

Options to Consider for Parents and Supporting People with ASD for Successful Transition to Adulthood

Sioux Falls, SD

June 11, 2010

PRESENTED BY

Stephen M. Shore, Ed.D.

Tumbalaika@AOL.COM

www.AutismAsperger.net



INTRODUCTION

A LITTLE BIT ABOUT ME

Introduction

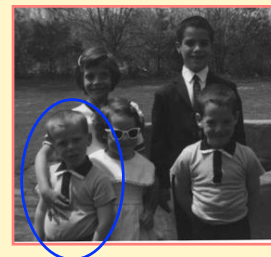
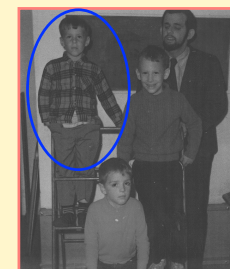


The Autism Bomb — NOT



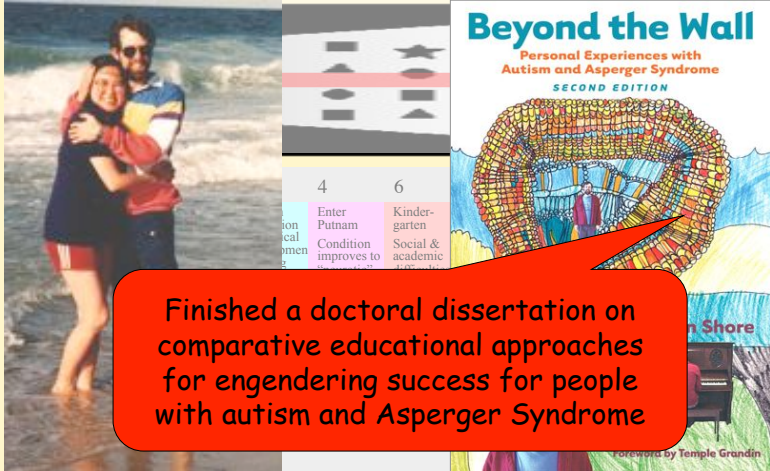
WHO AM I?

Introduction



WHO AM I?

Introduction – Adult



Finished a doctoral dissertation on comparative educational approaches for engendering success for people with autism and Asperger Syndrome

Sheltered Workshop for People with Asperger Syndrome

AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD

Overview

What we are doing now that has implications for adult life

Interdependent Living

Biomedical

Residential

Behavioral/
Developmental/
Educational

Employment

Relationships (including sexual)

Sensory

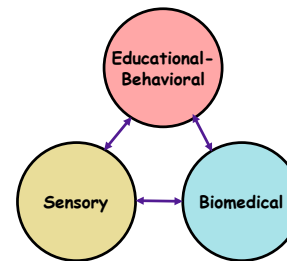
Continuing Education

Self-Advocacy and Disclosure

NAVIGATING THE SEA OF INTERVENTIONS

THE SEA OF INTERVENTIONS

Three Areas of Intervention



Stephen Edelson, personal communication, December, 2004

Educational/Behav

- DTT/ABA
- Daily Life Therapy
- TEACCH
- Miller Method
- DIR (Floortime)
- RDI
- SCERTS

Sensory

- Occupational Therapy to Treat Imbalances of the Outer and Inner Senses
- Sight
 - Touch
 - Taste
 - Smell
 - Hearing
 - Vestibular
 - Proprioception

