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Autism Agenda



Linn Benton Lincoln ESD-Cascade Regional Autism Program

COMING OF AGE: AUTISM AND THE TRANSITION TO ADULTHOOD

By: Marina Sarris

The road to adulthood officially begins for many teens when they graduate from high school and move on to a first job or college, to paying bills and living on their own. But for people with autism, and their families, leaving high school is a more monumental step, one that will transform their relationship to services and supports.



In the coming years, an unprecedented number of students with autism spectrum disorder (ASD) will leave high school and flood the U.S. adult disability system, where services are based on the availability of funding and waiting lists abound. An estimated 50,000 Americans with ASD will turn 18 each year¹, part of "a surge of children" diagnosed in the 1990s.²

"We know there's a crisis coming," said Dr. Peter Gerhardt, chair of the Organization for Autism Research's Scientific Council. "It's not just a money crisis. It's a service crisis." Who will provide the services these young adults need? These soon-to-be adults are coming of age in a time of shortage. The goal of independent living, shared by all teens, may seem farther from view for those on the spectrum.

WHAT DO WE MEAN BY THE TRANSITION?

When you get to be 18 or 21, it's like falling off a cliff. We don't do a great job of educating parents about what's going to happen after school ends.

Technically, the transition is a formal process that begins by age 16 for a student who receives U.S. special education services. That is when school systems must begin helping those students plan for life after high school, such as college, work, vocational training, independent living and adult disability services.

Teachers will ask students about their interests and develop goals to be inserted in the student's Individualized Education Program (IEP). Adult service agencies may be invited to participate, since they may be handling the student's needs after he leaves high school or reaches age 21.

But don't assume a young adult is merely transferring between two equal disability systems, one for children and one for adults. The adult system is different at its core.

Continued on page 2.

TRANSITION TO ADULthood CONTINUED...

A student with a disability who is eligible for U.S. special education services is *guaranteed* to receive them until he graduates high school or turns 21. Not so with adult services. That same student may be *eligible* for adult services, such as housing assistance, day programs, supported employment and job training. But whether and when he receives those services depends on funding. States often administer such programs through developmental disability and vocational rehabilitation agencies. The states set their own guidelines for eligibility and funding.

Many states have waiting lists for adult services, particularly housing. For example, Connecticut had 15,000 people with intellectual disability who were eligible for services in 2013, but only limited funding. To receive funding, someone on a waiting list had to be in a crisis, such as facing homelessness, abuse or a progressive illness. Many states parcel out funds for adult services to those who are in crisis or have the most severe needs.

"When you get to be 18 or 21, it's like falling off a cliff," said Zosia Zaks, a Certified Rehabilitation Counselor who works with adults with ASD. "We don't do a great job of educating parents about what's going to happen after school ends."

The responsibility for obtaining services also shifts. Public schools are tasked with finding children with disabilities and providing them services. But in the adult system, you must apply for services and ask for what you need. "It requires self-advocacy," explained Mr. Zaks, program supervisor at the Hussman Center for Adults with Autism in Towson, Md.

YOUTH WITH AUTISM AT RISK AFTER HIGH SCHOOL

The same shift occurs at the college level. That IEP that parents and teachers worked so hard to develop year after year? It does not apply to U.S. colleges and universities. A new set of rules, based on different laws, awaits students at the college level.

Once in college, students with disabilities will have to request the accommodations they need to be successful, and their schools need only provide the "reasonable" ones. Parents who consider themselves experts on their child's special needs may find themselves largely shut out of the process after high school because of privacy laws. Students who have experience making their needs known will fare better in this self-advocacy system.

Not surprisingly, the road to adulthood can be rocky. More than half of the youth with ASD had no job and no involvement with postsecondary education in the two years after leaving high school, according to a study in the journal *Pediatrics*. In fact, they fared worse than their peers with other types of disabilities in several measures of post-high school outcomes.³ Students with ASD from lower-income families and those with greater impairments are at especially high risk.

