
Jigsaw 9 Part 1: Transition Planning

By permission of Mark Murray



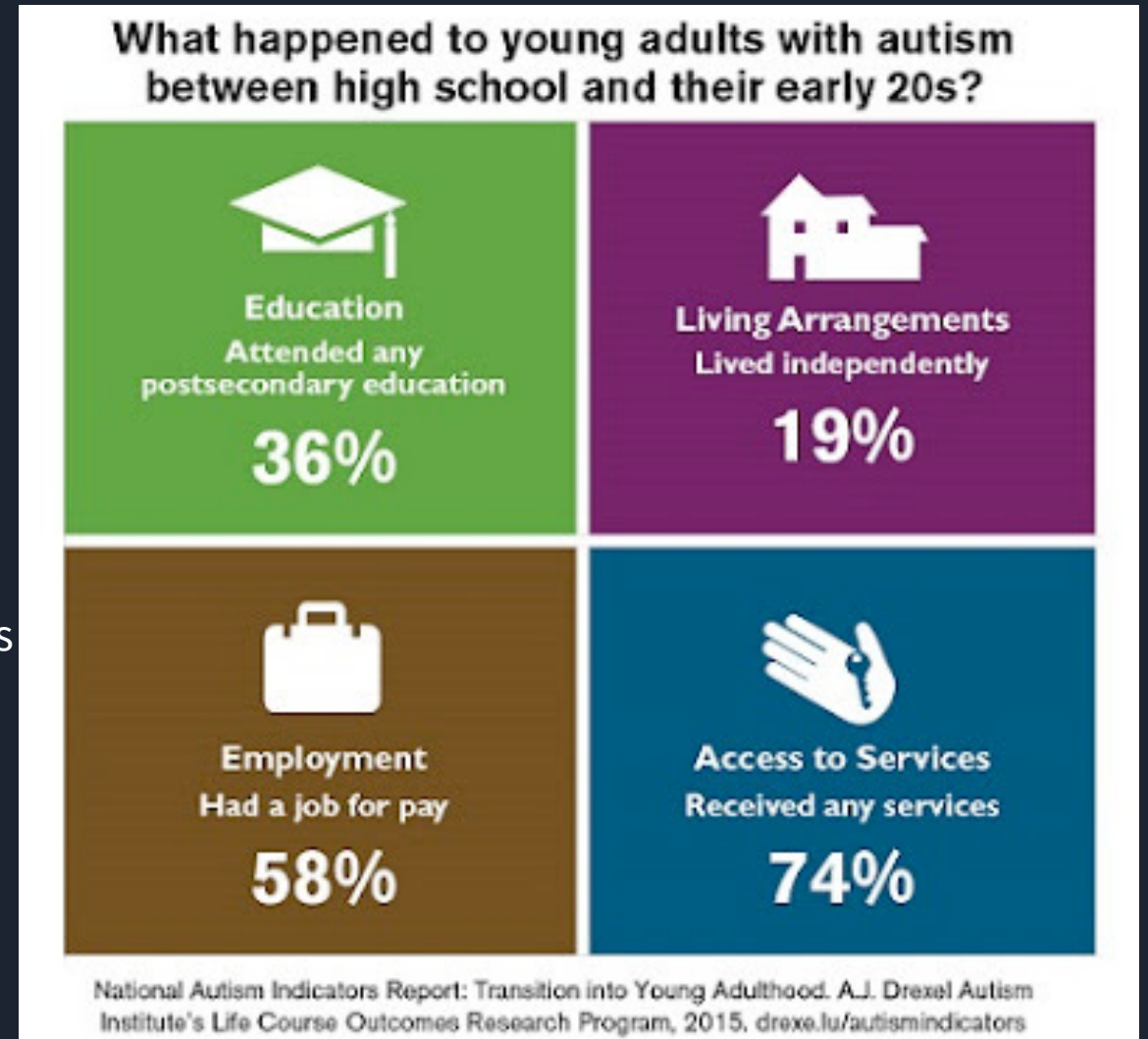
Why Are Transition Services Important?

Transition planning “is a key process for helping ASD youth build skills and access services as they enter adulthood.”