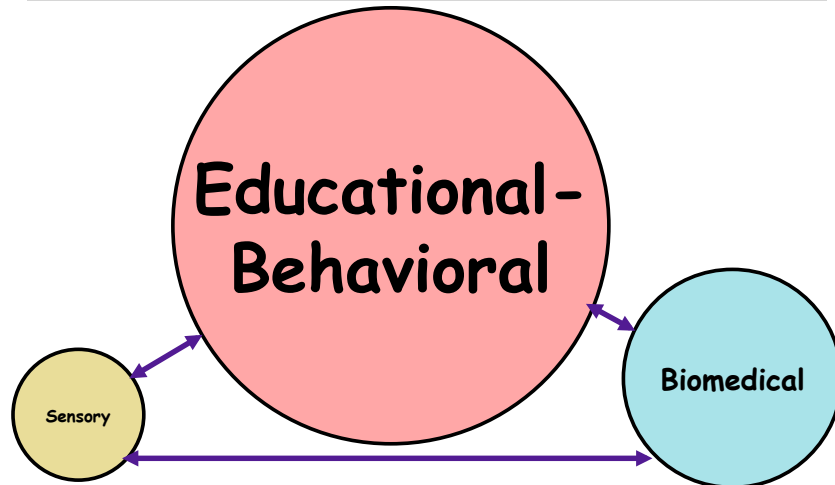
Biomedical

Treating chemical imbalances caused by internal and external factors

- Digestion
- Nutrition
- Chelation
- GFCF Diet
- Vaccines
- Dysbiosis
- Immunology
- Feingold Diet
- Mercury and other heavy metal toxicities [metallothionein & glutathione]

A POSSIBLE INTERVENTION PROFILE

Three Areas of Intervention

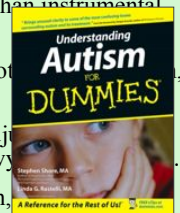


Stephen Edelson, personal communication, December, 2004

9

SOME PROMISING INTERVENTIONS

Lovaas (ABA):	Watson, Skinner, Operant conditioning, Shaping behaviors, Antecedent-behavior-consequence
TEACCH:	Employs approaches based on the needs of a person's needs and emerging capabilities (Trehin, 1999).
Daily Life Therapy:	Kito Kitihara, Platonic, Order of the physical, emotional and intellectual.
Miller Method:	Miller, Developmental-Cognitive Systems, Elevation, Piaget, Vygotsky, Luria, Werner, Bertalanffy.
DIR (Floortime):	Greenspan, Developmental-Affective, Circles of communication.
Relational Development Intervention:	Gutstein, Experience sharing rather than instrumental relationships.
SCERTS:	Prizant, Social-Communication, Emotional Regulation, Transactional Support.
Biomedical:	Medical-Chemical, Diet (GFCF), Adj imbalances, Persistent measles, Heavy
Other:	Sensory integration, PECS, Inclusion, Power cards, CCT

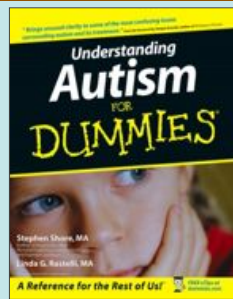


0

COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES

Nine Educational Domains of Accommodation

1. Size
2. Time
3. Level of Support
4. Input
5. Difficulty
6. Output
7. Participation
8. Alternate
9. Substitute Curriculum



Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

11

COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES

Nine Educational Domains of Accommodation

Size

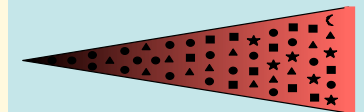
Adapt the number of items that the learner is expected to learn or complete.

Example

Reduce the number of **social studies**, or **science** terms, or **words to spell** a learner must learn at any one time.

Common Goal

Meaningful involvement of the person with a disability in school, in the community, and in their residences.



Inclusion is a Spectrum

How can instruction be engineered to benefit the entire class?

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

12

Only hermits
live independently

INTERDEPENDENT LIVING AND APPROPRIATE HOUSING Along with COMMUNITY INVOLVEMENT

13

AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD

Residential

We ain't gonna be
around forever....



Interdependent Living

- Home/Apt.
 - Roommates?
- Degrees of Supervision
 - Minimal to Live-in

Group Living

- Shared Home/
Apartment/Institution
- Degrees of Supervision
 - Part to Full-time

Least Restrictive Environment Continuum

14

SUCCESS IN SOCIALIZATION

15

THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)



THE HIDDEN CURRICULUM

*Practical Solutions for Understanding
Unstated Rules in Social Situations*

*Brenda Myles
Melissa Trautman
Ronda Schelvan*

Autism Asperger Publishing Company

Sam arrives after Bob. What two rules did he break?

16

SOCCSS

Situations — Options — Consequences — Choices — Strategies — Simulation

Adapted from Jan Roosa (1995) in Myles, B., Trautman, M., and Schelvan, R. (2004). The hidden curriculum, Shawnee Mission: AAPC. p. 22

Situation

Who: Sarah and Kassi
When: During math class
What: Kassi pokes Sarah when the teacher is writing on the board. When Sarah pushes Kassi away is when the teacher turns around to see Sarah acting out.
Why: Kassi seems to like the way Sarah wiggles when poked.

