

The big picture: Preparing adolescents for life after ABA and IEPs

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About us

- Jennifer:

- Ph.D. in school psychology
- Training across school and clinical settings
- Nearing the end of pediatric neuropsychology fellowship at HFHS
- Special interests: neurodevelopmental disorders, epilepsy, stroke, and genetic conditions

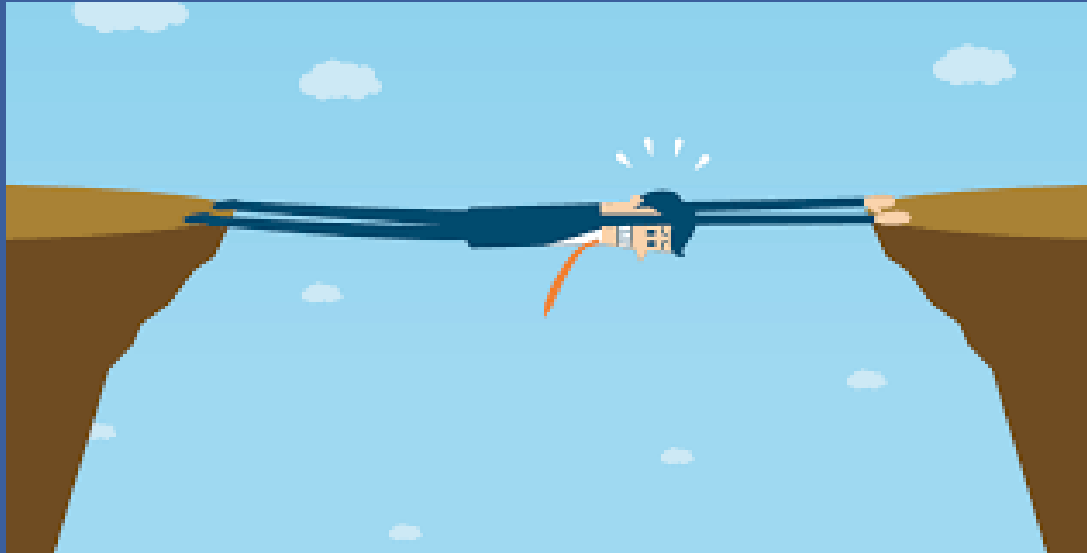
- Elizabeth:

- Ph.D. in clinical psychology (Summer 2019)
- Nearing the end of internship at HFHS
- Joining the neuropsychology team at HFHS for fellowship
- Special interests: ASD, ADHD, neurologic conditions, NICU graduates

We do not have any financial disclosures or conflicts of interest



Bridging the gap



- There is a significant discrepancy between services provided during school-age years and services post-graduation
- How can we help our children be more successful during this period of time?

Goals of today's session

- **Discuss considerations for the transitional period:**
 - **School**
 - **Residence**
 - **Medical**
 - **Legal**
- **Examine how resources can be tailored to meet these needs**
- **Identify anticipated areas that may require additional assistance**

Where to begin

- Identifying short-term and long-term goals
 - How can you include your child in this conversation?
- Where do you see your child in the next five years?
 - Does this align with *their* goals?
- Reflect on prior progress towards goals
 - What types of extra supports have been helpful in the past?



8%

**of IEPs are
classified
under the
category of
ASD**

Educational considerations

- *Benefits of an IEP*
 - Tailored instruction
 - Developmentally appropriate
 - Individual goals and progress monitoring
 - One-on-one support
- *Long-term considerations*
 - Is their work being modified?
 - Are they largely independent with task initiation and management?

Educational considerations

- How is your child or adolescent's IEP preparing them for their future career?
- Does your teen know the basics of mathematics and reading?
 - Where is their comprehension?
 - Do they know the value of money and have an understanding of telling time?
- How are these foundational skills translating to pursuits for adaptive living skills growth?
- What additional content do they need to master?

Educational considerations

- Start discussing transitions with the IEP committee as soon as possible
- Link school experiences to future goals
 - Job shadowing and apprenticeships
 - Practice with applied living skills (e.g., grocery shopping, managing a budget)
- What adaptive living skills could your child use assistance mastering?

What comes after graduation?

- **Work towards developing a plan of action before graduation**
 - **What can your teen expect?**
- **Guidance towards interests and skill set**
- **Balancing support with reality**



Pre-employment transition services

- Job exploration
- Work-based learning
- Workplace readiness training
- Post-secondary counseling/support
- Self-advocacy training

- Available to Michigan residents ages 14–26
- May participate before or after application for Michigan Rehabilitation Services

Workforce and employment training programs

- **County-wide programs for adolescents with special needs**
 - **Free employment services and day-programming**
- **Supported employment programs**
 - **State-sponsored: same-pay, support with advanced tasks**
 - **Individualized plan of employment (IPE): identify supports and services necessary for success**

University programs: transition support

- **The Ohio State University:
Transition options
in postsecondary
settings(TOPS)**

What is TOPS?

