

Developing an Individual Transition Plan (ITP)

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Individual Transition Plan

An ITP is like a road map

It tells us how to get from here to there.



Where to start?



- Start with your dreams and the dreams of your child!
- Start asking questions: "Can my child have a job...live alone...take care of himself?"

When to start?



■ **NOW !**

- Beginning the process early gives the family a focus and the child a future

Transition – moving to adulthood

A process and a plan to bridge the gap between the school and community where the student will live, work and enjoy adult life

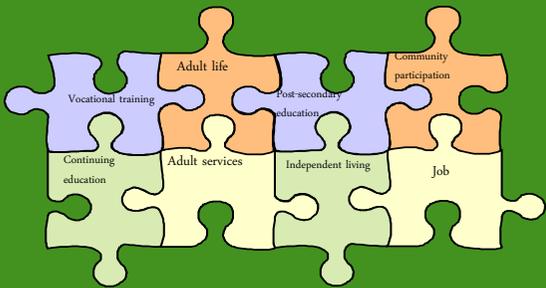


Federal Law



- IDEA = Individuals with Disabilities Education Act
- ITP = Individual Transition Plan

Coordinated set of activities



ITP = Individual Transition Plan

- Should be written when student is **14** (NC)
- **Team** of people
- Outlines training and support needed
- Highly individualized
- To prepare the student for life after high school

Who's on the team?

- Parents
- Student
- Teachers
- Guidance counselor
- Transition coordinator
- Vocational counselor
- Job coach
- Employer
- Adult service representative
- Friends/relatives



As someone famous once said: "It takes a village....."

- Preparing for this transition will require a long-term planning process
- Ensure that your child has access to more resources than you can offer alone
- Network, network, network.....and be creative



Be clear about requirements.....

- Even with a diploma a student may be ineligible for admission to a technical school or college if they fail to meet their admissions criteria.



A good transition plan.....



- Has measurable goals
- Is reviewed on an annual basis
- Considers the student's
 - Needs and strengths
 - Preferences and interests
- Is developed and reviewed by a **team** of people

Assessments can provide necessary information about:

- Aptitude
- Interests
- Academic skills
- Physical skills
- Daily living skills
- Learning style
- Motivation
- Social skills



Assessment information can help the student....

- Develop self-awareness
- Identify his learning style
- Set goals
- Plan the program



Considerations:

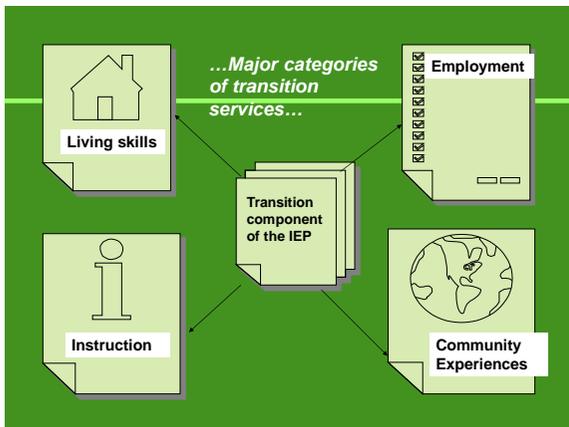
- What skills are needed to live away from family?
- Does the student have good work habits?
- Are special skills needed for employment?
- What skills are needed to be independent in the community?
- What about spare time?
- What about sex education?

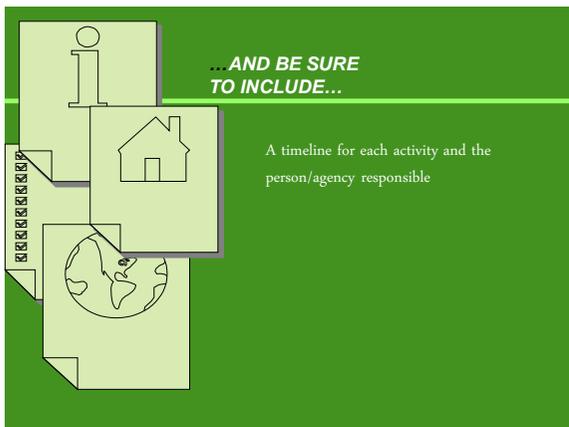


Secondary Transition Component

- Is written as part of the IEP
- Look at DEC 4a







Let's look at those categories.....

- Instruction – This relates to the academic requirements for the student's chosen course of study, employment skills training, career technical education, social skills, self-determination, driver's education and/or college entrance preparation.
- Related Services – This may include occupational/physical/speech therapy, counseling, special transportation, travel training, exploring Disability Support Services in college/university or other professional supports to move the student toward post-school outcomes (continued)

.....categories continued

- Community Experiences – This may include community work experiences, recreation/leisure activities, tours, volunteering and training in accessing community settings, joining a team/club/organization.
- Employment – This may include career planning, job shadowing, guidance counseling, interest inventories, job placement, internship options, on-the-job training, on-campus jobs or supported employment. (continued)

.....categories continued

- Adult Living Skills – This may include referral to Vocational Rehabilitation Services, applying to Local Management Entity for services, researching Social Security benefits/work incentives, registering to vote, filing taxes, exploring residential options, training in renting a home and personal home management, reading a map of the community/using "Google Maps" on the computer
- Daily Living Skills – This may include self-care training, health and wellness training, independent living training and money management (continued)

.....and categories concluded

- Functional Vocational Evaluation – This may include situational work assessments, work samples, work adjustment programs, aptitude tests and a series of job tryouts.

