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Transitioning students with autism beyond high school: A resource guide for students, parents, and teachers

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Abstract:

Transitioning from high-school into college and/or the workforce can be extremely challenging for individuals on the autism spectrum as well as their families and teachers. Although some young adults with autism spectrum disorder (ASD) do achieve independence after high school, many continue to depend on their families for support. Understanding the unique problems associated with ASD including socialization, communication, independent daily living skills, academic functions, and self-advocacy is critical when determining a transitional support plan. According to the California Department of Developmental Services (2003), the number of individuals diagnosed with ASD is increasing every year. Many of these students will attend postsecondary educational settings or enter the work force. The purpose of this graduate project is to develop a resource guide for transitioning students with ASD from high school to beyond. The target audiences include students with ASD, their parents and their teachers.

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Includes bibliographical references (pages 19-24)

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