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Postsecondary Transition Planning for Students with Autism Spectrum Disorders

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Postsecondary Transition Planning for Students with Autism Spectrum Disorders

by

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A Starred Paper

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Chapter 1: Introduction and Statement of the Problem

The transition from high school into adulthood can be an exciting time for many students. The period is filled with decisions about employment, postsecondary training, and more independent living. However, for students with Autism Spectrum Disorder (ASD), these decisions and the concomitant actions related to transition may include more challenges than what is experienced by their peers who do not have disabilities.

Transition into adulthood for students with Autism Spectrum Disorder (ASD) can create anxiety and uncertainty. Students with ASD struggle with social and communication interaction with their peers (Hendricks & Wehman, 2009). The transition into adulthood means having to learn how to use these skills to be successful as an adult.

Statement of the Problem

While the transition goals and needs of special education students have been widely investigated, fewer studies have addressed the specific needs of students who are on the spectrum of Autism Spectrum Disorder. This review investigates the planning and the preparing of transition plans for students who are diagnosed with ASD. Three issues guided this review. First, the characteristics of Autism Spectrum Disorders and transition are described. Second, the characteristics and how these characteristics and their effects on employment, on postsecondary education, and on independent living is reviewed. Finally, an investigation of programs and services that address the transitional needs of adolescents with ASD in high school preparing for transition, as well as an examination of the challenges they will face as they transition into adulthood and a review of services and programs that are available to them after the age of 22.

Personal Interest and Significance of the Topic

Transition is the movement from one situation to another. Examples include transitioning from middle school to high school, from high school to college, and from singlehood to marriage. Life is full of adjustments: behavioral, social, affective, and cognitive changes may arise from one context to another. For most people, transitions are times of adventure and challenges, but for individuals with ASD, these periods can become times of uncertainty.

The expectations for greater independence and for social functioning may be higher for students with Autism Spectrum Disorders and transition from high school into adulthood may be further complicated by reductions in available services and support navigating the social dimensions of work, education, and independent living.

My Experience as an Educator

My experiences as an educator suggest that not enough support systems for students with ASD to transition into adulthood or support after the transition into adulthood are extant. The results from this review may have applied implications for educators and for students with Autism Spectrum Disorder. By examining transition programs currently provided in schools, educational practice may be informed about the person-based characteristics and the school-based elements of transition programs contribute to more viable post-secondary outcomes for students with ASD. The findings can shape the structure and content of individual programming and transition planning. Thus, educators may be better able to help prepare students for transition into adulthood. There are not enough support systems for students with ASD to transition into adulthood or support after the transition into adulthood.

My Experience as a Family Member

Thirty-one years ago, my family was blessed with the birth of my baby brother. That baby boy became the center of my world. My younger brother is on the Autism Spectrum. At the time of his birth, Autism was a very closely delimited disorder, and its diagnosis was relatively rare. By the age of 2 years, he was exhibiting several developmental delays. We were told that his speech was delayed because I gave him what he needed or wanted without asking or just by him pointing at desired objects. He started preschool at the age of 2, and he started speech therapy to help improve his speaking skills. My parents were told that with speech therapy his speech would improve.

My brother had speech therapy from age of 2 through high school. However, as a family, we would see that he was focused on video games or running and specific cartoons or card games. He would struggle with making eye contact and struggle with reading social cues and making conversation with others. His facial expressions very seldom ever changed. My brother was such a joy to be around, he always wanted to please and would do what every someone ask of him. After years of experience, I came to realize this made him vulnerable and easily influenced. It was not until he was 18 and getting ready to graduate high school that he would be diagnosed with autism spectrum disorder.

When he graduated from high school, he had a passion for computer design, computer graphics, and anything that dealt with computer programming. He may have been successful, but we were not able to find resources to help him transition into a secondary education program. At the time he graduated the only program available for him was a program called Moving Forward, which provided the ability for students to learn skills they did not learn prior to graduation.

While we were trying to provide help for my brother, a friend of mine a son with autism and

moved to Minneapolis. She explained to me that the location where one resides affects the programs or services that are available. It was not that resources were unavailable; it was that resources were unavailable in the areas where we live. She moved her son to Minneapolis where she was able to find more services and programs to help her son be successful in school and find something he could do as he transitioned into adulthood.

