

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

TRANSITIONING STUDENTS WITH AUTISM BEYOND HIGH SCHOOL: A
RESOURCE GUIDE FOR STUDENTS, PARENTS, AND TEACHERS

A graduate project submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Education, Educational Psychology

By

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ABSTRACT

Transitioning Students with Autism Beyond High School: A Resource Guide for
Students, Parents and Teachers

By

Jill N. Bromberg

Master of Arts in Education, Educational Psychology

Transitioning from high-school into college and/or the workforce can be extremely challenging for individuals on the autism spectrum as well as their families and teachers. Although some young adults with autism spectrum disorder (ASD) do achieve independence after high school, many continue to depend on their families for support. Understanding the unique problems associated with ASD including socialization, communication, independent daily living skills, academic functions, and self-advocacy is critical when determining a transitional support plan. According to the California Department of Developmental Services (2003), the number of individuals diagnosed with ASD is increasing every year. Many of these students will attend postsecondary educational settings or enter the work force. The purpose of this graduate project is to develop a resource guide for transitioning students with ASD from high school to beyond. The target audiences include students with ASD, their parents and their teachers.

Chapter 1: Introduction

Transitioning from high school into college or work can be a difficult process for individuals with autism. Moving away from parents, establishing an identity, and gaining a sense of self is considered a phase of the family life cycle. For the student with autism, this transition can be very challenging because of the unique characteristics that are associated with autism.

Statement of the Purpose

According to the Diagnostic Statistical Manual of Mental Disorders, (DSM-IV-TR, 2000), Autism Spectrum Disorder (ASD) is a range of complex neurodevelopmental disorders that affect the development in areas such as communication, social interactions, and behavior. The term autism spectrum disorder (ASD) encompasses autistic disorder, Asperger's disorder, and pervasive developmental disorder not otherwise specified.

According to the California Department of Education (CDE), special education services were provided to 680,164 individuals, newborn through twenty-two years of age, in 2009-2010. Children using these services and diagnosed with Autism numbered 59,690.

In 1990, The Individuals with Disabilities Education Act (IDEA) (P.L. 101–476.), formerly the Education For All Handicapped Children Act, (P.L. 94–142) would require all states that received federal funding for education, provide individuals with disabilities between the ages of three and twenty-one a free appropriate public education (FAPE). Under IDEA (Individuals with Disabilities Education Act), every student who

receives special educational services has a legal right to plan for transition from the educational system. The transition plan involves the collaborative effort from the student, the student's parents, family members, and school personnel. By the age of fourteen a transition plan usually begins, and by the age of sixteen, this plan must be in place. There has been a lot learned about the experiences and needs of students with learning disabilities but there is little research on the transition process for those with ASD.

Under-and unemployment figures of 80% to 90% for those with ASD are not uncommon (Barnard, Harvey, Potter, & Prior, 2001). Currently, transition planning is one of the weaker links in a student's education plan. Many school districts do not have adequate resources or the training that enable ASD individuals to enter the world of work, vocational training, college, and ultimately gain independence. It is critical for individuals and their families to work together with school personnel and develop specific interventions that will prepare the student for transition into the world (Korpi, 2008).

In order to effectively prepare students with ASD to transition from high school a transitional training guide is needed that can be used by students, parents, and teachers. This resource guide will include information on social skills training, transportation, money management, behavior management, job search information, residential options, school options, community resources and web-site resources.

Chapter two reviews available literature and research on transition and includes:

- (a) background information on children with ASD and the laws that have impacted transition services,
- (b) what is currently being provided by schools and agencies

responsible for transition services and (c) post high school educational and occupational statistics on young adults with ASD. Chapter three introduces my project and the research that supports its need. It will describe how I developed it and who the intended audience is. Chapter four is the conclusion.

The appendix contains the transition resource guide which will include community resources and web-sites for parents, teachers, students or anyone who is seeking information on transitioning students with ASD from high school.