"It appears that youth with an ASD are uniquely at high risk for a period of struggling to find ways to participate in work and school after leaving high school," according to the research team, led by Paul T. Shattuck Ph.D. They also warned of "potential gaps in transition planning" for youth with ASD,³ a caution mentioned by other researchers studying the post-high school employment of people with autism.⁴ But don't panic. There are things parents, teachers and schools can do to help with the transition.

START TRANSITION PLANNING EARLY

Parents ask me, 'When should I start with transition planning?' I say, 'Age six,' and people look at me like I'm out of my mind.

Ernst VanBergeijk Ph.D.

For one, you can begin planning sooner. Experts say that transition planning ideally begins when children are very young, as parents and schools lay the foundation for skills needed to negotiate adult life.

"Parents ask me, 'When should I start with transition planning?'" said Ernst O. VanBergeijk, Ph.D., M.S.W., associate dean and executive director of the Vocational Independence Program at New York Institute of Technology.

Continued on page 3.

TRANSITION TO ADULthood CONTINUED....

"I say, 'Age six,' and people look at me like I'm out of my mind. 'That's way too early,' they say. But I say, you need to visualize your child at age 21. What is it like to be an independent adult? What are the building blocks for independent living skills?"

Daily living skills – which include personal hygiene, housekeeping and handling money – can be taught beginning in early childhood, he said. Complex skills can be broken into small steps and gradually increased in complexity as a child gets older and learns to do each step, he said.

Take work and money management skills, for example. A parent can begin by teaching her child to perform simple chores and giving him an allowance for the work, he said. The child can learn about money by placing his coins into separate tins for spending and saving.

The payoff for learning these skills is high. A 2014 study of adults with ASD found that those with better daily living skills were more independent in their job and educational activities.⁵

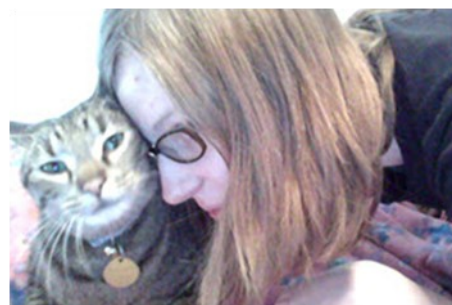
FOCUSING ON DAILY LIVING SKILLS IN THE TRANSITION YEARS

Schools may not always consider daily living skills when drafting transition goals for a diploma-bound student. Parents can request that those skills be included in the IEP, said Dr. Amie W. Duncan, a psychologist who has studied this issue. Her research team found that half of the students with ASD and average or above average intelligence had deficits in daily living skills.⁶

Another item to consider: adding "travel training" as a transition goal. Travel training is hands-on teaching about how to travel safely to jobs and other destinations using public transportation.

Some programs, such as Project SEARCH, help move students with disabilities into workplaces during the transition years.

Elizabeth Cuff, 20, participated in Project SEARCH at Kootenai Medical Center in Coeur D'Alene, Idaho. Ms. Cuff, who has Asperger's Syndrome, worked in different jobs, including the Information Technology (IT) department. There, her computer skills made her a natural fit. "Things really clicked for me because I felt at home there," she said. She imaged computers and iPads, installing standard sets of software at one time. "They told me I was really good at it," and I said, 'I'm not that good,' and they said, 'No, you're *really* good.'"



She enjoyed her time in IT. "I made a lot of friends. Technically they were my coworkers, but I thought of them as friends," she said. "There was a lot of video game talk, and I'm kind of a gamer at heart."

Unfortunately, she did not land a computer job after leaving Project SEARCH, but she is working part-time washing dishes and other tasks. Ms. Cuff, a participant in the Simons Simplex Collection autism research project, has other career dreams. An artist with an interest in design, she hopes to open an old English style tea shop one day.

As part of the transition process, children should be encouraged to think about their interests and preferences, with an eye toward future employment, several experts said. One symptom of autism is an intense absorption in an object or topic. "Obsessions, when properly directed, can lead some children into a successful career," Dr. Temple Grandin told an interviewer.⁷ She should know. A woman with autism, she turned her obsession with cattle chutes into a successful career designing livestock facilities around the world.

