

Autism Research and Resources of Oregon

High School Transition Forum

Tuesday, October 12, 2010 6:30 p.m. - 8:00 p.m.

David Abramowitz, Jonathan Chase, and Peter FitzGerald

- Transition is a lifelong process; it does not have a start and end date.
- Many people with ASD function best when they can approach the future carefully and incrementally. The best transition planning is long-term and does not happen overnight.
- It's never too soon to start planning for the future. The earlier the transition process begins the better! Plan for transition early and discuss your goals before it's time to make decisions.
- Planning for the future should be student focused. Never forget who this is for, or his or her personal wants and needs.
- Families and schools need to collaborate and focus on the skills needed to be as independent and engaged as possible.
- An "age appropriate transition assessment" should be requested as early as possible.
- Other agencies that could provide or pay for transition services should be involved in the planning process.
- The family needs to be involved in all phases of transition, from planning to collaboration with the school to working on skills outside of the school-based transition program.
- The IEP is **the** document that can provide some assurance that necessary skills are being taught and that the student is receiving a "Coordinated set of activities that are promoting movement from school to post-school environments"
- You should receive a copy of the IEP after each IEP meeting; be sure to keep all of these documents in your personal records. The district is required to give the student a copy of their "Summary of Performance" document when they leave high school.

A number of helpful documents are hosted at the ARRO website at the following URL:

<http://arroautism.org/resources/events/hstransition>

You are welcome to download these documents at no cost and print them at home.

Feel free to send questions or comments to Jonathan@JonathanChase.Net