

# PURPOSED PLANNING: EQUIPPING ADOLESCENTS WITH AUTISM FOR INDEPENDENT LIVING



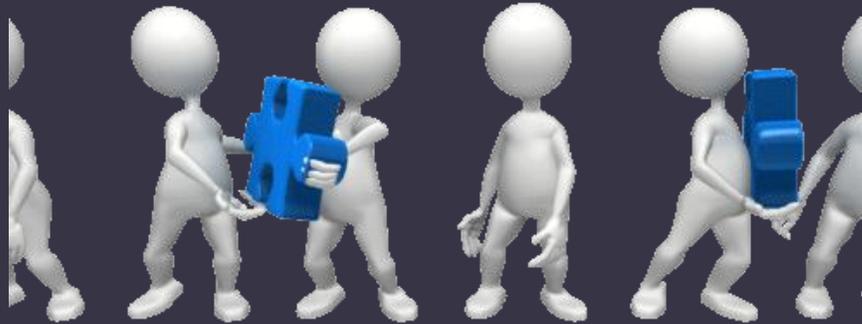
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# What to expect

- Introduction
- Research review
- Discussion of the data
- Implications for now
- Next steps
- Question and answers

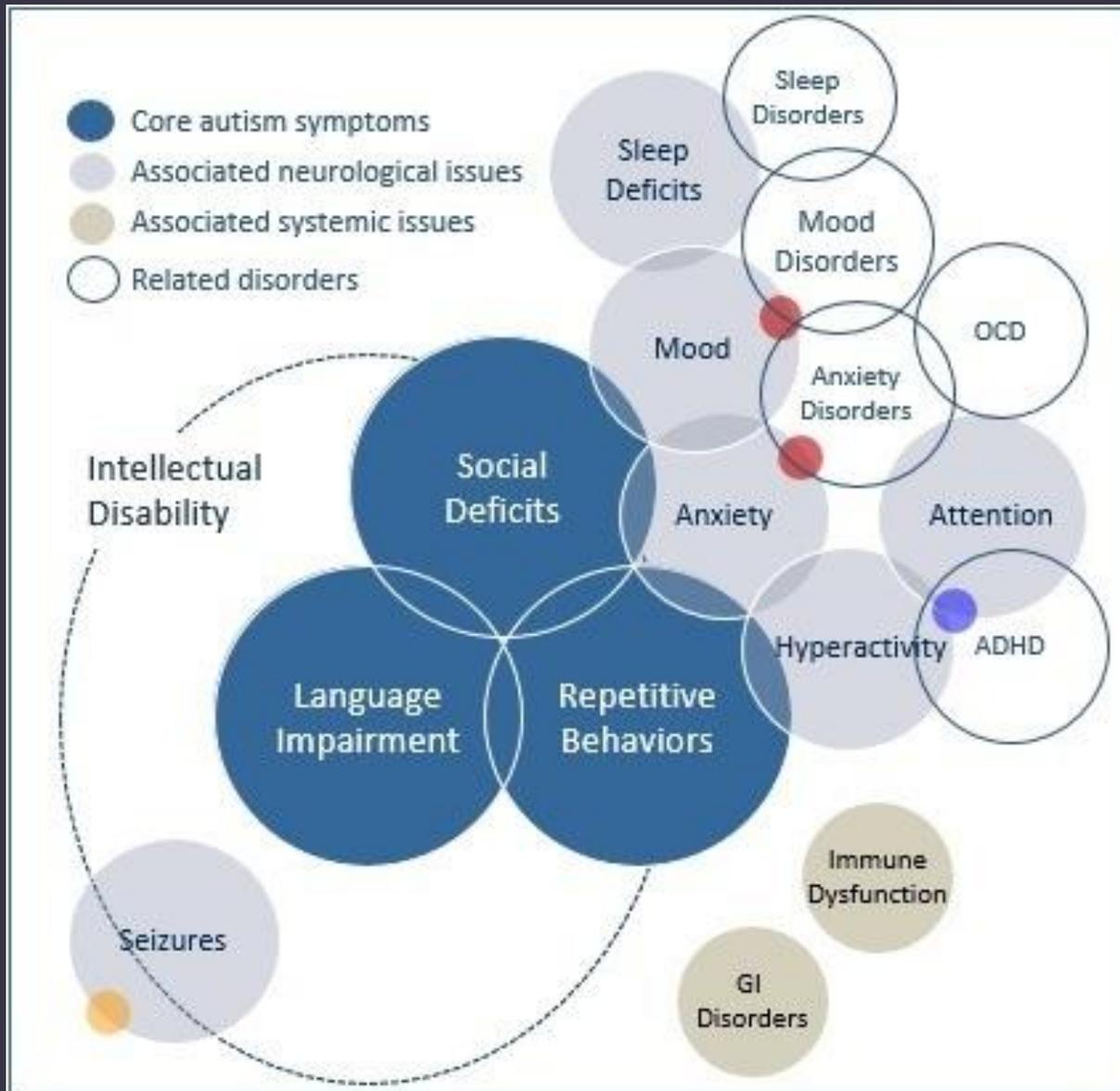
# What research does



# Independence

- What is it?
- Independent functioning is defined . . .
  - As on-task engagement in an activity in the absence of adult prompting (Hume & Odom, 2007, p. 1172)
  - As enacting self-governed, self-regulated behaviors that are based on one's personal decisions" (Zimmer-Gembeck & Collins, 2003)
- Independent functioning is ....





# ASD Symptoms

- Social Deficits
- Repetitive Behaviors
- Language Impairment

## Estimated Autism Prevalence 2018



\* Centers for Disease Control and Prevention (CDC) prevalence estimates are for 4 years prior to the report date (e.g. 2018 figures are from 2014)

## Where we are at

- Autism and Developmental Disabilities Monitoring Network
- 2014: the overall prevalence of ASD was found to be on in 59 children aged 8 years
- Males are four times more likely than females to be identified with ASD

# What will happen?



# What the literature says

- ASD is now second only to intellectual disability (ID) as the most common serious developmental disability in the United States (Newschaffer et al. 2007)
- Little attention has been given either in research or policy
  - Prevalence
  - Impact
  - Needs associated with ASD in adulthood (Totsika et al. 2010)
