

THE SUN

AUTUMN 2024

The quarterly newsletter for people on the spectrum, their families, and the professionals who support them:

We at The Sun strive to be the leading resource for expertise, advocacy, and raising awareness as well as for supporting acceptance and inclusion in Delaware.

Transition planning continued

This issue of The Sun continues the coverage of transition planning begun in the summer issue.

Starting on this page is an overview of VB-MAPP. the assessment and placement program used by the Delaware Department of Education (DDOE).

And on page 4 is an article written by Philip Concors and Melissa Tice Martin, of **ABC Consultants.** which provides consultation and training plus inhome therapy and outpatient clinical services.



he Verbal Behavior Milestones Assessment and Placement Program (or VB-MAPP, for short) is one of several assessments used as a curriculum guide and skill-tracking system for students served in special-education classrooms in Delaware public schools. Particularly, it is a tool that has been valuable in providing individualized education program (IEP) teams with data to inform social, communication, and early academic skills for students with autism spectrum disorder (or autism).

VB-MAPP is founded on the principles of applied behavior analysis (ABA), more specifically, verbal behavior. Verbal behavior is the reinforcement of an individual's actions through the mediation of other's actions as defined by American psychologist and behaviorist B.F. Skinner, PhD. In his book Verbal Behavior,

Skinner identifies six verbal operants: mand, tact, echoic, intraverbal, textual, and transcription. As behaviors engaged to produce consequences, these operants serve as the base purpose for the VB-MAPP program

For an explanation of verbal operants, click here.

in addition to social communication and interactions.

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AutismDelaware.org

Programs and services

- · Family support services
- Adult services
- Advocacy
- Awareness
- · Community engagement
- Fund development

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Link to past issues of The Sun

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Call or mail a request to the Newark office (noted above) or email your request to: Carla.Koss@AutismDelaware.org

Community: critical and lively

o me, community helps people; in contrast, a lack of community is detrimental to people. Without an inherent sense of belonging, a deeply felt connection to others, and the knowledge that I am not alone in my daily struggles, I would be at the mercy of stress and its tendency to raise my blood pressure and cholesterol levels and lower my ability to maintain a mental balance.

Given my understanding of the negative effects of a lack of community, I can see how it would lead to uncaring neighborhoods, apathetic service providers, and an all-around unhealthy environment. Making the most of any opportunity would prove difficult with nothing and no one to support me.

Many of us learned during the COVID shutdown just how critical community is to our mental and physical well-being. The usual path to a sense of belonging—through clubs and organizations, churches and spiritual gatherings, and much-needed support groups—was denied.

So our community could feel less isolated and lost, we at Autism Delaware created virtual paths. We couldn't reach everyone as quickly or as completely as we wanted, but founding a digital version of community reinforced my



Brian Hall, MSW Executive Director

belief in community's value to the individual. With someone to talk to and share an experience with, every human being enjoys a sense of belonging. And it says "I am important in this world. I can contribute. And I can receive love and support."

There's something very powerful about a relationship built on love and support. A relationship like this is lively. It influences everything it touches and pushes outward to welcome more into the community: more people, more resources, more hope. In contrast, a location with few resources and no hope produces an unhealthy inequality in its residents, and the entire population is unable to move.

Continued at the top of p. 10

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VB-MAPP Continued from p. 1

Developed by licensed psychologist Mark L. Sundberg, PhD, BCBA-D, VB-MAPP consists of five components: Milestones Assessment, Barriers Assessment, Transition Assessment, Task Analysis and Supporting Skills, and Placement and IEP Goals.

Milestones Assessment, Barriers Assessment, and

Transition Assessment are criterion-referenced, providing pertinent information about a learner's skills. These programs also aid in identifying language, social, behavioral, and learning barriers that may negatively impact skill acquisition.

For a definition of a criterionreferenced assessment, click here.