My experiences as a family member align with my experiences as an educator. Both sets of experiences show the necessity of transition services and the consequences of inadequate services both in school to prepare and as adults after high school with autism spectrum disorder. My personal and professional experiences ground the findings of this paper in realities of life and of need.

Glossary

The glossary includes theoretical and operational definitions of the terms that are used in this review. The terms are arranged alphabetically.

Autism Spectrum Disorder. Students or adults with Autism Spectrum Disorder often find themselves struggling with being able to interact socially with others and in the community. The behavioral symptoms of Autism Spectrum Disorder include exhibiting repetitive, maladaptive, or stereotypical behavior, difficulties maintaining eye contact, and problems initiating and maintaining conversations about topics of mutual interest for the conversationalists (Hume et al., 2014). Most individuals with Autism Spectrum Disorder have sets of idiosyncratic interests and tend to persist on these topics during conversations. Changes in routines can cause anxiety in those with Autism Spectrum Disorder (Kirby et al., 2016).

Characteristics of ASD

Table 1 lists generally recognized characteristics of ASD. The principal characteristics are bulleted.

Table 1

Behavioral, Cognitive, and Affective Sequelae of Autism Spectrum Disorder Sequelae

1. Problems with social interaction with others
2. Unusual interest in objects
3. Need for sameness
4. Great variation in abilities
5. Under reaction or overreaction to one or more of the five senses: sight, touch, taste, smell, or hearing
6. Repeated actions or body movements

When there are changes in routine, students and adults with ASD will most likely experience anxiety, they might shut down and retreat from their environment which may affect them while on the job (Hume et al., 2014). The characteristics above can affect both individually and collectively affect their abilities for these individuals to learn, work, and to live independently. Individuals with ASD may need supports to help them be successful both in school, on the job, within society and gaining their independence.

Transition. Transition is movement or changes from one situation to another (Wilczynski, 2013). Examples include transitions from middle school to high school, from high school to college, or from singlehood to marriage. Life is full of adjustments; behavioral, social, affective,

and cognitive changes may arise from one context to another and everyone with autism spectrum disorder will handle the situation differently. No ASD person is the same.

A Comment on Terms: Transition

For many, transitioning is a time to gain independence and explore their futures. Individuals with ASD tend to find these times to be filled with uncertainty and anxiety. The expectations for greater independence and for social functioning may be higher and more challenging for students with Autism Spectrum Disorders to even think about beginning to achieve these goals (Hume et al., 2014).

Independence. Independence is being able to do things without an adult or other sort of supervision.

A Comment on Terms: Independence

What is it?

Independence emerges from the abilities and the freedoms to engage in activities in the community without adult prompting, to make personal decisions, and to behave or act appropriately in public situations without being reminded or directed. This also includes the autonomy to being able to make decisions (Anderson et al., 2016; Hume et al., 2014). A student with ASD transitioning into adulthood may find these areas and these characteristics challenging.

Chapter 2: Review of the Literature

This review examines transition services in general and transition services for students with autism spectrum disorder. In Chapter 1, the research questions and the significance of the study were addressed. In Chapter 2, studies examining transition practices and programs are presented and analyzed. In Chapter 3, the findings from the analysis will be presented, and the implications of the research will be addressed.

Introduction

This review investigates the planning and the characteristics of the transition plans that are created for students who are diagnosed with ASD. Three issues guided this review. First, the characteristics of Autism Spectrum Disorders are described. Second, the effects of these characteristics on employment, on post-secondary education, and on independent living are examined. Finally, we look at programs that address the transitional needs of both students and adults with ASD and the value of those challenges that arise as the plans are realized and are examined as well as looking at what programs and services are available as adults with ASD

Scope of the Review

In conducting the identification of appropriate studies in the literature, I computationally searched the Lib Search through St. Cloud State University, the Google Scholarly Search engine, and the Autism Speaks. An initial search in the Lib Search through St. Cloud State University using the terms autism spectrum disorder (ASD), AND adolescents and transition, AND transitioning programs returned 5,793 items. A search using the terms adults, AND autism spectrum disorder (ASD), AND transition returned 9,147 results. After my initial searches, I broke my subject down into smaller pieces. A review of the initial set of studies led to the identification of high school students transitioning into adulthood with ASD additional studies

provided information regarding the services and programs available for adolescent with ASD prior to the age of 22 and what programs are available for the adolescents as adults after the age 22 for employment, post-secondary education, and independent living.

