

# Transition in Autism Spectrum Disorders

A webinar from AUCD's Autism Special Interest Group

Wednesday, January 30, 2019



## Moderator

**Eric J. Moody** is a Social Psychologist with advanced training in autism, developmental cognitive neurosciences, public health and epidemiology. His work focuses on improving systems of support for those with autism and other disabilities, family supports, employment, and supporting disabilities in rural settings. He is Director of Research and Evaluation and a Research Professor at the Wyoming Institute for Disabilities (WIND) at the University of Wyoming.



## Presenters

**Elizabeth Evans Getzel**, MS is the Director of the Center on Transition Innovations (CTI) at Virginia Commonwealth University's Rehabilitation Research and Training Center. She has extensive experience directing research and demonstration projects on supported education for college students with disabilities; transition of youth with disabilities to postsecondary education or employment; collaborative career planning for college students with autism; and postsecondary education supports for veterans with disabilities. She has published widely on transition, career development, postsecondary education, and employment, and is the co-editor of the book: Going to College: Expanding Opportunities for People with Disabilities.

## Presenters Cont.



**Michelle Boulanger Thompson** is an occupational therapist who has been practicing in early intervention, school-based, and adult home health for 30 years. She holds a BA in Spanish from Indiana University, an MS in Occupational Therapy from Virginia Commonwealth University (VCU), and certificates in Leadership Education in Neurodevelopmental Disabilities (Virginia LEND) and Autism Spectrum Disorders from VCU. She currently works for Richmond Public Schools, volunteers on the board of directors for Mosaic (a private non-profit organization that provides housing for adults with developmental disabilities) and is co-chair for the Creative Arts special interest group for AAIDD..



**Julie Lounds Taylor** is an associate professor of Pediatrics and Psychiatry & Behavioral Sciences at Vanderbilt University Medical Center. Her research focuses on understanding the factors that promote a positive transition to adulthood for individuals with autism spectrum disorder and their families. Dr. Taylor's work has been funded by Autism Speaks and the National Institutes of Mental Health. She was the 2014 recipient of the American Association on Intellectual and Developmental Disabilities Early Career Award, and in 2015 was appointed to the United States Department of Health and Human Services' Interagency Autism Coordinating Committee.

Virginia Commonwealth University CTI

# Transition to PSE or Employment for Youth with ASD

Elizabeth E. Getzel

Director, Center on Transition Innovations

AUCD Autism SIG Webinar

January 30, 2019

# What We Know about Youth with ASD\*

- 40% of these youth (18 to 26 years old) never worked for pay
- Most are working are in part-time, low wage jobs
- Youth with ASD on IEPs one of three groups of students least likely to prepare for college and employment
- They are 50% less likely not to work while in high school

# Predicators of Successful Transition to PSE and Employment\*

- Career awareness (PSE & Employment)
- Community experiences (Employment)
- Paid work experience/paid employment (PSE, Employment, IL)
- Self-care/independent living (PSE, Employment, IL)
- Inclusion in general education (PSE, Employment, IL)

# Center on Transition Innovations (CTI)

[centerontransition.org](http://centerontransition.org)

**Mission:** Youth with disabilities gain access to integrated competitive employment to fullest extent possible.

**Goal:** Provide information and resources to assist youth with disabilities to obtain integrated, competitive employment.

# Presentation Topics

Today will focus on CTI's work through state and federal funds on youth with ASD:

- Family members & transition
- Career awareness
- Employment
- Higher education
- Online resources

# Family Members & Transition

Themes that emerged from focus groups with family members representing ethnic or cultural minorities:

- Expressed feelings of caught between cultural expectations and norms and their desire for young adult to successfully live in American society
- Expressed strong desire for their young adult to obtain employment. Concerned they lack life skills to succeed.
- Believed transition planning be paired with cultural norms of student and family.
- Believed schools need to better understand unique make-up of their families.

