



Transition Survival 102: *Assessing and Learning Principal Skills for Successful Transitions*



Step by Step

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Special Learning



Today's Objectives

Upon completion of ***Transition Survival 102: Assessing and Learning Principal Skills for Successful Transitions***, participants will be able to:

1. Identify crucial skills needed to function independently in society;
2. Learn ways to identify individuals' learning rate and style, and how that affects transition planning and the learning of crucial skills for adulthood;
3. List several evidence based programs and strategies used to teach transition related skills.





Things to be Aware of

- Isolation often deepens in adulthood
- Competence correlates with self-confidence and self-esteem
- Create opportunities for individual choice
 - Increases independence
 - Increases sense of control and self-worth
 - Increases confidence
- Parents sometimes have more difficulty “letting go” than the individual
 - May want to protect
 - May want to maintain comfort level, control and success





Critical Life Skill Domains

- Communication
- Adaptive skills
- Self-care
- Social skills
- Recreation and Leisure
- Self-regulation, assessment and reinforcement
- Work habits
- Health and Safety
- Mobility
- Housing and Money management



A decorative header featuring a rainbow on the left side and soft, white clouds scattered across a light blue sky background. The word "Communication" is centered in a light green rounded rectangle.

Communication

- Ask for help
- Communicate likes and dislikes
- Use appropriate greetings
- Respond assertively
 - Being teased
 - When uncomfortable or feeling unsafe
 - Saying “no”
- Have conversation skills
 - See social skills





Communication

- Clearly present ideas to others
- Ask questions if you don't understand something said or read
- Negotiate and compromise with others
- Understand and explain how you are feeling
 - Get help if feelings are bothering you
 - Talk with an adult you are close to
 - Talk about problems with friends
- Communication needs and wants functionally and reliably





Adaptive Skills

- Functional application of current skill repertoire
- Computer skills
 - Turn on, off, use mouse and other mechanics
 - Search for information
 - Safety skills
 - Make a purchase online
 - Email, Twitter, Facebook
 - Internet use





Adaptive Skills

- Identify if you have an illness that requires a doctor visit
- Medication management
 - Read the medication label
 - Understand over-the-counter medications, their use, and how to identify when you need them
 - Manage medication self-administration
- Use household electronics (hair dryer, television, cable, remotes, washer/dryer, etc.)
- Understand and use kitchen items





Adaptive Skills

- Laundry skills
 - Sort by color
 - Read and understand clothing label
 - Sort by washing instructions
 - Identify proper size of washing load based to match machine selections
 - Use proper cleaning agents
 - Wash, dry, fold, hang, put away, organize, discriminate what needs to be hung up versus folded and why, understand why not to leave laundry wet to prevent mildew
 - Use a pay-as-you-go washing machine and dryer
 - Iron shirt, pants
 - Tie a necktie
 - Identify, use and store accessories





Adaptive Skills

➤ Cooking Skills

- Use stove, microwave, toaster, oven, freezer, refrigerator, dishwasher
- Cook a prepackaged meal, read food package and directions
- Follow a meal preparation sequence
- Identify how you will cook an item (microwave, stove, oven) and why
- Follow a recipe
- Understand parts of a meal, healthy meals
- Identify and use appropriate utensils and accessories in cooking
 - Spoons
 - Strainers
 - Hot pads
- Read and understand expiration dates





Adaptive Skills

- Cooking and food skills
 - Read and understand expiration dates
 - Measuring a solid (like flour) and adding it to a recipe (bowl)
 - Measuring a liquid (like milk) and adding it to a recipe (bowl)
 - Measuring butter and adding it to a bowl in a recipe





Adaptive Skills

- Phone skills
 - How to answer the phone
 - Discriminate who to share information with and what type of information
 - Understand phishing
 - Bank information
 - Social security
 - Address and phone number
 - How to call for help in an emergency
 - Call 911
 - What information to share in an emergency





Adaptive Skills

- Phone skills...
 - How to call and schedule an appointment
 - Hair cut
 - Doctor visit
 - Dentist appointment
 - Understand different phone charges and make choices
 - Use a phone book and/or internet to find contact information
 - How to call for information
 - Call 411





Adaptive Skills

- Phone skills
 - How to call and schedule an appointment
 - Hair cut
 - Doctor visit
 - Dentist appointment
 - Maintenance
 - Understand different phone charges and make choices
 - Use a phone book and/or internet to find contact information
 - How to call and order food, schedule delivery
 - Taking a message