Foci for the Review

This review examines transition services and transition outcomes in the context of special education. While the results may inform practice across an array of categories of disability, the specific focus is Autism Spectrum Disorders. The scope and depth of support systems and skills that students with ASD need to transition into adulthood are addressed. The goals and the characteristics of the goals for the transition into adulthood as well as what programs and services are available are also reviewed. Issues related to the success of transition programs are considered. Employment as an outcome variable for transition services is an emphasis.

Seminal Theorists and Researchers

Kanner (1943) (King et al., 2016) provided the original behavioral and psychological description of Autism Spectrum Disorders. His behavioral study for the disorder included the inability to relate to others in an ordinary manner aloneness that isolates a child from the outside world, language deficits that interferes with communication, reactions to loud noises, repetition and desire for sameness keeping life stable, few spontaneous activities such as daily play, and stereotypy. Because of World War II, his description was not widely made public initially, but within certain limited areas, his studies fostered work by other researchers. Asperger extended Kanner's (King et al., 2016) criteria to children who were functioning at a higher level than Kanner's sample (King et al., 2016). In the latest iteration of the Diagnostic and Statistical Manual (King et al., 2016), the groups and the characteristics studied by Kanner (King et al.,

2016) and Asperger have been combined under the umbrella of Autism Spectrum Disorders (ASD).

Autism Spectrum Disorder (ASD)

Students with Autism Spectrum Disorder often struggle with interpersonal communication and with their social interactions. Typically, their behavior patterns are repetitive and reflect a limited range of interests (Hume et al., 2014). Communication and interacting with others become the barrier for students, adolescents, and adults. Maintaining eye contact and having conversations that are not fixated nor distinctively reflecting their personal interests are challenging for students with ASD as compared to their peers who do not have disabilities (Kirby et al., 2016).

Students with ASD will most likely experience anxiety as a function of changes in schedule (Hume et al., 2014). These characteristics both individually and collectively can affect the abilities of individuals with ASD to learn, to work, and to live independently. Individuals with ASD may need support to help them live somewhat of a typical life.

Transition

Successful transitioning usually includes finishing high school with a diploma, gaining some sort of employment, and entering a post-secondary education (Thompson et al., 2018). It may also include participating constructively within a household, taking part in community activities, and building successful relationships with friends and family. Schools are required to provide appropriate educational programming as well as creating a transition program for any student with a disability. When in school students with autism spectrum disorder have much easier ability to interact with other students and activities within the school giving them the

ability to interact and make friends. While a student they have easier access to medical care and therapy, and any services they may need. Due to the Individual Disabilities Education Act, every student with a disability or even autism spectrum disorder has the right to a Free Appropriate Education Act. Before the age of 22 they no longer qualify for any of the services they were provided through their high school years.

In 2009 Minnesota provided an Independent College and Community program that works with students with autism spectrum disorder (Minnesota Independence College & Community, n.d).

Eleven years later this Independent College and Community program is still providing the students the ability to obtain skills for independent living, employment that fits their skill set, financial security, personal growth, and responsibility (<https://www.miccommunity.org/about-us.html>).

Employment as an Outcome Variable for Students with ASD

Students with autism entering the workforce from high school are often unemployed, and the success of these adolescents in obtaining a job and in maintaining a job is exceptionally low (Wilczynski et al., 2013). The authors argued that students with ASD experience unique challenges related to employment as a function of their disability. These epiphenomenal challenges may arise as a function of interviewing (Wilczynski, 2013) or social interactions on the job. In 2011, only 20-33% of the population with ASD was employed.

An Increasing Need for Transition Services

According to Autism Speaks (2020), the CDC reported that approximately 1 in 54 children in the U.S. are diagnosed with an Autism Spectrum Disorder (ASD). With this level of

reported incidence, more than 76,000 students with ASD will be transitioning into adulthood over the next decade. They will leave these programs and enter adulthood with little to no programming available. With the steady increase of young adults with ASD has provided the urgency needed to improve transitioning programs and services from high school student to young adult/adult with ASD (Anderson et al., 2018). A lack of understanding and funding of what is needed for youth and their families to achieve a successful transition into adulthood seems to be extant. Friedman et al. (2013) reported families experience broken and underfunded resources that are supposed to provide for their young adult with ASD.