VB-MAPP: Milestones Assessment is used to measure vocal and communication skills. In this assessment, there are 170 learning and language milestones that are measured across three developmental levels: 0–18 months, 18–30 months, and 30–48 months. The skills specifically assessed are mand, tact, echoic, intraverbal, listener, motor imitation, independent play, social and social play, visual perceptual and matching-to-sample, linguistic structure, group and classroom skills, and early academics.

VB-MAPP: Barriers Assessment consists of 24 learning and language acquisition barriers commonly observed in learners with disabilities. A few include defective verbal operants, reinforcement delivery, self-stimulation, and sensory defensiveness. Interventions can be used to treat the identified barriers to improve the educational and social experience of the given learners.

VB-MAPP: Transition Assessment measures a learner's general progress using 18 assessment areas, including the overall score of the Milestones and Barriers Assessments, and skills related to such items as classroom routines and group skills, social

skills, academic independence, and generalization. Information gained from

this assessment can assist IEP teams in making educational decisions for learners.

VB-MAPP: Task Analysis and Supporting **Skills** is a tool used to support the acquisition of skills measured in the Milestones Assessment. The task analysis skills refer to the early steps of a target milestone, and the support skills serve as supplemental skills focused on language, learning, and social skills that can be developed alongside milestones.

VB-MAPP: Placement and IEP Goals is a component of the protocol that assists educators in developing intervention programs for learners. Additionally, it supports IEP teams in using the assessment data as a consideration when developing IEP goals, supports, and services related to educational programming.

In summary, VB-Mapp is a valuable protocol that can

is a valuable protocol that can be used in multiple ways, all of which serve as a guide in developing individualized educational programming.

Source: https://marksundberg.com/vb-mapp/

For more info on transition planning

Transitions after high school

Click here for the easy-to-read DDOE website.

The Delaware Code

Title 14, the right to receive a public education:

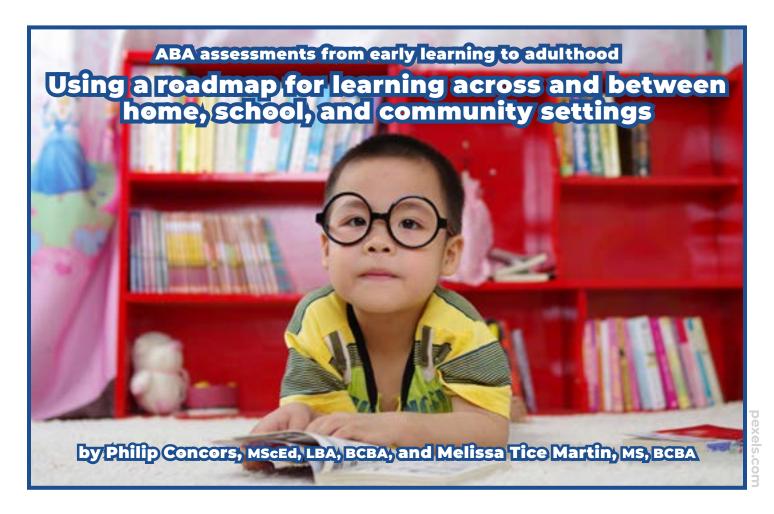
https://delcode.delaware.gov/title14/c031/ sc03/index.html

Reg 925, Children with Disabilities Subpart D, Evaluations, Eligibility Determination, Individualized Education Progams:

https://regulations. delaware.gov/Admin-Code/title14/900/925. pdf



The director of the Delaware Department of Education's Autism Resources workgroup, Mary Whitfield, EdD, BCBA, has more than 20 years' experience supporting students in public education, clinical settings, and higher education.



ndividuals with autism spectrum disorder (ASD) and other developmental disabilities often have skills deficits that impact their quality of life. Communication and social skills that mark milestones of growth and maturation, as well as academic, self-care, daily living, and vocational skills that are typically acquired throughout childhood and adolescence, frequently present with an uneven developmental profile or "splinter skills" in learners with ASD, often acquiring some skills that are advanced for the current chronological age while having other deficits in related foundation skills. As such, crucial foundation skills that are necessary for meaningful learning can represent dozens, or even hundreds, of individual skills in need of formal instruction.