Students also can develop their interests, abilities and self-advocacy skills by participating in volunteer work and school clubs such as Best Buddies.⁸ Best Buddies is a program in the United States and other countries that fosters friendships between students with and without developmental disabilities.

Ms. Cuff offers this advice to others facing the transition to adulthood: "Just move forward day by day, and cross the bridge when it comes."

Interactive Autism Network at Kennedy Krieger Institute April 8, 2014 ian@kennedykrieger.org This is the first in a series examining the research and reality of the transition to adulthood, with advice from experts who have studied the process and young adults who have lived it. Other articles include parts 2) Daily Living Skills: A Key to Independence, 3) Autism and the College Experience, and 4) Finding a College Program.

AUTISM FROM A STUDENTS PERSPECTIVE

Autism and Asperger's: Are They the Same?

By Lakota, High School Junior

Autism is a hot topic floating around, and will be for a long time with more and more mental ailments being classified under the Autism spectrum. While people keep getting diagnosed with it, few people actually know what Autism or its disabilities are or mean. Those same people do not know whether or not Autism is a bad thing or not. The truth of the matter is that Autism is OK, and shouldn't really be worried about in most cases.

When I was 7, I was diagnosed with Asperger's Syndrome. Asperger's is most commonly confused with Autism, despite it (and likely due to it) being a part of the Autism spectrum. This is because most symptoms of Asperger's are the same as that of most other disabilities on the spectrum. However in some cases Asperger's and Autism are considered separate disabilities under a larger disorder called PDD—pervasive developmental disorder—Autism being the more severe of the two (WebMD). Asperger's is usually attributed to normal intelligence and development of language, but with a lack thereof of communication (WebMD) and well as restricted and/or repetitive behavior—especially concerning stereotypes (NIH, Asperger's). It was hard enough for me to write this paper because of these problems.

Autistic disorder (colloquially called Autism) is an entirely different story. Autism is the most common of the spectrum disorders (NIH, Autism), and is why they are called the Autism Spectrum Disorders. Autism has the same effects as that of Asperger's, but as a harder to manage form and usually accompanied by language impairments which Asperger's does not possess (Autism Society). Autism should not be confused with other syndromes such as Down's where it impairs the physical appearance of the person because Autism only affects the brain and its sociability (NIH, Autism).

Asperger's and Autism, while there is no concrete cure, can be managed and eventually overcome. Behavior interventions and mental therapy can help the situation (NIH, Autism). We as a people do not know where Autism (and by extension Asperger's) comes from or what causes it (NIH, Asperger's), but many say it's due to a mix of genetics and the environment (NIH, Autism); although I may disagree personally to that because there aren't any other relatives to me who have Asperger's. Those with Asperger's and maybe some with classic Autism can actually lead normal lives in the future, but will have a struggle with social interactions (NIH, Asperger's).

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AUTISTIC ADULthood

Stark Realities of Autistic Adulthood

You don't outgrow autism. But a wave of autistic children is growing into adulthood. What's going to happen then?

As long as they're in school, young Americans on the Autism spectrum – and there are more and more of those – have a fair amount of support. Programs. Special education. People engaged with them, and for them to engage with in return. But when school ends, that support ends. And these young adult autistic Americans, and their families, are pretty much on their own. Some, of course, can work and build fairly independent lives. Others cannot. For them, and their families, it can be an overwhelming moment. This hour On Point: a new report looks at “aging out” of America's autism support system, and into a very challenging adulthood.

-Tom Ashbrook

View his program in full at: <http://onpoint.wbur.org/2015/04/16/autism-adulthood-parenting-aging-out>

Dateline has an episode on adult autism called: “On the Brink”

Please check it out at: <http://www.nbc.com/dateline/video/dateline-april-12-2015/2857335?onid=146591>

ROBOTS 4 AUTISM

Robots4Autism

A HUMANOID ROBOT THAT ENGAGES CHILDREN WITH AUTISM AND DELIVERS RESEARCH-BASED LESSONS THAT TEACH SOCIAL BEHAVIORS

This revolutionary robot is an exciting and affordable new tool for educators, therapists and parents. Using Robots4Autism's research-based curriculum,

Milo teaches elementary and middle school age children the understanding and meaning of emotions and expressions, and demonstrates appropriate social behavior and responses.