# Career Awareness/Higher Education

Themes that emerged from structured interviews with 2 and 4 year college students on preparation for college:

- Families most frequent source of information other sources included faculty and employers, personal research, classes, and work experiences
- Career centers least likely source for information and support
- Expressed need for more experiential learning opportunities - informational interviews, job shadowing or mentoring opportunities, internships, or work experience
- Expressed need to develop disclosure plan to use in the workplace and needed a better understanding of what accommodations they could request

# Career Awareness/Higher Education

\*Recent study on individuals with ASD and transition to college found students challenged with:

- Reduction of social supports
- Academic stress
- Difficulty balancing daily living responsibilities and social demands

# Career Awareness: MS and HS

Based on our research and demonstration in the field, CTI has developed online resources and demonstrations.

## **Discovering ME**

- Middle school process
- Focus on interests of students
- Uses a team approach
- Home, school and community
- Builds experiences and knowledge about careers & interests

# Preparing for College and/or Employment: Start on Success

- Students with disabilities (including ASD) earning regular diploma participate in two semester program
- First semester is class that all students take on preparing for employment
- Second semester is paid internship working in the community
- Often first exposure to employment and receiving a pay check



# Preparing for College and/or Employment: Supported Employment Initiative

- Providing technical assistance to school districts to provide work experiences prior to exiting high school
- Assisting in developing process to implement process of work related supports in the community

# Accessing College: ACE-IT



Inclusive



Employment Driven



Collaboration



Student Centered

# CTI Online Courses: Transition Changing the Outcomes

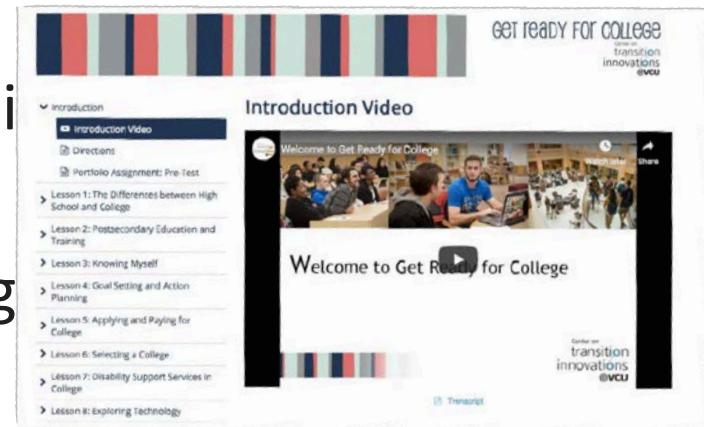
Overview course on transition for school or agency personnel and family members that provides:

- Foundational information
- Self-assessment of transition practices
- Evidence-based practices
- Predictors for post-school success
- Resources to expand learning

# CTI Online Courses: Get Ready for College

Free online self-paced course for students with disabilities regarding college preparation:

- Difference Between High School and College
- Postsecondary Education and Training
- Knowing Myself
- Goal Setting and Action Planning
- Selecting a College
- Applying and Paying for College
- Disability Support Services
- Exploring Technology



# CTI Videos: Spectrum of Possibility

The screenshot shows the homepage of the Center on Transition Innovations. The header includes the organization's name and a navigation bar with links for About Us, Transition Topics, Training, Publications, and Resources. A sidebar on the left lists various site sections like About Us, Meet the Team, Projects, Advisory Council, etc. The main content area features a section titled "Focus on Autism" with a brief description of their mission. Below this is a video player for "Spectrum of Possibility (2017)". The video thumbnail shows a young man with glasses and a blue shirt, with the title "A Spectrum of Possibility: Student Experiences" and the subtitle "Transitions © College for Students with ASD".

- Community approach to college access for students with ASD
- Videos & Fast Facts for
  - Students
  - Parents
  - School counselors & teachers
  - College professors

# CTI Videos: Spectrum of Possibility

## Video and Fast Facts



### A Spectrum of Possibility: Tips for Professors of College Students with Autism Spectrum Disorder

Among professors, there is a common desire to understand student behaviors and to reach out to students of diverse backgrounds, cultures, and abilities. The tips listed below come from students with autism and their professors and will benefit students with a wide variety of learning needs. When considering class size and other classroom conditions, some of these tips may be easier to apply than others; however, steps towards making the classroom more accessible can make immense differences for students with and without ASD.