Chapter 2: Literature Review

Description of the Problem

For most high school students, transitioning from secondary schools and entering college or work can be a very exciting time in their lives. For adolescents with significant disabilities, the transition process from school services to adulthood can be a difficult and stressful time (defur & Patton, 1999; Schall & Wehman, 2008; Sitlington & Clark, 2006). Many young people with autism spectrum disorders (ASD) find postsecondary and employment opportunities to very limited (O'Brien & Daggett, 2006; Schall, Cortijo-Doval, Targett, & Wehman, 2006). In fact, research shows that about three out of ten adolescents with disabilities are able to secure a job after leaving high school (Certo, Mautz, Smalley, Luecking, Pumpian, Sax, Noyes, Wechler & Banterman, 2003).

ASD refers to a continuum of disorders that range from severe to mild (American Psychiatric Association, 1994; Neisworth & Wolfe, 2005). It is estimated that in the United States between 55,602 and 121,324 adolescents between the ages of 15 and 19 have an ASD (Fombone 2003). This is a permanent developmental disorder that continues throughout the lifespan and creates lifelong challenges for individuals (Gilchrist, Green, Cox, Burton, Rutter, & LeCouteur, 2001; Volkmar, Stier, & Cohen, 1985).

What is Autism Spectrum Disorder?

The term autism spectrum disorders refer to a group of neurodevelopmental disorders that affect development in the areas of social interaction, communication, and behavior. The term spectrum implies that ASD affects each individual differently and varies in degrees of severity. ASD symptoms fall along a spectrum or a continuum of symptoms that range from severe to mild and can occur in any combination (American Psychiatric Association, 1994; Neisworth & Wolfe, 2005) and is categorized as a Pervasive Developmental Disorder (PDD). Individuals may differ significantly in their language and cognitive abilities, with approximately 50% of individuals falling within the average range or higher on intelligence tests (California Department of Developmental Services, 2003). Individuals are often referred to as having high-functioning ASD, which includes diagnoses of high-functioning autism (HFA), Asperger syndrome (AS), and pervasive developmental disorder not otherwise specified (PDD-NOS), (DSM-IV-TR,2000).

Students with ASD frequently have difficulty engaging in reciprocal social interactions and communication and often exhibit a pattern of restricted and repetitive activities, behaviors, and interests. Although these difficulties tend to change over time as these individuals mature, other behaviors continue to be a life- long challenge and these need to be addressed when developing appropriate transition goals that are tailored to meet specific individual needs (Korpi, 2008).

Background Information

For students with ASD, transitioning from high school and into post-secondary education or work involves careful planning. Many individuals with ASD experience personal challenges such as physical, sensory, cognitive and communicative limitations that present a significant challenge for transition (Committee on Disability in America, 2007). Policies and services tend to be fragmented or uncoordinated and adolescents with disabilities and their families are not receiving the information needed for successful transition (Committee on Disability in America, 2007; Learning Disabilities Association of Canada, 2007). As a result, many transitions are not successful (Wagner, M., Kutash, K., Duchnowski, A., Epstein, M.H., 2005).

The federal government has put into place, laws which entitle students with disabilities appropriate services and support systems to help them transition from high school into adulthood successfully. To qualify for transition services, students must have a documented disability, be eligible for special education services, meet the minimum qualifying age of 16, and have an Individualized Education Plan (IEP), (California Department of Education, 2011).

Beginning in 1990, the Federal Individuals with Disabilities Act (IDEA) mandated that by the age of sixteen, transition plans need to be included in a student's IEP. Every student who has a special education classification has a legal right to plan for transition from the educational system. It is essential that this plan is developed collaboratively involving the student, the student's family, all appropriate school personnel, and any outside agencies including therapists, job coaches, and medical

professionals who may contribute to the development of this plan (Korpi, 2008). It is important that students with disabilities actively participate in the planning of their transition from high school by developing specific goals they want to achieve.

Students with ASD are often eligible to receive special education services under the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and section 504 of the Rehabilitation ACT of 1973. Although students with more severe presentations of ASD are often identified in the IDEIA category of autism, higher functioning students may not receive services under IDEIA, they receive accommodations through Section 504 plans. IDEIA and Section 504 both specify that school districts must provide a free and appropriate public education to each qualified person with a disability, regardless of the nature or severity of the disability. They both allow for provision of accommodations and special services for students with disabilities so that they may participate in and benefit from public education program and activities.