Adaptive Skills

- Manage household items, identify when items need replaced, make a shopping list
- Follow a shopping list, stay within budget when at the store
- How to make a purchase on the internet, internet banking
- Understand, check and read mail
- USPS functions and use
- Fix clothes when they need it, like sewing on a button
- Follow basic fire prevention and safety rules where I live
- Set up a free email account





Adaptive Skills

- How to make a purchase with cash, check, credit card
- How to make change, identify change back you should receive
- Texting
 - Motor skills, writing skills
 - Acronyms and slang
- Manage household trash, chores
- Store food to prevent spoiling
- Fix meals for myself on own
- Keep living space clean
- Prevent or minimize roaches, ants, mice, mold, mildew, etc.





Adaptive Skills

- Eating skills
 - Unfolding a napkin and placing it on lap
 - Using a salad fork to eat salad
 - Using a larger fork for entrée
 - Cutting meat or other item with knife
 - Eating soup with a spoon
 - Placing everything on plate when finished





Self-Care Skills

- Understand hygiene and its social influence
- Cleanliness, look, and smell
- Appropriate dress
 - For weather
 - For occasion
- Take care of teeth
- Take care of body
- Cut and maintain nails, facial and body hair
- Cleaning ears
- Washing hands





Self-Care Skills

- Understand and employ health habits
 - Fitness and exercise
 - Food pyramid
 - Healthy meals and choices
 - Healthy lifestyle choices
 - Smoking, drinking, tobacco and illegal drug use
- Identify your own needs, communicate that with others
- Identify your skills sets, interests and help needed to arrange work and recreation opportunities





Self-Care Skills

- Know how to prevent pregnancy
- Know how girls/women get pregnant
- Know ways to prevent sexually transmitted diseases
 - Identify examples of STD's
- Understand one's body
- Menstruation
- Understand drunk driving and its consequences





Social Skills

- Conversation
 - Initiate
 - Maintain
 - End a conversation
 - Stay on topic
- Understand and consider other's perception and theory of mind
 - Identify others' feelings, responses, reactions
- Identify facial expressions, body language, volume, tone, posture, other non-verbal communication





Social Skills

- Understand and apply soft skills
 - Cluster of personal qualities, habits, attitudes and social graces
 - Indicator of job performance
 - Indicator of hard skills (e.g. competencies, IQ)
 - See work habits
- Use social graces and amenities
 - Please, thank you, you're welcome, excuse me
- Abstract social thinking





Social Skills

- Follow social rules
 - Wait in line
 - Do not push
 - Do not cut in line
 - Do not stand too close – arm’s length, “space invader”
- Place food order in various settings (cafeteria, fast food restaurant, using a menu)
- Understand bills, receipts, tips, restaurant behavior





Social Skills

- Know how to address an individual based upon your relationship
 - Doctor
 - Professor
 - Friend
 - Boss
- Email etiquette and rules
- Phone etiquette and rules
- Texting etiquette and rules





Recreation & Leisure Skills

- Identify interests
- Self-monitor behavior
- Trips and community outings
- Leisure activities
- Exercise
- Sports
- School activities and groups
- Local organized groups and events
- Hobbies, games
- Social events





Self-Regulation, Assessment & Reinforcement Skills

- Problem-solving skills
- Accept “no”
- Accept correction
- Accept suggestions
- Learn coping strategies and appropriate replacement behaviors
- Self-identify triggers
- Assess environment prior and make choice





Work Habits

➤ Soft skills

- Described as interpersonal skills and personality traits such as:
 - Optimism
 - Common sense
 - Responsibility
 - A sense of humor
 - Integrity
- Abilities that can be practiced
 - Good manners
 - Communication
 - Sociability
 - Empathy
 - Teamwork

Hard skills get the job, soft skills keep it.