The selection of target skills and

development of goals and objectives for learning are mandatory for implementing an individualized education program (IEP) in school as well as a requirement by health insurance providers when covering supplemental therapy in the home. Making choices about which skills to prioritize, what sequences to teach, and how to know when a skill is mastered, maintained, and generalized can be overwhelming. Consistency. coordination, and a unified approach across settings, between grade levels, classrooms, or school buildings and from childhood to adulthood, maximize positive outcomes, yet are often extremely challenging to develop, manage, organize, and plan.

Fortunately, there are existing tools that a board certified behavior analyst (BCBA) can rely upon

to navigate the complexities of providing comprehensive longitudinal supports not only from early intervention to the transition to adulthood but also within and between home, school, and community settings. Utilizing developmentally sequenced multi-domain skills assessments, such as the VB-MAPP, ABLLS-R, and AFLS, can remove guesswork, provide scope and sequence for long-term learning goals, improve cross-setting coordination, and ease transition burdens by providing a sort of roadmap of skills for all support personnel, including educators, clinicians, parents, community service providers, and health professionals.

• **VB-MAPP:** Verbal Behavior Milestones Assessment and Placement Program (Sundberg, 2008) is a 170-item developmentally-based

A note

for parents

Autism Dela-

Using a roadmap for learning Continued from p. 4

assessment tool that compares a child's scores against three milestone levels of typical child development (from 0–48 months) with an emphasis on early learning and language development. The VB-MAPP also identifies barriers to learning that may need to be addressed to support transition considerations. For a sample of VB-MAPP's Skills Scoring Form, click here.

- ABLLS-R: The Assessment of Basic Language and Learning Skills-Revised (Partington, 2010) is a 25-domain assessment tool, curriculum guide, and skills-tracking system also used to help guide language and communication instruction as well as critical learner skills related to academic, social, self-help, motor, and adaptive behavior needs.
- AFLS: The Assessment of Functional Living Skills (Partington and Mueller, 2012) was created to help people with ASD learn the skills needed to achieve independence in their everyday lives and to prepare for transition into new environments. This skill-tracking system and curriculum guide comprehensively assesses 1,900 functional skills across six modules. The AFLS offers an instructional "blueprint" complete with task analyses and teaching recommendations.

Each of these ABA assessments provides a user-friendly scoring grid system that makes it easy to document and visually interpret a learner's growth and progress over time. Selection of goals and priorities for teaching at home and school can be readily made by selecting the gaps in learning sequences and foundational needs within each skill's domain. By utilizing these structured assessment tools, data-informed supports can be provided objectively, efficiently, and effectively to maximize learning outcomes and to provide a unified approach across all of the many specialized supports that an individual with ASD may receive. Since many skills and entire domains on these assessments are relevant, too, for speech language pathologists (SLPs), occupational therapists (OTs) and physical therapists (PTs), as well as teachers, residential counselors, and job coaches, a conjoint collab-

orative comprehensive approach to supporting someone with neurodevelopmental disabilities becomes more organized.

The skills profile grids can be distributed to all team members between home, school, clinic, and community programs and can easily be handed off to new support professionals as the learner transitions to new settinas and opportunities.

ware understands that new information may be critical for your child's education. If you need help with any of the information in this newsletter, call us at (302) 224-6020.

A BCBA who is trained and experienced with using the VB-MAPP, ABLLS-R, or AFLS can mediate and facilitate supports across a lifetime, serving as an expert guide on the journey from early learning to adulthood.

Sources

Partington, J. W. (2010). ABLLS-R: The Assessment of Basic Language and Learning Skills-Revised. Pleasant Hill CA: Behavior Analysts, Inc.

Partington, J. W., and Mueller, M. M. (2012). *AFLS:* The Assessment of Functional Living Skills Guide. Pleasant Hill CA: Behavior Analysts, Inc.

Sundberg, M. L. (2008). VB-MAPP: Verbal Behavior Milestones Assessment and Placement Program. Concord CA: AVB Press.