- Most of the lifetime costs of ASD occur in adulthood (Ganz, 2007)
- Little is known about optimizing outcomes during this period of development



# Impact of ASD symptoms

## Symptomatology

- Studies report age-related differences or changes in the severity of autism symptoms
- There's general pattern of improvement with age (Seltzer et al. 2004)
- Restricted repetitive behaviors to be less frequent/less severe among older than younger individuals (Esbensen et al. 2009)



# Impact of ASD symptoms

## Symptomatology

- Improvement in symptoms is varied across domains (Seltzer et al. 2004)
  - Greater improvements were reported for social and communication deficits
  - Repetitive behaviors and stereotyped were reported by parents to not improve as much in children and adolescents (Fecteau et al. 2003)
- Most individuals diagnosed in child-hood continue to meet criteria for ASD in adulthood (Billstedt et al. 2007; Howlin et al. 2004)



# Maladaptive behaviors

- **Maladaptive behaviors**: Behaviors that interfere with everyday activities, including self-injurious behavior, withdrawal, uncooperative behavior, aggression, and destruction of property
- Severity of ASD symptoms is related to the level of disruptive and self-injurious behaviors among adults with an intellectual disability (Matson and Rivet, 2008)
- Reduced maladaptive behaviors with age among individuals with ASD (Howlin, 2005)
- The presence of an ID is associated with higher levels of behavior problems (Beadle-Brown et al. 2006)



THE MOST APPROPRIATE LABEL IS  
USUALLY THE ONE PEOPLE'S PARENTS  
HAVE GIVEN THEM.

