



## LEARNER OBJECTIVES

### WEBINAR – Transition Planning for Individuals with ASD: Part 1 of 4: Targeting Skills for Adult Independence

Participants will be able to describe the 5 necessary beliefs/rules about transition, these include:

- Rule #1: Everyone is capable of living and working in the community with the proper supports.
- Rule #2: Nobody has to earn the right to be in the community.
- Rule #3: But there are barriers associated with certain social norms to overcome if Rule #1 & Rule #2 can be implemented in full. These are:
  - *High rates of severe challenging behavior can limit community participation.*
  - *Poor hygiene and age inappropriate clothing restricts social inclusion.*
  - *Poor eating skills restricts inclusion on many levels.*
  - *Inappropriate sexual behavior tends to fall under community zero tolerance policies*
  - *Not being bowel or urine trained presents an overall challenge.*
- Rule #4: None of what we are about to discuss can be described as being easy. In fact, if it were easy you wouldn't be here today because it would all already be done.
- Rule #5: Under IDEA, Special Education is as much about “procedural process” as it is about student outcomes. This has required us to rely more on soft expectations to guide us (i.e., achieve highest potential) rather than measurable outcomes. But what if we used measurable outcomes and then worked backward from there?

***Transition Planning for Individuals  
with ASD: Part 1 of 4  
Targeting Skills for Adult Independence:***

Peter F. Gerhardt, Ed.D.

*The EPIC School*



Educational Partnership  
for Instructing Children



**Tri-State Autism Spectrum Disorder  
Webinar Series**



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Tri-State 2016-2017 Webinar Series

## Presenter



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# 5 Necessary Beliefs about Transition

#1

Everyone is capable of  
living and working in  
the community with the  
proper supports.

#2

Nobody has to earn  
the right to be in the  
community.

### #3

But there are barriers associated with certain social norms to overcome if Rule #1 & Rule #2 can be implemented in full. These are:

- *High rates of severe challenging behavior can limit community participation.*
- *Poor hygiene and age inappropriate clothing restricts social inclusion.*
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- *Not being bowel or urine trained presents an overall challenge.*

### #4

None of what we are about to discuss can be described as being easy. In fact, if it were easy you wouldn't be here today because it would all already be done.

## #5

Under IDEA, Special Education is as much about “procedural process” as it is about student outcomes. This has required us to rely more on soft expectations to guide us (i.e., achieve highest potential) rather than measurable outcomes. But what if we used measurable outcomes and then worked backward from there?

### Measurable Outcomes for Transition

Young adults with ASD will will exit the program:

- Not just employable but employed a minimum of 20 hrs/wk;*
- Not just with social skills but with a social support network centered around where they live, work, and recreate;*
- Not just with the ability to follow directions but with the ability to initiate actions on their own, and;*
- Not just under our stimulus control but under the stimulus control of the environment and their ability to manage their own behavior.*

## Beyond that, the best transition professionals are specialized generalists

If you work with young kids you get to be a specialist in whichever aspect of the field you choose. When working with young adults in transition you don't get to be a specialist and, instead, need to be something of generalist. Good transition "specialists" have a working knowledge of ABA, IDEA, Department of Labor regulations, Social Security and Social Security Work Incentive Programs, Mental Health concerns, medication side effects, sexuality, menstrual care, job development, job coaching, community-based instruction, generalized systems of communication, staff training, community training, and that's just to start.

## Because what we are doing isn't really working..

- Shattuck, et al, (2012) conducted a comprehensive literature review regarding original research on services and interventions aimed at supporting success in work, education, independence, and social participation among adults aged 18 and older with an ASD published between 2000 and 2010.
- They concluded that the evidence base about services for adults with an ***ASD is underdeveloped and can be considered a field of inquiry that is relatively unformed.***

Shattuck, P, et al, (2012). Services for adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, 57, 284-291.