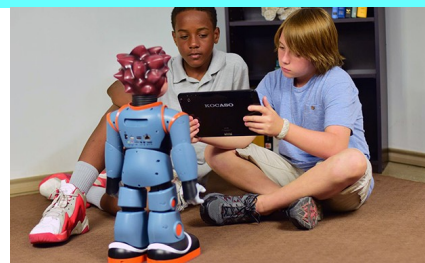
CREATING A POSITIVE LEARNING ENVIRONMENT FOR CHILDREN WITH AUTISM

Milo the robot is highly effective at reaching and motivating children with autism who have difficulty interacting with humans or who are uncomfortable practicing and using social skills with people. Anxiety and emotional dysregulation inhibit learning. When children are engaged and comfortable, they're better able to learn. Recent research has shown that children working with a therapist and Milo are engaged 70-80% of the time compared to just 3-10% of the time with traditional approaches. Children want to work with Milo again and again which increases their opportunities to learn and their development success.

AN AFFORDABLE, EFFECTIVE INTERVENTION

RoboKind offers the first affordable advanced social robot designed specifically to teach children with autism critical social skills. The Robots4Autism curriculum was developed by autism experts to provide educators, therapists and parents an effective method of teaching appropriate social interactions that are challenging for children with ASD. Using Robots4Autism, children act more appropriately in social situations, self-motivate, self-regulate, and generalize in the population.

For more information go to: <http://www.robokindrobots.com/robots4autism-home/>



Swim Lessons

Olinger 111 Basic Skills for Children with Autism

Summer Session One -June 15th through June 25th
Monday through Thursday 11:45am-12:30pm

Summer Session Two– June 29th through July 9th
Monday through Thursday 11:45 am– 12:30 pm

Cost: \$45.00 for eight lessons


The first 15 minutes will focus on one or two basic skills that the parent wishes their child to learn. The last 30 minutes is open swim for the children and their caregiver/parent. If your child does not want to do the lesson for the day, they are more than welcome to have a 45 minute open swim with their caregiver/parent present.

You can register at
mva.recdesk.com

Click on programs tab and search under the activity name 111.



MVA



Where
learning is



FUN!

The Unique Grief of Special Needs Parents

[Sheri Dacon](#)

The day I found out my boy had autism, I wasn't shocked or upset or wounded. I was relieved. I was also in denial.

My boy was smart, and I knew that all too well. He was high-functioning, and I was confident that we would be able to help him overcome any obstacles before starting kindergarten. By the time he started school, no one would even know. They might just think he was a little quirky. Plenty of people are quirky. No big deal. So I spent that first year with few cares at all, reading a handful of books, learning about social stories and visual schedules and the basics of Asperger's, convinced that we would be past all of it in a couple of years. Then kindergarten came, and my world got smashed to pieces.

Things didn't work. The new school, the new teacher, everything we had prepared for... it broke faster than I could scurry around and pick up the pieces. Less than six weeks into the school year, we requested an ARD meeting and moved him to an autism program at a different school.

We are four years further down the road now. The social differences are much more noticeable at age 9 than they were at 5. Instead of getting better, in many ways, the disability has worsened.

I don't know what it is like to lose a child. It breaks my heart when it happens, because I'm not sure if or how a parent ever recovers from it. Yet I know brave souls who somehow go on after a child's death. I can't imagine what the grief is like.

The Unique Grief of Special Needs Parents

There is a kind of grieving that exists as well with having a special needs child. My child is very much alive, and I am so grateful, especially since I have witnessed his seizures and considered the possibility, if just for that split second, that he was dying.

But the hopes and dreams I had for my child die a little more each day as I watch him move forward in life. When he was just 5 or 6, I had hope that he would outgrow certain behaviors with age, that he would function better. It was that hope that kept me going. Yet here we are at age 9, and while some behaviors have improved, others have declined.

