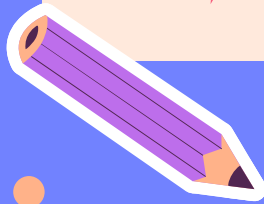


Transition for All Ages: Strategies to Facilitate ★ Independence ★



● Whitney Ham, MS, BCBA, LBA ●



Agenda



01

Introductions

Meet and Greet

02

Exploration of Transition

Across Grade Levels

Strategies and Examples

03

Discussion Activities

What can we implement from today?



Icebreaker

- 1) Please share your role in supporting transition and/or students with disabilities
- 2) Write one word that best describes your feelings around transition

Status check: employment for students with autism

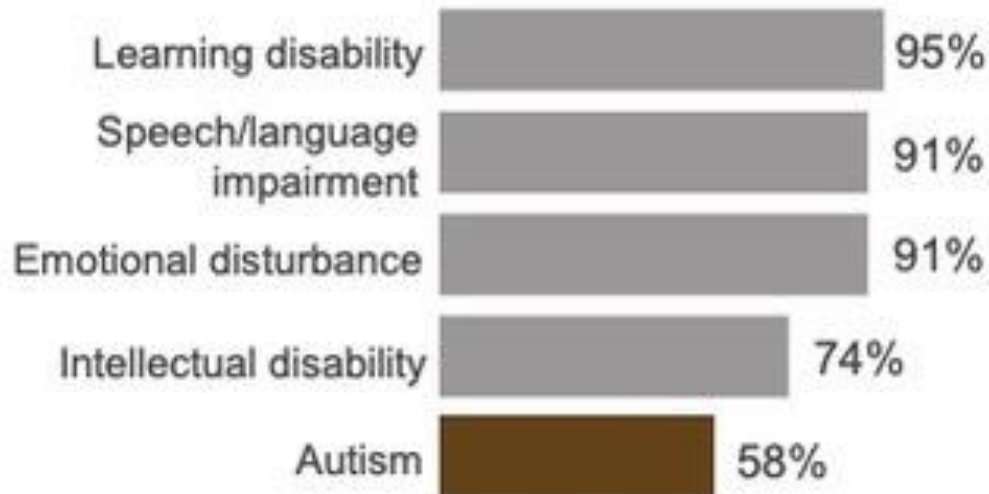
What are the stats?

- 17.9 % employment for persons with disabilities
- Placement in employment continues to decrease
- Young adults with autism fare worse than other disability categories
- Life Course Outcomes

Benefits of Employment:

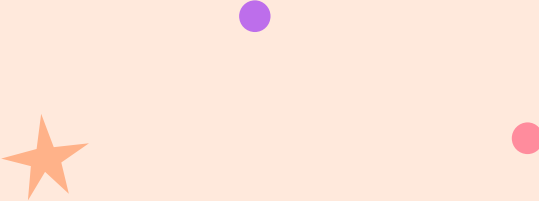
- Quality of life
- Health and wellness
- Independence
- Integration
- Financial
- Decrease in interfering behaviors

In their early 20s, young adults with autism had far lower rates of employment than their peers.



Percent ever worked after high school

Source: National Longitudinal Transition Study-2



Pathways to Employment

(Wehman et al., 2014)



Internships

**Supported
Employment**

**Customized
Employment**

Areas Where Support is Required

Hard/ Work Skills

- Following break & lunch Schedule
- Following task list & transitioning independently
- Initiating Tasks
- Interactions with public and co-workers
- Staying on task at work

Behavioral Skills

- Handling frustration
- Recognizing private vs. public conversation topics
- Accepting Correction
- Break time
- Professional Behaviors



**What was your first
work experience?**

**What is one thing you
learned?**

Predictive Factors of Employment Success

- Social skills
- Work behaviors
- Self-determination skills
- Career interests
- Self-regulation



(Schwind et al., 2021; Wehman et al., 2013)

How can we foster these skills
AND EXPERIENCES for students
of all ability levels starting in
preschool and continuing
through secondary?