Philip L. Concors, MScEd, LBA, BCBA, is the founder and executive director of ABC Consultants, which provides specialized ABA supports to students, schools, families, and community service agencies through consultation and training as well as through in-home therapy and outpatient clinic services in Delaware, New Jersey, and Pennsylvania. Concors is also an adjunct professor of applied behavior analysis in Rowan University's psychology department.

Melissa Tice Martin, MS, BCBA, is the assistant director of Delaware programs for ABC Consultants. Tice Martin is also the current president of the Delaware Association for Behavior Analysis, an affiliate chapter of the Association for Behavior Analysis International.



A summary of terms

A parent's quick guide to ABA assessments

his summary of terms supplements the two featured articles in this issue of *The Sun*: beginning on page 1, the explanation of the five components of VB-MAPP (one of several programs used by Delaware's special-education classrooms), and beginning on page 4, the detailed coverage of three skills assessments used by a Delaware consultation-and-training provider of in-home therapy and outpatient clinical services.



xels.com

ABA

- · an abbreviation for applied behavior analysis.
- a type of therapy created from the research and scientific principles focused on how a child learns new skills and applies them in everyday life.

ABA assessment (or ABA evaluation)

- determines a child's developmental age by looking at how the child acts and completes new skills. The assessment looks at the four main milestones of child development, which cover these areas of skill: cognitive (functions of the brain), communication and language, social and emotional, and motor (muscle movement).
- also points out a child's individual needs and defines the structure and goals for any therapy that's needed.

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP, for short)

· compares a child's performance with the stan-

- dards set for newborns to children, aged 4. In other words, the focus is on early learning and language development.
- also points out the issues a child may face with learning. In turn, these issues may be addressed during transition discussions.

Assessment of Basic Language and Learning Skills-Revised (or ABLLS-R, for short)

- guides instruction in communication and language (a main milestone area).
- also guides the skills for critical learning. In other words, a child learns to weigh the situations he or she faces as meaningful in some degree for meeting his or her academic, social, self-help, motor, and adaptive behavior needs.

Assessment of Functional Living Skills (or AFLS)

 helps people on the spectrum to transition smoothly into a new environment while learning and honing the skills needed to live a full and independent life.

To find out how well a child is doing developmentally, he or she is given an ABA assessment based on the set standard of performance and behavior for each stage of a child's life. Also called a milestone, each standard lists the goals that need to be reached within that specific time frame for the child to be on schedule developmentally. For the CDC's developmental milestones and tips for parents who are monitoring a child's milestones, click here: https://www.cdc.gov/ncbddd/actearly/milestones/index.html.



or the autism community, transitions are categorized in three aspects:

- · transitions between activities
- · transitions from place to place
- transitions from one life experience to another

All three can be anxiety-producing and cause people to be resistent to a change. To help ease this transitional effect, Autism Delaware's family support team teaches families how to use tools that prepare a child to know what to expect during a transition, which lessens the child's resistance to the change.

refers to a child's potential pushback when expected to move from an activity that he or she is happily engaged in (such as playing games on a computer) to a less preferred activity (such as doing homework).

To support a successful transition between these activities, a <u>visual schedule</u> may help. By illustrating the activity and its order for the evening, a child knows what to expect and how to respond, thereby easing any transitional anxiety.

A <u>visual timer</u> may also help. This tool lets a child literally see that time for playing on the computer is running out while the visual schedule shows that doing homework is the next activity.

From place to place—This aspect of transition refers to the resistance some children feel when they need to leave one place to go to another, such as

leaving one class and walking to another, especially if the next classroom tends to be uncomfortable for the child. The music room, for example, may overstimulate a student who has a noise sensitivity and, in turn, provoke anxiety.

While a visual tool, such as a <u>daily schedule pocket</u> <u>chart</u>, may help a student move comfortably from class to class, a noise reduction tool, such as a noise canceling headphone for kids, may also be needed. For a range of options, visit amazon.com.

The goal is to give the student all he or she needs to be successful at school, but this goal applies to any environment, whether the child is at school, home, or in the community. For example, being overstimulated by the noise of a birthday celebration can be as anxiety-producing as walking into music class.

