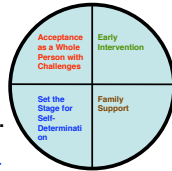
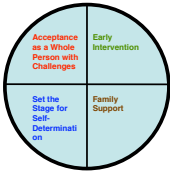


**PREPARING FOR SUCCESS IN ADULT LIFE  
FOR PEOPLE WITH AUTISM**  
Using our Strengths to Achieve a Fulfilling and Productive Life  
JUST LIKE EVERYONE ELSE



*Autism Society of America*

July 11, 2008  
Orlando, FL



PRESENTED BY  
**Stephen Shore, Ed. D.**  
Tumbalaika@AOL.COM  
www.AutismAsperger.net

# AGE[S] OF TRANSITION

## AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD

### Overview

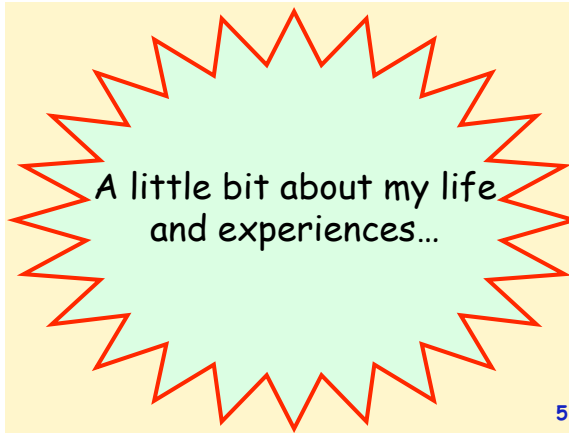
What we are doing now that has implications for adult life

### Interdependent Living

- Biomedical
- Behavioral/ Developmental/ Educational
- Sensory

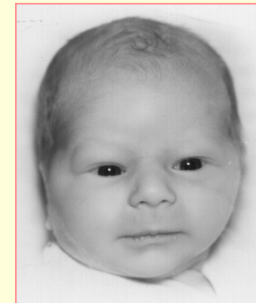
- Residential
- Employment
- Relationships (including sexual)
- Continuing Education
- Self-Advocacy and Disclosure

## Introduction

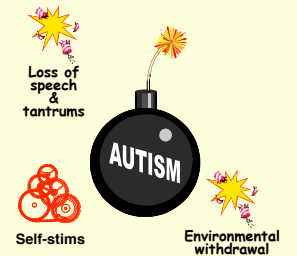


## SUCCESSFUL TRANSITION

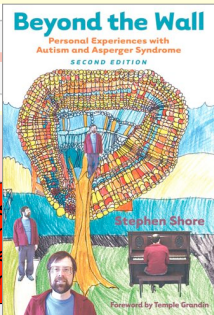
### Introduction



### The Autism Bomb



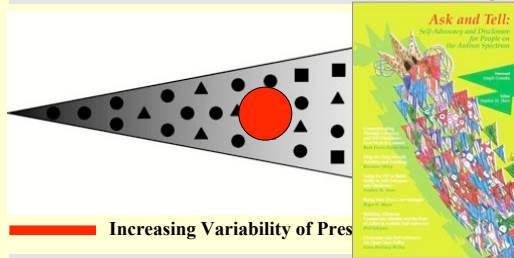
## SUCCESSFUL TRANSITION A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — ADULT



Finishing doctoral dissertation on comparative education for engineering students with autism and Asperger's

## THE AUTISM SPECTRUM

Severe Moderate Light



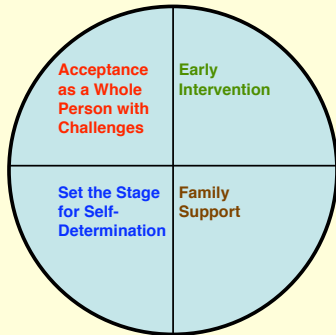
Kanner's PDD-NOS HFA/AS

Twice Exceptionality

## Variables for Success

## SUCCESSFUL TRANSITION

Some Variables Leading to a Fulfilling and Productive Life



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## SUCCESSFUL TRANSITION

Get Involved with Support Organizations Such as...



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## SUCCESSFUL TRANSITION

Become Friendly with the Literature...



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## SUCCESSFUL TRANSITION

### Acceptance

Atypical development, strong autistic tendencies & psychotic

Reframe "collection of deficits and can't..."