It is hard to hope when your child pushes against an ever stronger current. Adolescence is just around the corner and it is scary.

The grieving never ends. If you let your guard down for even a moment, some terrible incident will come slamming into you, reminding you that your child will never be like the others. He will *always* be different.

Slam.

To accompany the grief, there is its sister – guilt.

Guilt that I did something to cause it.

That I should have noticed the signs sooner, gotten more and better treatment, sought a different course or path.

That I should be doing more, reading more, helping more, trying harder.

That I should spend more time, more money, more effort supporting my child.

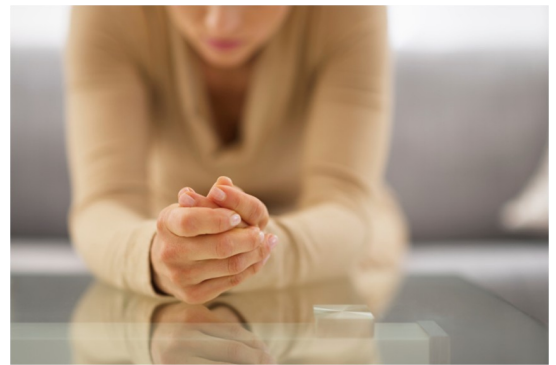
That I should experiment with a different therapy, a different drug, a different teacher, a different diet.

And whenever I try to give myself a break, cut myself some slack from overworking, overthinking, over-trying — there's always a judgmental comment or stare to put me back in my place.

Sometimes it brings me to uncontrollable sobbing.

I can't make the grief or the guilt go away.

My 13-year-old and I got into a shouting match one day about it. "Why don't you and Dad do anything? Why don't you make him behave?" he yelled.



THOUGHTS OF A PARENT CONTINUED.....

With hot tears washing my mascara away, I argued back, “What would you have me do!!? I’ve tried everything!! Please, *tell me what to do!!* Tell me! Is there another book to read? Another therapy? Another anti-psychotic drug? I’d love to hear your suggestions!”

Not my finest parenting moment.

And yet, if there was one thing I’d want parents of non-special needs kids to know, it’s to please be aware that we — the moms and dads of those “special” kids — are *hurting*.

Yes, we love our kids. No, we wouldn’t trade them for anything in the world. But the love we have doesn’t take our pain away. In fact, it just intensifies it. Because we can’t take *their hurt* away. We can try and try and try, and we DO, and it might even help a little, but we can’t make the pain that accompanies disability go away.

When you look at us like we are weird, when you stare and ogle, when you move your kids away from ours, or worse, NEVER include our child in your child’s activities, it’s like rubbing salt into our already raw wounds.

For my son’s ninth birthday, we sent printed invitations to school. We invited the entire special needs class, as well as the entire regular class. The invitations indicated that we were serving pizza and that families were welcome. We wanted to make sure people showed up. So we bribed them with free food.

Fortunately, all my son’s special needs friends came. We have to stick together after all, because special needs kids don’t get invited to that many parties.

One boy from the regular class came. One.

That’s enough to just break a momma’s heart right in two.

[My anxiety](#) directly correlates to Travis’s behavior. When he’s doing well, I usually do okay. When he struggles, I get worse. I’m sure it could be defined in some complex mathematical formula. All I know is that when he hurts, I hurt more.

And he always hurts.

So next time you are at the Chick-fil-A playground, or at a church picnic, or a Cub Scout campout, try looking at those “weird” kids and their parents a little differently, please? Try to remember that as unlovable as that child might seem to you, the parents are desperately in love with their baby. They are hurting.

