

---

Professional Certificate in Advocacy Studies for Autism Spectrum Disorder

## Transition Planning for Individuals with ASD

---

**Applied Behavior Analysis (ABA):** ABA is a evidence-based therapy that focuses on improving specific behaviors, such as social skills, communication, reading, and academics, as well as adaptive learning skills, such as fine motor dexterity, hygiene, and job skills.

**Assessment:** A comprehensive evaluation used to determine an individual's strengths, needs, and areas of interest. This information is used to guide the transition planning process.

**Autism Spectrum Disorder (ASD):** A developmental disorder that affects communication and behavior. ASD can range from mild to severe and can impact an individual's ability to function in daily life.

**Community-Based Instruction (CBI):** CBI is a type of instruction that takes place in community settings, such as stores, parks, and restaurants. CBI is used to teach individuals with ASD practical skills that can be applied in real-world situations.

**Curriculum-Based Assessment:** A type of assessment that measures an individual's progress in relation to a specific curriculum. This type of assessment is used to determine an individual's strengths and areas of need in order to guide the transition planning process.

**Developmental Disability:** A severe, chronic disability that is attributable to a mental or physical impairment or combination of mental and physical impairments. Developmental disabilities include ASD, intellectual disability, cerebral palsy, and spina bifida.

**Evidence-Based Practices (EBPs):** EBPs are interventions that have been proven to be effective through scientific research. EBPs are used in the transition planning process to ensure that individuals with ASD receive the most effective services and supports.

**Functional Behavior Assessment (FBA):** A FBA is a process of collecting data to understand the purpose or function of a specific behavior. This information is used to develop a behavior intervention plan.

**Individualized Education Program (IEP):** An IEP is a legal document that outlines an individual's educational goals and objectives, as well as the services and supports that will be provided to help the individual reach those goals. IEPs are developed for individuals with disabilities, including ASD, and are reviewed and updated annually.

**Individualized Transition Plan (ITP):** An ITP is a document that outlines an individual's transition goals and the services and supports that will be provided to help the individual reach those goals. ITPs are developed for individuals with disabilities, including ASD, and are reviewed and updated annually.

**Least Restrictive Environment (LRE):** LRE is a principle that requires that individuals with disabilities, including ASD, be educated in the least restrictive environment possible. This means that individuals with

disabilities should be educated with their non-disabled peers to the greatest extent possible.

**Positive Behavior Support (PBS):** PBS is a approach to addressing challenging behaviors that focuses on understanding the purpose or function of the behavior and providing positive alternatives. PBS is used to prevent challenging behaviors from occurring and to teach individuals with ASD new, more appropriate behaviors.

**Self-Determination:** Self-determination is the ability to make choices and decisions about one's own life. Self-determination is an important skill for individuals with ASD to develop as they transition into adulthood.

**Speech-Language Therapy:** Speech-language therapy is a type of therapy that focuses on improving an individual's communication skills. Speech-language therapy is often used to address the communication challenges associated with ASD.

**Supported Employment:** Supported employment is a type of employment that provides ongoing support and training to individuals with disabilities, including ASD, in order to help them maintain competitive employment.

**Transition Planning:** Transition planning is the process of preparing individuals with ASD for the transition into adulthood. Transition planning includes developing an ITP, identifying transition goals, and providing the services and supports necessary to help the individual reach those goals.

**Vocational Assessment:** A vocational assessment is an evaluation that is used to determine an individual's interests, skills, and abilities in relation to employment. This information is used to guide the transition planning process and to identify potential employment opportunities.

**Visual Supports:** Visual supports are tools that are used to help individuals with ASD understand and navigate their environment. Visual supports can include visual schedules, social stories, and visual reminders.

These glossary terms are related to Transition Planning for Individuals with ASD in the course Professional Certificate in Advocacy Studies for Autism Spectrum Disorder. Understanding these terms is crucial for anyone working with individuals with ASD, as they provide a foundation for understanding the transition planning process and the services and supports that are available to help individuals with ASD reach their full potential.

For example, an individual with ASD who is transitioning into adulthood may need support in developing self-determination skills. A speech-language therapist can work with the individual to improve their communication skills, which can help them express their needs and desires. An employment specialist can conduct a vocational assessment to determine the individual's interests and abilities, and then provide supported employment services to help the individual find and maintain competitive employment.

However, transition planning can also come with challenges. For example, some individuals with ASD may have difficulty with change and may resist trying new things. In these cases, it is important to use a gradual

approach and to provide plenty of positive reinforcement. It is also important to involve the individual in the transition planning process and to listen to their thoughts and concerns.

In conclusion, transition planning is a crucial component of supporting individuals with ASD as they move into adulthood. By understanding the key terms and concepts related to transition planning, professionals can provide the services and supports necessary to help individuals with ASD reach their full potential.