Options

In 2014, nearly 18,000 people with autism took advantage of a state-funded program through Vocational Rehabilitation Services. Of those 18,000, only 60% left the program with a job. Of the 60% who were employed, 80% of the group had a part-time job with a weekly salary that still had them below poverty level. Approximately half of 25-year-olds with Autism have never held a job.

Presentation of Studies

Kraemer and colleagues (2020) examined the quality of high school programs for students with Autism Spectrum Disorder in the United States. The evaluations were conducted using the Autism Program Environment Rating Scale (APERS). Sixty different high schools were studied. Relative to rural schools, urban schools had higher quality programs.

Four questions guided the analysis. First, what is the overall program quality for students with ASD enrolled in high schools across the United States? They wanted to learn about the quality of programs and educational services that students with ASD receive. Second, did the participants receive a diploma or a modified diploma? Third, did diploma instead modified

diploma produce differences in the long-term outcomes for students? Finally, were predictors of overall quality extant?

All 60 high schools providing a safe learning environment and encouraged family participation. Suburban schools received the highest quality ratings. In general, the high schools struggled to address social and communication behaviors, failed to job specific communication skills, and did not fully advocacy and questioning skills.

Some of these reported deficits are addressed in exemplar programs. “Moving Forward” provides the opportunity to continue their education beyond the high school to students with ASD. Vocational skills such as interviewing, writing resumes, and completing applications are addressed. Independent skills such as cooking, budgeting, caring for a household, cleaning, and other related skills are taught. Vocational Rehabilitation Services (VRS) allows students to explore career options in great depth. Students with ASD may gain skills and experience through job shadowing. Through VRS, students will strengthen their self-advocacy and communication skills. Students have access to these types of supports up to the age of 21 years.

Chapter 3: Findings

Summary and Recommendations

This review examined transitions and transition planning within the contexts of special education and of students who are diagnosed with Autism Spectrum Disorders (ASD). In Chapter 1, the research questions and the significance of the study were addressed. In Chapter 2, studies examining transition practices and outcomes for students with ASD were presented and analyzed. In Chapter 3, the findings from the analysis are be presented, and the implications of the research are addressed.

Summary

Although both ASD and transition services have been widely investigated, support systems for adolescents with ASD and for their parents are less available. The lack of available support systems worsens as the students become adults and leave the special education system. For students with ASD who live in rural settings, the problem is exacerbated by fewer programs and lower quality services (Kraemer et al., 2020). (Kraemer et al., 2020) reported that among all transition programs the greatest needs lie in addressing social and communication behaviors. Many adolescents transition to adult life and adult responsibilities without the knowledge of the challenges they face (Rudy & Sullivan, 2020).

Recommendations

Because of the weaknesses of extant programs and services and the lack of understanding about the challenges of transition among students with ASD and their parents, 10 recommendations and notes rise.

Most autistic adults are underemployed. Finding regular employment for individuals with ASD is difficult, and this problem is worsened by the increasing number of individuals with ASD who are attempting to enter the workforce (Rudy & Sullivan, 2020). As of 2021, less than half of adults with autism spectrum disorder are employed (Rudy & Sullivan, 2020). In a Ted Talks special on January 2, 2020, Clair Bennet an adult with ASD explains that there is an average of 1.27 million people in the world with ASD. Each adolescent or adult on the autism spectrum disorder are different and struggle with different challenges and abilities.

The career expectations for adolescents with ASD graduating from high school are less. Many parents feel that their child will not have a successful career that fits their skill set. With low expectations from schools and families, the self-confidence of the students declines. Unlike their peers without disabilities who are competing for jobs and finding employment, adults with ASD may find it difficult to obtain a job because of their struggle with communication skills.

Some will find it difficult to interact with the community or their coworkers (Rudy & Sullivan, 2020). With the challenges of communication skills adults with ASD will fail a routine interview within the first 30 minutes of the interview. Sheltered workshops for the most part was designed for adults with intellectual and physical disabilities not for those with autism spectrum disorder (Rudy & Sullivan, 2020). With the challenges of getting past the interview trying to find a job that adults with ASD can do physically and fits their skill set can prove to be difficult.