There are differences between the two. Under IDEIA, an Individualized Education Program (IEP) is developed for a student, specifying goals and objectives for learning and behavior and hold school personnel accountable for documentation of student's progress towards their goals. IDEIA includes a number of specified disability categories and students must meet their criteria in order to receive services. Section 504 defines disability in a broader sense and students who do not meet the criteria for IDEIA, may still be eligible for accommodations under Section 504. IDEIA applies to students in the public school system, individuals are no longer protected under IDEIA once they graduate or leave the school system because of their age.

Nationally, the number of students receiving special education services for the 2006-2007 school year was 679,648 (CCTC,2008). It is estimated that in the United States between 55,602 and 121,324 adolescents between the ages of 15 and 19 have an ASD (Fombonne, 2003). It is believed to be a permanent developmental disorder that creates lifelong challenges for the individual (Gilchrist, Green, Cox, Burton, Rutter, & Le).

Living Arrangements

Adolescents with ASD may wish to live independently as they get older. There is an array of living arrangements to choose from that include living with family, living independently, partial supported living, and fully supported living. Research has shown that parents of adolescents with ASD experience higher levels of stress and depression compared to parents of other disability categories (Abbeduto, L., Seltzer, M. M., Shattuck, P., Krauss, M. W., Orsmond, G., & Murphy, M. M. 2004). In a study by Krauss, Seltzer, and Jacobson (2005), mothers reported benefits when their child with ASD lived away from home and those who resided reported negative consequences including social isolation and lack of contentment.

There are many residential options available, but only a small percentage of adults with ASD live alone and some reside in institutions or long-stay hospitals, most continue to live at home with their parents (Billstedt, Gillberg, & Gillberg, 2005; Howlin et al., 2004). A study conducted by Wagner, Newman, Cameto, Garza, and Levine (2005) surveyed out of school youth who had an educational label of autism while in high school found 80% were still living at home and only 4% were living on their own. Although

some individuals with ASD learn to live independently, many require supervision that is ongoing (Cedurland, M., Hagberg, B., Billstedt, E., Gillberg, I. C., & Gillberg, C. 2008). It would be highly beneficial to educate family members and provide up to date information about ASD as well as instructional strategies that address activities of daily living, safety concerns, and financial matters. Acquisition of these skills may lead to better opportunities for independence (Van Bourgondien & Reichle, 1997).

Work

The characteristics and behaviors of individuals with ASD can be very challenging and may appear to be unsuitable for employment, however, these individuals can and do work in a variety of businesses and industries (Obrien & Daggett, 2006). There are many employment options available that include training centers, supported employment and competitive employment (Smith, Belcher, & Juhrs, 1995). Supported employment increased employment rates, raised salaries (Howlin, Alcock, & Burkin, 2005), and improved quality of life for ASD individuals (Garcia-Villamisar, Wehman, & Navarro, 2002). Garcia-Villamisar and Hughes (2007) found that cognitive performance had improved as a result of being in supported employment.

Despite the research that has shown the benefits of community based employment, many people with ASD continue to be unemployed (National Organization on Disability, 2004; Wagner et al., 2005).

Preparing for Transition

The goals of education for individuals with ASD are the same goals as any other student and that is to provide opportunities to acquire skills that are necessary for

independence and social responsibility (Kavale & Forness, 1999). For individuals with ASD, this means acquiring skills in language and communication, academics, socialization, self-management, self-help skills, employment, and community resources. It is important for these students to demonstrate competency in these skills by applying the knowledge in various life environments.

According to the U.S. Department of Education (USDOE, 2008), rates for graduating with a diploma are low. In 2005-2006, 38% of students with ASD graduated with a standard diploma or higher, 18% received a certificate, 6% reached maximum age, and another 6% dropped out of school. Adolescents with autism do not fare well in academic achievement as their typically developing peers (Thoma & Sale, 2005; Wagner, Newman, Cameto, Levine, & Marder, 2003). General education teachers have reported that although students with ASD have high grades and are keeping up with the academics, on average they are more than 4 years behind grade level in reading and nearly 5 years behind in mathematics (Myles & Simpson, 1998). Subtests of the Woodcock-Johnson III (Woodcock, McGrew, & Mather, 2001) were used to assess competency in language arts, mathematics, science and social studies. Average assessment scores for adolescents with autism were three standard deviations below the mean of their peers in the general population. Scores were lower in the four assessed areas for students with autism than all other disability categories with the exception of deaf-blindness, multiple disabilities, and intellectual disabilities (Wagner, Newman, Cameto, & Levine, 2006).