# Family involvement

**Family Processes:** Aspects of the family environment that pertain to child-rearing, caregiver involvement, and interactions among family members

# Family involvement

- Growing empirical support that family processes are also predictive of outcomes for individuals with intellectual and developmental disabilities across the life course (Esbensen et al. 2013)
- Positive family processes
  - Parent warmth
  - Close parent–child relationships
  - Associated with improved outcomes for individuals with diverse developmental risks (Caspi et al. 2004)
- Positive family relationships and interactions were associated with positive outcomes for adults with ASD (Woodman et. al 2015)



# Family involvement specifics



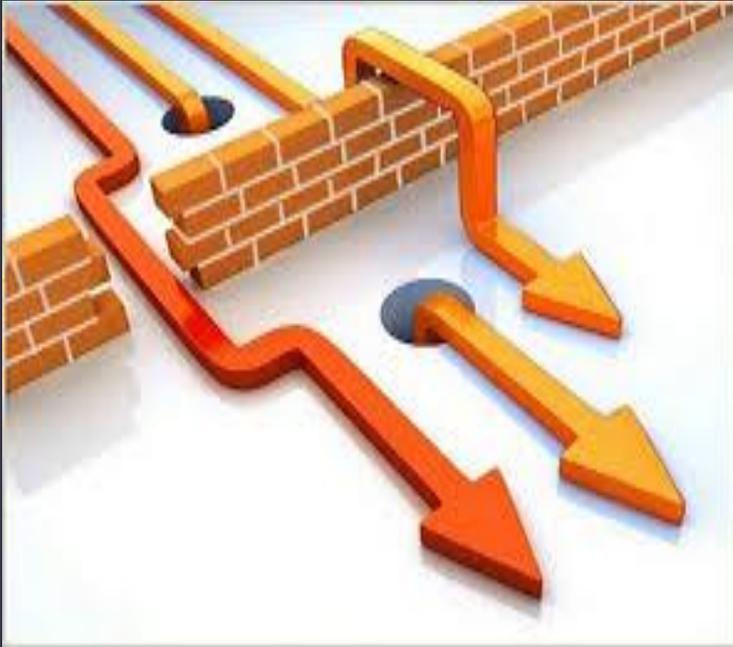
- Positive effects maintained regardless of whether or not the adult with ASD was living in the family home (Woodman et. al 2015)
- Emphasis enduring importance of the mother–child relationship (Woodman et. al 2015)
- Residential placement of the adult with ASD was not a significant predictor
  - Autism symptoms or maladaptive behaviors (Woodman et. al 2015)
- Existing programs/services that have improved aspects of the family emotional climate
  - Resulted in better behavioral outcomes for children and adolescents (Webster-Stratton et al.2004)

