

**Transition Planning for Students with Autism: Critical Considerations**

<b><i>Assessment Area</i></b>	<b><i>Considerations</i></b>	<b><i>Notes/Observations</i></b>
Functional Communication	<b>Expressive:</b> <ul style="list-style-type: none"> <li>• Requests reinforcers</li> <li>• Requests assistance</li> <li>• Requests breaks</li> <li>• Requests clarification</li> <li>• Requests bathroom use</li> <li>• Expresses affirmation, rejection</li> <li>• Comments are responsive and spontaneous</li> <li>• Answers and asks questions</li> </ul> <b>Receptive:</b> <ul style="list-style-type: none"> <li>• Understands verbal directions with gestures and/or contextual cues</li> <li>• Understands verbal directions without gestures and contextual cues</li> <li>• Follows pictorial and/or written directions and schedules</li> <li>• Waits appropriately</li> </ul>	
Social Skills	<ul style="list-style-type: none"> <li>• Initiates and responds to greetings</li> <li>• Gains attention appropriately</li> <li>• Avoids violation of others' personal space</li> <li>• Accepts feedback and/or correction</li> <li>• Uses 'please' and 'thank you'</li> <li>• Responds to social questions</li> <li>• Refrains from disruptive behaviors</li> </ul>	
Functional Academics	<ul style="list-style-type: none"> <li>• Reads functional materials</li> <li>• Handles money (exchanges money for purchase, uses debit card, uses wallet)</li> <li>• Writes name, notes, letters</li> <li>• Demonstrates math concepts of more/less, uses calculator, reads clock, manages time</li> </ul>	
Self Care	<ul style="list-style-type: none"> <li>• Feeds self</li> <li>• Independently toilets and manages self-care routines</li> <li>• Consistently washes hands</li> <li>• Dresses self</li> </ul>	
Domestic Skills	<ul style="list-style-type: none"> <li>• Demonstrates simple food preparation</li> <li>• Demonstrates basic cleaning skills</li> <li>• Takes care of clothing</li> </ul>	

Recreation and Leisure	<ul style="list-style-type: none"> <li>Engages in solitary activities (TV , music, computer, books/magazines, games, puzzles)</li> <li>Engages in group activities (games, cards, art)</li> <li>Engages in gross motor activities (walking, sports, games)</li> </ul>	
Community	<ul style="list-style-type: none"> <li>Demonstrates general skills such as waiting</li> <li>Uses transportation</li> <li>Makes single-item purchases</li> <li>Makes multi-item purchases</li> <li>Engages in food-related activities</li> <li>Engages in recreational activities</li> </ul>	
Health and Safety	<ul style="list-style-type: none"> <li>Refrains from dangerous behaviors</li> <li>Communicates effectively when feeling ill</li> <li>Cooperates with medical interventions and personnel</li> <li>Participates in regular exercise routines</li> <li>Acts upon sexual feelings appropriately</li> </ul>	
Human Sexuality	<ul style="list-style-type: none"> <li>Understands private vs. public</li> <li>Touching—appropriate greetings, gains attention appropriately, shows affection appropriately</li> <li>Demonstrates appropriate conversation topics</li> <li>Understands appropriately dressing, undressing, modesty issues</li> <li>Dating and related social behaviors are appropriate</li> <li>Understands self-pleasuring and appropriate time/place considerations</li> <li>Engages and understands ‘safe’ behaviors</li> </ul>	
Self - Awareness and Determination	<ul style="list-style-type: none"> <li>Makes choices for self</li> <li>Assesses own appearance and performance</li> <li>Manages reinforcement/reward systems</li> <li>Assesses and communicating preferences</li> <li>Participates in meetings appropriately</li> </ul>	

Adapted from: Kate Dickey, Brandee El-Attar, Devereus CARES Consultants, West Chester, PA 19335, 2011.