



Essential Features of a Defensible Autism Program

Module 11: Post Secondary Transition Planning

OVERVIEW

The last module in the APERS, Post Secondary Transition Planning, focuses on preparing autistic students for life after high school by emphasizing purposeful and student centered transition planning. This module examines how schools support students in developing skills related to employment, post secondary education, independent living, and community participation. It highlights the importance of coordinating planning, meaningful experiences, and collaboration among students, families, educators, and community agencies to ensure successful post school outcomes.

THE PURPOSE

To guide teams preparing students with autism through life after school through intentional student centered planning. It emphasizes clear future focused goals and uses thorough transition assessments to identify student strengths, needs, and interests. It supports career exploration, targeted transition instruction and comprehensive planning across employment, education, and independent living. It all combines to promote a coordinated approach that supports smooth transitions to adulthood and fosters independence and long term fulfillment.



SUBDOMAINS

- Transition Goals
- Transition Assessments
- Career Guidance
- Transition Instruction
- Transition Plans

WHAT TO LOOK FOR

Assessment and Planning:

Transition assessments start by age 14 and guide measurable IEP goals based on student strengths and needs. Plans should be individualized and updated regularly.

Team Collaboration:

Plans are developed with input from the student, family, school staff, and agency partners. The student's voice and self-determination should help guide decision making.

Career Preparation:

Students explore careers through counseling, job shadowing, internships, and can earn credit for work experiences when possible. Student experiences should encourage the building of confidence and independence over time.

Life Skills Instruction:

Students should receive training in self-advocacy, daily living, work skills, and community-based instruction. Families should also be supported to reinforce skills across settings.

Agency Coordination:

Schools should work with community agencies through formal partnerships and include them in the transition process to ensure smooth continuity of supports after graduation.



ADDITIONAL RESOURCES



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