



TIMELINE FOR SUPPORTING AN INDIVIDUAL WITH ASD THROUGH TRANSITION

The journey toward transition begins when a child receives a diagnosis of ASD and continues into adulthood. Throughout the child's development, it is important to continue reminding ourselves of the ultimate destination. Through encouraging independence and curiosity throughout the lifespan, we are preparing individuals for success as they move closer to their postsecondary goals and a meaningful adult life.

Timeline developed by Anna Merrill

*Merrill, A., 2013. Supporting youth with autism spectrum disorders through postsecondary transition. The Reporter 18(1).

Obtain ASD diagnosis

Apply for Medicaid Waiver

- Note:** Diagnosis can take place at any age. Since waiting lists for waiver and waiver services can extend for years, it is best to apply for the waiver as soon as diagnosis occurs, whether that happens at 2 or 17.

18 months - 5 years old

Support academic skills and identify academic strengths

Teach functional skills when developmentally appropriate in school and at home (Examples: sorting items, social skills, taking turns, cooking, doing laundry)

Foster curiosity and the development of unique interests

Learn to use assistive technology if applicable

Encourage involvement in age appropriate recreational activities (Examples: swimming, bike riding, and martial arts)

6-14 years old

Meet with case conference (or IEP team) to create transition goals (In Indiana, a team must be in place beginning at age 14)

Begin forming transition goals and discussing life after high school (Ask the student!)

Introduce self-advocacy skills

Determine if the student is working toward a diploma (if so, what kind) or certificate

Continue practicing functional social skills – work toward independence (Examples: grocery shopping, taking public transit, menu planning, budgeting money, hygiene)

Find opportunities for community involvement (Examples: volunteer positions, job shadowing, or extracurricular activities)

Meet with your state's Developmental Disabilities Services Office to discuss what supports might be available (In Indiana: Bureau of Developmental Disabilities Services (BDDS))

14-15 years old

Discuss Vocational Rehabilitation (VR) eligibility, applying for VR, and VR's support role

Identify school programs or workplaces that are a good match for the student's goals and abilities

Seek out volunteer and work experiences

If planning to attend college, request a reevaluation by a school psychologist

Apply for Social Security benefits in student's name (Application should be submitted prior to student turning 18)

Continue practicing social and functional skills during the school day and at home

Encourage independence and reduce prompting whenever possible

Promote financial literacy (Review credit cards, debt, taxes, etc.)

Family should begin discussing where the student wants to live after high school

Parents should decide whether they will apply for guardianship (Application must be completed before the child turns 18)

15-17 years old

Obtain State ID or Driver's License

Register to vote

If male, register for selective service (must be registered before the age of 25)

Apply for Medicaid Disability through a local Division of Family Resource or Department of Children and Families Office

Submit application to VR (Application should be submitted during the student's final year in school)

After VR eligibility is established, select employment provider

With VR and employment provider, create employment plan based on interests and strengths

Prepare for interviews and complete applications for employment or colleges/training programs

Practice self-disclosure of disability for employment purposes

Teach responsibility and self-advocacy for health care (taking medications, talking with a doctor, making and keeping appointments)

Encourage independence when practicing social and functional skills

18-21 years old