## Roux, et al, (2015)

As a result of analyzing data from the NLTS-2 it is clear that **“young adults with autism have a difficult time following high school for almost any outcome you choose - working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe.** To complicate matters, many of these youth begin their journey into adulthood by stepping off a services cliff. Access to needed supports and services drops off dramatically after high school – with too many having no help at.” Roux, et al, 2015, p. 8

Roux, AM, Shattuck, P, Rast, JE, Rava, JA, & Anderson, KA. (2015) *National Autism Indicators Report: Transition into Young Adulthood*. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University

## What are “good outcomes” anyway?

Any definition of good outcomes needs to take into account the diversity that exists within the Autism Spectrum. In addition, positive adult outcomes are idiosyncratic at best and need to take into account the person-environment fit and whatever may, or may not, constitute their goals in life (e.g., Henninger & Taylor, 2013).

Henninger, N.A. & Taylor, J.L., (2013). *Outcomes in adults with autism spectrum disorders: An historical perspective*. *Autism*, 17, 103-116

For me it all comes down to

choice

and

For me it all comes down to



and

For me it all comes down to



and

For me it all comes down to

The word "HAPPINESS" is written in a tall, thin, outlined font. It is centered over a large, dark, textured watercolor splash that resembles a cloud or a burst of paint.

and

So while we discussed the importance of having actual, measureable outcomes...

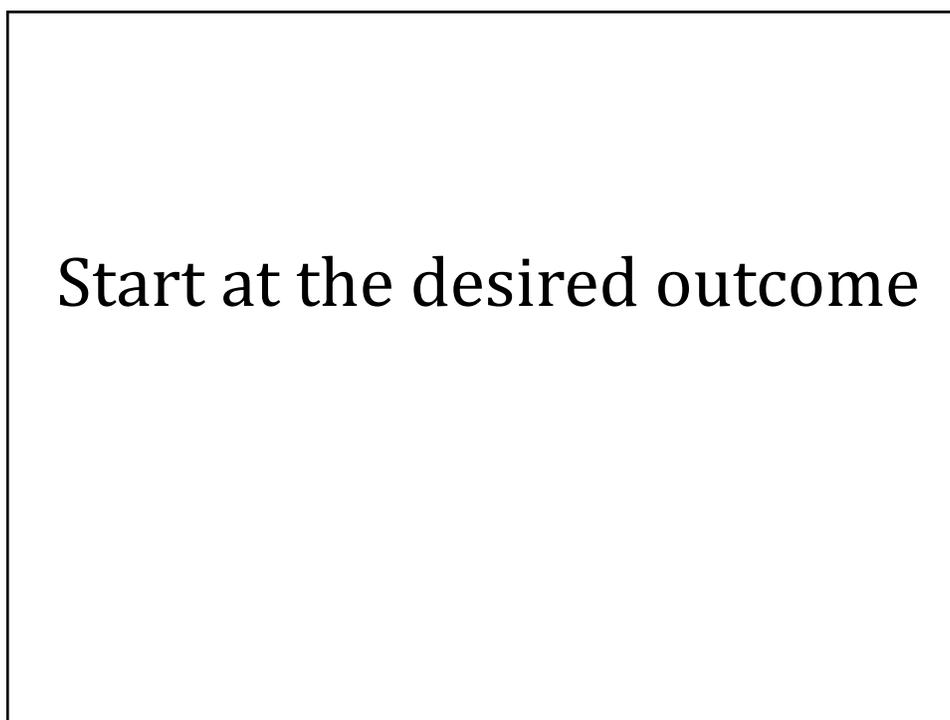
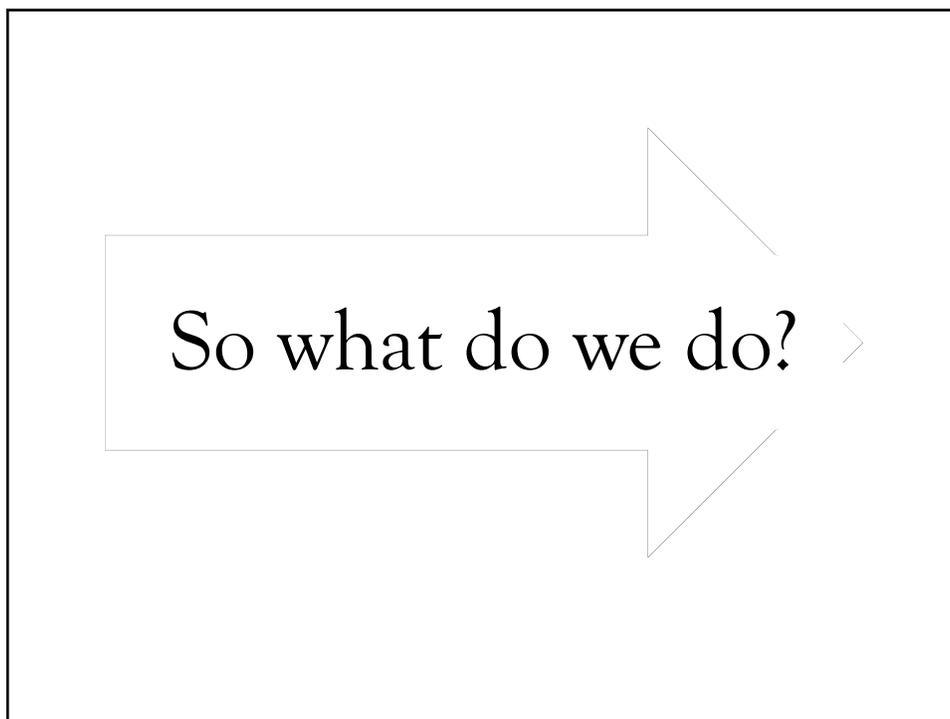
- ✓ The main purpose of targeting those outcomes is to provide the individual with the:
  - ✓ **Choice** to be employed if/when the opportunity presents itself.
  - ✓ **Opportunity** to try different things in order to discover individual likes, dislikes, preferences, interests.
  - ✓ **Control**, to a reasonable extent, over events or actions in his or her own life.
  - ✓ The chance to lead a **happy life** because you have choice, opportunity, and control.