And by being a friend instead of a judge or a finger-pointer, you might just make somebody’s grieving a little easier. <http://themighty.com/2015/04/the-unique-grief-of-special-needs-parents/>

TRANSITION TOOL KIT

Transition Tool Kit

The Autism Speaks Transition Tool Kit was created to serve as a guide to assist families on the journey from adolescence to adulthood. Anyone can download the Transition Tool Kit for free! You can also view a PDF of each section or download the entire kit at:

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

The tool kit covers the following areas: **Transition Tool Kit Sections**

| | | | | |
|------------------------------|--|---------------------------------|------------------------|------------------|
| Introduction | Acknowledgments | Self-Advocacy | Why A Transition Plan? | Community Living |
| Employment and Other Options | Post-Secondary Educational Opportunities | Housing | | |
| Legal Matters | Health | Internet, Technology and Safety | Getting Organized | Conclusion |
| Resources | Appendix | | | |

FIRST PLACE

Adults with Autism Move into First Place™ Beta Site, Live on Their Own for First Time Addressing Post High School ‘Services Cliff’

PHOENIX (April 28, 2015) – Adults with autism have moved into the beta site for the First Place Transition Academy, one of three components of the future [First Place](#) mixed-use residential property in Phoenix. The Academy is teaching independent living, career development and social skills for a population that experiences a “services cliff” after high school, according to a new recently released national autism indicators report. First Place serves primarily young adults.



Earlier this month, residents moved into 29 Palms Apartments, a development of the Foundation for Senior Living, which co-locates six two-bedroom apartments for adults with autism and 15 affordable multi-generational housing units. Watch this [video](#) about First Place and the 29 Palms beta site.

“First Place is a home for my son to thrive and contribute to the broader community,” says parent, Bonnie Kluger. “First Place is supplementing the skills he already has to advance him on the road to independence.”

“We are thrilled resident students are moving in and experiencing independent living for the first time,” said Jeff Ross, First Place executive director. “Participants have completed a seven-week orientation and continue to learn skills from their independent living classrooms, also known as apartments. They’re also learning about community life that includes grocery shopping, navigating transportation, applying for a job and expanding their social networks.”

First Place and the Southwest Autism Research & Resource Center (SARRC) are collaborating on the two-year First Place Transition Academy, which teaches functional life skills from 29 Palms, provides paid work internships throughout the community and offers independent living courses on site and through SARRC’s Vocational & Life Skills Academy.

“The program aims to teach individuals the skills they need to live independently in their own homes as well as establish and maintain competitive employment,” says Paige Raetz Ph.D., Residential Transition Academy Director at SARRC.

Half of the new student participants have moved into 29 Palms. More prospective students are now being assessed and interviewed to determine if the Academy is a good match for their next step into adult life. Annual tuition, which covers rent, classes, individualized services and activities, is \$42,000/year.

The new Academy participants will live at the beta site and have the option to live at the new First Place mixed-use residential development, expected to break ground in Phoenix early next year and open in early 2017. The property will be located at 3rd Street & Catalina, within walking distance to public transit and light rail. Envisioned as a replicable model offering an innovative approach to housing, First Place combines three complementary components: First Place Apartments (for residents), First Place Transition Academy (for students), and First Place Leadership Institute (a 10,000-square-foot facility for service providers, professionals and physicians).

The First Place Leadership Institute already includes a national faculty, advancing the continuing education and training of support service providers. Valerie Paradiz, Ph.D., the director of the Autistic Global Initiative, is serving as the curriculum specialist for the First Place Leadership Institute and member of its national faculty.

“As individuals with autism grow into young adulthood, we are embarking on a journey toward solutions. First Place is one of those solutions,” Paradiz said. “Our curriculum is finding positive, refreshing and thoughtful ways to help individuals with autism be more independent.”

Providing a local post-high school option is critical for adults with autism. New research from A.J. Drexel Autism Institute’s Life Course Outcomes Research Program details that youth entering adulthood experience a “services cliff” or a steep drop-off in services. Key findings of the *National Autism Indicators Report: Transition into Young Adulthood* include:

FIRST PLACE

Continued from page 9.