This aspect of transition applies to the changes that arise as a normal part of everyday life in the community. To run errands, for example, a visual schedule would be helpful if it illustrated withdrawing cash from the ATM and then grocery shopping.

But what happens when the ATM is down? Does this errand get abandoned for the day? Instead, work with the child to create a new daily plan that allows flexibility from the less preferred activity to the more preferred activity. A <u>first-then visual</u> might help you.

Continued on p. 12



An Autism Delaware family navigator, Heidi Mizell, CFPS, has been an integral part of the agency's family support services since 2005. The parent of an adult son on the spectrum, Mizell manages her workload from her home in Florida.

A two-time recipient of the First State Award for Writing, Carla Koss was recognized for her work with the Delaware Chapter of the National Multiple Sclerosis Society and UD's Center for Disabilities Studies. She is Autism Delaware's first content strategist-writer.







Same goal new name

Five years ago, Autism Delaware added an intake coordinator to its family support services. Like a physician's front office staff, the intake coordinator answered calls from families requesting support, enrolled families for services, and scheduled appointments.

At that time, one part-time intake coordinator managed the workload. But with the autism prevalence rate now one in 36—Five years ago, it was one in 44—the demand for family peer support services has risen and so has the number of requests for appointments with family support providers (or FSPs).

Acknowledging this influx of need for services, Autism Delaware added a second intake coordinator. And today, the former intake team is called the admissions department. The name is new, but the goal remains the same: to gather a family's information, explain the available family support services, and enroll the family in their choice of program. The available family support services include family peer support, navigating Delaware's autism service systems, enhancing advocacy skills, and providing resources in the state.

Admissions Department

(302) 224-6020

- ext. 219 to reach the Englishspeaking admissions specialist
- ext. 236 to reach the bilingual admissions specialist

Meet our new staff member



Meet the new member of Autism Delaware's admissions team:
Aissa Jorge.

In the newly created position of bilingual admissions specialist, Jorge serves as the first point of contact between new clients and the agency and strives to make a good first impression for everyone who reaches out to us. In this capacity, she is responsible for responding to new requests for family sup-

port services, explaining the various available services, collecting demographic information from callers, and setting up the first appointment with a family navigator or enrolling the family in the ACTSM (Autism Care TeamSM) program. Her goal is to help the process proceed as smoothly as possible.

"My previous jobs have taught me that the best way to do this work without errors," says Jorge, "is to be well organized, have an established order, and have the vocation to serve others."

Jorge's previous jobs include more than 35 years of business administration in Peru and, after moving to the United States two years ago, an administrative assistant position at a nonprofit organization in Wilmington.

"I have a lot to thank the United States for. This country opened its doors to me two years ago—and to my daughter 19 years ago, so I now have two grandchildren who were born here. Helping American families as well as families from other countries is my best way to say *Thank you* to my new home."

Aissa Jorge may be reached by calling (302) 224-6020, ext. 236, or by emailing her at <u>Aissa.Jorge@autismdelaware.org</u>.







More new staff members

With more than 15 years experience in public child welfare plus mental and behavioral health care and administration, Taylor Young, MSW, LCSW-C, joined Autism Delaware's family support services program in April. As the new program manager, the Sussex County resident is responsible for the day-to-day operation of family support services and for supporting the professional development of the staff. This effort includes training, onboarding and monitoring,



and partnering with all Autism Delaware programs in support of the agency's mission and vision.

"My work history includes time as a direct support professional and case manager," adds Young. "In these capacities, I learned the value of personal connection and practicing empathy. I am a lifelong

public servant, and I place high value on peer support and advocacy for our clients as well as volunteerism. There is a need for a narrative change in the way many people think about neurodivergence, and I strive to spread the word that different does not mean less.

"I am most looking forward to working with individuals on the spectrum to learn how to better support our community," notes Young. "Our goal in family support services is to engage families in meaningful ways and educate and empower them to work together to overcome any obstacle."

Taylor Young may be reached by email at Taylor. Young@autismdelaware.org.