01

Transition in Preschool and Elementary School

Importance of Early Employment Experiences

- Facilitates early collaboration and connection among the student, family, and school staff
- Allows for the discovery of students' interests and abilities
- Better prepares students and families for transition
- Empowers students to be self-directed
- ★ Can enhance overall quality of life

Preschool

Transitions occur between EI to Preschool, teacher to teacher, community programs to school, and school to home. Transitions throughout the day between activities and environments may require specific support.

- Establish and maintain strong family connections beginning with the transition from early interventions to preschool. Help families think and plan for their child's future
- Establish routines and procedures that allow for independence
- ★ ● Use visual supports as needed throughout the day to facilitate independence (including in the home and community)

More Preschool Transitions

- Support students with their sensory needs and teach to initiate self-calming strategies (use of choice cards).
- Help students identify their own preferences, strengths and needs.
- Support all students with using a functional communication system. Begin as early as needed.
- Self-advocacy begins early (making choices, indicate preferences and dislikes, choosing friends, etc.)

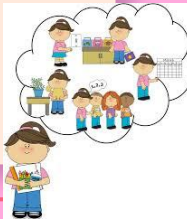


Photo credit:
<https://picseepal.com/>

Elementary

****Most transitions happen across the school day mainly within the classroom****

- Establish routines and procedures that allow for independence
- Identify the number of transitions a student is able to handle
- Incorporate visual supports
- Identify student interests and embed them into tasks and activities when possible
- ★ ● Help students identify what they need to be successful across the school day
- Set up opportunities to explore and practice pre-vocational skills





CBI Example in Elementary

(Scwhind et al., 2021)

Examples of school-based enterprises in ES

(Schwind et al., 2021)

4 D. B. SCHWIND ET AL.

School Based Community Instruction Vocational Opportunities	Time of Year Taught
Stocking teacher's coffee supply bin	Fall
Stocking condiments in the cafeteria	Fall
Outdoor Garden – planting, watering, harvesting	Fall, Spring
Farmer's Market - washing, packaging, selling, greeting, counting	Fall, Spring
Stacking chairs, wiping down tables, and vacuuming in the classroom	Fall
Backpack Buddies – sorting items and packing backpacks	Fall
Backpack Delivery – loading, unloading, matching numbers, navigating halls	Fall
Coffee Cart – stocking, selling, counting money	Winter
Package Delivery	Winter
Lost and Found – sorting, hanging and color matching	Winter
Selling ice cream in the cafeteria	Winter
Banker - counting money and coin sorting	Winter
School Store – stocking, selling, counting money	Fall, Spring
Library - collecting books, navigating halls, scanning returned books	Winter
Feeding the birds	Winter
Composting	Winter
SOL Bags - assembling testing kits and sharpening pencils (pencils, eraser, grips)	Spring
Snack Shack	Spring
Assembling nursing bags	Spring

Figure 1. Jobs performed by students in the 3rd-5th grade self-contained autism classroom as part of the school-based CBI program.

Skills to Address through CBI



- Literacy
- Numeracy
- Practice social skills
- Independence with functional independent living skills
- Classroom - school - community

(Schwind et al., 2021)



Assistive Technology and AAC: Road to Independence in Preschool and Elementary



AAC

- It takes a team approach
- Identify and use a functional means of communication
- AAC devices change across the years
- Provide access to AAC devices at all times
- Provide access to core words, fringe and try not to limit vocabulary
- Teach independence and be careful about adult dependency
- Support family members and community/child care program staff in the use of AAC
- Teach students the value of their AT and how to use and take care of their AT

AT

- Provide tools to express preferences, desires and feelings (Pictures, devices, spoken language, sign language)
- Model using a visual schedule to transition between activities reducing the level of prompting (pictures, written, apps)
- Model the use of a visual or written checklist to complete self help skills and daily living skills reducing prompts needed (pictures, checklists, apps)
- Teach how to request a break using a device, pictures or spoken word
- Advocating for AT to meet academic needs (speech to text, text to speech, low tech tools)



02

Transition in Middle School

Middle School Transition: The Facts



- High school is too late
 - Earlier transition planning leads to better outcomes
- Support for **teachers** and **students**

Steps to Take:

- Focus on building soft skills
- Sex education and hygiene
- Exploring interest areas
 - Administering surveys
- Generalization of skills outside of classroom and school
- Get creative with school based enterprises ●
- Identity ‘challenge’ areas for success and independence

Three Component Process (Williams-Diehm & Deardorff, 2020)

Success in Middle School

- Begins in ES
- Physical and cognitive development

Transition After Middle School

- Prep for HS
- Postsecondary goals

Transition Planning

- Exploration
- Advocacy
- Independence
- Self-Determination
- Goal setting

Transition Assessments



Kendra Williams-Diehm and Malarie Deardorff

Table 18.1 List of Transition Assessments for Middle School Aged Students

<i>Assessment</i>	<i>Transition Area</i>	<i>Age Range</i>	<i>Other Information</i>
AIR Self-Determination Scale (Wolman et al., 1994)	Education/training	Kindergarten to high school	Third/fourth grade reading level
Career Clusters Interest Survey (Oklahoma Department of Career and Technology, 2005)	Employment	Secondary age youth	Self-scoring may be difficult for younger students
Wisconsin's Career Interest Questionnaire (Wisconsin Technical Colleges, 2019)	Employment	Secondary age youth	Student report
O*Net Interest Profiler (National Center for O*Net Development, n.d.)	Employment	Secondary age youth	Uses pictures to help distinguish like/dislike rating scale
SDI-SR (Shogren, Wehmeyer et al., 2017)	Education/training	Ages 13–22	Student report
Employability Life Skills Inventory (Weaver & DeLuca, n.d.)	Education/training, employment, and independent living	Two versions: ages 6–13, 14–21	Parent and educator forms
Casey Life Skills Upper Elementary/Jr. High Assessments (Casey Family Programs, 2017)	Independent living Education/training	Upper elementary and jr. high versions available	Print or online versions
Life Skills Inventory (Washington State Department of Social and Health Services, 2000)	Life skills	Authors suggest the assessment should be used when students are 15/16; however, some categories may be appropriate to use as an assessment for younger students	IEP team (including student) provide information for this checklist
Adaptive Behavior Assessment System (ABAS) (Harrison & Oakland, 2015)	Independent living	Ages 5–21	Assesses daily living skills

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Discovering ME!

Why ME! Was Developed

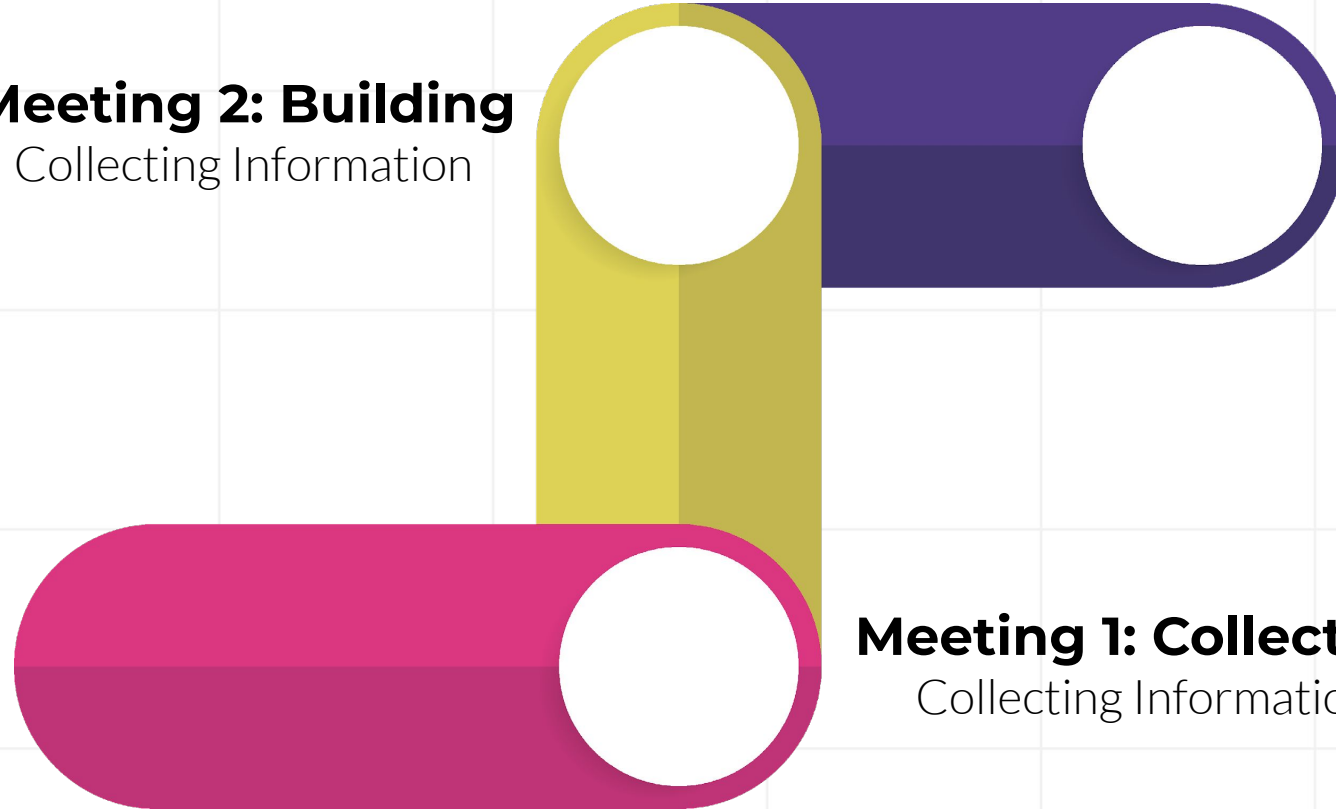
- Increasing recognition of Customized Employment (CE)
- Adult model of CE does not fit in schools
- Support and increase exposure to transition focused activities in school systems
- Paradigm shift:
 - Everyone can work
 - Build on interests, skills, abilities
 - Transition focused education early