The scales of Independent Behavior-Revised (Bruininks, Woodcock, Weatherman, & Hill, 1996) were given to students when assessing academic skills was

determined to be inappropriate. Only 16% scored equal to or above the mean and 65% scored more than six standard deviations below the mean of their peers. What this study shows is that most of these students had difficulty performing age-appropriate functional skills.

As students with ASD prepare for life after high-school, transition planning is needed to determine specific goals, courses of study, and available services and supports. Effective planning will require active involvement and participation from a multidisciplinary team (National Council on Disability, 2000). In a study examined by Levine, and Wagner (2004), found that 85% of secondary students with autism had a transition plan and 71% had received instruction on skills needed for effective planning.

Participation among team members varied considerably. Special education teachers were the most common team member with 96%. Parents and guardians attended at least 90% of the meetings, 58% were attended by related service personnel, 40% by a general education teacher, and 30% by any external support agency.

Effective transition planning requires active, student involvement. Transition planning provides the opportunities for the student to learn about themselves, be involved with their goals, and plan for their future (Wehman, 2006). In fact, less than one third of students with autism actively participated in transition planning meetings and only 3% actually led the meetings (Cameto et al. 2004). Goals for students with ASD must be developed specifically for the individual and should be functional in nature and focus on skills needed in current and future environments (Iovannone, Dunlap, Huber, & Kinkaid, 2003).

For students with ASD, it is important to include goals that address communication and social skills in the community, as well as vocational, home, leisure content (Schall, Cortijo-Doval, Targett & Wehman 2006) and academics related to transition goals (Downing, 2005; Nuehring & Sitlington, 2003). There is a limited amount of research that evaluates goals that are part of the transition plan. Cameto et al. (2004), evaluated goals related to postsecondary education, employment, living, and social development. Their findings show that for students with autism, most plans compromised employment related goals. Only 22% outlined goals for competitive employment, 39% supported employment, and another 39% sheltered employment. Goals relating to living skills were 58% and designed to maximize functional independence, and 28% to live independently. Their research also shows that 23% included goals related to attending a 2- or 4-year college. Research shows that 57% contained goals that included social development and the need to increase friendships as well as social interactions in general (Howlin, Goode, Hutton, & Rutter, 2004; Orsmond, Krauss, & Seltzer, 2004).

Social Supports

Many individuals with ASD need to have access to a variety of services and supports (Wolfe, 2005). Many of these services address a wide range of educational issues (Levine, Marder, and Wagner, 2004). Speech-language therapy needed to help with language and social deficits is most commonly reported, with 75% receiving services. Occupational Therapy used to improve activities of daily living and provide strategies for managing sensory difficulties is received by less than half (Smith, 1994). Assistive technology that is used to enhance and support functional capabilities and

improve communication was received by 16% of the students (Individuals with Disabilities Education Act [IDEA], 2004). Approximately 43% of students were enrolled in extended school year services. According to Levine et.al. (2004), parents were not satisfied with the services their son or daughter received as well as the time and effort it took to obtain those services. What the parents reported was lack of information, poor quality, scheduling conflicts, and lack of availability as an obstacle to their child receiving appropriate services.

In a study reported by Cameto et al. (2004), 66% of special education teachers surveyed had implemented an educational program that established transition goals. Transition planning should dictate what the student needs to learn, where and how these skills should be taught, have meaning, and occur naturally over time (Wagner, Newman, Cameto, Levine, and Marder, 2003). Transition instruction requires educators and key personnel to be knowledgeable of a variety of teaching techniques and strategies that meet the strengths of the adolescent (Iovanne, Dunlap, Huber, & Kinkaid, 2003).