But there is one resource of which  
we will never have enough

**TIME**

### Time Is Not On Our Side

<input type="checkbox"/> School Days/Year (NJ)	<b>210.0</b>
<input type="checkbox"/> Hrs/day engaged out of 6 hr/day	<b>5.0</b>
<input type="checkbox"/> Total hrs/year engaged	<b>1050.0</b>
<input type="checkbox"/> Total hrs 17to 21-years	<b>5250.0</b>
<input type="checkbox"/> # Goals in average IEP	<b>30.0</b>
<input type="checkbox"/> Total goals across 5 years	<b>150.0</b>
<input type="checkbox"/> Hours available for each goal	<b>35.0</b>



## Student A's Transition Outcome Statement

Upon graduation A will be living in a small well, supervised residential setting in NYC with 24-hour, 1:1 support. He will have part time (no more than 20 hours/week) employment at a job he enjoys, where there is social interaction and support from a job coach. His free time will be spent shopping, walking, exercising, etc. Social opportunities are important to A so he will have access to both typical and adaptive events (e.g. movies, religious services, Mets games, etc.). As part of his leisure life A will have regular breaks during which he can choose a preferred activity (e.g., leafing through a magazine, books, doing puzzles, using his I-Pad/Touch screen computer, etc.). This should be considered very important to A's emotional stability. The important people in his life will consist of his family, extended family and close friends, at least one good friend, and a variety of acquaintances.