The TOPS Program is a 2 and 4-year Workforce Development Certificate program that focuses on 4 basic transition areas: Academics, Career Development, Independent Living, and Self-Determination.

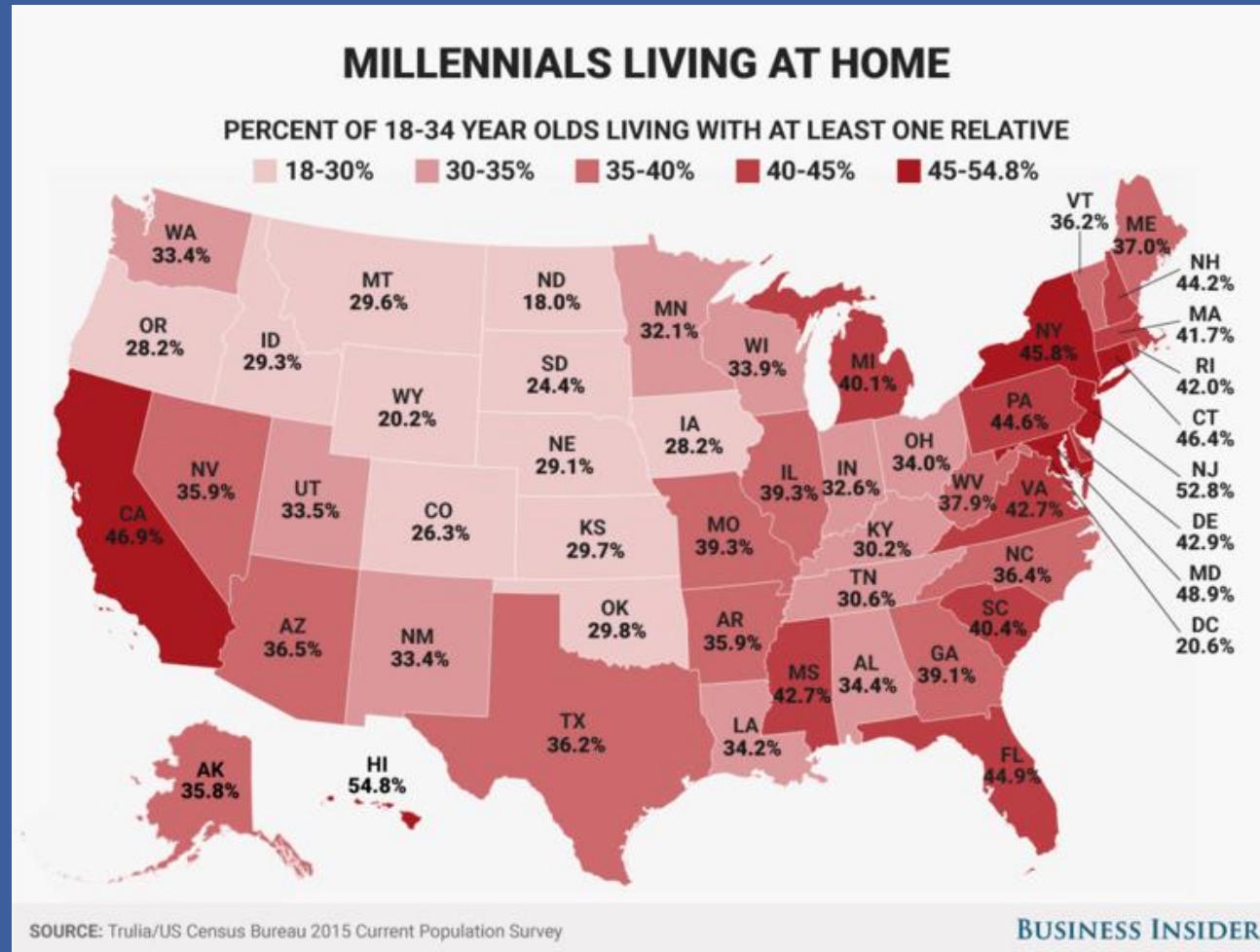
The TOPS program is not a degree granting program but a catalyst for employment and/or a bridge to degree granting programs.

University programs: degree seeking

- Opportunities for accommodations, no modifications
- Requires high degree of independence and executive functions
- Office of Student Disability Services



Current lifestyle trends



Where to live?

- Which setting can balance the need for support with independence?