- Over one third (37 percent) of young adults with autism were disconnected during their early 20s, meaning they never got a job or continued education after high school. In comparison, less than 6 percent of young adults with other types of disabilities were disconnected.
- 74 percent of young adults on the autism spectrum have not attended postsecondary education, including 2-year and 4-year colleges, at some time between high school and their early 20s.
- Approximately one in four young adults with autism were socially isolated, meaning they never saw or talked with friends and were never invited to social activities within the past year.
- Four out of five young adults on the autism spectrum never lived independently (away from parents without supervision) between high school and their early 20s.
- Employment is often the primary transition goal of students with disabilities as they prepare to exit high school. The report indicates 58 percent of young adults on the autism spectrum worked for pay outside the home between high school and their early 20s—a rate far lower than young adults with other types of disabilities. Those who got jobs generally worked part-time for low wages.

According to Paul Shattuck, PhD, leader of the Life Course Outcomes Research Program and an associate professor at Drexel, and member of the First Place Leadership Institute faculty, “Over half of young adults work, and about one-third continue their education. Some do both. But one-third of all young adults with autism do neither. They are disconnected from the outcomes that special education was targeting.”

Refer to this Autism Indicators link for a complete copy of the report: <http://drexel.edu/autisminstitute/research-projects/research/ResearchPrograminLifeCourseOutcomes/indicatorsreport/>.

“A.J. Drexel Autism Institute’s new research report clearly defines the issues First Place and SARRC are addressing. Residential experiences combined with continuing education and real community experiences will help ensure more adults with autism enjoy the quality of life they desire and that parents like me dream about for our loved ones,” said Denise D. Resnik, First Place founder, board chair and president, and SARRC co-founder.

About First Place

First Place is a nonprofit organization advancing innovative residential options for adults with autism and related disorders. Plans are underway for a mixed-use residential prototype for the individuals who live there, people who work and learn there, and family and friends that come and go. Led by private sector principles, First Place aspires to be a replicable model promoting collaboration among the private, public and nonprofit sectors, and a catalyst for advancing federal public policy focused on housing solutions for special populations. First Place celebrates neuro-diversity, independent living and a path toward opening doors for more real estate options. For more information or to apply for the First Place Academy beta program at 29 Palms, visit www.firstplaceaz.org.

About SARRC

Established in 1997, the Southwest Autism Research & Resource Center (SARRC) is an internationally recognized nonprofit organization dedicated to autism research, education, evidence-based treatment and community outreach. We are one of the only autism organizations in the world that provides a lifetime of services for individuals and their families while conducting cutting-edge research. More information is at www.autismcenter.org.

<http://firstplaceaz.org/where-we-are-today/>

IPAD APPS CORNER

All Apps are suggested and not required.



Pictello, by AssistiveWare

Description: Everyone loves to tell fun, engaging, and imaginative stories. Go ahead and make a social story or visual schedule for a child with autism or a slide show of holiday pictures for your friends - Pictello makes it a breeze to create and share! Whether you use the included natural-sounding Text to Speech voices, or record your own voice, Pictello is the perfect tool for visual storytelling. Each page in a Pictello story consists of a photo or video and some text, which can be read aloud by a Text to Speech voice or your own recorded audio.

Super Duper Story Maker, by Mark Strait

Description: With Super Duper *StoryMaker*, you can create all the picture and photo stories you want and tell them over and over — plus, make your own photo albums, special occasion cards, comic books, etc. Educators and parents will love *StoryMaker* because it helps children practice learning skills like reading, sequencing, vocabulary and sentence building, following directions, grammar, storytelling and retelling, interacting with others, and more.



Time Timer, By AssistiveWare

Description: The Time Timer is a remarkably easy timer app for iPhone and iPod Touch. The Time Timer app displays time as a red disk that quietly gets smaller as time elapses. Children as young as three understand that when the red is gone, time is up! And unlike many other visual timers, the Time Timer app has a professional look and packed feature set to help adults make every moment count. Highly recommended by experts in professional organizing, healthcare, ADHD/ Autism and parenting.

Video Scheduler, by MDR

Description: Welcome to Video Scheduler! “Scheduler” is optimized for all Apple iOS devices and allows for the easy construction of picture and video schedules. Users can also organize video modeling content (and turn off schedule functions such as “done” by turning this mode “on”). After creating, share your schedules/ modeling for FREE with other users.