Current research shows that adolescents with ASD who transition from high school to adulthood are faced with significant obstacles in multiple areas (Gilchrist et al., 2001). Although some individuals with ASD are able to transition successfully, most experience the process as challenging (Seltzer, M.M., Shattuck, P., Abbeduto, L., & Greenberg, J. S. 2004). Research shows that transition planning needs to begin when students are between 10 and 13 years old and as the child enters the early to middle teen years, more serious planning needs to occur (Wehman, 2006).

In order for transition to be successful, thorough preparation and implementation needs to happen. We need to look at the resources in the school as well as adult service agencies that can provide additional support. Continual planning, involvement, and coordination between key school personnel and community agencies are essential for improving outcomes with the transition process. Unfortunately, research is showing that transition planning and implementation is falling short (Certo et al., 2003), and students with ASD are not receiving the services and supports needed for a successful outcome.

Chapter 3: Development of the Resource Guide

The purpose of this resource guide is to provide students with ASD, their families, and school personnel, planning tools and resources for the transition process. It is crucial to have information that is easily available. As research has shown, there are many steps to take in the transition process that are necessary for successful outcomes. Unfortunately, not all individuals with ASD are receiving effective transition planning and many individuals with ASD are underemployed, living at home, and dependent on family members for support after leaving high school. Research has shown that addressing the unique problems that are associated with ASD including socialization, communication, independent daily living skills, academic functions, and self-advocacy is critical when determining a transition plan.

I have worked in Special Education for the past three years with students who have developmental disabilities including autism. Many parents and students are not aware of the resources that are available to them after they leave high school. Some parents are also not aware of the resources they may lose once they are no longer part of the educational system. I have spent a great deal of time putting together information on educational options, work options, housing options, as well as a list of resources. My goal is to develop a resource guide that is useful and needed. There are some resource guides available but they do not provide the same information that I have included.

I have given this resource guide to several professionals who work with students with ASD in the educational field and family members of students with ASD to get their opinion on the usefulness of the resource guide.

Chapter 4: Conclusion

Transitioning from high-school into college and/or the workforce can be extremely challenging for individuals on the autism spectrum as well as their families and teachers. Although some young adults with autism spectrum disorder (ASD) do achieve independence after high school, many continue to depend on their families for support. Understanding the unique problems associated with ASD including socialization, communication, independent daily living skills, academic functions, and self-advocacy is critical when determining a transitional support plan.

Under (IDEA,2004), schools are required to provide transition planning, however, research has shown that many students with ASD are not receiving the services and supports that are needed, in fact transition planning and implementation is falling short of what the federal government intended for individuals with ASD (Certo et al., 2003; Luecking & Gramlich, 2003).

According to the California Department of Developmental Services (2003), the number of individuals diagnosed with ASD is increasing every year. Many of these students will attend postsecondary educational settings or enter the work force. It is essential that the student, their parents or family members, and their teachers, carefully plan the transition process to ensure that they will have the appropriate skills and supports needed for success in the future.

The goal of my thesis project is to develop a resource guide for individuals with ASD who are transitioning from high school, their family members, and teachers. I asked

several professionals who work in the field with individuals with ASD, and family members of students with ASD to evaluate and make suggestions on how I can improve the guide. Everyone I gave it to felt it was a great concept that is needed and can be used in the schools and in the home. There were also many suggestions on how to improve the guide, mainly explaining what each resource offered. With their suggestions I made many changes which was very helpful and made the guide more reader friendly.

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Appendix A

Letter of Introduction

Dear Students, Families, and Educational Professionals,

My name is Jill Bromberg and I am currently working in special education as a Specialized Instructional Assistant for the Santa Monica/Malibu Unified School District. I am also completing my Master's degree in Educational Psychology with an emphasis in Development, Learning, and Instruction.

As I work to complete my Master's degree, an important part will be my thesis project. For this thesis project, I have chosen to develop a resource guide for students with autism who are transitioning from high school and into college, work, and beyond.

This resource guide is intended for individuals with autism transitioning from high school, their families as well as teachers and other school personnel who may find it useful. The guide includes information on employment, transportation, money management, residential options, educational options, community resources, and informative web-sites.