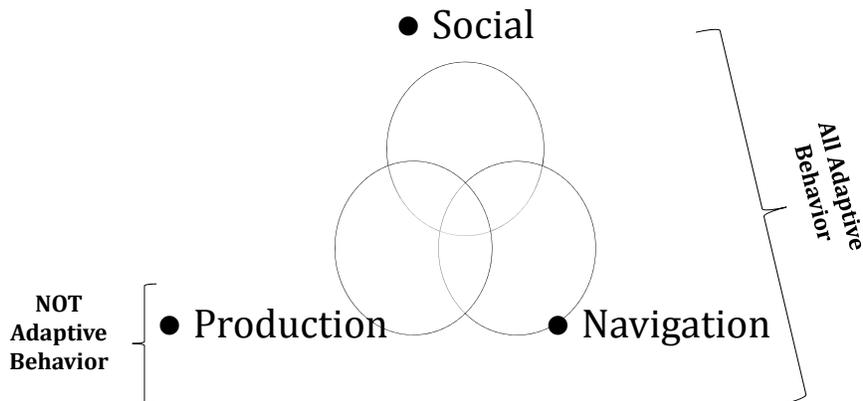
## The Universe of Skills at Age 5 (and those that we usually teach)



### The Actual Universe of Adult Skill Competencies



Once you leave your classroom almost every necessary skill will have three component parts: Production, Social, and Navigation.



For example, chaining has been demonstrated as being an effective way to teach a young student the necessary behavior sequence for zipping up a jacket (e.g., Walls, Zane, & Ellis, 1981)

Zane, T., Walls, R. T., & Thvedt, J. E. (1981). Prompting and fading guidance procedures: Their effect on chaining and whole task teaching strategies. *Education & Training of the Mentally Retarded*, 16(2), 125-130.

### Classroom TA - Zippering

1. Grasp the bottom edges of the front of the jacket at the base sides of the zipper with left and right hands, one of each side of opening and pull edges horizontal till zipper ends close.
2. Use left thumb and forefinger in pincer grasp on zipper above larger inset tooth at the bottom of the zipper.
3. Grasp zipper pull on the right side of the jacket with right thumb and forefinger in pincer grasp.
4. Line up the edges of the zipper, and then move the zipper pull side under the left teeth.
5. Guide the zipper pull hole on the left side of the pull-tab onto large guide tooth of the left side of the zipper.
6. Push with your right middle finger braced under the base of the zipper pull while holding the left side of the zipper so it does not move. OR hold the right zipper pull stationary while pushing the left tooth down into the zipper pull hole.
7. When the large left tooth reaches the bottom of the zipper pull hole (you can turn over the zipper pull and see the tooth edge when it is all the way into the zipper pull), hold the base of the jacket next to the large left tooth with your left forefinger and thumb, and with your right forefinger and thumb in a pincer grasp (with middle finger removed from the base of the zipper), pull with the zipper pull tab up along the zipper until the slide reaches neck height.

However, the TA for grocery shopping is more complex with variability at multiple steps

**Community Referenced Grocery Shopping Task Analysis**

Step	Level of variability	Production Skill - Low Difficulty	Social Skill - Difficult	Navigation Skill - Medium Difficulty
1	Low			Enter store
2	Low			Locate and hand basket
3	Medium		Throughout store avoid bumping other shoppers	
4	High		Throughout store respond to social courtesies	
5	Low	Check shopping list		
6	Medium			Head to first aisle
7	Low			Stop at correct spot
8	Low	Match item on shelf to item on list		

resulting in a significantly more complex skill acquisition challenge impacting the effectiveness of simple chaining.

## Adaptive Behavior

“Adaptive Behavior is defined as those skills or abilities that enable the individual to meet standards of personal independence and that would be expected of his or her age and social group. Adaptive behavior also refers to the typical performance of individuals without disabilities in meeting environmental expectations. Adaptive behavior changes according to a person’s age, cultural expectations, and environmental demands.” (Heward, 2005).

## Adaptive Behavior:

- Is not characterized by ADL skills
- Is more complicated than inferential calculus
- Involves both simple and complex decision making skills
- Is central to application of academic competencies
- May not always include those actions preferred by your students.