# Seeking independence

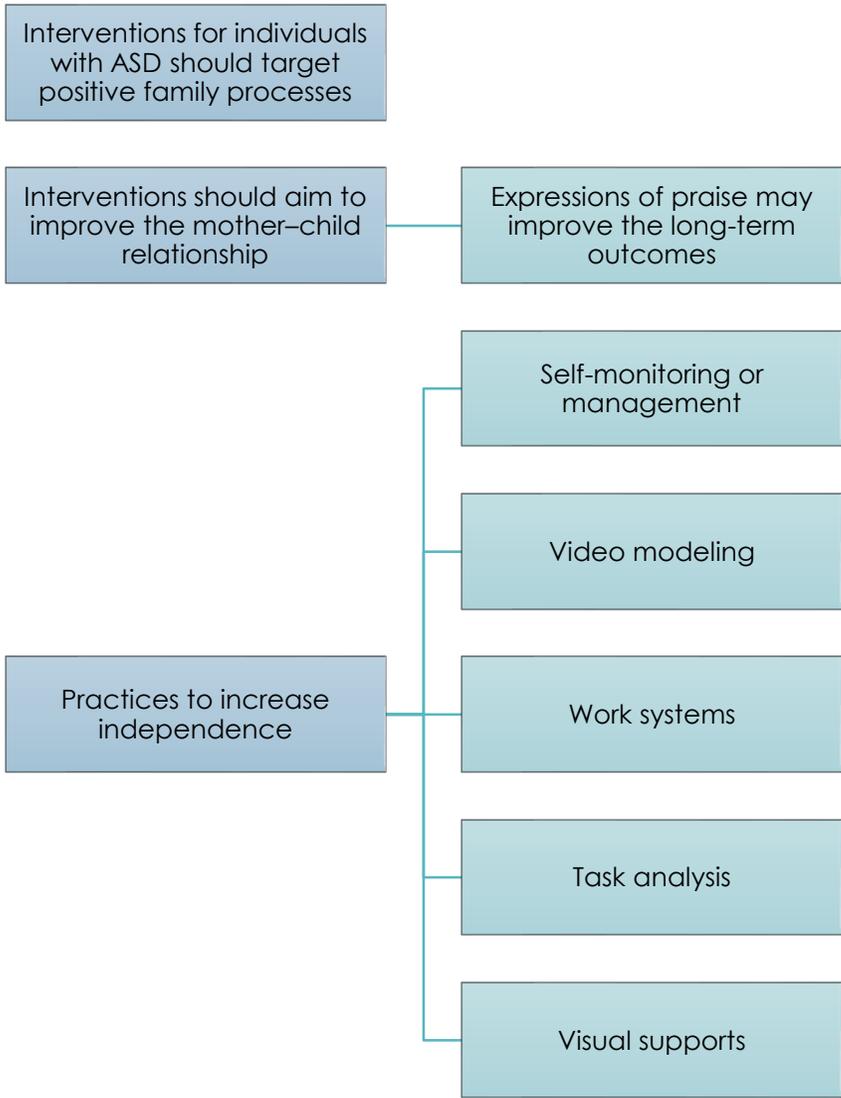
- Being able to independently complete activities associated with home, school, and community life supports greater likelihood of success during and beyond secondary settings (Smith et al., 2012)
- Example: Driving
  - 63% of parents with teens who had ASD reported they were driving or planned to drive (Huang et al., 2012)
  - Parents of teens with ASD who were pursuing driving have reported difficulty teaching more complex driving skills (e.g. multitasking; Cox et al., 2012)
  - Many factors can substantially increase the odds of those with ASD learning to drive
    - Learning from those who have experience teaching a teen to drive
    - Inclusion of driving goals in an Individual Education Plan (Huang et al., 2012)



# Challenges to independence



- The presence of an ID correlates with elevated levels as well as reduced rates of improvement in maladaptive behaviors among adults with ASD (Woodman et. al 2015)
- Deficits in the core areas impacted by ASD
  - Observational learning impeded due to difficult attending to multiple cues(Plavnick & Hume, 2013)
  - May have lower ability to ask questions, seek clarification about expectations, and/or express preferences (Hurlbutt & Chalmers, 2004)
  - Excessive resistance to change when caregivers attempt to fade or remove prompts previously provided during skill acquisition (Hume et al., 2009)



# Research recommendations

# Recommendations cont.

- Self-monitoring/self-awareness:
  - Using a mirror to practice social skills
  - Recording self to improve performance with a task
- Video modeling:
  - Learn how to perform a task at a job
  - Video self to evaluate performance
- Task analysis:
  - Teaching individual steps of a complex skill
  - Toothbrushing; calling customer service line; sending a text message
- Visual supports
  - Pictures to help enhance communication
  - Signs to provide cues about completing a task



WHERE  
DO I  
START

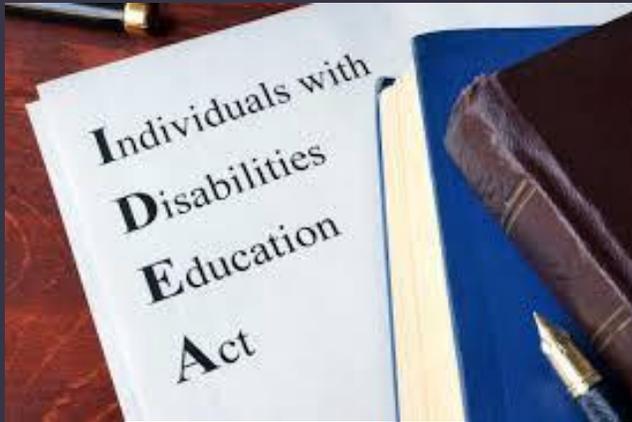


# Accessing Help



- Therapy
  - Applied behavior analysis (ABA) therapy – Teach social, communication, and other skills
  - Occupational Therapy – Vocational skills
  - Counseling – Parents, child, siblings
  - Support Groups – Learn from others
- Where?
  - ABA, OT therapy – Begins with referral from primary care physician
  - Counseling – Understand benefits for insurance; consider local churches
  - Support Groups – Look online