The Planner Guide

Description: An Organizational and Reference System for People with Social and Cognitive Challenges.

The new and updated Planner Guide is an interactive application for your computer, most SMART Phones (Android, iPhone), most tablets, iPad, and iPod.

Great tool for Organization and Social Understanding! The application contains 135 Reference Guides. Reference Guides provide information about what to expect or how to do something. They are in a format that includes graphics and text to accommodate all levels of non-readers and readers.

Video Modeling is a visual teaching method that occurs by watching a video of someone modeling a targeted behavior or skill and then imitating the behavior/skill watched. To users, Video Modeling is a simple and effective teaching tool that motivates children to learn through a fun and enticing visual medium.



Model Me Apps, by Model Me Kids, LLC.

Description: Model Me Going Places™ is a great visual teaching tool for helping your child learn to navigate challenging locations in the community. Each location contains a photo slideshow of children modeling appropriate behavior.

BOOK SUGGESTIONS

Adults on the Autism Spectrum Leave the Nest: Achieving Supported Independence

by Nancy Perry



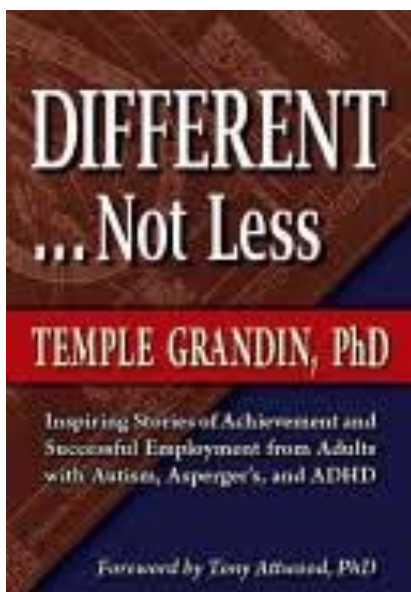
Children on the autism spectrum often grow up to find they are unable to cope effectively with the challenges of adult life. This book shows that, with the appropriate lifelong care from parents and caregivers, it is possible for those with neurodevelopment disabilities to achieve supported independence and live fulfilling adult lives.

Adults on the Autism Spectrum Leave the Nest provides a guide for parents on how to prepare their children for adulthood, and describes in detail the kinds of services people with Autism Spectrum Disorders (ASDs) need in order to live independently, away from the parental home. The author explains the importance of the cognitive abilities that enable us to regulate behavior and adapt to changing situations, known as Executive Functions, and how an individual's deficits in this area can be especially problematic in the adult world. The book provides approaches to managing Executive Function Deficits and describes an innovative therapeutic program that successfully allows adults with ASDs to live with their peers and develop meaningful adult relationships.

This book provides practical and accessible guidance for parents, therapists, people with ASDs, and anyone with an interest in helping people on the Autism Spectrum lead their lives with a sense of dignity and independence.

Different . . . Not Less: Inspiring Stories of Achievement and Successful Employment from Adults With Autism, Asperger's, and ADHD [Book]

By: Temple Grandin, PhD.



This book is a compilation of success stories from adults with autism and Asperger's Syndrome. Each shares what helped them during their childhood and young lives that made them the independent adults they are today. One of the most important missions Temple Grandin has is making sure people with autism and Asperger's make something of their lives. As Temple says quite bluntly, "Being on Social Security is NOT a job choice." These unique individuals often have great potential in parts of their minds that neurotypicals never even start to tap. This needs to be shared with the world. However, in order to share their hidden genius, they have to overcome many social obstacles. The point of this groundbreaking work is - it is possible, and it is WORTH it. Let these crusaders, handpicked by Temple herself, show how it can be done. Let this work by Dr. Temple Grandin inspire you to your true potential. You will soon see why it means so much to her.



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VISUALS

| | | | |
|---|--|---|--|
| answer phone  | clean bathroom  | clean kitchen  | clean table  |
| cleaning  | clean room  | clean  | clean house  |
| vacuum cleaner  | clean dishes  | clean up  | clean  |
| transportation  | clean  | grocery store  | laundry  |