Discovering ME! Process

Meeting 2: Building
Collecting Information

**Meeting 3:
Exploring**
Collecting Information

Meeting 1: Collecting
Collecting Information





Student's Name (First & Last):

School Year:

Foundation Information

Strengths/Contributions

(Capture answers here)

Interests I Have Shown

(Capture answers here)

My Conditions for Success

(Capture answers here)

Challenges to Consider

(Capture answers here)

Foundation Information

Strengths/Contributions	Interests I Have Shown
<ul style="list-style-type: none"> ● Great Work Ethic ● Intuitive, Observant - reads other's body language ● Likes to please others ● Empathetic, Compassionate - will support his family when a parent needs assistance without being asked ● Organized ● Adheres to clear rules/expectations ● Quick Learner - only requires 1 model ● Strong family support network - immediate and extended family members ● Responds to natural cues in his environment ● Generalizes skills between home and school ● Advocates for his needs/wants (strong-willed) - (UPDATE 5/2021 - IS NOW IDENTIFYING HIS FEELS AND EXPRESSING HIS NEEDS) ● Can navigate change when part of the conversation ● Can follow 3- to 4- step verbal or visual directions 	<ul style="list-style-type: none"> ● Food - Sweet Frog (Tasty Toad), Chick-fil-A ● Cameras - selfies, pictures with others ● Music/singing - eclectic tastes, loves Christian, christmas music ● Likes to be outdoors - tending to plants, yardwork ● Likes to explore new things ● Likes to meet new people ● St. Jude ● Programming Electronics - recording shows, disabling computer ● Baseball, bowling, Martial Arts ● Worship Service at Church ● UNO, puzzles, Wii ● Security - turning off lights, locking doors ● Television Shows: USA, CSI - criminal investigation, Law and Order ● Raking leaves at Lewis Ginter Botanical Gardens ● Stuffing port pillows

My Conditions for Success	Challenges to Consider
<ul style="list-style-type: none"> ● Flexible setting with Frequent Breaks ● Repetitive Tasks ● "I do, we do, you do" Model ● Social Stories/Priming - for new task or events ● Christian or Christmas music can help him calm down during a meltdown ● Hold accountable and high expectations ● Visual schedule or checklist ● Needs tasks with definite/clear beginning and end ● Structure for work pacing, responds to "slow 	<ul style="list-style-type: none"> ● Does not like to go to medical buildings (UPDATE 5/2021 - HAS BECOME A STRENGTH, SEEMS TO ENJOY THIS NOW) ● If he is corrected, and someone is very disappointed, he can have a meltdown, lasting up to 30 minutes <ul style="list-style-type: none"> ○ When upset, Donnie will sweat, pace, and then scream. ○ May need more support following a meltdown the next day. ● Noise can sometimes make him plug his ears or

Your Turn!



