

Transition Guide to Adulthood for Individuals with Autism

Ages 14—16

<h3>Education</h3>	<p>Transition Plan: Students should have a formal transition plan in place in their IEP (Individual Education Plan) no later than during the IEP cycle in which the student turns 14 years old. Transition should drive this IEP.</p> <p>Components of Transition Plan include:</p> <ul style="list-style-type: none"> • Age Appropriate Transition Assessment • Appropriate and measurable post-school goals • Transition services • Course of Study <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Using documented information from student/parent interviews and age appropriate assessments, transition plans should consider student's:</i></p> <ul style="list-style-type: none"> • Preferences • Interests* • Needs • Strengths <p><i>*be sure to differentiate students' "hobbies" from interests. Interests should be something student can try as a vocation, volunteer, or job</i></p> </div> <p>Parents: Initial contact should be made with Opportunities for Ohioans with Disabilities (OOD) and other appropriate outside agencies (youth employment programs; Developmental Disability (DD) services; Job and Family Services, Social Security; University/college disability services; Independent living centers; or other agencies) to initiate dialogue and/or invite them to the student's IEP meeting.</p> <p>Resources: Local School District/Transition Coordinator, State Support Team Region 1, OCALI (Ohio Center for Autism and Low Incidence), www.ohioAATAlibrary.org , Job and Family Services</p>
<h3>Employment</h3>	<p>Parents/Individual: Develop leisure skills and interests to occupy non-school time. Start exploring volunteer and employment opportunities.</p> <p>Resources: Ohio Means Jobs: <i>Students can take an inventory and personality test</i> Vocational assessment (where/when available)</p>
<h3>Independent Living</h3>	<p>Parents:</p> <p>Understand systems:</p> <ul style="list-style-type: none"> • School District • Ohio Department of Developmental Disabilities (DODD) • The County Board of Developmental Disabilities (CBDD) • Social Security Administration <p>Resources: Autism Society of Northwest Ohio, CBDD, The ARC OF Ohio</p> <p>Contact/Consult with:</p> <ul style="list-style-type: none"> • Pediatrician to assist in selecting/transitioning to new primary care physician • CBDD to be placed on waiver waiting list (if have not done already) • Autism Society of Northwest Ohio • Knowledgeable Special Needs Financial Planner and Estate Planning Attorney

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Ages 16—18

<h3>Education</h3>	<p>Parents/Individual:</p> <p>Know and Understand:</p> <ul style="list-style-type: none"> • What education track is being followed (i.e. college preparatory courses for graduation, general education courses for graduation, a career technical education (CTE) program, or curriculum based on Ohio’s Academic Content Standards, Extended) • The IEP and transition plan in place • School services in the IEP are mandated (other services may not be mandated; i.e. services from Board of DD) <p>Consider and discuss with IEP team:</p> <ul style="list-style-type: none"> • How much progress is being made • How well IEP goals (and credit attainment) are being met • At age 17, begin conversation of transferring of rights once student turns 18. • What vocation opportunities are available while in school (up until age 22) versus what vocation opportunities would qualify for at age 18+ if graduate and leave education system • Deferring graduation (up until age 22) in order to best ensure post-secondary transition <p>Resources: Local School District/Transition Coordinator, Opportunities for Ohioans with Disabilities (OOD), State Support Team Region 1 OCALI (Ohio Center for Autism and Low Incidence)</p>
<h3>Employment</h3>	<p>Parents/Individual:</p> <ul style="list-style-type: none"> • Start exploring volunteer and employment opportunities • Working with school, explore training opportunities with Opportunities for Ohioans with Disabilities (OOD) <p>Resources: OOD, Ohio Means Jobs: <i>Students can take an inventory and personality test</i></p>
<h3>Independent Living</h3>	<p>Parents/Individual:</p> <p>Meet with the County Board of Developmental Disabilities (CBDD) to have the Determination Instrument (OEDI) administered to know if 16 year old is eligible for Ohio’s waiver system</p> <p>Resources: Autism Society of Northwest Ohio , CBDD, The ARC OF Ohio , TARTA</p> <p>Begin thinking about:</p> <ul style="list-style-type: none"> • Guardianship versus Power of Attorney: Which, if either, is best option for you? • Applying for SSI or SSDI: Gather documents need for application. Create lease agreement for room/board beginning at age 18 to maximize benefits. • Transportation: Is driving an option? Should you begin exploring TARTA or TARPS? May benefit from travel training. • Enrolling in life skill classes: i.e. dating/relationships, cooking, or budget

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Ages 18—22

<h3>Education</h3>	<p>Parents/Individual: Know and Understand: Upon graduation, school support ends completely</p> <p>Consider and discuss with IEP team:</p> <ul style="list-style-type: none"> • How much progress is being made • How well goals (and credit attainment) are being met • What vocation opportunities are available while in school versus what vocation opportunities they qualify for at age 18+ if graduate and leave education system • Deferring graduation in order to best ensure post-secondary transition <p>Resources: Local School District/Transition Coordinator, Opportunities for Ohioans with Disabilities (OOD), State Support Team Region 1 OCALI (Ohio Center for Autism and Low Incidence)</p>
<h3>Employment</h3>	<p>Parents/Individual:</p> <ul style="list-style-type: none"> • Which education track is being followed? (Vocational training or Post Secondary)? • What training /job opportunities are available? <p>Resources: OOD, Ohio Means Jobs: <i>Students can take an inventory and personality test</i></p>
<h3>Independent Living</h3>	<p>Parents/Individual: Know and Understand:</p> <ul style="list-style-type: none"> • Could be eligible at age 18 for social security benefits even if family income had previously precluded social security benefits before the age of 18. • If officially graduated from school, the school will no longer be providing services. Should then be working with OOD and be on appropriate waiting lists. <p>Resources: Social Security Administration, Autism Society of Northwest Ohio, County Board of Developmental Disabilities (CBDD), ARC of Ohio</p>