Extremely diverse set of strengths and challenges

### Early Intervention

Early intervention from parents who refute recommendations for removal from home

Home-based EI emphasizing music, movement, SI, narration, and imitation.

Zone of Intention - (Miller, 1989)

Family (and friends, teachers, professionals and others) Support

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Navigating the sea of interventions

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## SUCCESSFUL TRANSITION

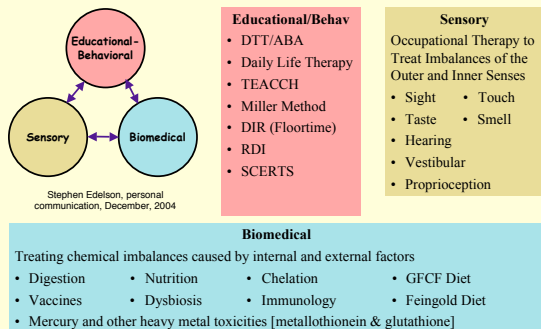
Get to Know Some Early Intervention Approaches

<b>Lovaas (ABA):</b>	Watson, Skinner behaviors, Ant	
<b>TEACCH:</b>	Employs appro needs and eme	
<b>Daily Life Therapy:</b>	Kito Kitihara, emotional and	
<b>Miller Method:</b>	Miller, Develo Piaget, Vygots	
<b>DIR (Floortime):</b>	Greenspan, De communication	
<b>Relat Develop't Intervent:</b>	Gutstein, Expe relationships.	
<b>SCERTS:</b>	Prizant, Social Transactional S	
<b>Biomedical:</b>	Medical-Chem imbalances, Pe	
<b>Other:</b>	Sensory integr Power cards, C	

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## SUCCESSFUL TRANSITION

Three Areas of Intervention



## 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!

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## SUCCESSFUL TRANSITION

Set the Stage for Self-Determination

Acting as the primary casual agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference (Wehmeyer, 1994).

Condition improves to "neurotic"  
The wonderful world of watch motors

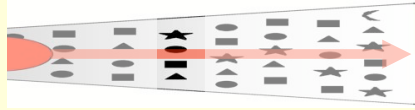
Self Awareness

Which Sets the Stage for Disclosure...

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## SUCCESSFUL TRANSITION

### Disclosure



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism	Paternal	Enter	Kindergarten				
V	Turn over at 8 days	hook line	evaluation	Paternal	Social & academic difficulties				
E	Rapid physical and motor development	Withdrawn from environment	of atypical development	Condition improves to "normal"	Discovered making a mess of myself while eating BBQ chicken wings				
N		Tantrums	tendencies & proclivities	Early intervention from parents	Loved cats but dogs...				
T					Yikes bikes!				
S									

Disclosure

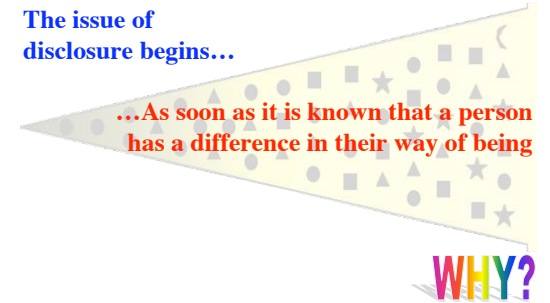
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## Disclosure

## SUCCESSFUL TRANSITION

Set the Stage for Self-Determination → Disclosure

The issue of disclosure begins...



WHY?

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## SUCCESSFUL TRANSITION

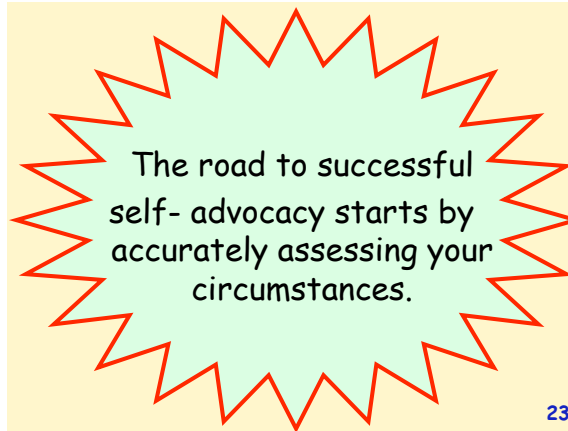
Self-Determination → Disclosure → Self-Advocacy