WORKPLACE READINESS SKILLS

for the Commonwealth

Personal Qualities and People Skills

- 1. POSITIVE WORK ETHIC:**
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
- 2. INTEGRITY:**
Abides by workplace policies and laws and demonstrates honesty and reliability
- 3. TEAMWORK:**
Contributes to the success of the team, assists others, and requests help when needed
- 4. SELF-REPRESENTATION:**
Dresses appropriately and uses language and manners suitable for the workplace
- 5. DIVERSITY AWARENESS:**
Works well with all customers and coworkers
- 6. CONFLICT RESOLUTION:**
Negotiates diplomatic solutions to interpersonal and workplace issues
- 7. CREATIVITY AND RESOURCEFULNESS:**
Contributes new ideas and works with initiative

Professional Knowledge and Skills

- 8. SPEAKING AND LISTENING:**
Follows directions and communicates effectively with customers and fellow employees
- 9. READING AND WRITING:**
Reads and interprets workplace documents and writes clearly
- 10. CRITICAL THINKING AND PROBLEM SOLVING:**
Analyzes and resolves problems that arise in completing assigned tasks
- 11. HEALTH AND SAFETY:**
Follows safety guidelines and manages personal health
- 12. ORGANIZATIONS, SYSTEMS, AND CLIMATES:**
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
- 13. LIFELONG LEARNING:**
Continually acquires new industry-related information and improves professional skills
- 14. JOB ACQUISITION AND ADVANCEMENT:**
Prepares to apply for a job and to seek promotion
- 15. TIME, TASK, AND RESOURCE MANAGEMENT:**
Organizes and implements a productive plan of work
- 16. MATHEMATICS:**
Uses mathematical reasoning to accomplish tasks
- 17. CUSTOMER SERVICE:**
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

Needs Identified by Virginia Employers

Technology Knowledge and Skills

- 18. JOB-SPECIFIC TECHNOLOGIES:**
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
- 19. INFORMATION TECHNOLOGY:**
Uses computers, file management techniques, and software/programs effectively
- 20. INTERNET USE AND SECURITY:**
Uses the Internet appropriately for work
- 21. TELECOMMUNICATIONS:**
Selects and uses appropriate devices, services, and applications



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AGRICULTURE, FOOD & NATURAL RESOURCES

- Farmers & ranchers
- Landscapers & groundskeepers
- Veterinary assistants & veterinarians
- Environmental scientists
- Water treatment plant operators
- Foresters & conservation workers



ARCHITECTURE & CONSTRUCTION

- Carpenters
- Construction laborers & supervisors
- Plumbers, electricians, painters, & brick masons
- Construction equipment operators
- Civil engineers
- Heating, AC, & refrigeration mechanics



ARTS, AUDIO / VIDEO TECHNOLOGY & COMMUNICATIONS

- Graphic designers
- Telecommunications line installers
- Writers, authors, & editors
- Photographers
- Producers & directors
- Actors, dancers & performers



BUSINESS MANAGEMENT & ADMINISTRATION

- Office clerks
- Customer service representatives
- Receptionists, secretaries, & administrative assistants
- Supervisors & managers
- Bookkeepers & shipping clerks



EDUCATION & TRAINING

- Preschool, elementary, secondary teachers & administrators
- Teacher assistants
- College instructors & professors
- Counselors
- Librarians
- Coaches & self-enrichment instructors



FINANCE

- Accountants & auditors
- Bank tellers
- Financial manager & analysts
- Insurance agents
- Bill & account collectors
- Loan officers



GOVERNMENT & PUBLIC ADMINISTRATION

- Interpreter & translators
- Postal service Mail carriers
- Compliance officers
- Eligibility interviewers
- Court, municipal, & license Clerks
- Occupational health & safety specialists