Options	Consequences	Choice
Ignore Kassi's poking.	Kassie could continue with her poking. Kassie might stop poking Sarah.	
Punch Kassie in the nose.	Kassie might stop but Sarah might also get into trouble for fighting in class.	
Tell Kassie to stop; if she doesn't, tell the teacher.	The teacher would tell Kassie to stop. The teacher would tell Sarah to ignore her.	✓

Strategy - Plan of Action

The next time Kassie pokes Sarah, Sarah will tell her to stop. If Kassie doesn't stop, Sarah tells the teacher.

Simulation - Practice

A. Visually B. Verbally
C. Role-playing

7

SOCIAL STORIES – by Carol Gray

Using vignettes to describe how social interactions work employing...

Descriptive Sentences: Background of situation

Directive Sentences: Suggests action and decode meanings

Affirmative Sentences: Suggests commonly shared values or opinions

- When the teacher asks a question, many students would like to provide an answer. *Descriptive*
- It's hard for a teacher to hear when several students try to answer at once. *Descriptive*
- Students in a classroom need to take turns talking. *Affirmative*
- When I want to answer a question that the teacher asks in class, I will try to sit quietly and raise my hand. *Directive*
- The teacher may call on me to answer or the teacher may give another student a turn at answering the question. *Descriptive*
- If the teacher does not call on me this time maybe next time she will ask me to answer her question. *Descriptive*

Adapted from Gray, C. *The new social story book*. Future Horizons

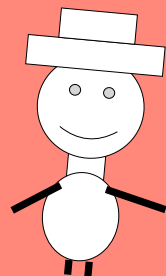
18

Madeline Teaches Becca How to Remain Calm

Power Card

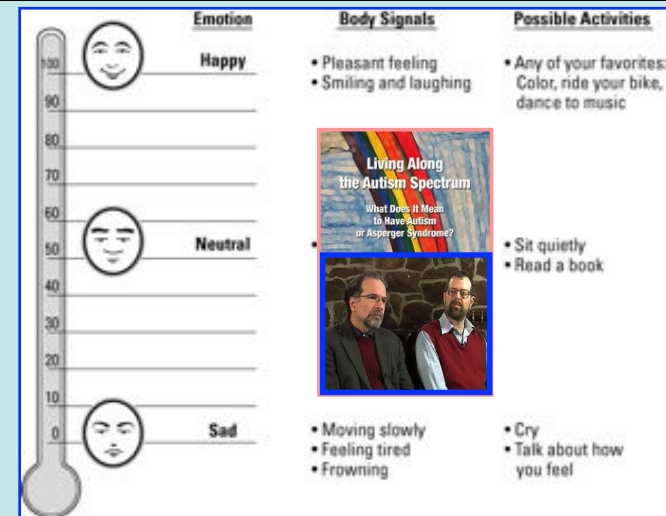
Madeline wants you to remember to choose one of the following ways to help calm yourself if you get frustrated when you have difficulty answering a question. If one of the ways does not work try another. If you need help to answer the question this time, perhaps next time you can do it all by yourself.

1. Take 5 deep breaths exhaling slowly after each breath.
2. Close your eyes and slowly count backwards from 10 to 1.
3. Get a hug from Mommy.
4. Take a short break.



