Creating the Post-Secondary Classroom Model for Students with Autism

Transition Planning, Assessment and "Best Practice"

1st Component
TEACCH
Transition Assessment Profile
Formal section

Gary Mesibov
John B. Thomas
S. Michael Chapman
Eric Schopler

2nd Component
TEACCH
Transition Assessment Profile
Informal section

Gary Mesibov
John B. Thomas
S. Michael Chapman
Eric Schopler

Community-Based Data Collection

- Present Level of Performance

- Community Site Assessment Worksheet

- Community-Based Curriculum Reference

- Resume/Portfolio: Cumulative Record of Skills

3rd Component
What Makes a
Good Transition Model?

Lessons From Broward County, Florida

PASS
Post-Graduate Alternatives for Secondary Students

- 11 Years of Implementation
- Working with Students with Moderate to Severe Autism and Mild to Severe Level of Cognitive Disability
- Results: 58% of Graduates are Employed Upon Leaving School, 64% are Either Employed or in Continuing Education

---

PASS
Post-Graduate Alternatives for Secondary Students

- 14 Years of Implementation
- Training Model for All Teachers Dealing with Students with Significant Disabilities
- Responsible for Development of Quality Indicators for Transition Classrooms

What Created Success?

- Core Features
- Functional Assessment Model
- Intensive Instruction (Classroom & Community)
- Visual Structure Generalized Across Environments
- Physical Structure in All Teaching Environments
- Communication!

A Process for Community-Based Training

- Know the Learning Style
- Know the Training Sites
- Identify Structures that Support Independence
- Teach Skills in the Classroom
- Generalize Structures Across Settings
- Take Structures to the Training Sites

Know the Training Sites

- Create a Breakdown of All Skills in the Site
- Breakdown All Vocational Behaviors, Leisure Expectations, Arrival Plans, Plans for Waiting
- THEN PREPARE

In Class Preparation

- Use Skills and Behaviors in Work Zones

Prepare for Integration

- Where You Will Go and Order of Events (schedule)
- What You Will Do (work system)
- Social Expectations (visual rules and practice)

Social and Communication Training

- Practice in a Specific Zone for New Skills
- Practice in Controlled Settings
- Use in Multiple Settings
- Practice Throughout Day
- Take into Community

Find Areas in Store

- Orient to the Store Before Going
- Does the Student Need a Visual for Mobility?
- What are the Rules in the Setting?
- Are The Rules Practiced Before The Student Goes?

Transition Preparation

1) Ride the Bus
2) Where to Enter
3) Where to Wait
4) Where to Put Belongings
5) Clock In
6) Route to Work
7) What to Do

Bring Skills Back to the Class
Create the Spaces

- Sorting Foods
- Finding Items – shopping
- Stocking
- Category Sorting
- Bagging
- Carts
- Restocking

Broward County, Florida

Time to Show the Video!