## Chores (ADLs) that typical children can do.

AGE	CHORE
<b>2-4 year olds</b>	Help dust, Put napkins on table, Put laundry in hamper, Help feed pet
<b>4-7 year olds</b>	Set (or help set) the table, Put away toys, Help make bed, Help put dishes in dishwasher, Help clear table, Help put away groceries, Water the garden
<b>8-10 year olds</b>	Make bed, Set & clear table, Dust, Vacuum, Help wash car, Help wash dishes, Take out the trash
<b>11 year olds and older</b>	Above plus clean room, Mow lawn, Feed pets, Start doing own laundry, Make small meals, Shovel snow, Help with yard work, Empty and load dishwasher, etc.

### So what maybe defines a critical adolescent/adult skill?

- Any skill that, when acquired, enables the individual to independently complete a variety of relevant tasks and engage in desired activities, AND
- Any skill that is used with sufficient frequency to remain in the individual's repertoire. The exception here are safety skills which, ideally, are low response frequency skills AND
- Any skill that can be acquired within a reasonable time frame\*.

#### FREQUENCY OF USE

	Objective	≥ 1X/day	1X/day	2- 3X/Wk	1X/Wk	1- 2X/Mnt	Less Frequent	Importance* 0-2
1	<i>"When is your birthday?"</i>						X	0
2	<i>"Where do you live?"</i>						X	2
3	<i>Wiping after BM</i>	X						2
4	<i>Make a meal with recipe</i>				X			1
5	<i>Make meal with Microwave</i>			X				2

0 = Not Important; 1= Maybe important but not essential; 2 = Important

## Self Advocacy and Transtion



Self advocacy is the act of presenting one's views or interests to others with the express intent of achieving a desired, often stated, outcome.

## Self-advocacy:

- ✓ Is a life-long process
- ✓ Differs from advocacy in that the person with a disability self-assesses a situation speaks for his or her own needs.
- ✓ Takes practice and direct instruction.
- ✓ Teaching self-advocacy takes training as well as knowledge of, and respect for, the disability-right movement.
- ✓ Be warned, effective self advocacy tends to involve a degree of risk.

## Self advocacy requires:

- 1) The ability to assess one's own skills and abilities as referenced to personal goals and the or demands of the environment
- 2) Awareness of the most efficient way to to meet these demands (e.g., accommodations)
- 3) Knowledge of their rights to these accommodations, and
- 4) The advocacy skills necessary to express their needs across multiple environments **WHILE ACKNOWLEDGING THAT SUCH SKILLS DO NOT ALWAYS WORK.**

## Areas in Need of Advocacy Instruction

- Personal safety
- Leisure and recreation
- Service acquisition and choice
- Social relationships
- Sexual relationships
- Legal and civil rights
- Clothes choice, meals, bedtime, breakfast cereal, TV shows, etc.

## Self advocacy instruction

- Can be initially taught in the classroom.
- Can be taught using direct instruction, video modeling, role play, or CBT based interventions (e.g., Social Thinking).
- Is more effective if taught with a focus on individual student priorities.
- Needs to include the reality that sometimes even the best advocacy will not work.
- Needs to then be generalized to environments and events outside of the classroom

## Some Poorly Understood Forms of Self Advocacy

- Aggression
- Self injury
- Disruption
- Stereotypy
- Elopement
- “Non-compliance”
- “Obsessing”
- Nagging or badgering

### #4

Teach the right skills in the right context (i.e.,  
where the behavior is most likely to be displayed.

What you do  
EVERY DAY  
matters more than  
what you do  
ONCE IN A WHILE.

— Gretchen Rubin



## Summary Points:

- It is easy to be successful when you set the bar low so think big and have high expectations.
- Start planning early and, certainly, no later than age 16 years.
- Remember that transition planning is a process and first drafts of ITPs are rarely the final draft.
- With reference to community skills, remember to teach where the skills are most likely to be used. It is more effective to teach grocery shopping at an actual supermarket than it is to teach it in the classroom