19

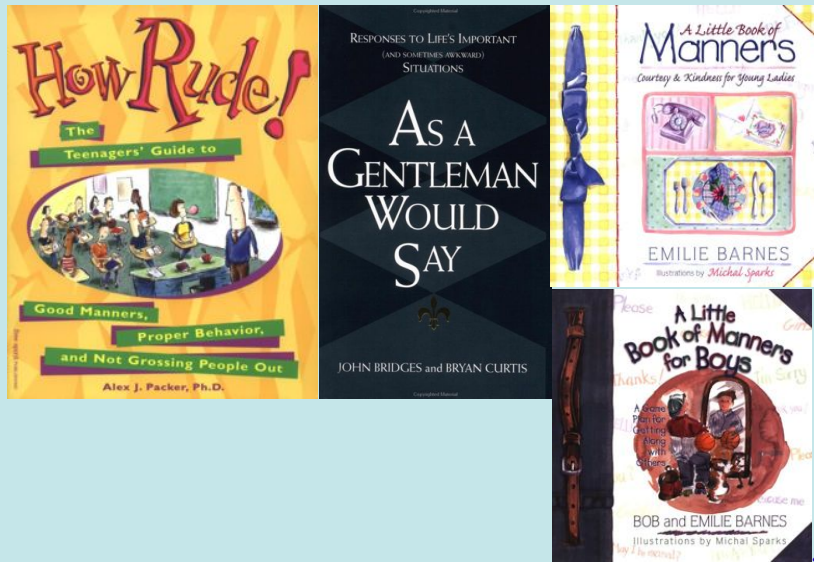
IMPROVING SELF-ASSESSMENT



Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

20

INCIDENTAL HIDDEN CURRICULUM BOOKS



21

WORK? WHERE? WHAT? HOW?

22

REAL WORLD OF WORK

Defining Work – Adding Meaning to Life

Work is more than just a livelihood or paycheck; it is the key to a satisfying and productive life. For many on the autism spectrum, it is the glue that keeps our lives together in an otherwise frustrating and sometimes confusing world. Certainly, my life would not be worth living if I did not have intellectually satisfying work.

Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism, Temple Grandin

However...

23

REAL WORLD OF WORK

Gearing Work Towards Interests

Interest/strength	Implications for Career
Subway man	Business of a
Horses and	
Hypersensit and enginee	oter

**Asperger Syndrome at work:
Success strategies for employees
and employers**

Coulter Video

www.coultervideo.com

24

REAL WORLD OF WORK

Determining Career Matches – Possible Employment Structures

- **Competitive employment**
- **Full-time employment**
- **Part-time employment**
- **Permanent employment**
- **Short-term jobs**
- **Seasonal jobs**
- **Self-employment / Micro-enterprise**

25

SELF-ADVOCACY & DISCLOSURE

26

The road to successful self-advocacy starts by accurately assessing your circumstances.

27

SUCCESSFUL TRANSITION

Self-Determination → **Disclosure** → **Self-Advocacy**

1. Make the child aware of their strengths and challenges through verbal, pictorial, and other communication.
2. “Rack up” strengths and challenges.
3. Non-judgementally compare characteristic with other role models.
4. Present the label summarizing a condition rather than a name for a set of deficits.
5. Make ones needs known in ways that others can understand and provide support.

28

MY ADVOCACY PLAN Name _____

SCAN: Where is the challenge?	
1. Sensory	Perception of the environment
2. Cognitive	How we think
3. Socio-emotional	Social cues and how we feel
ADVOCACY:	Explaining your needs
DISCLOSURE:	Giving the reason why

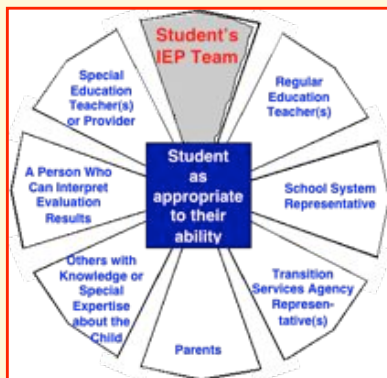
<p>SCAN Challenge</p> <p>What is causing the difficulty?</p>	<p>ADVOCACY Explaining your needs</p> <p>...promoting greater understanding and in a way the other can provide assistance</p>	<p>DISCLOSURE The reason</p> <p>Partial – Note specific characteristic affecting a situation only</p> <p>Full – Diagnosis</p>
-------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------



MY ADVOCACY PLAN Name _____

<p>SCAN Challenge</p> <p>Sensory Fluorescent lights</p> <p>Cognitive Remembering verbal instruction</p> <p>Socio-emotional Decoding jokes</p>	<p>ADVOCACY Explaining your needs</p> <p>Ask instructor to change lighting</p> <p>Request instructor for written instructions</p> <p>Ask for fellow students to tell you when they make a joke</p>	<p>DISCLOSURE The reason</p> <p>Partial – I have sensitive eyes</p> <p>Partial – I remember things better when I write them down</p> <p>Partial – I take things very literally</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Self-Initiated Individual Education Plan (Cont.)

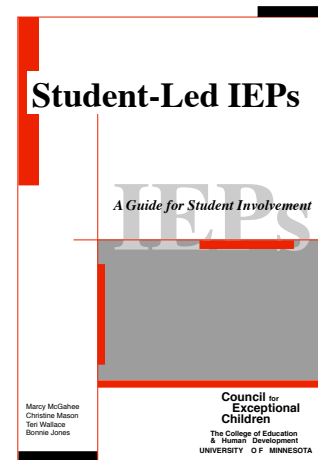


Who must we get on board?