**Seek professional development or develop a relationship or partnership with the disability services office**  
Professors recommend seeking professional development opportunities and maintaining an open relationship with disability services offices for questions about access and accommodation.

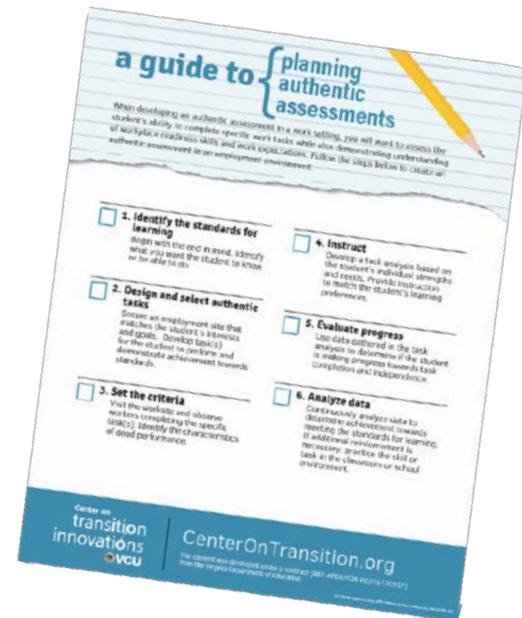
“

The interesting thing is, this is my 31st year at VCU and our ability to identify students like this and the kinds of support that they would have, both within the university and society as well, are significantly more. (Virginia Commonwealth University Faculty)

# CTI Videos: Authentic Assessment

Series of videos and guides that demonstrate the steps on how to assess students in an employment setting:

- Overview of Authentic Assessment
- Planning for Assessment in Employment
- Creating Task Analysis
- Collecting Baseline Data using Task Analysis
- System of Prompts
- Data Analysis
- Instructional Strategies



# NTACT ASD Technical Workgroup

Participated in a national workgroup to:

- Review research-based resources
- Organize resources for disseminate focusing on students with ASD transitioning to adulthood
- Dr. David Test and Dr. Jennifer Coyle led this effort and manuscripts on this work and conference presentations are forthcoming.
- Will be an invaluable resource for school personnel, researchers, family members, and other stakeholders

# Contact Information

Elizabeth Evans Getzel, Director

Center on Transition Innovations, VCU-RRTC

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The VCU Center on Transition Innovations is funded by the Virginia Department of Education, #881-62524-H027A15107. For Further information about the Center on Transition Innovations, please visit our website [www.centerontransition.org](http://www.centerontransition.org)



**VCU**

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# Pre-Employment Transition Services “Pre-ETS” for Students with Disabilities

Michelle Boulanger Thompson, M.S, OTR/L

# Transition



The transition from youth to adulthood involves students with disabilities learning essential evidence-based skills that maximize their independence and self sufficiency in their communities.

# Transition



- Learn: skills
- Maximize: independence in community
- Access: competitive integrated employment
- Develop: self-determination & advocacy
- Connect: programs, services, activities, information, supports
- Involve: home & community

# Workforce Innovation and Opportunity Act 2014 “WIOA”



# WIOA

Designed to help job seekers access:

- Employment
- Education
- Training
- Support Services

In order to:

- Succeed in the labor market
- Match employers with skilled workers
- Compete in the global economy



**VCU**

# Rehabilitation Act 1973 amended by WIOA



WIOA expands provision of services to students with disabilities to ensure

- Training and Services are for competitive integrated employment
- Expands the population of students with disabilities

# Who is a Student with a Disability?



- Is in an educational program
- Meets certain age requirements 16-21
- Is eligible for and receiving special education or related services under IDEA
- –or- is an individual with a disability for purposes of section 504 of the Americans with Disabilities Act

# A Youth with a Disability

- An individual with a disability
- Ages 14-24
- Pre-ETS are **NOT** available to youth with disabilities
- The target population for Pre-ETS are **students** with disabilities
- however, similar VR services may be provided to youth with disabilities under an Individual Plan for Employment (IPE)