Services that end by the age of 22. While in school the students are guaranteed a free and appropriate education. Once an adolescent graduates or ages out of the educational system, schools no longer provide their services. An adult with ASD is not guaranteed any services

beyond the protections associated with Americans with Disabilities Act. Qualifying for services is not assured and services may not be available in a specific locale. Stakeholders must be aware of how transition operates and learn what options are available.

Transitioning programs for adults. Most transition programs for adults with Autism Spectrum Disorder are still in incipient phases of development. Up until now, most of the transition programs were for those adults with low functioning Autism Spectrum Disorder. However, more resources and programs are becoming available. These developing programs must address individual needs and differences to be effective. Adult services vary by location which affects the services that are available for adults with ASD. According to Autism Speaks (2021), the following cities are the best places for individuals diagnosed with autism spectrum disorder: New York, Los Angeles, Chicago, Cleveland, Philadelphia, and Boston. The services and programs offered in these cities include education and flexible employer policies. Agencies are only beginning to understand ASD.

State and federal agencies are just beginning to comprehend the needs of individuals with ASD and to address the unique challenges arising from these needs. Communication needs and self-advocacy deficits often necessitate familial involvement in establishing services and navigating institutional bureaucracies. Obtain a list of informational and advocacy resources as an individual with ASD is preparing to transition into more adult settings and responsibilities, connections with programs and resources become vital. The following organizations have resources that are widely available.

The ARC. The ARC promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes (The Arc, 2021).

Easter Seals. The Easter Seals autism program (Easter Seals, n.d.) offers services across the United States. Easter Seals provides programs for children and adults. They provide services in therapy, job training, residential living, and provides social integration services. Their programs address finding a job, offering day programs for individuals who stay home, providing resources associated with home and independent living, building relationships and friendships, and implementing senescent services.

Autism Speaks. Autism Speaks (n.d.) is committed to helping adults with ASD and their families navigate their journey from adolescence to adulthood. Autism Speaks provides the following resources for transition, employment, education, housing, and community living. Autism Speaks provides easy access to these resources through their online resources.

Autism Society. Autism Society (2020) has been helping those with ASD since 1965. They provide access to a variety of programs and services as well as introducing a Bipartisan Transformation to Competitive Integrated Employment Act. Autism Society strives to improve the life for adults with autism spectrum disorder.

Autism and Asperger's Network. The network provides individuals, families, and professionals with information, education, community, support, and advocacy in an inclusive atmosphere of validation and respect.

Employment choices should be self-directed. According to Rudy and Sullivan (2020), adults with Autism Spectrum Disorder have the right and the responsibility to direct and to live their lives as they want. Rights and responsibilities are not functioning of ability.

Through Autism Speaks there are programs that are being created to provide adults with ASD the ability to obtain their independence and gain employment, services for postsecondary education, and gain their independence. There are business and programs coming together to

create ways for adolescents and adults to be successful. Disability is one of those programs or companies. In 2014 the Disability In program started with 48 companies. Six years later Disability In has increased company participation, in 2020 Disability In has joined over 247 companies. With the continuous growth of businesses coming together to create opportunities for adults with ASD to gain independence and be a part of their communities, gain some sort of control of their future. Disability IN (2020) has created an Autism at Work Initiative with leaders that created an autism-focused hiring initiative program, together as a collective these companies have created field-specific recruitment efforts that provide adults with ASD the fighting chance at obtaining a job that will fit their skill set. Figure 1 shows the different careers and the number of companies those careers participate with Disability In creating opportunities for adults with ASD to obtain employment. This figure illustrates that the top two career opportunities are in technology with at least 34 companies and Financial Services coming in second with 33 companies joining the team. From only 48 companies in 2014 to 247 companies in 2020, this program shows that there are changes happening and growing.