Feedback is an important part of my thesis project. My goal is to provide useful and relevant information that can be easily found. I would like to have your opinion about the resource guide, ways to improve it, and any additional comments you may have.

Thank you for your time

Appendix B

Transitioning Students with Autism

***Beyond High School: A Resource Guide for Students,
Parents and Teachers***

By Jill Bromberg



Appendix C

EMPLOYMENT INFORMATION



Listed below are a few sources to contact when seeking employment:

Employment Development Department:

Website: www.ed.ca.gov

Phone: 1-800-758-0398

Classified Employment Section in:

Los Angeles Times

Daily News

Pennysaver

The Internet

Monsterjobs.com

Craigslist.com

Careerbuilder.com

Goodwill Industries of the Inland County Career Center

342 San Fernando Rd.

Los Angeles CA 90031

(323) 539-2000

Nonprofit serving people with physical, mental and emotional disabilities and vocational disadvantages through education, vocational training, supported employment & job placement opportunities. Vocational counseling, testing, evaluation and additional social services are provided.

COST: Free if eligible.

Jewish Vocational Services

6505 Wilshire Blvd., Ste. 200

Los Angeles, 90048

(323) 761-8888

Non-profit, nonsectarian service organization providing a full range of skills assessment, training, job search & consulting services to

job seekers & employers throughout L.A. Special services for immigrants, disabled, students, downsized workers, outplacement professionals, career changers. Entertainment Networking Group for persons either in or seeking to enter the entertainment industry. Must be LA resident, 18 or older.

COST: Sliding fee available.

Appendix D

CAREER PLANNING

Consider the following areas when planning your career or job exploration:

- **Personal Strengths**
- **Personal Weaknesses**
- **Preferences**
- **Interests**
- **Abilities**
- **Skills**
- **Likes and Dislikes**

Questions for the Student to Consider When Seeking Employment:

Is there a particular subject area or skill area the student excels in?

Notes:

What does the student like to do most?

Notes:

Does the student need to work in a place with low sensory stimulation?

Notes:

What kind of situations causes the student to feel anxious?

Notes:

Does the student do better in crowded environments or when there are fewer people around?

Notes:

Does the student like moving around, or staying in the same place?

Notes:

Will the student be ok with a 40 hour a week job, or does the student need a part time job?

Notes:

Does the student like routine and the stability of doing the same thing every day, or does the student like change?

Notes:

There are many types of work environments, listed below are a few examples to consider:

Day Training Activity Center (DTAC)

Provides adult day care services that include organized daily activities in a community-based setting, transportation, meals, and professional supervision.

Sheltered Work Site

Sheltered employment programs are designed to assist individuals who for whatever reason are viewed as not capable of working in a competitive employment setting in their local community. The term “sheltered employment” is often used to refer to a wide range of segregated vocational and non-vocational programs for individuals with disabilities, such as sheltered workshops, adult activity centers, work activity centers, and day treatment centers.

In the U.S., both the term "sheltered workshop" and its replacement term, "work center," are used by the Wage and Hour Division of the [U.S. Department of Labor](#) to refer to entities that are authorized to employ workers with disabilities at sub-minimum wage.

Supportive Employment

Supported employment provides assistance such as job development, job coaches, job retention, specialized job training, individual tailored supervision, transportation, and assistive technology. Supported Employment often refers to both the development of employment opportunities and on-going support for those individuals to maintain employment.

Volunteer Work

There is no pay, but one gains valuable experience and connects with possible future employers.

Job Training Program

An individual will Earn modest wages while learning on the job.

Appendix E

Education/Training



Below is a list of educational options to consider:

- Community Based Adult Day Program
- Adult Education Classes
- Community College
- Four Year Universities
- Occupational Training/Vocational Schools
- Trade/Technical Schools
- Job Corps
- Regional Occupational Programs
- Work Ability

Personal considerations in choosing an educational option:

- Having self-directed study habits including being able to prepare for tests
- Being prepared for class and keeping organized
- Being timely in getting to class and completing assignments
- Understanding appropriate campus and classroom behavior
- Being able to advocate for themselves with teachers and other student

Access job training in high school:

Many schools have job programs that give school credit for work experience. Those programs will assist with getting a job, as well as the skills necessary for keeping that job. Public schools also have vocational work classes for lower functioning students. Those classes often provide a job coach or other types of supported employment. Schools also have many elective programs that help in training for a variety of careers.

