mentor, roommate, job coach, and point person on SAE staff

# Staff Assistant Experience (SAE)



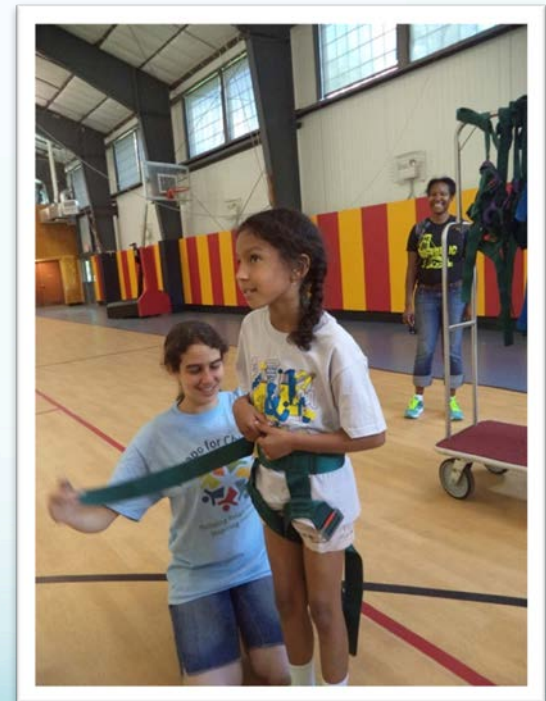
Ramapo  
for Children

## The SAE Summer Program

- Mid-June to mid-August
- Immersed in Ramapo's Rhinebeck campus community
- Also a sleep-away summer camp for children with special needs

## The Camp Ramapo Intern Program

- Previous campers, age 16-18, can work as interns
- Provide essential work experience for the camper.



# Limitations

- Convenience of programs (Location)
- Access to programs (Cost)
- Rigor of programs (Intensity)
- Parent motivation or involvement