- Student
 - Student's Guide to the IEP
 - Helping Students Develop Their IEP

www.nichcy.org
- Parents
- Special Education Teacher
- Regular Education Teacher(s)
- Administrators
- Others

[A Guide to the Individualized Education Program.](http://www.ed.gov/offices/OSERS/OSEP/Products/IEP_Guide/)
Office of Special Education Programs. 16 June 2002.
<http://www.ed.gov/offices/OSERS/OSEP/Products/IEP_Guide/>



www.cec.sped.org

INFORMATION ABOUT ME

Note: This form is not required by IDEA

My Name _____

Date _____

My disability is...

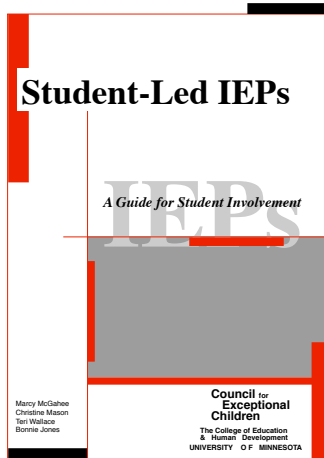
My strengths are...

I have difficulty with...

I learn best...

I would like to learn about...

Accommodations I need and will use...



www.cec.sped.org

MY STRENGTHS AND NEEDS
Note: This form is not required by IDEA

My Name _____ Date _____

Class: _____

Teacher _____

What I do well?

What helps me do my best?

What do I need to do even better?

33

TECHNICAL ASSISTANCE GUIDE

Helping Students Develop Their IEPs

Partial Table of Contents

- Laying the Foundation
- Introductory Work with Students
- Introducing the IEP
- Writing the IEP
- Getting Ready for the IEP Meeting
- During the IEP Meeting
- After the Meeting

A Student's Guide to the IEP

Partial Table of Contents

- What is an IEP?
- How do I develop my IEP?
- What to do before the IEP meeting
- Writing the IEP
- Getting ready for the IEP meeting
- Participating in the IEP meeting
- After the IEP meeting

www.nichcy.org

34

Self-Initiated Individual Education Plan (Cont.)

Accommodation Menu
Note: This form is not required by IDEA

Student: Somebody Date: 10/28/10

Teacher: Anybody IEP Manger: Everybody

Effectiveness		Accommodation	Effectiveness		Accommodation
Used?	(1-5)		Used?	(1-5)	
✓	4	Placement Preferential seating Small group	✓	2	Sensory Lighting Hat with visor Standing at desk
✓	5	Assignments Reduced paper/ pencil tasks Extended time	✓	5	Other Outline with due dates for assignments

Adapted from McGahee et al. (2001). *Student-led IEPs: A guide for student involvement*. Arlington, VA: Council for Exceptional Children in Shore (Ed). (2004) *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Company. P. 91.

35

SUPPORTING THE TRANSITION YEARS

Student _____ Date _____

Student	Goals for the Future	Accommodations	
		Current	Future
Employment			
Recreation & Leisure			
Residential			
Interdependent living			
Community Involvement			
Continuing Education			
Transportation			
Other			

36

SUPPORTING THE TRANSITION YEARS

Planning Frankie's Future

A junior in high school, Frankie would like to do nothing more than satisfy his deep interest in mutual funds by getting a degree in accounting and working for a certified public accounting firm. While Frankie enjoyed and felt he learned much from his summer bookkeeping internship, his supervisor did feel that the Frankie was immature in terms of relating to other employees and attire.

On a typical day, Frankie's parents roust him out of bed and provide several reminders to prepare their son for the school day. Frankie is either driven to school or takes a special bus. Like in the morning, many prompts are needed to get Frankie through his after school activities, dinner, homework, and then bed.

Frankie likes riding his bicycle and wanted to ride to his internship. However, his depth perception challenges required his parents restrict cycling to the family property where there is no traffic.

Having widely varying interests, Frankie spends hours with his seashell collection, miniature train set, writing software for his computer games, reading up on astronomy, and being careful not to blow up the house with his chemistry set. His parents report that Frankie shows limited interest in attending support groups for children with autism but begrudgingly goes to them.