Appendix F

Community Resources

For the Greater Los Angeles Area

ADA - Americans with Disabilities Association

What it offers: Materials, legal documents, and resources for people with disabilities and the businesses who serve and employ them.

Website: <http://www.usdoj.gov/crt/ada/publicat.htm>.

ADA info line: (Voice) 1-800-514-0301 (TDD) 1-800-514-0383

Notes:

Area Board X

What it offers: Area Boards were created by state law in 1969 to ensure that people with developmental disabilities and their families get the services they need. The mission of the Area Board is to protect and advocate for the civil, legal, and service rights of

persons with developmental disabilities, and to ensure that the support and services they receive are of the highest possible quality.

Website: www.areaboard10.org

Phone: 818 508-2260

Notes:

Community Colleges

L.A. Valley College: Services for Students with Disabilities

SSD@lavc.edu (818) 947-2681 TTY (818) 947-2680 FAX (818) 778-5775

Mission College Services for Students with Disabilities:

(818) 364-7600 x 7109

Pierce College for Students with Disabilities:

818-719-6401

Santa Monica Community College Center for Students with Disabilities:

(310) 434-4265

Notes:

Computer Access Center

What it offers: Assists children and adults with disabilities to achieve self-fulfillment, success and independence according to their individual needs and interests through the use of enabling technology.

Website: / www.cac.org

Phone: 310 338-1597

Notes:

DPSS - Department of Public Social Services

What it offers: Will assist with In Home Support Services or IHSS

Website: ladpss.org

Phone: 888 944-4477

Notes:

Department of Rehabilitation

What it offers: Works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities.

Website: www.rehab.cahwnet.gov

Phone:

Burbank: (818) 702-7082 / 596-4302

Glendale: (818) 551-2141

Granada Hills: (818) 831-0343

Santa Clarita: (661) 799-1020 (Voice)

(661) 799-1024 (TTY)

Van Nuys / Foothill Offices: (818) 901-5024 (Voice)

(818) 901-5086 (TTY)

(818) 901-5085 (TTY)

(818) 901-4509 (TTY)

West Valley: (818) 596-4302 (Voice)

(818) 596-0196 (TTY)

Notes:

Family Focus Resource and Empowerment Center

(FFREC)

What it Offers: The Family Focus Resource and Empowerment Center provides information, referrals and support to families, consumers and professionals working with children (birth to three years),(three to twelve years), youths (thirteen to twenty-two years) and adults with developmental disabilities and special needs.

Website: familyfocusresourcecenter.org

Phone: (818) 677-7063

Notes:

Foothill Area Community Transition Services (FACTS)

What it offers: As an extension of special education services in the Foothill SELPA, students with disabilities ages 18-22 may participate in FACTS (Foothill Area Community Transition Services). Located in community locations, the FACTS Program provides students with a natural transition to adult life.

Website: <http://www.foothillselpa.org/reg-prog/facts.htm>

Phone: (818) 246-5378

Notes:

National Alliance for Secondary Education and Transition (NASET)

What it Offers: Identifies what youths need in order to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life.

Website: <http://www.nasetalliance.org/>

Phone: (612) 624-2097

Notes:

National Collaborative on Workforce and Disability

What it offers: The Collaborative strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living.

Website: <http://www.ncwd-youth.info/>

Phone: (877)871-0744

(877)-871-0665 (TTY toll free)

Notes:

Regional Centers

What it offers: There are 21 regional centers in California. Each regional center provides services to developmentally disabled citizens that reside in a certain geographic area. A regional center may use services located outside its designated area in order to meet a consumer's needs. Currently we have clientele that are participants in South Central Los Angeles, Westside, Frank D. Lanterman, and Eastern Los Angeles Regional Centers.

Each consumer has a case worker at the regional center called a Consumer Program Coordinator (CPC). You will need to contact your consumer's [CPC](#) to select Sibi Center as his or her day program. You can call the regional center to find the name of your consumer's CPC if you don't know or can't remember the CPC's name. Or, you can [contact us](#) and we will find out the name of the consumer's CPC for you.