HEALTH SCIENCE

- Nurses
- Home health aides
- Medical & dental doctors & assistants
- Pharmacists & pharmacist technicians
- physical, occupational, & radiation therapists
- EMTs & paramedics



SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

- Civil, mechanical, electrical, architectural, electronics, aerospace, industrial, nuclear, computer, chemical, & automotive engineers
- Computer scientists
- Archeologists
- Soil and water conservationists



HUMAN SERVICES

- Personal care aides
- Childcare workers
- Fitness trainers, exercise instructors, & massage therapist
- Mental health counselors
- Child, family, & school social workers
- Hairstylists



INFORMATION TECHNOLOGY

- Software developers
- Network & computer system administrators
- Computer system analysts
- Computer support specialists
- Computer programmers
- Database administrators



LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

- Security guards
- Police, sheriff's & correctional officers
- Lawyers, paralegals, legal assistants & legal secretaries
- Firefighters
- Detectives & criminal investigators



MANUFACTURING

- Maintenance & repair workers
- Production supervisors
- Plumbers, pipelitters, & steamfitters
- Purchasing agents
- Team assemblers
- Machinists, welders, & testers



MARKETING

- Retail salespersons & supervisors
- Sales representatives
- Real estate sales agents
- Marketing research analysts
- Drivers & sales workers
- Public relations specialists



TRANSPORTATION, DISTRIBUTION & LOGISTICS

- Heavy, tractor-trailer & delivery truck drivers
- Automotive service technicians
- Logisticians
- Dispatchers
- Bus drivers
- Mobile heavy equipment mechanics