# What are the *required* Pre-ETS?



# 5 Required Pre-ETS

- Job exploration counseling
- Work-based learning experiences
- Counseling or opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutes of higher education
- Workplace readiness training
- Instruction in self-advocacy

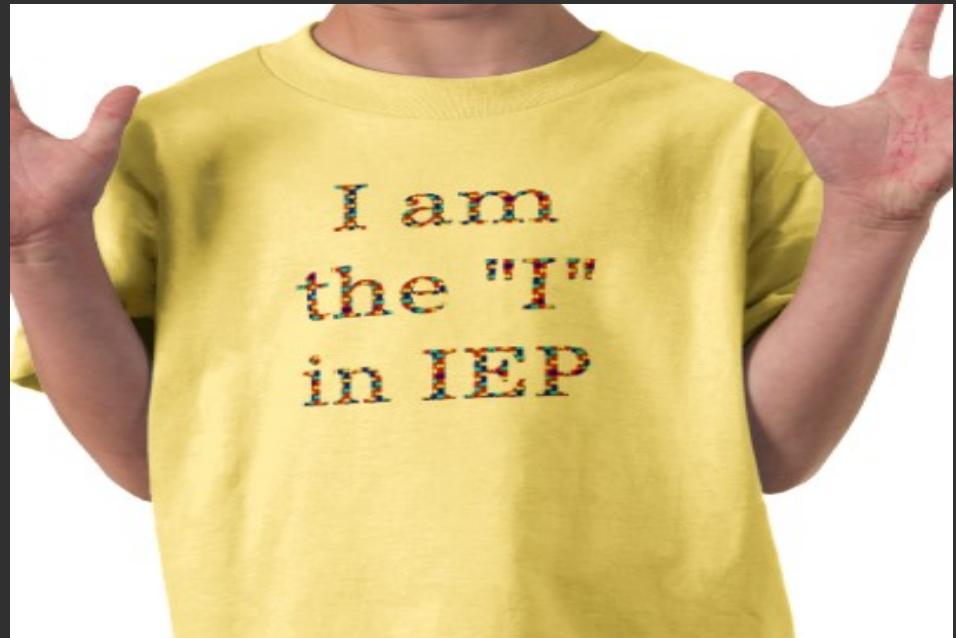
# What are additional *authorized* Pre-ETS?



# **Additional authorized Pre-ETS**

- **Improve** transition from school to education or an employment
- **Support** provision of the “required” Pre-ETS
- **Provide instruction** to VR counselors, school transition personnel, and other persons supporting students with disabilities
- **Disseminate** information about innovative, effective, and efficient approaches to achieve the goals of pre-employment transition services; and
- **Apply** evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of pre-employment transition services.

# What is Pre-Employment Transition Coordination?



# **Inter-Agency Coordination & Collaboration**

- Pre-ETS funding may be used for coordination
- Pre-ETS Coordination is:
  - Attending IEP and Person-Centered planning meetings
  - Working with local workforce development boards, one-stop centers, and employers to develop:
    - Internships
    - summer employment
    - apprenticeships

# Research: What's going on?

What are stakeholder groups doing to implement Pre-ETS services for students with disabilities under WIOA?

Is inter-agency collaboration and coordination working?

What supports & resources are working? Needed?