A transition plan can include:

- determining a student’s strengths and interests
- assessing possible target outcomes to match the student’s strengths and interests
- setting goals for building skills to meet target outcomes
- delivering services to teach these skills

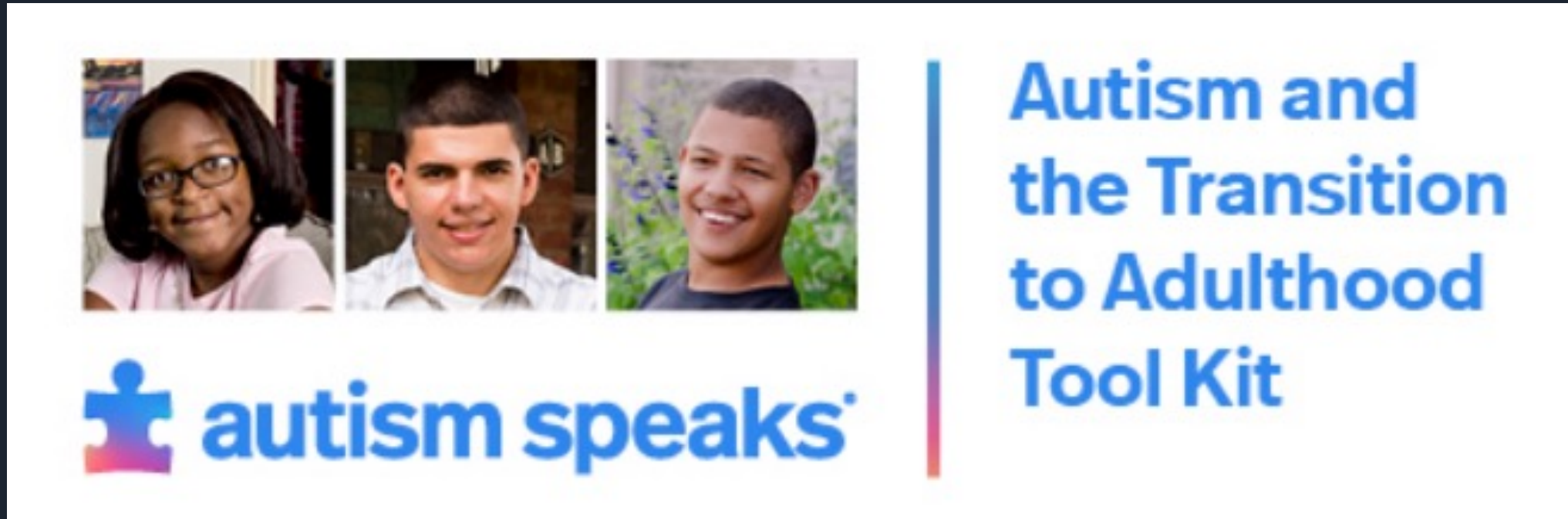
Yet only 58 percent of youth with ASD had transition plan in place by the federally required age.



Roux, A.M., Shattuck, P. T., Rast, J.E., Rava, J.A., and Anderson, K.A. *National Autism Indicators Report: Transition into Young Adulthood*. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University, 2015 <https://drexel.edu/~media/Files/autismoutcomes/publications/National%20Autism%20Indicators%20Report%20-%20July%202015.ashx>