Sara Coltman joined Autism Delaware's development team in June. Responsible for supporting the team's statewide community outreach effort, the new events coordinator is on a mission to learn from her autistic peers and community how to empower them and create safe spaces. This goal includes helping to implement more sensory-friendly events, special interest activities, and opportunities for inclusion.

"I look forward to getting to know the **Autism** Delaware family. My experience as an autistic person motivates me to use my abilities to help create a



positive environment. Throughout numerous challenges in my life, including loss and self-discovery, I have routinely recognized the importance of belonging to the community, and always felt drawn to creative outlets, learning, leadership, and mental health advocacy," explains Coltman.

"Diversity and inclusion are extraordinary values that also drive me," adds Coltman. "I know that everyone deserves to be accepted for who they are."

Sara Coltman may be reached by email at SColtman@autismdelaware.org.

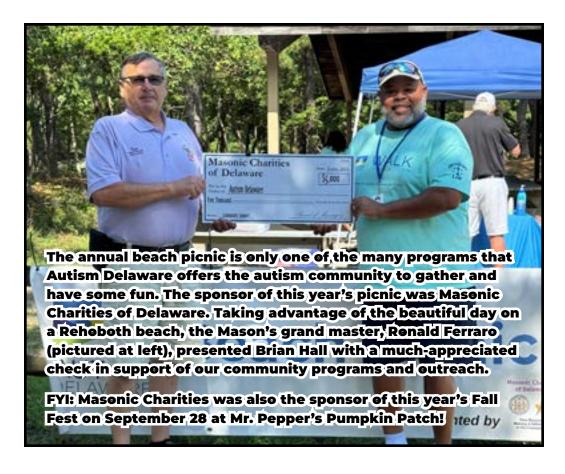
New job opportunities are posted on Autism Delaware's website, so be sure to check in periodically at https://www.autismdelaware.org/about-us/work-with-us/.





Community: critical and lively Continued from p. 2

To me, a relationship built on love and support should be the goal of everyone in the Autism Delaware community. To this end, I push the expansion of programs and services as our community continues to grow and evolve. I support the Autism Delaware staff and volunteers as they strive to meet the needs of our statewide community. And I love every minute of it!







dates for this year's holiday parties:

- Sussex County—December 7
- Kent County—December 8
- New Castle County—December 14

Get updates at https://www.autismdelaware.org/events/.





Our programs and events (Oct.-Dec. 2024)

For the most up-to-date programs and events list, visit https://www.autismdelaware.org/events/.

Bowling night in Sussex Co.

Mondays. 6:00-8:00 PM. Millsboro Lanes, 213 Mitchell St., Millsboro. Free shoe rental. \$4/game.

Bowling night in New Castle Co.

Wednesdays. 5:30-7:30 PM. Bowlerama, 3031 New Castle Ave., New Castle. Free shoe rental. \$4.25/game.

Sensory friendly skating, Sussex Co.

Oct. 13. 10:30 AM-12:30 PM. Skateworld, 28393 Seaford Rd., Laurel. *Tickets*: \$5—Must be purchased in advance here.

Halloween Train Ride

Oct. 24. 6:00–7:00 PM. Wilmington & Western Railroad, 2201 Newport Gap Pike, Wilmington.

Tickets: https://www.classy.org/event/halloween-train-ride-2024/e611638.
Contact: Sara Coltman at (302) 224-6020, ext. 229, or SCOltman@autismdel-aware.org.

Trunk or Treat

Oct. 27. 3:00-5:00 PM. Delmarva Corrugated Packaging, 1601 P.O.W./ M.I.A. Pkwy., Dover. *Tickets:* \$5/person.

For more info and tickets: https://www.classy.org/event/trunk-or-treat-2024/ e613682.

Contact: Sara Coltman at (302) 224-6020, ext. 229, or SColtman@autismdel-aware.org.

Virtual speaker series in Spanish: Autism evaluations.

Oct. 30. 6:00–7:00 PM. For registration info, click here.

Sensory friendly skating, New Castle Co.