# Public School System

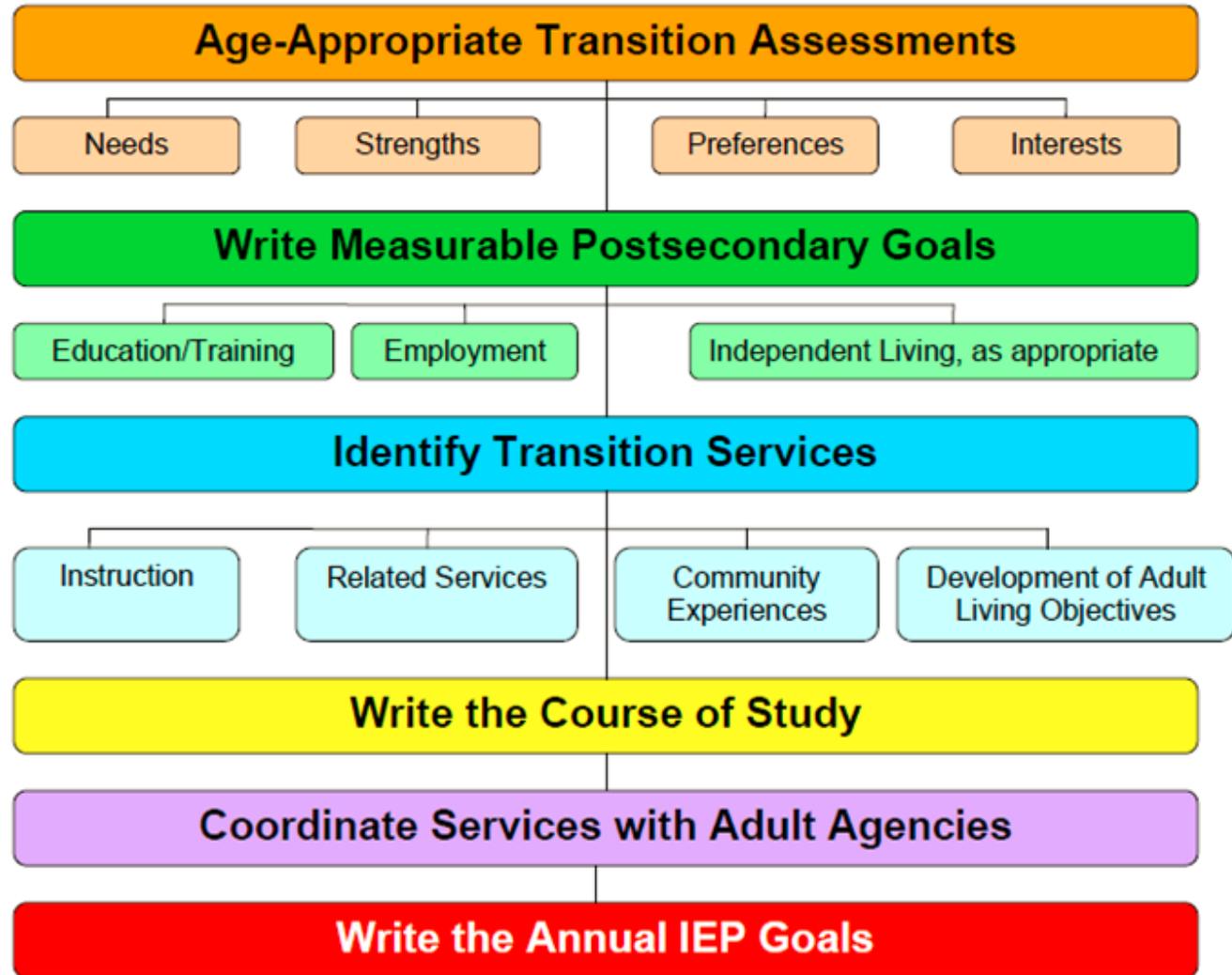


- IDEA covers people who qualify for Special Education services until their 22<sup>nd</sup> birthday
- IDEA requires schools to begin planning for transition no later than the first IEP to be implemented after the child's 16<sup>th</sup> birthday or younger if determined appropriate by the IEP team.
- Set:
  - Appropriate
  - Measurable
  - Post-secondary goals
- Base on age appropriate transition assessments relating to:
  - Training, education, employment and, where appropriate, daily living skills.

# Public School System cont.

- A coordinated set of activities for a child with a disability that “is designed to be within a results-oriented process, that is focused on improving...academic and functional achievement... to facilitate the child’s movement from school to post-school activities including:
  - Post-Secondary Education
  - Vocational Training
  - Integrated Employment (including supported employment)
  - Continuing and Adult Education
  - Adult services
  - Independent Living
  - Community Participation
- At your next ARD meeting – **ask about the child’s plans for transition into adulthood!**
- Just had an ARD meeting and didn’t discuss transition? **CALL ONE!**

## TRANSITION SERVICES FLOW CHART





# Health and Human Services Commission

- *Regional MH/IDD Centers*
  - What they are
  - How they can help
- Autism specific services only provided up to age 16
- If you have an Intellectual or Developmental Disability
  - Can provide service coordination which will get you access to funding for services