# **Workforce Innovation Technical Assistance Center**

## **“WINTAC”**

<http://www.wintac.org>

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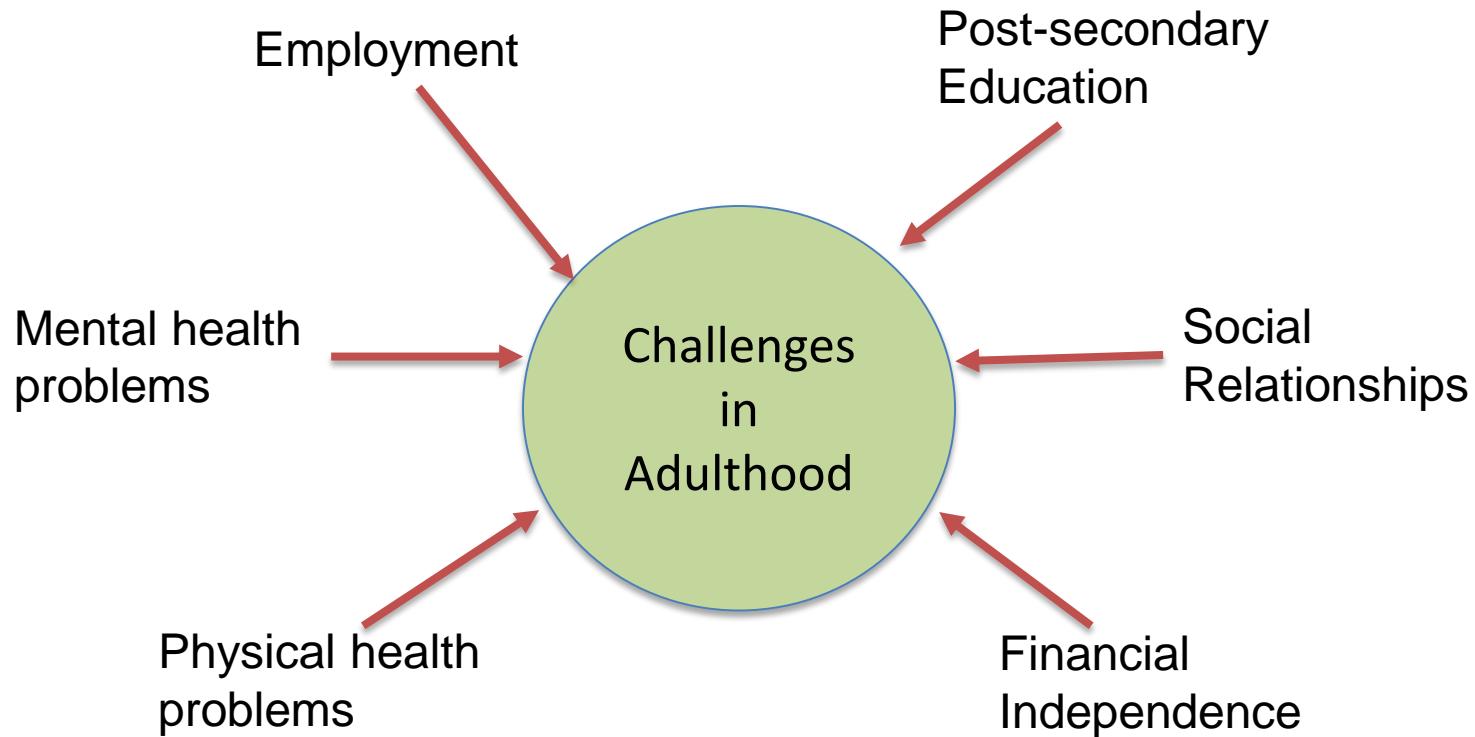
# How Can We Improve Transition Outcomes for Youth with ASD?

Julie Lounds Taylor, Ph.D.

Department of Pediatrics, Division of General Pediatrics  
Vanderbilt Kennedy Center  
Vanderbilt University Medical Center