Effectively Plan Transition Services

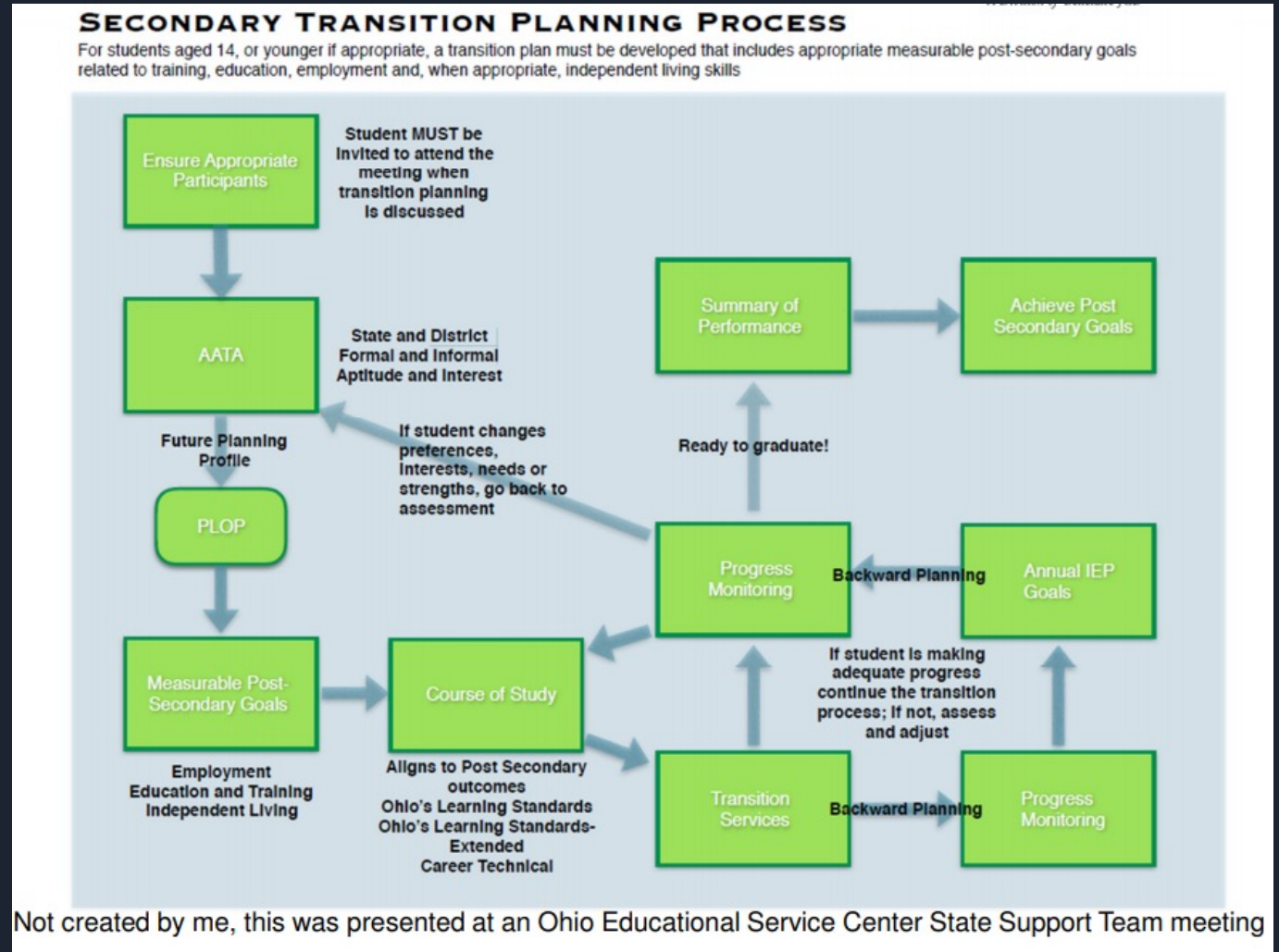
Autism Speaks created the [Transition Tool Kit](https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf), which gives tips on how to assist individuals with autism as they become adults.



Autism Speaks. (2018). *Transition Tool Kit*. <https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf>

Effectively Plan Transition Services

This [presentation by the Monarch Center for Autism](#) also gives great tips for successful transition plans for students with autism.



Collison, J. (n.d.). *Transition Plans for Students with Autism: A Recipe for Success*. Monarch Center for Autism.