Medical

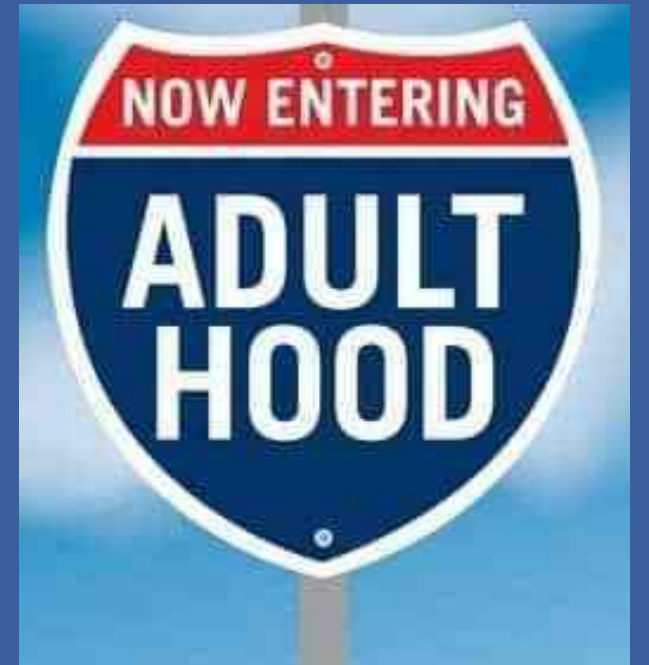
- **Who will be responsible for decision making?**
 - **Medical power of attorney**
- **Considerations**
 - **HIPPA release: access to records and permission to speak with providers**
 - **Attendance at appointments**

Medical



Legal

- Natural guardianship expires at age 18
- Does your child have the capacity to make decisions?
 - Financial?
 - Marriage?
- Power of attorney
- Guardianship
- Conservatorship