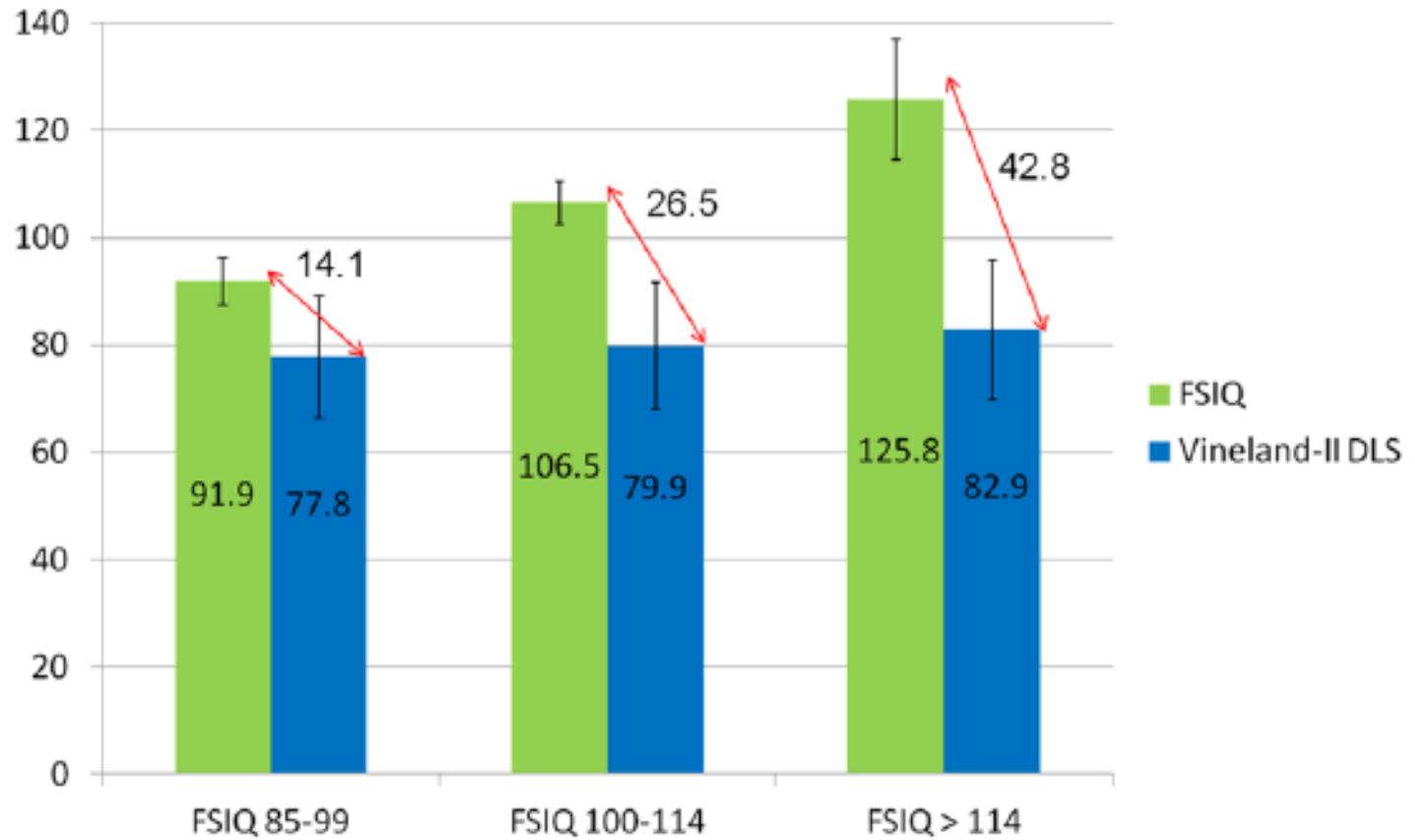
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# Many adults with ASD struggle



What are **changeable** factors related to outcomes?