Figure 1

Total Number of Companies Participating by Industry

Total Number of Companies Participating by Industry

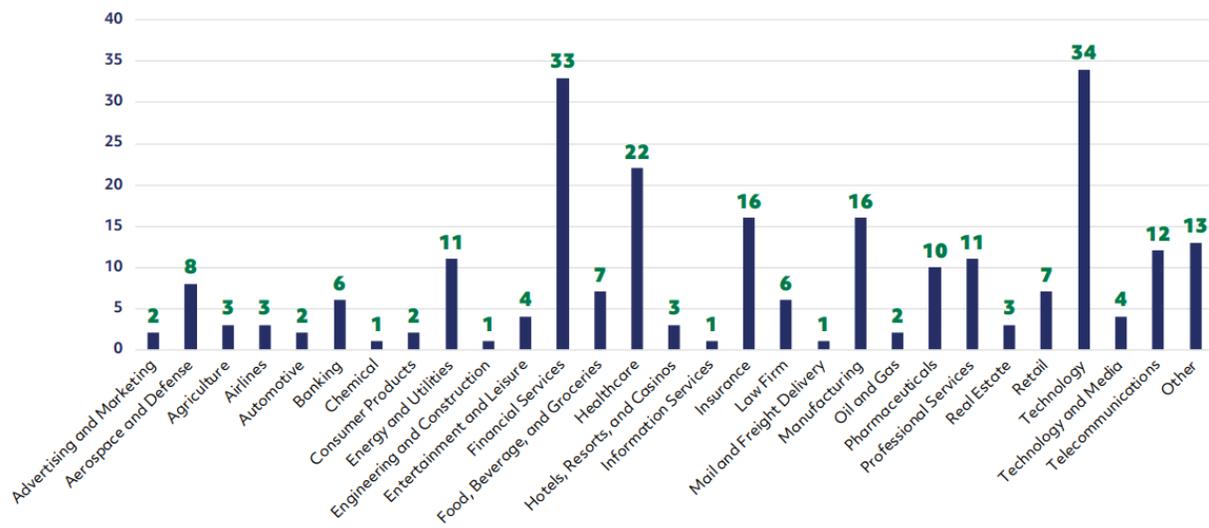
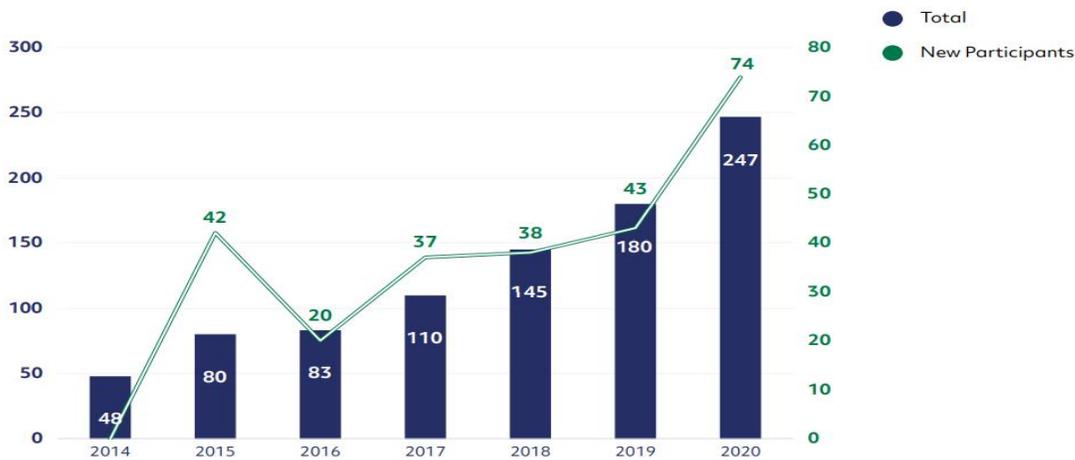


Figure 2

Overall Participation Growth

Overall Participation Growth



In Arizona, one of the friendliest states in to live for adults with ASD, is a program or school First Place Transition Academy which has been created to teach adults with ASD the skills they need to live independently (PBS News Hour, 2016). In 2016 PBS presented a Special News Hour over two nights. The first episode explores a community that has been created for adults with autism spectrum disorder to live in a community with other adults with ASD, and retired veterans or adults. They gained employments from companies or business that gave them a chance. In Arizona there is a city that is reported to be the friendliest and supportive city in the world that supports ASD; the city is Phoenix, Arizona. In Phoenix, One Place was created to provide a supportive, sustainable community where adults with autism and other neurodiversity's live and thrive with pride, purpose and endless possibilities (<https://www.firstplaceaz.org/>) . In a 60 Minutes special, a spotlight was placed on the struggles that adults with ASD have to deal with. 60 Minutes found companies that were looking to hire adults with ASD to work for their companies. These companies are creating different ways for adults with ASD to succeed in an interview and gain employment. Through the interview they reveal that adults with ASD are under employed or not employed at all. These adults have strong gifts that some are not able to use (PBS News Hour, 2016).