Work Habits

- Soft skills employers look for:
 - Strong work ethic
 - Positive attitude
 - Good communication skills
 - Time management abilities
 - Problem-solving skills
 - Acting as a team player
 - Self-confidence
 - Ability to accept and learn from feedback and criticism
 - Flexibility and adaptability
 - Working well under pressure





Work Habits

- Work and Study Skills
 - Get my work done on time
 - Get to school or work on time
 - Prepare for exams and presentations
 - Look over my work for mistakes
 - Use the library, newspaper, computer/internet, or other resources to get information
 - Know how to use the internet to do my homework
 - Know how to use a search engine
 - Can create, save, open, retrieve, and print documents on the computer
 - Know how to get help and communicate when help is needed





Health & Safety

- Find help, restroom, information counter in common situations (restaurant, public transportation, store, social event, community outing)
- Phone safety
 - Identify a sales call
 - What information to share and with whom
 - When to hang up
 - Calling for help
 - Calling 911
 - What to do in an emergency





Health & Safety

- Frequency and schedule of doctor and dentist appointments
- Risks of not taking care of your body, teeth
- How to properly take care of your body, teeth
- Safety rules in the home
 - Matches
 - Candles
 - Water and electricity
 - Lint in the dryer
 - Fans, space heaters
 - Prevent injuries, burns





Health & Safety

- Use a first aid kit
- Apply basic first aid
- Internet safety
 - Make a purchase securely
 - Social media safety
- Expiration dates
- Read and understand and follow community signs (e.g. stop sign, stop light, signals, restroom, danger, etc.)
- Crossing street





Health & Safety

- What to do if there is a fire while cooking
- Safety items in the bathroom
 - Water temperature
 - Plugs and cords near water
- Define other safety hazards
 - Open windows
 - Unlocked doors
- What to do if power goes out
- Who is safe to let into your home?





Mobility

- Follow directions on a map, ask for directions
- Find directions using internet, mapquest, map
- Read schedules, prices, and rules
- Use public transportation
- Understand travel and commuting safety
- Public and private transportation, how to call and schedule
- Read and understand and follow community signs (e.g. stop sign, stop light, signals, restroom, danger, etc.)
- Crossing street





Housing & Money Management

- How to get and renew a driver's license
- How to get a copy of your birth certificate
- How to get a copy of your social security card
- Find housing, make visits, understand and respond to ads for housing, sign lease, negotiate needs and wants
- Know where to get help if there is a conflict with landlord/property manager
- Establish insurance (rental, household, car)





Housing & Money Management

- Arrange for new telephone service and utilities
- Calculate start-up costs for new living arrangements (rent deposit, rent, utilities, furnishings)
- How to establish and maintain a good credit rating
- Interpret pay stub information
 - Know how to make a deposit
 - Sign up for direct deposit
- Understand billing information on a bill (phone bill)
- Develop a budget for living own





Housing & Money Management

- Money management and understanding
 - Understanding value and handling money
 - Different methods of payment
 - Safe keeping, saving, spending, budgets
 - Banking in person, on the internet, drive thru
 - Name 2 ways to save money on things you buy
 - Explain how to write checks, make deposits, use the ATM, balance a checkbook, manage a savings account
 - Explain where to get information about financial aid for education
 - Where to get financial advice
 - Explain the good points and bad points of buying on credit





Learning Style & Planning

- General considerations in prioritizing needs and identifying teaching strategies:
 - Cognitive functioning
 - Motivational variables and interests
 - Behaviors of concern
 - Current behavior repertoire across specific domains
 - Repetition frequency needed to acquire skills; history of acquisition rate
 - Level of needed support and prompting





Teaching Strategies

- Behavior Modification and Intervention
 - Reinforcement is key!
- Discrete Trial Teaching
- Errorless Learning strategies
- Incidental Teaching
- Role-play
- Peer Mediated Interventions
- Teaching in the moment
- Coaching
- Counseling, group training sessions
- Positive practice
- Trigger Analysis
- Environmental modifications and prevention





Teaching and Support Strategies

- Social stories and scripts
- Checklists
- Rule cards and reminders
- Visual prompts and cues (e.g. temperature)
- Picture schedules
- Choice boards and lists
- Scheduled times to engage in unproductive behavior (breaks)
- Video modeling





Teaching and Support Strategies

- Calendars
- Journaling
- Comic Strip Conversations
- Discrimination Cards
- Dictation technology
- Calculator
- Alarms and electronic reminders
- Lists
 - Shopping
 - To Do





Organizational Strategies

- It is important to be aware that most students with autism spectrum disorders need clear, systematic organizational strategies for academic work and probably for aspects of daily living.
 - Calendars
 - Checklists
 - Other visual strategies for organizing activities
 - File systems





Work Strategies

- Modify work load
- Provide extra time to complete tasks
- Create and follow a daily schedule
- Find a mentor
- Have a “safe word”, “safe person”, and communication plan
- Have break options
 - Prescheduled
 - Earned





Socialization Strategies

- Provide guidance in selecting community activities and social groups
- Find a mentor
- Take a break
- Script rehearsal
- Rule rehearsal
- Virtual reality- AS Interactive Project (Parsons et al.)