Website: sibicenteradulthooddayprogram.com

Phone:

North LA County Regional Center (SFV, SCV, & Antelope Valleys) (818) 778-1900 / SCV (661) 775-8450 / AV (661) 945-6761

Lanterman Regional Center (213) 383-1300

Tri-Counties Regional Center (805) 962-7881

Westside Regional Center (310) 337-1155

Notes:

Social Security Administration

What it offers: The Social Security and Supplemental Security Income disability programs are the largest of several Federal programs that provide assistance to people with disabilities. While these two programs are different in many ways, both are administered by the Social Security Administration and only individuals who have a disability and meet medical criteria may qualify for benefits under either program.

Website: www.ssa.gov

Phone: Canoga Park (818) 727-1120

Chatsworth (818) 715-8229

San Fernando (818) 365 6516

SCV (661) 753-9881

Studio City (818) 985-9059

Van Nuys (818) 904-6470

Notes:

Transportation Services/Assistance

Access Services

What it offers: Access is a curb-to-curb shared-ride service.

Website: asila.org

Phone: (800) 827-0829

City Ride

What it offers: City Ride is a transportation assistance program for individuals age 65 or older and qualified disabled persons in the City of Los Angeles and select areas of Los Angeles County. The program offers City Ride participants reduced costs for the purchase of City of Los Angeles permitted taxi rides and City Ride Dial-A-Ride services.

Website: www.ladottransit.com

Phone: (818) 908-1901

(213) 483-5732

Metro Link

What it offers: Metro link offers train service throughout Southern California.

Website: metrolinktrains.com

Phone: (800) 371-5465 (LINK) or (800) 698- 4TDD (4833) for speech and hearing-impaired customers.

Metropolitan Transportation Authority (MTA)

What it offers: Bus and rail service in Los Angeles, California

Website: www.metro.net

Phone: (800) 621-7828

Appendix G

WEBSITES

Talk About Curing Autism (TACA)

Talk About Curing Autism (TACA) is a national non-profit 501(c) (3) organization dedicated to educating, empowering and supporting families affected by autism. For families who have just received the autism diagnosis, TACA aims to speed up the cycle time from the autism diagnosis to effective treatments. TACA helps to strengthen the autism community by connecting families and the professionals who can help them, allowing them to share stories and information to help improve the quality of life for people with autism. www.tacanow.org

Autism Society of America

The Autism Society of America is the nation's premiere autism resource. It's a chapter and member-based organization, which means you, can join up and get involved at the local level. Start here for a good, unbiased introduction to autism, including information on diagnosis, treatment, and much more. www.autism-society.org

Autism Research Institute

The Autism Research Institute (ARI) is the hub of a worldwide network of parents and professionals concerned with autism. ARI was founded in 1967 to conduct and foster scientific research designed to improve the methods of diagnosing, treating, and preventing autism. ARI also disseminates research findings to parents and others worldwide seeking help. The ARI data bank, the world's largest, contains over 42,000 detailed case histories of autistic children from over 60 countries. ARI publishes the Autism

Research Review International, a quarterly newsletter covering biomedical and educational advances in autism research. www.autism.com

Wrightslaw

The law has a lot to say about the education of children with disabilities. In fact, there's so much legal information out there that it's almost impossible for a lay person to understand it all. But don't panic -- Wrightslaw has it all covered, from federal to state issues ranging from Individualized Educational Programs to Extended School Year, inclusion, and much more. www.wrightslaw.com/

Disability.gov

What is the government doing about autism, and how can you tap in? Disabilityinfo.gov is a portal for information about specialized programs, resources and research for parents and adults coping with disabilities. www.disability.gov

Autism link

Autismlink is intended to be a clearinghouse of autism information. You'll find information about local service providers in your area; information and links about all different types of therapy; chats; forums; and an event calendar including autism workshops, programs and conferences all over the country. www.autismlink.com

Centers for Disease Control and Prevention

CDC has FREE materials for parents, health care providers, and childcare providers. This site also provides links to other websites. <http://www.cdc.gov/ncbddd/autism/index.html>