In 2017, NBC News did an interview with a John D'Eri about opening a carwash for his autistic son Tom, because he worried about his son's future. He created this company not only for his autistic son, but to help others just like him. When he opened the business, they started by servicing 40,000 cars per year, eventually being able to service 160,000 cars a year. This job that he provided his son gave him and others like him a purpose and motivation to be able to live life (nbcnews.com.)

D'Eri is just one of many parents, friends, and families that have created businesses for their kids to be able to work in the community. Many parents with autistic children on the spectrum worry for their children's future when they start to plan for that transition from student/adolescent to adulthood knowing that services, programs, successful college completion with a job that fits them will be challenging for their child.

In the state of Minnesota there is only one college that was created for adults with disabilities especially for those students with autism spectrum disorder. Minnesota Independence Community College (MICC) has been active since 1996 and is the only one in the state of Minnesota that I have been able to find. Their goals are to provide them with the ability to learn skills and experience life like others. They have different programs that fit the individual and what they need to be successful. At MICC students and graduates are able to achieve and maintain their ability to live independently, gain rewarding employment that lets them gain that fulfillment, provides financial security that leave them less reliant on others, gain pride in their growth, and be able to interact or join in their community activities. MICC provides the ability for students and graduates to adapt. The school evaluates and continuously improves the way they adapt, evaluates, and improves their methods of teaching. They recognize their students' value and recognize each one as an individual encouraging them to be who they want to be.

Academy of Whole Learning is the only school of its kind in the state of Minnesota that is geared toward students and adults with autism spectrum disorder. They provide curriculum based on individual student or adult needs. This school, like businesses and companies that have begun by families, friends, and parents, was also created by parents for students like theirs with autism spectrum. This school originally started out helping disabled children, but gradually

changed to focus on students and adults with autism spectrum disorder (Academy of Whole Learning, 2020).

Transition planning and preparation for students with autism spectrum disorder while in high school is to prepare them for the transition into adulthood and success in post-secondary education or working. As an educator, I wonder whether schools are providing enough skill building or if they are aware of the high unemployment rate for students when they graduate from high school or if they make it through college. Being able to match these students with jobs of interest and skills would help prepare them for their transition. Making sure that parents and students have access to resources to help make sound decisions together with their IEP team. To provide students the ability to create an education path that fits their needs and interests.

From high school students, to adolescents, to adults having the resources needed to succeed after the age of 22 being able to show them where to find their resources and getting them started sooner will provide them with the foundation to be successful.

As these students graduate and transition into post-secondary education/employment, providing them with the resources and programs that are available will not only help guide the student, but also the parent helping them to transition.

Studying and researching transitioning into adulthood with autism spectrum disorder is still in the baby steps of research. Adults with autism spectrum disorder is one of the highest demographics of unemployed compared to others with learning disabilities. More research needs to be done into the transitioning into adulthood with autism spectrum disorder. More data is needed to learn why adults with ASD are in a higher unemployment rate. For this to occur, people need to learn tolerance and alternative ways to perform interviews instead the of

traditional methods. Incorporating curriculum geared toward an individual child could make a difference can provide motivation to be successful.

The next step is to research and dig into how adults can be provided with services or find available programs. There is a need to follow adolescents as they transition into adulthood to see how they adapt and adjust, to find out why there are no programs or services available once they reach the age of 22 and what is needed to provide them the ability to be successful on this journey. Sound decisions can be made by connecting with resources and providing information to parents.

More research needs to be conducted and evidence gathered to learn how adolescents, high school students, and adults transition, their struggles, what they lose as they age out of the educational setting, what becomes of them, and are they finding success in their job search.

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