|  |  |  |  |
| --- | --- | --- | --- |
| TRANSITIONAL PLANNING TABLE | | | |
| Grades | Characteristics of ASD | Programming Implications | Examples of Activities, Supports, or Goals |
| Preschool  (eligibility required- age 3 to age 6) | • Lack of speech  • Lack of receptive & expressive language  • Repetitive and ritualistic behaviors  • Sensory issues  • Lack of social understanding  • Difficulty understanding cues and accepting assistance from adults  • Difficulty learning and retaining new concepts  • May not respond to his/ her name  • Lack of imagination and imitation skills  • Amplified emotions | • Promote flexible thinking  - Clearly identify and help recognize antecedents to problem behaviors  - Introduce and teach self monitoring strategies  - Introduce simple problem solving (ex: I cannot reach the toy, I ask for help)  • Develop functional communication  - Provide communication system to request, make choices and indicate a negative (“no”)  - Introduce common figures of speech (“raining cats and dog”, “I will just die if this does not work”)  - Assist in recognizing immediate surroundings  • Teach and support play skills  - Teach imitation  - Promote pretend play  - Teach and support play with toys as intended to be used  - Teach turn taking, including initiation of play  - Consider need for occupational and physical therapies. | • Label objects and people in the environment  • Explicitly teach and practice rules and routines of daycare and preschool environments  • Provide a schedule of stops for car rides  • Provide a schedule of events for a birthday party  • Use days of the week, calendars  • Teach standing in line. For example: in hall, in classroom, in cafeteria  • Replace repetitive play behaviors with functional/typical play routines  • Teach one- to two-step directions using visual supports for predictable and common situations |
| Primary K through 5 (ages 6-11) | • Sensory sensitivity to classroom environment (sounds, smells, sights)  • Difficulty following a schedule or routines  • Trouble transitioning from one school environment to another  • Trouble transitioning from one activity to another  • Difficulty communicating needs (especially verbally)  • Lacks interest in typical school activities  • Problem behaviors may arise due to unclear expectations  • Unable to manage downtime | • Promote early employability/vocational skills development. Begin development of  - Personal responsibility  - Self-esteem  - Positive work habits  - Decision making and problem solving  - Interests, Strengths and Preferences  - Sustainable leisure activities  - Self-regulation/self monitoring  - Self-determination – to include an awareness of disability as it relates to learning style and needed support as well as abilities, strengths and talents  • Provide behavior supports and skill building by continued development of  - Social skills and social competence in terms of what is socially acceptable for the current and future environments  - Communication skills  - Respect for others  - Awareness of antecedents to problem behaviors  • Foster a sense of belonging as part of a group  - Promote participation in community activities  - Provide exposure to a variety of jobs/ careers  - Facilitate inclusion in school activities | • Activities that explore the community  - Career awareness field trips  - Tours of local employment sources like farms, factories, and stores.  - Locations and usage of a library.  • Use of communication and social skills within a functional environment  - Communicate with PECS, augmentative communication device, sign language in community environments and activities  - Use mode of communication to order food at a restaurant or request an item to be purchased  - Practice respect of personal space  • Embed into curriculum and curricular activities  - Opportunities for taking personal responsibility  - Discussions related to careers as part of curricular activities  - Work sample activities  - Exploration of technology  - Inclusion activities: choir, girl/boy scouts, sports, band, book clubs, etc.  • Strategies/Approaches to consider:  - Positive behavioral supports approach  - Five-Point Scale by Kari Dunn Burown  - Visual supports such as visual schedules/ visual routines, calendars of community events, maps of familiar community places  - Structured recess |

|  |  |  |  |
| --- | --- | --- | --- |
| **High school 9-10 (secondary)**  **(Ages 15-16)** | • Difficulty maintaining previously learned skills  • Difficulty generalizing learned skills across school, home, and community  • Difficulty connecting concepts or events  • Difficulty using age-appropriate social skills  • Difficulty identifying and using effective self-regulating behaviors  • Continued communication challenges, verbal and nonverbal  • Difficulty with independent use of adaptive skills  • Difficulty explaining own behavioral challenges and characteristics | Preparing for employment  • Ongoing age-appropriate transition assessments to support career choices and course of study. Select tools/ methods aligned with individual needs, preferences, interests, and skills.  • Development of postsecondary employment goals  • Authentic experiences for vocational/ career development embedded as part of course of study  Preparing for Postsecondary Education  • Ongoing age-appropriate transition assessments to develop a course of study that prepares the student for postsecondary education. Select tools/ methods aligned with individual needs, preferences, interests, and skills  • Development of postsecondary education goals, including education in life skills if appropriate  Preparing for Independent Living  • Ongoing age-appropriate transition assessments to develop a course of study that prepares the student for independent living. Select tools/ methods aligned with individual needs, preferences, interests, and skills. Assess area of independent living for all students, regardless of functioning level  • Development of postsecondary independent living goals, including goals for living in dorms, interpersonal skills with coworkers, safety, and the “hidden curriculum”  • Independent living goals can include recreation/leisure  Programming should include the development of self-determination skills across all environments and areas of instruction/learning. | Examples for Preparing for Employment  • Job shadowing  • Work experiences  • Volunteering  • Learning to use public transportation  Examples for Preparing for Postsecondary Education/Training  • College prep classes/advanced placement classes  • Learning to understand disability and how to request needed accommodations (i.e., disclosure)  • Exploration of colleges/programs that support career choice in order to understand requirements and determine if a potential “match” for student  Examples for Preparing for Independent Living  • Acquiring community memberships such as YMCA, community centers  • Participating in extracurricular activities  • Practicing advocacy skills and student-directed IEP  • Learning to prepare nutritious meals  • Practicing money management, purchasing, budgeting  • Obtain state ID |

|  |  |  |  |
| --- | --- | --- | --- |
| **High school (grades 11-1; secondary) ages 17-22 or when exiting high school** | • Difficulty understanding and accepting transitions, such as graduation from high school  • Difficulty generalizing, transferring, and maintaining skills learned in high school to work and community  • Difficulty connecting concepts  • Challenges in social competency. Difficulty understanding and using age-appropriate social skills  • Difficulty communicating needs, thoughts, emotions, etc.  • Difficulty identifying and using effective self-regulating behaviors  • Difficulty with independent use of adaptive skills  • Difficulty explaining own behavioral challenges and characteristics | *All educational programming for students in their final years of high school should align with and support postsecondary goals in the areas of employment, education, and independent living. For students with ASD, this includes a significant focus on the use of social competencies, problem-solving, self-determination, and linkages with the next (adult) environments. These areas may not be repeated in each area listed below but should be included in planning of each area.*  Preparing for Employment  • Ongoing age-appropriate transition assessments to support career choices  • Refinement of postsecondary employment goals  • Close alignment of the experiences for vocational/career development and the individual career/employment goal  • Linkages with Department of Developmental Disabilities, Vocational Rehabilitation Services, Jobs and Family Services, employers, and others that will support adult employment  Preparing for Postsecondary Education  • Ongoing age-appropriate transition assessments to prepare the student for postsecondary education  • Refine and narrow the postsecondary education goals, including the specific college, school, or program student wishes to attend  • Linkages with Disability Services on college campus, possibly Vocational Rehabilitation Services and others that will support the student through postsecondary education  Preparing for Independent Living  • Ongoing age-appropriate transition assessments to prepare the student for independent living and community participation  • Prioritization of the skills needed for successful postsecondary community living and participation  • Development of self-determination skills across all environments and areas of instruction/learning  • Information on age of majority and rights transfer  • Linkages with Department of Developmental Disabilities and other adult independent living agencies and organizations that can support the student in independent living and community participation after high school | Examples for Preparing for Employment  • Job experiences in the career of choice  • Resume development and interview skills and plans  • Applying for adult service assistance in employment  • Paid work experiences  • Securing employment before leaving high school  • Development of PASS Plan or use of impairment-related work experience procedures to implement with employment to protect benefits  • Meeting with adult service agency representatives to review/refine plan for transition to employment  Examples for Preparing for Postsecondary Education/Training  • Narrow exploration of colleges/programs that support career choice and determine those that are a potential “match” for student  • Applying for college/postsecondary program  • Auditing a college course  • Visit to the college campuses of choice – staying in dorms  • Expanding understanding of disability, including how to disclose and to whom  • Development of a specific accommodations plan to use in college  • Understanding and implementing procedures to request accommodations in college/program of choice  • Applying for tuition assistance/grants  • Meeting with Disability Services representative to discuss accommodations plan  Examples for Preparing for Independent Living  • Expanding scope of student’s role in student-directed IEP  • Applying for adult service assistance for independent living and community participation (Department of DD, Social Security/SSI, Medicaid, etc.)  • Visiting a variety of residential options that align with student plans for adult living  • Exploration of assistive technology to determine if use of technology could enhance independence in community and adult living  • Gaining a driver’s license or confirming transportation plans  • Registering to vote  • Providing parents with information on wills, trusts, and other financial planning information  • Meeting with adult service agency representatives to refine and outline plan for transition to adult living |