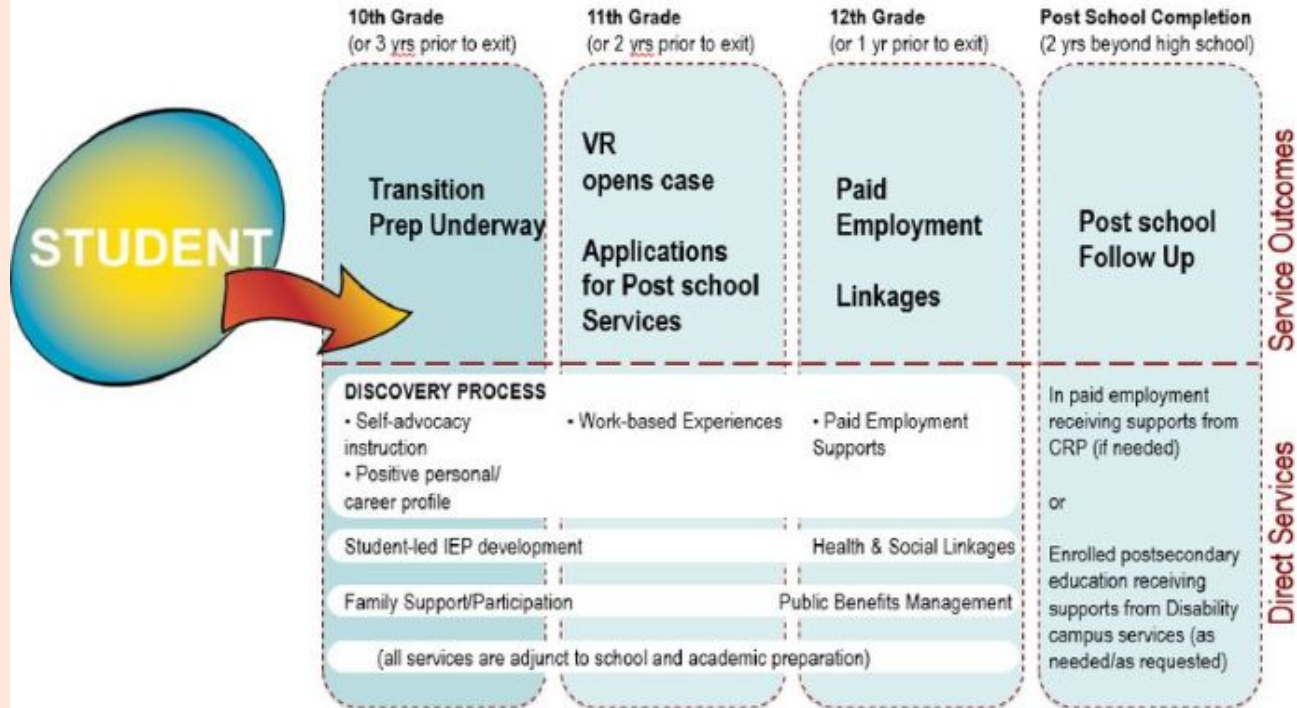
03

Transition in High School

High School Focus

- Give students opportunities to share their likes and dislikes and pay attention to the “signs” that are there
- Build career exploration into the curriculum
- Promote independence whenever possible
 - Let students lead their IEP meetings
 - Collaborate with them on creating supports to use in and outside of school
 - Allow students to use cell phones for time management
- Locate and/or create work opportunities within the school environment
 - Office helpers
 - Assist Librarians
 - “Coffee Cart”
 - School store
- ★ ● Share information about post-school opportunities with Students EARLY
- Participate in Work Preparation Programs
- Strengthen and expand relationships with adult service providers

Flow of Student Services



Getting Connected to Services

- DARS = Department of Aging and Rehabilitative Services
 - Contact your local office to begin the referral process
 - The following services are provided...
 - Help individuals with disabilities to find and maintain integrated, competitive employment
 - Connect clients with job coaches
 - Pre-ETS (Pre-Employment Transition Services)
 - Connect families to their local community service boards for additional resources



<https://www.vadars.org/drs/transitionservices.htm#gsc.tab=0>

Examples of Transition Programs



1

Pre-ETS

<https://www.vadars.org/drs/transitionservices.htm#pre>

2

ACE-IT

<https://aceitincollege.org/>

3

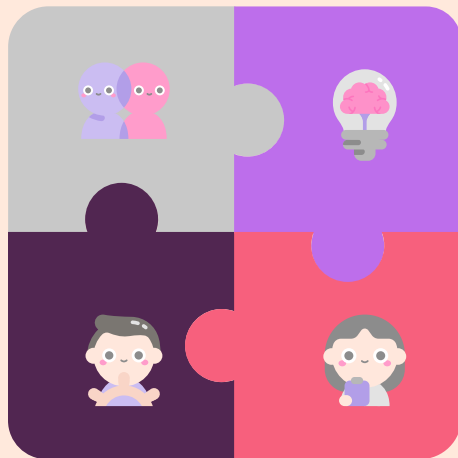
Project SEARCH

<https://www.projectsearch.us/>



Who Can Support?

**Parents/
Guardians**



Teacher/School Based

Students

**Voc Rehab
Service Providers**

Common Themes (Strategies) Across Grade Levels

Identify the ways major and minor conflicts affect character's actions by comparing actions, setting(s), symbolism, and plot from various literary texts

Independence

Advocacy
Self-regulation

Supports

COMMUNICATION
Visual supports

Experiences

EMPLOYMENT

- Home
- School
- Community

Connections

Service providers
Communication
Relationships

Assessment

Interests
Strengths
Support needs

Expectations

Competence
Employment first

Common Supports in Employment

1. Visual supports
 - a. Schedules
 - b. Checklists
2. Timers
3. Supports for self-regulation
4. Task analysis: hard and soft skills
- ★ 5. AT/ AAC
 - a. Communication
 - b. Video modeling





Let's Explore Resources

Center on Transition Innovations

- Employment Resources:
<https://centerontransition.org/resources/employment.html>
- Pathways to Employment:
https://www.dsaa.info/file_download/inline/15afd840-3794-4fdc-b083-11d7f34fa005
- Transition Assessment:
<https://centerontransition.org/publications/download.cfm?id=160>
- Tips for Transition Parents:
<https://centerontransition.org/publications/download.cfm?id=28>
- ★ ● Workplace Readiness Toolkit:
<https://centerontransition.org/publications/download.cfm?id=28>

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Thank you!

Please share something you are going to focus on after this presentation OR something you would like to receive more information on.