



PROMISE TA Center Newsletter April 2016  
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Dear Promise Grantees:

Below you will find the latest newsletter from the AUCD Promise TA Center. This newsletter highlights some resources that address how families can support youth with autism as they transition into adulthood. The resources in this newsletter and many more can be found at the [AUCD PROMISE TA Center](#) and are available in a print friendly format. Please feel free to send us feedback or requests for specific information and assistance. And, of course, from all of us at the Promise TA Center, have a wonderful day.

## FEATURED ARTICLE

### [Transition to Adulthood: A Healthcare Guide for Youth and Families](#)

Although approaching adulthood is an exciting time in any young person's life, it is also a time of uncertainty. Like all youth approaching adulthood, people with disabilities and their families need to plan for the future. How can families make sure young adults are prepared to make their own decisions? How can young adults and their families ensure that their basic needs will still be met after they reach adulthood?

Continue reading at <http://autisticadvocacy.org/wp-content/uploads/2014/07/ASAN-healthcare-toolkit-final.pdf>

### [Anxiety in Adolescents with ASD](#)

Anxiety is believed to be one of the most common co-occurring disorders for individuals with Autism Spectrum Disorder (ASD) along with depression and attention deficit disorder (ADHD). Anxiety is thought to be more prevalent during adolescence as teens with ASD become more aware of their differences from their peers. This is particularly true for teens without an intellectual disability. Because anxiety is so common in teens with ASD, it is important that parents, teachers, and health care professionals are observing for signs that an adolescent may be trying to cope with anxiety.

Continue reading at <http://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/Anxiety%20in%20Adolescents%20with%20ASD.pdf>

### [Supporting Functional Communication in High School](#)

Students on the autism spectrum sometimes have ways of communicating that are different from students without autism. Challenges sometimes appear in three main areas: comprehension, expressive communication, and interacting with others. This article was designed to support high school staff and family members in

understanding and improving the communication skills of adolescents on the autism spectrum. Examples are provided in the context of academic course and teacher and peer relationships.

Continue reading at

[http://www.meadowscenter.org/files/resources/3000\\_AtAGlance2\\_FuncComm.pdf](http://www.meadowscenter.org/files/resources/3000_AtAGlance2_FuncComm.pdf)

### [Depression in Adolescents with ASD](#)

Depression is more common among teens with ASD than teens without ASD. Rates of major depressive disorder have been reported as high as 37% in adolescents with ASD compared to about 5% of adolescents in the general population. Studies that measured parent reports of depressed mood have revealed a rate as high as around 50%. There is also emerging research that has shown an increased risk of suicidal thoughts and tendencies among teens with ASD. This means that parents and school staff need to be aware of the signs of depression.

Continue reading at

<http://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/Depression%20in%20Adolescents%20with%20ASD.pdf>