# Health and Human Services Commission cont.

- Services
  - Medicaid Waiver Programs
    - Home and Community Supports (HCS)
    - Texas Home Living (TxHML)
    - Community Living Assistance and Support Services (CLASS)
  - Intermediate Care Facilities (ICF/IIDs)
  - State Supported Living Centers
  - General Revenue





## Welcome, we're here to help.

Resources, tips and tools to build a stronger Texas workforce.

### Quick Links

- [WorkInTexas.com](#)
- [Unemployment Benefits Services](#)
- [Unemployment Tax Services](#)
- [Employer Unemployment Benefits Services](#)
- [Labor Market & Career Information](#)



### Spotlight

### News

### Events



#### Texas OnCourse

Texas OnCourse creates pathways used in preparing students for college & career success by providing best-in-class online resources for students, parents, & counselors.



#### HireAbility

Texas HireAbility events across the state are designed to raise awareness of the benefits of hiring people with disabilities and to help connect job seekers with disabilities to employers.

### NEWS

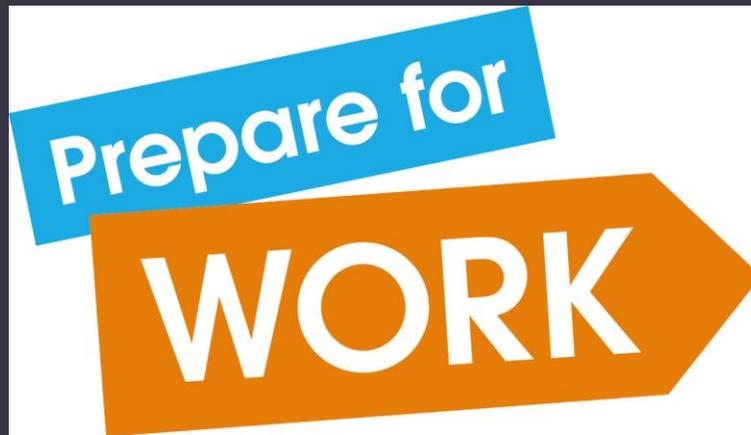
- [TWC Press Releases](#)
- [Unemployment News](#) *English En Español*
- [Texas Launches "We Hire Vets" Employer](#)

# Texas Workforce Commission

- [Texas.gov](#)

# TWC – Vocational Rehabilitation

- Texas Workforce Solutions Vocational Rehabilitation Services serves youth and students with disabilities to help prepare for post-secondary education and employment opportunities. Services are eligibility and need based.