Living Strategies

- Have your own room
 - Provides safe place
 - Environmental control
 - Break from socialization and other requirements of the day
- Create routines to foster independence, competence
- Follow schedules
- Use technology prompts and reminders
- Build flexibility
- Have a safety plan





Am I Ready for College?

- Self-advocacy and independent decision making required
 - In college, students are given the responsibility of advocating for themselves
 - They can receive support from the disabilities services program, but they will have to be able to make many decisions for themselves
- In many colleges, the disabilities services program will write a letter to relevant professors, indicating that a student has a disability and may need accommodations (e.g., seating, time on tests, material in writing)
- Tutorial services are often available
 - The program that provides disabilities services will be able to provide information about what is available and how to access these services





College Service Needs

- The most important characteristics of the disabilities services program and counseling center are the commitment to providing individualized support and a willingness to learn about each student's disability and needs.
- Benefit from:
 - Tutoring services
 - Organization services and supports
 - Personal support services
 - Advisors





College Strategies

- Courses that require abstract verbal reasoning, flexible problem solving, extensive writing, or social reasoning are often challenging
 - Audit a course in lieu of trying to achieve mastery right away
- Modify work load, course load
- Provide extra time to complete projects, assignments, exams
- Select smaller colleges and class sizes
- Provide alternative methods
- Use technology to simplify
 - Dictation software
 - Recorders
 - Video lectures





College Strategies

- Provide guidance in selecting organized community and college activities, as well as social groups
 - Consider the individual's strengths, challenges, preferences and interests
- Find a mentor
- Have your own room
 - Provides safe place
 - Environmental control
 - Break from socialization and other requirements of the day
- Have a safety plan
 - Safe word
 - Safe person
 - Clear communication steps





College Strategies

- Enlist residence staff, advisors, counselors
- *Must have* a Transition Plan to prepare for the skills needed in college
- It is important that the student understand what his or her learning needs are, and the types of accommodations that are helpful.
 - Practice discussing these needs now in a supportive environment
 - Allows easier application and generalization once speaking with advisors and professors
- Consider a cooperative education program alternating between:
 - Attending college courses
 - Employment in related jobs
- Consider living at home the first one or two years





College Strategies

- Due to difficulties in processing and screening sensory information, a distraction-free environment may be important for ongoing studying, and for taking tests.
- Seating can be important (e.g. Sitting at or close to the front, sometimes in the center of the row, can make it easier to hear and understand a lecture). Students may need to talk to the professor in order to arrange for seating needs.
- Extra time for exams





College Strategies

- Some classes include projects on which students work together in small groups.
- Sometimes talks must be given in front of the classes.
- Some professors include class participation as a component of the grade.

These requirements can be challenging for students with difficulties in oral communication or in working as part of a group. When this is the case, the student should be advised to talk to the professor about his or her disability early in the semester. In some cases, accommodations may be appropriate. In others, the professor's understanding and support might suffice.





College Daily Life

Try to think through various aspects of daily life on campus, to figure out the likely pitfalls, and provide written guidelines, checklists, or advance training/preparation. Here are some examples:

- meal plans and their rules
- where to eat at non meal times
- laundry
- spending money & budget;
- using a campus ID and charge card
- dorm rules
- handling fire drills in the middle of the night;
- finding rest rooms & using communal bathrooms;
- Transportation & campus maps





College Daily Life continued

- Using the alarm clock
- E-mail and instant messaging
- Library hours and how to get help from a librarian
- How lectures work
- Learning about and participating in dorm activities
- Student health services and medical emergencies (and non-emergencies).
- First aid and how to take care of oneself during a minor illness (including how to get liquids and food when feeling under the weather) are important.
- Building in time for physical exercise (perhaps through courses) is important for many individuals, not only for health reasons but also as a factor that helps with stress management.





Additional Resources

- Ansell-Casey Life Skills Assessment http://www.caseylifeskills.org/pages/assess/printable%5CACLSA%20Y3_Version%204.0.pdf
- Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)
 - A measure of adaptive behavior from birth to adulthood
 - <http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Vineland-II>
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