Given the current supports Frankie receives daily, what accommodations will you explore with him as part of a transition plan to maximize his success as an adult in the areas listed on the transition worksheet?

37

RELATIONSHIPS

38

RELATIONSHIPS

Talking About Sex - Myths of Sexuality - Peter Gerhardt

Common Myths

- Persons with autism...
 - have little to no interest in sex
 - are hypersexual
 - are solely heterosexual

So... How can we help people on the autism spectrum deal with this important part of life?

But the Truth is...

- Persons with autism are as diverse sexually as everyone else
 - and, sexuality education is complicated by challenges in language, communication, and social differences.

While sexual feelings and interest may be high, a primary information source is usually not available – non-spectrum teens (Volkmar & Wiesner, 2003).

- With proper support people with autism can have relationships; often with a person having a difference.

39

RELATIONSHIPS

Talking About Sex – Resources

Aston, M., *The other half of Asperger Syndrome*.

Hénault, I., *Asperger's Syndrome and sexuality: From adolescence through adulthood*.

Lawson, W., *Sex, sexuality and the autism spectrum*.

Mesibov, G., *The TEACCH approach to autism spectrum disorders*.

Newport, J. & Newport, M., *Autism-Asperger's and sexuality: Puberty and beyond*.

Shore, S., & Rastelli, L., *Understanding autism for dummies*.

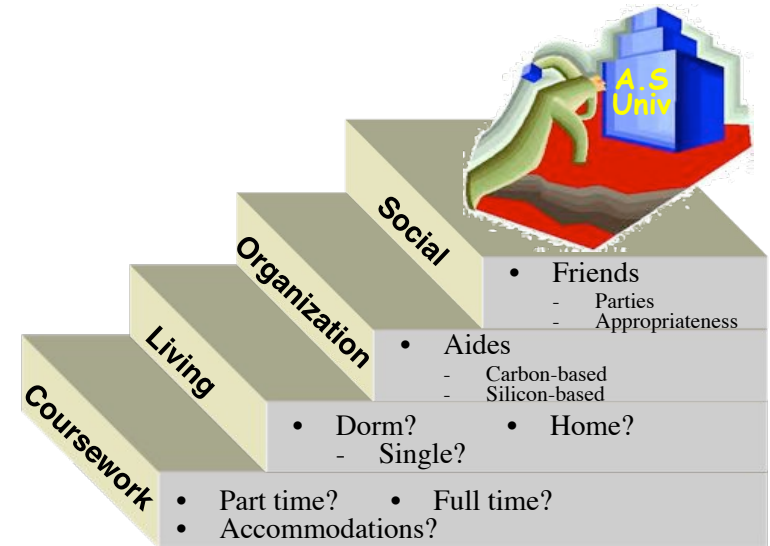
Sicile-Kira, C., *Autism spectrum disorders: The complete guide to understanding autism, Asperger's Syndrome, pervasive developmental disorders, and others ASDs*.

Wrobel, M., *Taking care of myself: A hygiene, puberty, and personal curriculum for young people with autism*.

40

CONTINUING EDUCATION

SOME STEPS FOR A SUCCESSFUL COLLEGE EXPERIENCE



SUCCESSFUL TRANSITION

"Brings unusual clarity to some of the most confusing issues surrounding neurotypical disorder and its treatment."

Understanding Neurotypicals FOR DUMMIES

- Learn to decode nonspectrum behavior
- Educate children on radical acceptance of differences
- Successfully communicate without eye contact



A Reference for the Rest of Us!

AUTISM & SUCCESS

SUCCESS WITH AUTISM

Some Examples...



Zack

“a guck goo...”



Kassiane

AAU tumbling state
champion; 3rd national
(Special Interest)

45

SUCCESS WITH AUTISM

Some Examples...



David

Finishing a master's in
meteorology
(Special Interest)



Laura

A study in synesthesia

46

SUCCESS ON THE AUTISM SPECTRUM

Some Examples...



Valerie

Founder of school for
children with AS

(Personal Experiences)



Takamimori

Sumo Wrestler
www.youtube.com/watch?v=ajQWQrxn1hc

(Special Interest)

47

Definition

If you are productive and fulfilled with your
relationship you are probably successful

It's all in the
journey

You are exactly where
you need to be
now right



Thanks for your participation!



Stephen Shore
www.autismasperger.net