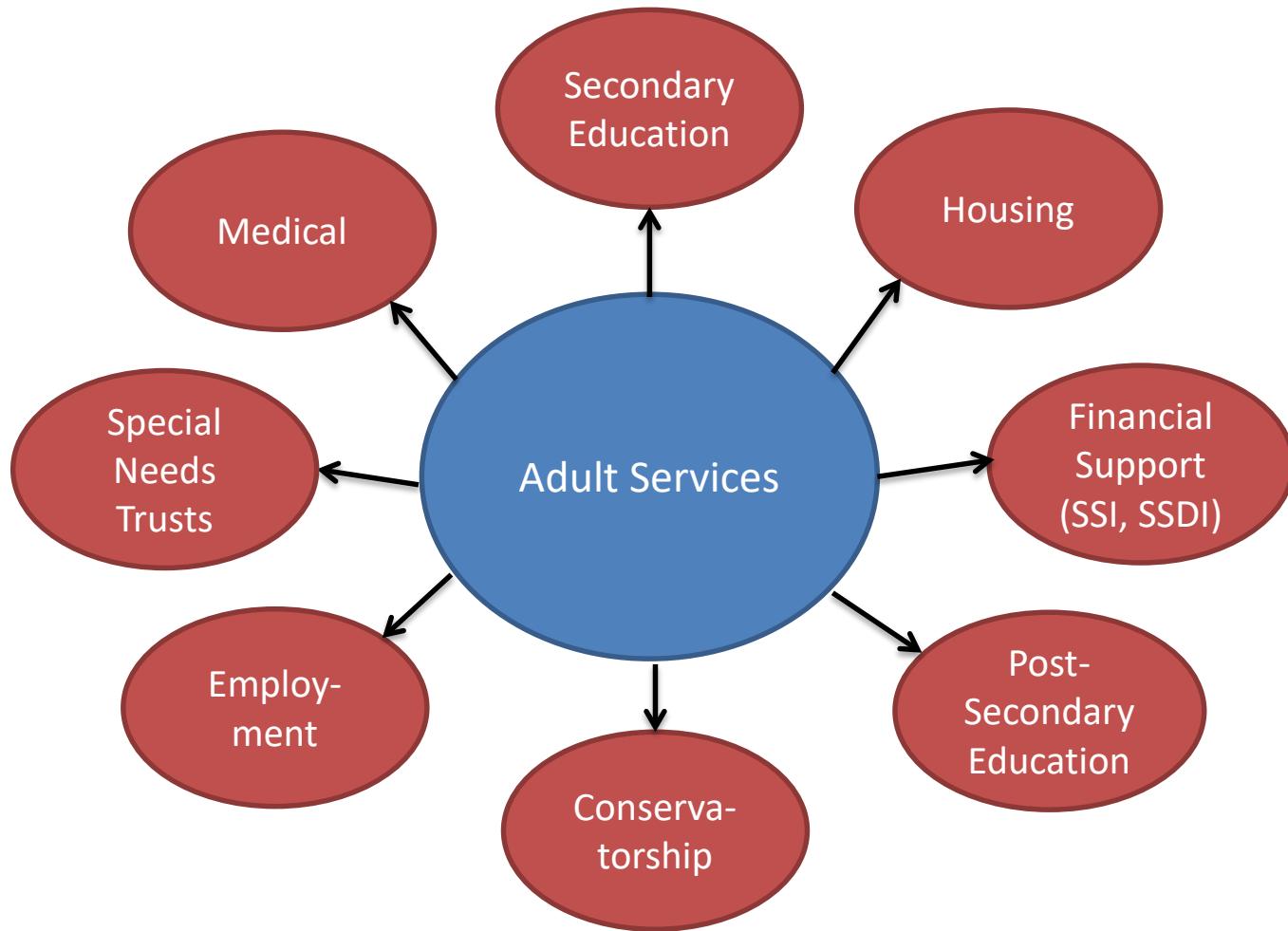
# Daily Living Skills



# Co-occurring Mental Health Problems

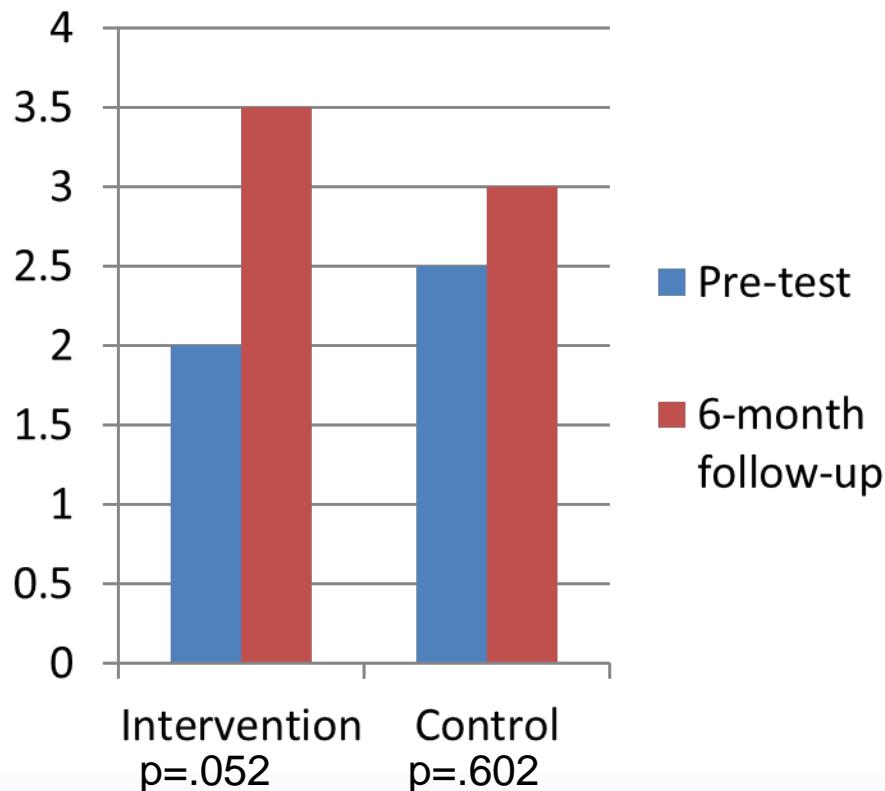
Mood Symptoms	Anxiety Symptoms			Total
	None	Sub-threshold	Clinical	
None	33.3%	11.1%	16.7%	61.1%
Sub-threshold	5.6%	2.8%	5.6%	13.9%
Clinical	13.9%	8.2%	2.8%	25.0%
Total	52.8%	22.2%	25.0%	100%

# Access to Services

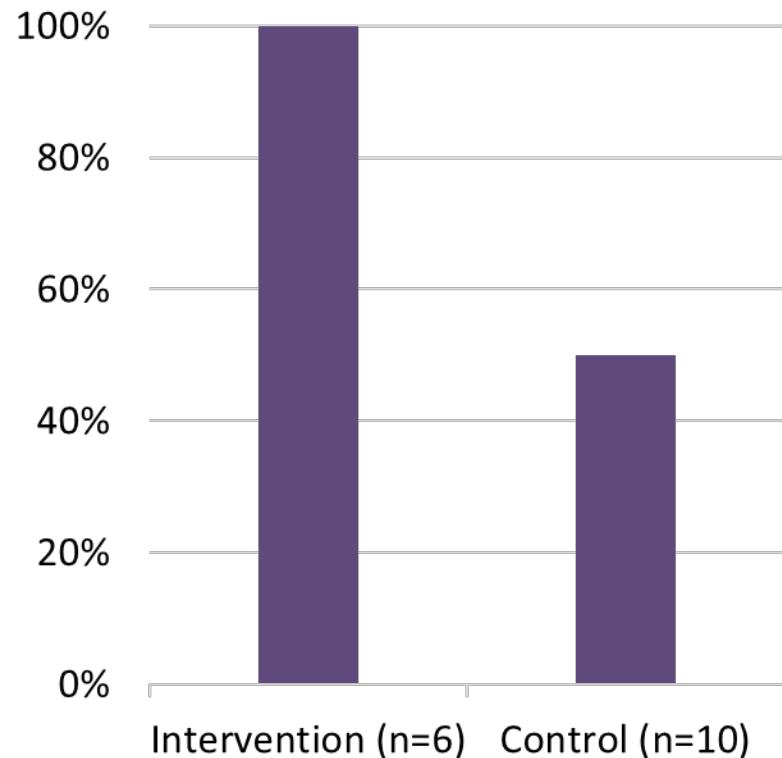


# Parent Advocacy Training Helps

**Number of Services**



**Employment or PSE**



61% increased versus 35%

# How can we improve adult outcomes?

- Teach daily living skills
- Address mental health problems
- Increase access to services
  - This starts early
  - Integration is key

# Thank you!

Thank you for attending the webinar.  
This webinar has been recorded and will  
be archived in the webinar library at  
[aucd.org](http://aucd.org).

Please take a few moments to complete  
our survey.