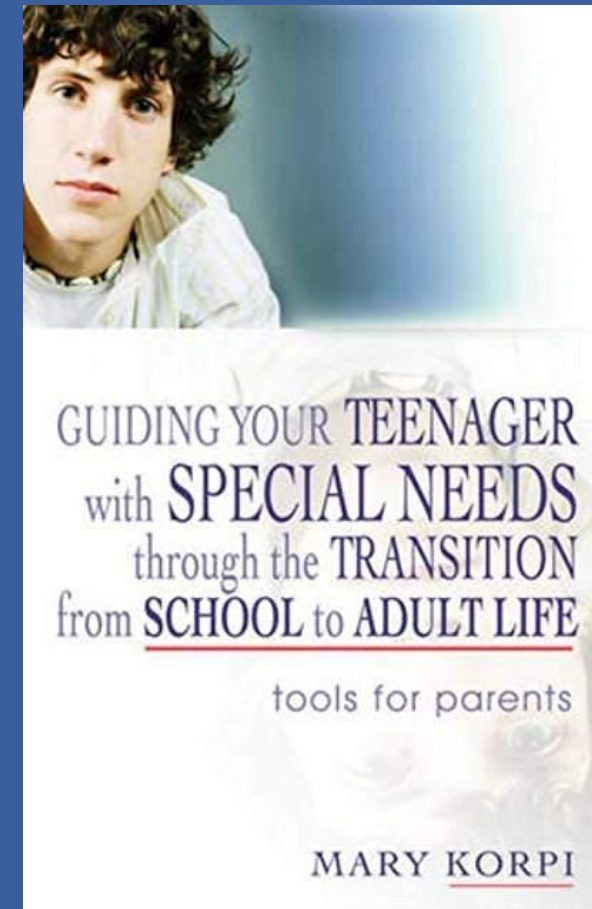
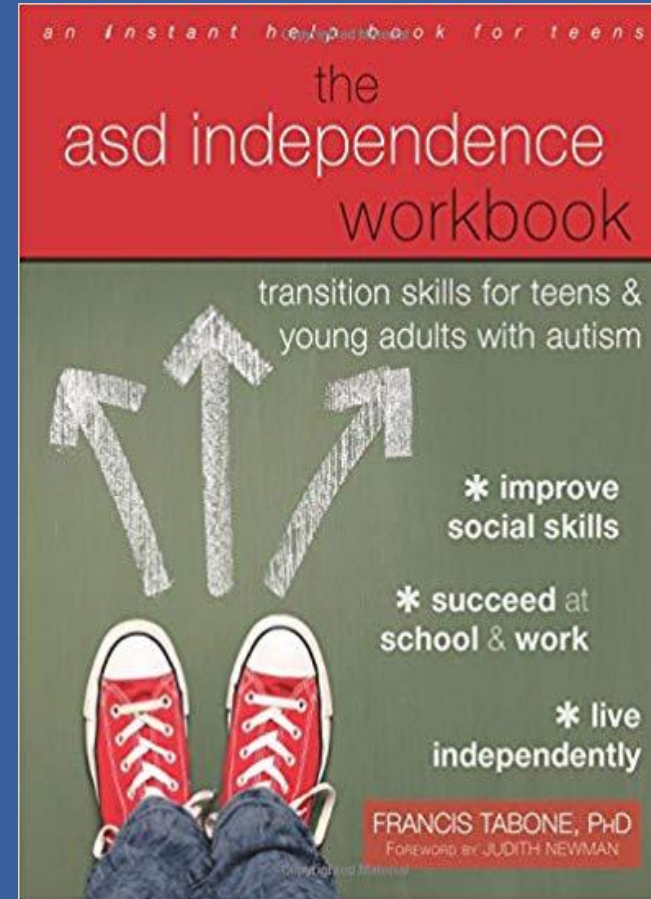
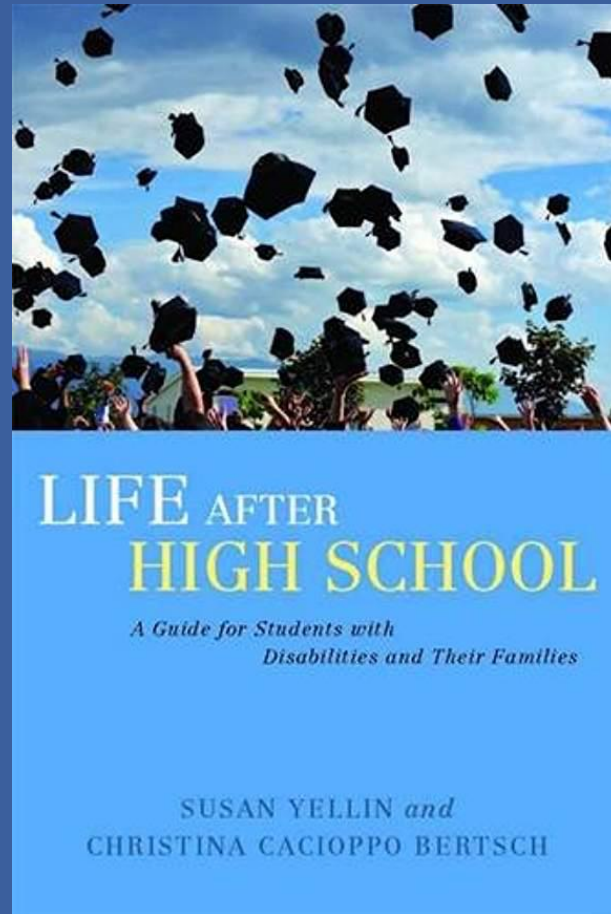
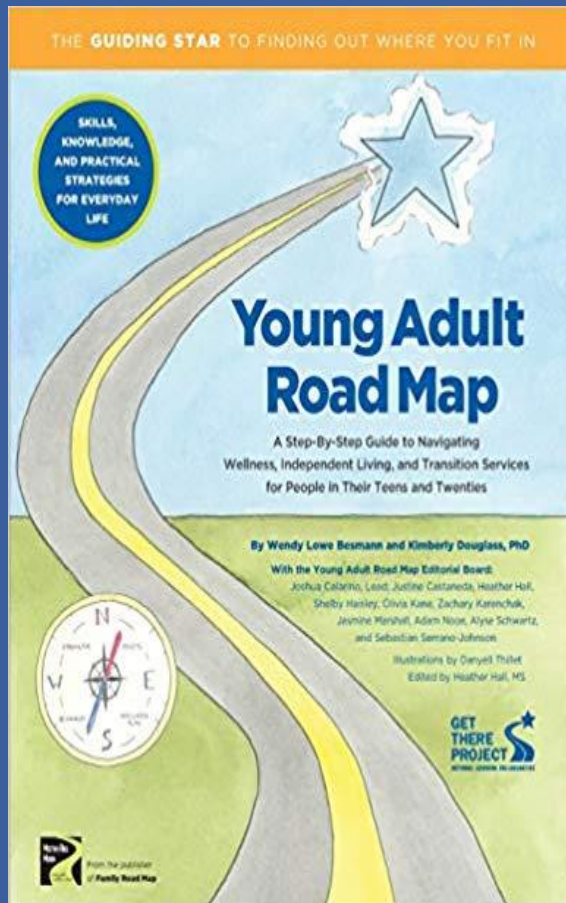
Parting thoughts

- No one is better equipped to support your child during the transition between adolescence and young adulthood
- It's never too early to start planning
- Embrace this exciting time of change, adventure, and independence

Resources

- **Michigan Rehabilitation Services: 1-800-605-6722**
 - Pre-employment transition services
 - Individualized plan for employment
- **Oakland County residents:**
 - The Arc 248-816-1900
- **Wayne County residents:**
 - Detroit Wayne Mental Health Authority 1-800-241-4949
- **Michigan alliance for families**
- **Autism speaks**
- **<https://www.collegechoice.net/rankings/best-colleges-for-students-with-autism>**

Other potential resources



Questions and comments