<https://monarchcenterforautism.org/webinars/viewdocument/53>

Effectively Plan Transition Services

Columbia Regional Program ASD Transition Toolkit

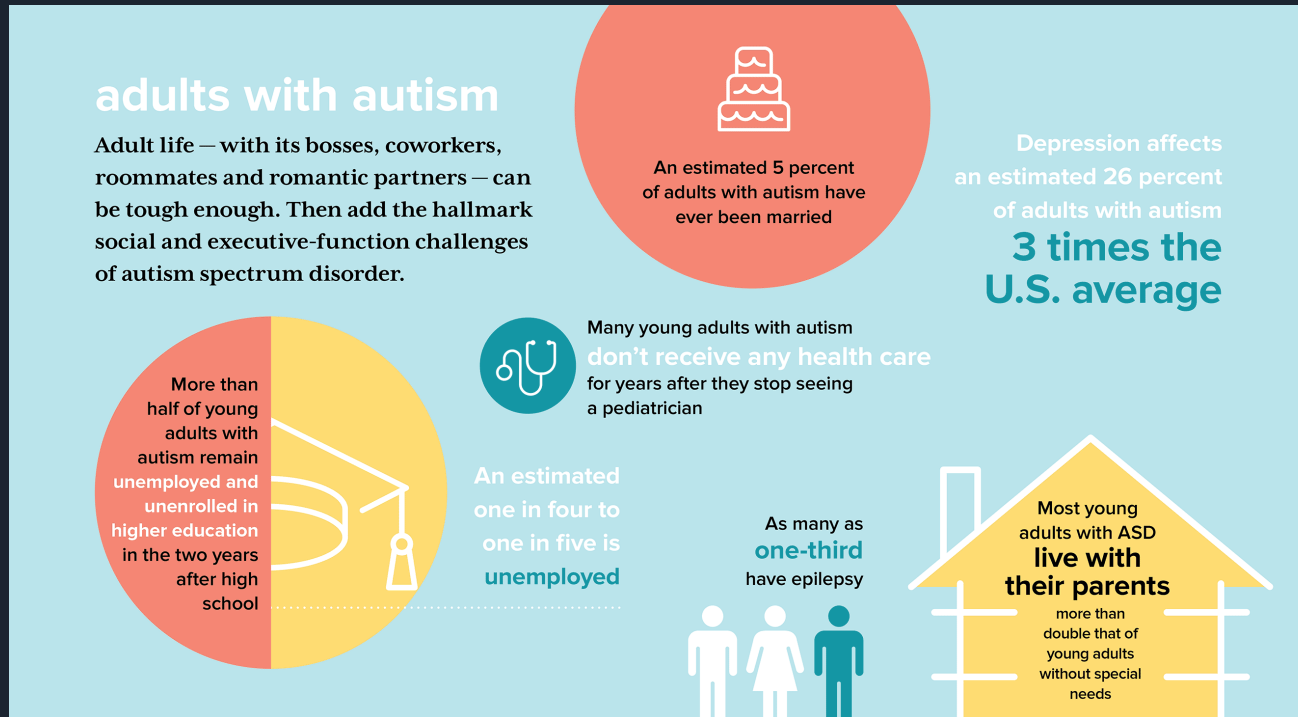
The Columbia Regional Program has also developed an [ASD Transition Toolkit](#) that emphasizes identification of:

- the supports and services the student needs for success
- the student's course(s) of study
- instruction in academic, vocational and daily living skills
- needed related services
- community experiences and skills related to future goals
- process to explore adult service organizations and agencies to provide services and support, as well as necessary funding

Columbia Regional Program. (2016). *ASD Transition Toolkit*. Autism Spectrum Disorder.

<https://www.crporegon.org/Page/175>.

Helping Adults with ASD to Live Better Lives



According to UC Davis Health, adults with ASD need:

- support from a committed family
- a special intervention program for young adults
- a center for community partnerships

UC Davis Health. (Summer 2019). Helping adults with ASD to live better lives. Health Magazine. <https://health.ucdavis.edu/health-magazine/issues/summer2019/features/autism/helping-adults-with-ASD-live-better-lives.html>

Jigsaw 9 Part 2: Social Thinking





Social Thinking

Michelle Garcia Winner, a speech pathologist, is the founder and CEO of Social Thinking®, a company dedicated to helping individuals develop their social competencies.

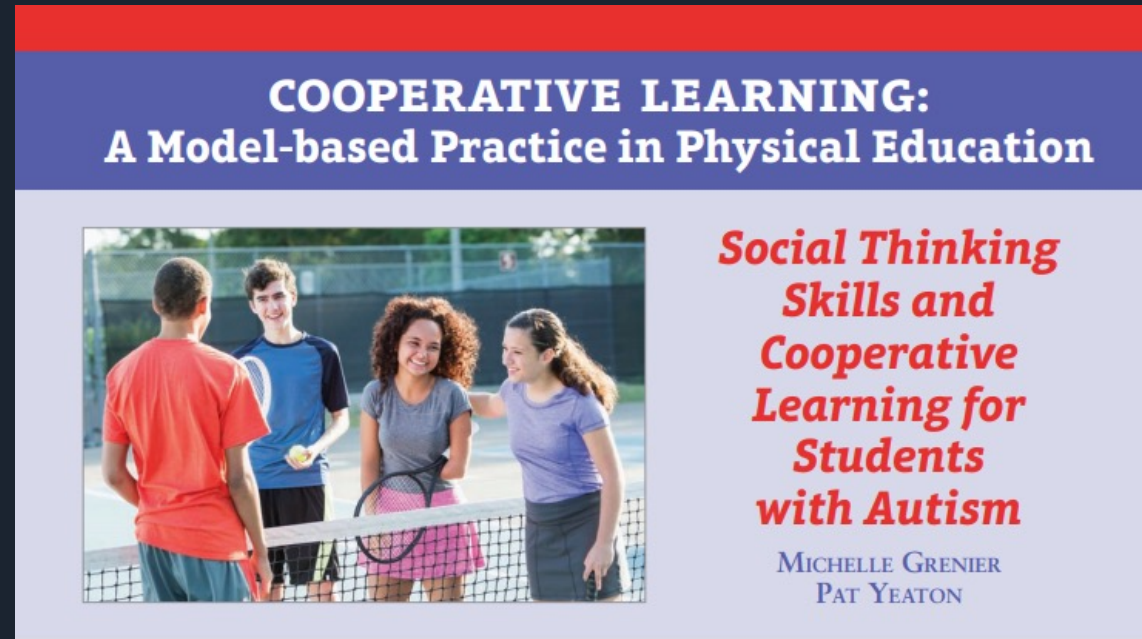
In [this article](#), Winner explains how individuals with autism have inspired her work, specifically that it would need to address:

- “1. Information and strategies for people with weak language and academic learning skills who needed to learn to appear more “pro-social” without expecting them to personally problem solve what to do across a range of social situations.
2. A very different set of treatment programs and strategies for students who were expected to blend into the classroom, community group, or home and learn to problem solve social expectations and self-monitor and adapt their behavior.
3. An approach that acknowledged and reflected that these same weaknesses in social processing led to academic issues and our students’ ability to understand and interpret reading comprehension of literature and written expression!”

Winner, M. G. (2016, April 11). *Inspired by ASD: The Evolution of Social Thinking*. Social Thinking Articles.
<https://www.socialthinking.com/Articles?name=inspired-by-autism-spectrum-evolution-social-thinking>.

Cooperative Learning: Promoting Social Thinking Skills

This [article](#) supports teaching of listening skills to students who struggle with self-regulation to support cooperative learning.



Grenier, M., & Yeaton, P. (2019). Social Thinking Skills and Cooperative Learning for Students with Autism. *Journal of Physical Education, Recreation & Dance*, 90(3), 18–21. <https://doi.org/10.1080/07303084.2019.1559675>

Autism, the Social Thinking Curriculum, and moral courage

This article reminds educators to emphasize that social thinking is a valuable technique in the development of social relationships and learning to meet social expectations but should use caution as to ensure they are not sending a message of conformity in situations of immorality.



Richman, K. A. (2015). Autism, the Social Thinking Curriculum, and moral courage. *Power and Education*, 7(3), 355–360.
<https://doi.org/10.1177/1757743815607026>

References

- Autism Speaks. (2018). Transition Tool Kit. <https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf>
- Collison, J. (n.d.). Transition Plans for Students with Autism: A Recipe for Success. Monarch Center for Autism. <https://monarchcenterforautism.org/webinars/viewdocument/53>
- Columbia Regional Program. (2016). *ASD Transition Toolkit*. Autism Spectrum Disorder. <https://www.crporegon.org/Page/175>.
- Grenier, M., & Yeaton, P. (2019). Social Thinking Skills and Cooperative Learning for Students with Autism. *Journal of Physical Education, Recreation & Dance*, 90(3), 18–21. <https://doi.org/10.1080/07303084.2019.1559675>
- Richman, K. A. (2015). Autism, the Social Thinking Curriculum, and moral courage. *Power and Education*, 7(3), 355–360. <https://doi.org/10.1177/1757743815607026>
- Roux, A.M., Shattuck, P. T., Rast, J.E., Rava, J.A., and Anderson, K.A. National Autism Indicators Report: Transition into Young Adulthood. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University, 2015
<https://drexel.edu/~media/Files/autismoutcomes/publications/National%20Autism%20Indicators%20Report%20-%20July%202015.ashx>
- UC Davis Health. (Summer 2019). Helping adults with ASD to live better lives. *Health Magazine*. <https://health.ucdavis.edu/health-magazine/issues/summer2019/features/autism/helping-adults-with-ASD-live-better-lives.html>
- Winner, M. G. (2016, April 11). Inspired by ASD: The Evolution of Social Thinking. *Social Thinking Articles*. <https://www.socialthinking.com/Articles?name=inspired-by-autism-spectrum-evolution-social-thinking>.