Remember !

- The role of the parent is vital.
- The school cannot do it all. There are 168 hours in a week. Of these, 133 hours are spent at home; only 35 hours are spent at school.

Other considerations

- Vocational rehabilitation
- GED
- 504 modifications (college)/ADA
- Legal guardianship
- Circle of Friends/Circle of Support
- Residential Options



Quick Tips for Parents



- Observe skills/behaviors and how these will impact his life without you
- Encourage independence
- Promote appropriate behavior and good grooming
- Provide opportunities to explore and enjoy the community
- Encourage self advocacy skills
- Have your child participate in planning –even if it is minimal
- Allow choices and their consequences
- Consider safety issues
- Seek out volunteer opportunities for your child
- Visit work/training programs or college campuses
- Network with parents and professionals
- Maintain good communication with the school
- Monitor progress
- Find out about adults with autism and how they manage as adults

General Resources

- Autism and Asperger Syndrome: Preparing for Adulthood, by Patricia Howlin, 2004; Handbook with latest research related to ASD and adulthood
- Preparing for Life: The Complete Guide for Transitioning to Adulthood for those with Autism and Asperger’s Syndrome, by Jed Baker, 2005; Guide for parents and professionals to teach valuable social and life skills to adolescents and adults with autism

Resources: Employment

- Books/Materials
 - Asperger Syndrome and Employment: A Personal Guide to Succeeding at Work by Nick Dubin, 2007; A DVD in which Dubin, an adult with ASD, describes his job experiences and strategies he developed to be more successful
 - Asperger Syndrome Employment Workbook by Roger Meyer, 2001; guide to help people with ASD assess their purpose as working individuals
 - Community-Based Vocational Training by Jill Wheeler; includes discussion of incorporating vocational goals into the IEP and roles of parents and community service agencies
 - Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism by Temple Grandin and Kate Duffy, 2004; Emphasizes developing social skills, modulating emotions, and dealing with sensory issues

Resources: Relationships

- Books and materials for and about adults with autism
 - *Life and Love: Positive Strategies for Autistic Adults*, by Zosia Zaks, 2006; author with ASD
 - *Asperger Syndrome and Long-Term Relationships*, by Ashley Stanford, 2003; book by spouse of person with ASD
 - *Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome*, by Stephen Shore, 2003; adult with ASD
 - *Unwritten Rules of Social Relationships*, by Temple Grandin and Sean Barron, 2005; authors with ASD
 - *Your Life is Not a Label*, by Jerry Newport, 2001; author with ASD

Online Resources: Social Interaction

- Online Opportunities: Some of the pressure of social interaction can be relieved by using the internet to connect with others
 - <http://www.autism-blogger.com>: Autism Blogger gives people with ASD an opportunity to share their stories and connect with others on the spectrum
 - <http://www.meetup.com/about/>: On-line source to find others that share your interest
 - Adults with autism may use e-mail and/or online communities such as myspace.com or Facebook to connect with family and friends

Resources: Social Skills

- Books about developing Social Skills
 - *A 5 Is Against the Law*, by Kari Dunn Buron, 2007; Uses a 5 point scale to look at behaviors and interactions; Shows how behaviors can go from acceptable, to uncomfortable, to illegal for adults
 - *The Hidden Curriculum*, by Brenda Smith Myles, Melissa Trautman and Ronda Schelvan, 2004; Explains unstated rules and customs of a variety of social situations and behavioral guidelines
 - *The Social Skills Picture Book for High School and Beyond*, by Jed Baker, 2006; Pictures of various social situations for adolescents and young adults with step-by-step instructions and right way vs. wrong way examples; includes greeting others, interrupting, knowing when to stop talking, and interviewing skills

And More Resources: Self-Advocacy

- [Ask and Tell: Self-Advocacy and Disclosure for People on the Autism Spectrum](#) - Edited by Stephen Shore with Foreword by Temple Grandin
- <http://www.autisticadvocacy.org/> Main page for the Autistic Self-Advocacy Network, a non-profit organization run by and for people with autism.

Resources on the Web

- www.autismsociety-nc.org Autism Society of NC
- US Department of Labor Office of Disability Employment provides fact sheets that provide information for parents and youth:
 - www.dol.gov/odep/documents/creating_path_to_Employment.pdf - Creating a Path to employment: Tips for Parents with Children with Disabilities
 - <http://www.dol.gov/odep/categories/youth/> Essential skills to getting a job: What young people with disabilities need to know.
- <http://www.maapservices.org/> Website for MAAP Services for Autism and Asperger Syndrome, a nonprofit organization that provides information and advice to families of people with ASD

Contact Information

- Autism Society of North Carolina
- 505 Oberlin Road, Suite 230
- Raleigh, NC 27605
- 919-743-0204 or 1-800-442-2762 (NC only)
- Fax: 919-743-0208

How You Can Help

- Volunteer at ASNC events
- Give a donation to support our work
 - Advocacy and Education
 - Recreational Opportunities at Camp Royall
 - Vocational & Day Services
 - Supported Living Services
 - Training and Consultation
 - Skills Instruction
 - Legislation



Autism Society
of NORTH CAROLINA
