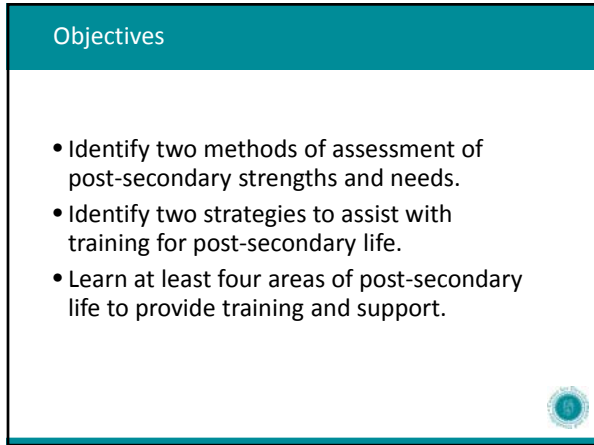
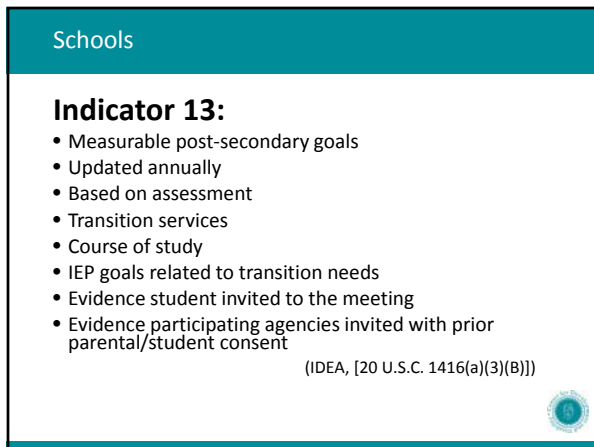




The slide features a teal header with the UNM Health Sciences Center logo on the right and a smaller logo on the left. The main title "Transition to Adulthood Webinar" is centered in teal. Below it, the presenter's name and affiliation are listed: "Mike Courtois, M.Ed., Senior Program Therapist, Center for Development and Disability, January 24, 2014". A teal footer contains the text "A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)".



The slide has a teal header with the word "Objectives" in white. The main content area is white with a teal border. It contains a bulleted list of three objectives. A small teal circular logo is in the bottom right corner.




The slide has a teal header with the word "Schools" in white. The main content area is white with a teal border. It features a bold heading "Indicator 13:" followed by a bulleted list of seven items. A small teal circular logo is in the bottom right corner.

When?

11 Considerations for Students with Autism:

Transition Planning can begin at ANY age.
Specifically mentions transitions from home to community and transition to post-secondary life.

(New Mexico Register:
Subparagraphs (a-k) of Paragraph (5)
of Subsection (D) of 6.31.2.11 NMAC)




Self-Determination

Self determination is the idea that we are free to choose our own actions. Skills such as decision making, goal-setting, problem solving, self-advocacy, and self-awareness are a part of this process. Self-determination has been linked to positive transition outcomes in:


- Employment
- Independent living
- Recreation and leisure
- Quality of life
- Life satisfaction.

Antosh, et al. (2013)



Teamwork

- Think about who should be involved on your child's transition team.
 - Family
 - Friends
 - Educators
 - Employers
 - Medical
 - Etc.
- Plan early!




Assessment

Formal Assessments

- Achievement Tests
- Adaptive Behavior and Independent Living Assessments
- Aptitude Tests
- Career Development Measures
- Intelligence Tests
- Interest Inventories
- On-the-job and Training Evaluations
- Personality and Preference Tests
- Self-determination Assessments

Walker, Korterling, Fowler, Rowe, & Bethune (2013)




Assessment

Informal Assessments


- Curriculum-based assessments
- Environmental Analysis
- Interviews and questionnaires
- Observation and task analysis
- School Performance Measures
- Transition Planning Inventories

Robin Halverson, Petersen, & Rohrbach (2005)
Walker, Korterling, Fowler, Rowe, & Bethune (2013)



Instruction

- Curriculum
- Assessment
- Scaffolding—"I do, we do, you do"
- Transition Team
- Beyond 18?



Areas of Support


1. Employment
2. Education
3. Housing
4. Life Skills/Socialization
5. Communication
6. Guardianship
7. Benefits/Health Care
8. Other individual needs...this list is NOT comprehensive!

Antosh, et al (2013)
Life Journey (2006)
Lifespan transitions
Transitions tool kit (2011)



Employment


Secured or Segregated	Supported Employment	Competitive Employment
Basic skills: collating, assembling, packaging	Variety of skill sets or assignments	Any full or part time job
High level of supervision with behavior supports in place	Supports as needed, which may decrease as the worker gains independence	Market Wages
Self-contained unit, limited integration with workers without disabilities	Work with neurotypical individuals in a variety of work environments	Similar responsibilities and training as neurotypical coworkers



Education

Individuals with Disabilities Education Act (IDEA)


- Free and Appropriate Public Education
- Least Restrictive Environment
- IEP provides academic supports and services (accommodations, modifications, possibly services like PT, OT, Speech, Behavioral)



Education

**American Disabilities Act and
Section 504 of the Rehabilitation Act of
1973**


- Public institutions cannot discriminate against “otherwise qualified” individuals due to disability.
- Colleges set standards for who is qualified to be a student.
- Colleges can reject applicants who do not meet these standards



Education

- Disclosure
 - Student’s decision and responsibility
- Essential Requirements and Accommodations
 - Dismissal for failing to make academic progress with accommodations
 - School not required to make modifications
- Code of Conduct
 - Same discipline procedures
- Reasonable Accommodations vs. Personal Services
 - College not required to provide personal services


Ashkenazy & Latimer (2011)



Housing


Possible options

Independent Living
Supported Living
Group Home
ICF-ID



Life Skills/Socialization/Communication


- **Life skills**—assess, teach, and practice
- **Accommodations/modifications** (i.e. grocery shopping, sensory needs, etc.)
- **Social Skills**—Different places have different rules
 - Group Activities
 - Center for Self-Advocacy
 - Special Olympics/Sports Groups
 - Hobby clubs
 - Others?
 - How to teach social skills
 - Curriculum?
 - Role-playing?
 - Peer Modeling?
 - Dating/marriage/kids?
- **Communication**
 - How does your child communicate?
 - How do you communicate with your child?



Guardianship

Age of Majority in New Mexico: 18
Guardian's responsibility to initiate process


- Types of guardianship
 - Full guardianship
 - Conservatorship
 - Medical



Benefits/Health Care

- SSI
- SSDI
- State General Funds
- Medicaid options
- Medicaid Waiver
- Mi Via
- Other Insurance Options


Health Care Providers



Questions?

Questions?

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