## Youth & Student Services

Get help preparing for post-secondary education and employment opportunities through the following individualized services. Services are based on eligibility and your individual need, and are provided in collaboration with the family, high school, community college, or Educational Service Center.

## Pre-Employment Transition Services

Receive core services, as needed, to help prepare for post-secondary education and employment opportunities:

- Vocational counseling, including counseling in job exploration and post-secondary training opportunities
- Counseling on opportunities for post-secondary education such as college, vocational schools, etc.
- Work-based learning experiences, including internships and on-the-job training
- Training in workplace and employer expectations
- Training in self-advocacy and social skills

## Other Services

Services may be provided to help you achieve your education, training or employment goals, including (as needed):

- Referrals for hearing, visual and other examinations
- Assistance with medical appointments and treatment
- Rehabilitation devices, including hearing aids, wheelchairs, artificial limbs and braces
- Therapy to address a disability, including occupational or speech therapy and applied behavioral analysis
- Physical restoration
- Medical, psychological and vocational assessments
- Assistive technologies, including screen reader software, computer equipment and other items
- Job matching and placement services
- Transportation assistance to and from your job, college or certification program, Referral to other state, federal and community agencies and organizations
- Rehabilitation Teachers Services to help you learn Braille, orientation & mobility, and home and health management skills if you have a vision-related disability
- Vocational adjustment training
- Supported employment services

# TWC

Vocational Rehabilitation  
for Youth & Students

## Adult Services

Get help preparing for, obtaining, retaining or advancing in your employment through the following individualized services. Services are based on eligibility and your individual needs.

### Services to Assist with Employment

Services may be provided to help you prepare for, obtain, retain or advance in employment, including (as needed):

- Vocational counseling and guidance
- Referrals for hearing, visual and other examinations
- Assistance with medical appointments and treatment
- Rehabilitation devices, including hearing aids, wheelchairs, artificial limbs and braces
- Therapy to address a disability, including occupational or speech therapy and applied behavioral analysis
- Physical restoration services
- Medical, psychological and vocational assessments
- Assistance with college education or trade certification
- On-the-job training
- Training in workplace and employer expectations
- Vocational adjustment training
- Rehabilitation Teachers Services to help you learn Braille, orientation & mobility, and home and health management skills if you are blind or have a visual impairment
- Supported employment

### Job Matching & Placement Services

- Transportation assistance to and from your job, including travel vouchers and vehicle modifications
- Follow-up and supported employment services to help you maintain employment
- Referral to Business Enterprises of Texas program, Criss Cole Rehabilitation Center and other state, federal and community agencies and organizations

TWC

Vocational Rehabilitation  
for Adults

# Financial Support



- Supplemental Security Income (SSI)
  - Federal income supplement program funded by general tax revenues (not Social Security taxes)
    - Designed to help blind, aged and disabled people who have little or no income
    - Provides cash to meet basic needs of food, clothing and shelter
- Medicaid
  - If you qualify to receive SSI you are eligible for Medicaid
- Social Security Disability Insurance
- Medicaid Waiver Program Waitlists

# Local Resources

- Local Authorities
  - **Andrews Center** (Smith, Wood, Rains, Van Zandt, and Henderson)
  - **ACCESS** (Anderson and Cherokee)
  - **Burke Center** (Houston, Trinity, San Jacinto, Polk, Tyler, Angelina, Nacogdoches, Shelby, San Augustine, Sabine, Jasper, Newton)
  - **Community Healthcore** (Red River, Bowie, Cass, Marion, Upshur, Gregg, Harrison, Rusk, Panola)
- Texas Workforce Community – Vocational Rehab
  - (903) 534 – 2070
- Autism Speaks:
  - Transition Tool Kit
  - Post-Secondary Educational Opportunities Guide
  - Housing and Residential Supports Tool Kit

Questions?

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