### REALITY CHECK

Most people are busy with living

Most people are not in the mindset of accommodating people with differences

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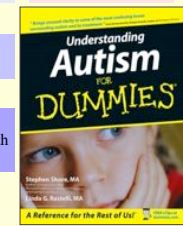


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## SUCCESSFUL TRANSITION

Self-Determination → Disclosure → Self-Advocacy

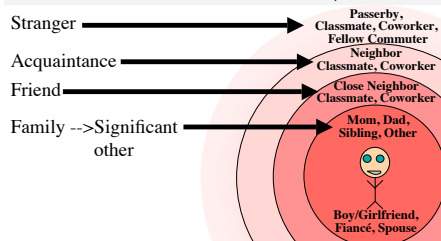
1. Make the child aware of their strengths and challenges through verbal, pictorial, and other communication.
2. "Rack up" strengths and challenges.
3. Non-judgementally compare characteristic with other role models.
4. Present the label summarizing a condition rather than a name for a set of deficits.
5. Making ones needs known in a way that others can understand and comply; hopefully in a proactive manner.



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## RELATIONSHIPS

Circle of Relationships



Develop a social narrative

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## Self-Advocacy

## SUCCESSFUL TRANSITION

Self-Determination → Disclosure → Self-Advocacy

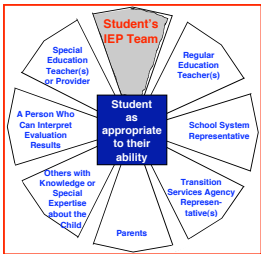
Self-advocacy involves knowing when and how to approach others in order to negotiate desired goals, and in order to build better mutual understanding, fulfillment, and productivity.

Successful self-advocacy often involves an amount of disclosure about oneself that carries some degree of risk, in order to reach a subsequent goal of better mutual understanding.

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## SUCCESSFUL TRANSITION

### Self-Initiated Individual Education Plan



A Guide to the Individualized Education Program:  
Office of Special Education Programs, 16 June 2002.  
<http://www.ed.gov/offices/OSE/IEP/Products/IEP\_Guide/>

#### Who must we get on board?

- Student
  - Student's Guide to the IEP
  - Helping Students Develop Their IEP  
[www.nichcy.org](http://www.nichcy.org)
- Parents
- Special Education Teacher
- Regular Education Teacher(s)
- Administrators
- Others

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## Self-Initiated Individual Education Plan (Cont.)

### Accommodation Menu

Note: This form is not required by IDEA

Student: <u>Somebody</u>		Date: <u>10/28/07</u>			
Teacher: <u>Anybody</u>		IEP Manager: <u>Everybody</u>			
Used?	Effectiveness (1-5)	Accommodation	Used?	Effectiveness (1-5)	Accommodation
✓	4	Placement <b>Preferential seating</b> Small group	✓	2	Sensory Lighting <b>Hat with visor</b> Standing at desk
✓	5	Assignments <b>Reduced paper/ pencil tasks</b> Extended time	✓	5	Other <b>Outline with due dates for assignments</b>

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.

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## Telescoping to Adulthood

## Self-Initiated Individual Education Plan (Cont.)

### MY ADULT LIFE

Student: _____	Date: _____
<b>Employment</b>	
<b>Goals</b>	_____
<b>Current Accommodations</b>	_____
<b>Future Accommodations</b>	_____
<b>Recreation and Leisure</b>	
<b>Home/Independent Living</b>	
<b>Community Involvement/Volunteer Work</b>	
<b>Postsecondary Education/Training</b>	

Adapted from Shore (Ed), (2004). *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Company. P. 92.

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## AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD

### Residential



**Interdependent Living**

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

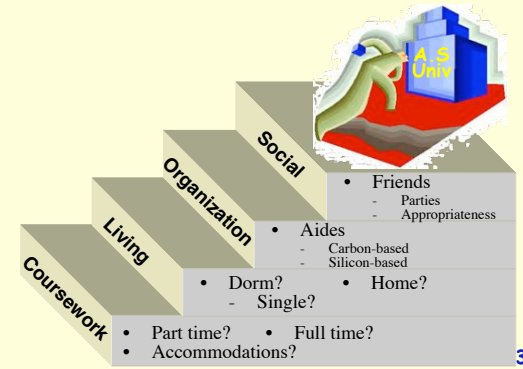
**Group Living**

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

Least Restrictive Environment Continuum

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## SOME STEPS FOR A SUCCESSFUL COLLEGE EXPERIENCE



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## USING CHARACTERISTICS, INTERESTS AND STRENGTHS

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## EMPLOYMENT SUCCESS

Gearing Work Towards Interests

### Interest/strength

Subway maps and computers

Horses and medicine

Hypersensitive sense of smell and engineering

### Implications for Career

Design maps for web pages of a public transit authority

Equestrian veterinarian

Airplane engine trouble shooter

## EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Deficit in verbal and nonverbal communication	Few communication requirements	Stock shelves
Challenges in socialization	Limited contact with public, more solitary job duties	Filing, sorting, stapling, paper shredding, after-hours cleaning
Unusual response to sensory stimulation	Provider of preferred sensory input, ability to avoid noxious sensory stimulation	Hanging clothes, washing cars (for those enjoying that type of tactile input)
Difficulty with change and transition	Few changes, stable work environment, little staff turnover, same work task all day	Small business, family business, assembly line

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

## EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Strong visual-motor skills	Requires good visual-motor skills	Small-parts assembly, manufacturing, printing
Behavior challenges	Few antecedents to challenging behaviors, with situations where possible problems don't endanger others	Situations where behavior doesn't cause dangerous situations; avoid factories or jobs using heavy machinery
Savant skills	Responsibilities capitalizing on these strengths	Matching stock numbers to packing lists, mathematically oriented positions for those with good math skills

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

## EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Rituals and compulsions	Attention to detail and order	Positions with repetitive tasks that must be done with high accuracy, such as counting items to be placed into packages or looking over products for defects

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

## EMPLOYMENT SUCCESS

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**

## EMPLOYMENT SUCCESS

Accommodations – We can Work it Out – Paul Wehman & Peter Gerhardt

- **If you can teach the skill, teach it.**
- **If you can't teach the skill, adapt it.**
- **If you can't adapt it, figure out a way around it.**
- **If you can't find a way around it, teach the neurotypicals to deal with it!**

## Successful Adults

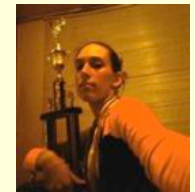
## SUCCESSFUL TRANSITION

Some Examples...



Zack

“a guck goo...”



Kassiane

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

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## SUCCESSFUL TRANSITION

Some Examples...



Sarah

Teacher of and seller of beads  
(Special Interest)



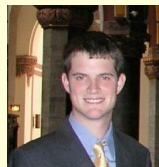
Laura

A study in synesthesia

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## SUCCESSFUL TRANSITION

Some Examples...



David

Employed at the National Weather Service  
(Special Interest)



Shawn

1<sup>st</sup> place ribbon in State Science Fair  
(Special Interest)

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## SUCCESSFUL TRANSITION

Some Examples...



Valerie

Founder of school for children with AS  
(Personal Experiences)



Takamimori

Sumo Wrestler  
[www.youtube.com/watch?v=ajQWQxn1hc](http://www.youtube.com/watch?v=ajQWQxn1hc)  
(Special Interest)

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## AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD

### Overview

What we are doing now that has implications for adult life

### Interdependent Living

Biomedical

Residential

Employment

Behavioral/  
Developmental/  
Educational

Relationships (including sexual)

Continuing Education

Sensory

Self-Advocacy and Disclosure

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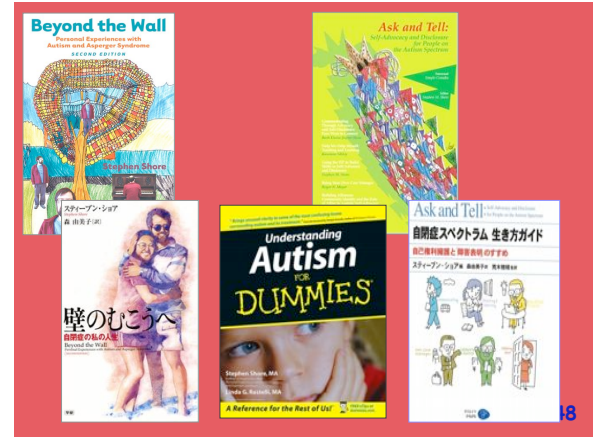
## SUCCESSFUL TRANSITION

### Definition

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

*It's all in the journey*

*You are exactly where you need to be right now*



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