Nov. 3. 10:30 AM. Christiana Skating Center, 801 Christiana Rd., Newark. *Tickets:* \$5.

RSVP:

<u>Susan.Campbell@autismdelaware.org</u> or <u>SColtman@autismdelaware.org</u>.

Coffee hours now have their own webpage! For the most up-to-date listing, <u>click here</u>.

New Castle Co. parent coffee hour

Oct. 8, Nov. 5. 7:00–8:00 PM. Starbucks, 2209 Farrand Dr., Wilmington. RSVP: Katie.Urbanski@autismdelaware.org.

Spanish parent coffee hour, Sussex Co.

Oct. 9. 10:00 AM.–12:00 noon.

Dunkin' Donuts, 20550 Dupont Blvd., Georgetown.

Contact: lvanka.Carbajal@autismdelaware.org.

Virtual grandparent coffee hour

(for grandparents who are not primary caregivers)
Oct. 16, Nov. 13, Dec. 18. 6:00-7:00 PM. Free.
Must register with Zoom in advance here.
Contact: Heidi.Mizell@autismdelaware.org.

Virtual parent coffee hour

(for parents and guardians)

Oct. 16, Nov. 13, Dec. 18. 7:00–8:00 PM. Free. Must register with Zoom in advance here. Contact: Heidi.Mizell@autismdelaware.org.

Kent Co. parent coffee hour

Oct. 17, Nov. 7. 9:00–10:00 AM.
Panera Bread, 545 No. Dupont Hwy., Dover.
RSVP: Tomara.Williams@autismdelaware.org.

New Castle Co. grandparent coffee hour (for grandparents who are not primary caregivers)

Oct. 22. 9:00-10:00 AM.

Panera Bread, 3650 Kirkwood Hwy., Wilmington.

RSVP: Katie.Urbanski@autismdelaware.org.

Sussex Co. grandparent coffee hour

(for grandparents who are not primary caregivers)

Oct. 23. 9:00-10:00 AM.

Autism Delaware, 17517 Nassau Commons Blvd., Unit 1, Lewes.

RSVP: Tomara.Williams@autismdelaware.org.

Sussex Co. parent coffee hour

Oct 28, Nov. 4. 9:00–10:00 AM. Starbucks, 201 College Park, Georgetown.

RSVP: Tomara.Williams@autismdelaware.org.

Spanish parent coffee hour, New Castle Co.

Nov. 12. 6:00-8:00 PM.

Autism Delaware, 924 Old Harmony Rd., Suite 201, Newark.

Register: Ivanka.Carbajal@autismdelaware.org.



Easing the transitional effect Continued from p. 7

A new daily plan is also needed when experiencing a major growth transition, such as going to college or work for the first time. Not only is the young adult about to experience a different environment, but he or she also needs to accept different expectations.

By considering all the steps that parents and caregivers take themselves to move successfully through their day,

they can help prepare their children for a successful day in the ever-changing community.

Begin by creating your own personal daily schedule. (Below is one example for preparing to leave the house in the morning.) Once your daily plan is completed, you have a template to help your child create his or her own daily plan for a successfu outcome.

More info

Courtesy of Autism Speaks:

Transition Tool Kit
IEP Transition Plan
Checklist

e-speaks (tools and resources for transitioning to adulthood)

Step 1

The transition for getting up in the morning begins the night before:

- Be sure you completed all of today's tasks.
- Double-check your calendar so you know what you have to do tomorrow.
- Make sure your clothes are appropriate for tomorrow's task and ready to wear.
- Go to bed at a reasonable time so you get enough rest.
- Set your alarm to give yourself plenty of time in the morning to get ready.
- Put the stuff you need for tomorrow all in one place with your keys.

Step 4

Being at a new school or job:

If you're changing locations

If it's not possible to practice the route before your first day, ask a reliable person to show you the way. during the day, know where you're going and how to get there.

Step 2

The next morning, your alarm goes off:

- Turn it off, stretch a little, and then sit on the side of your bed.
- Consider what you have to do today; then, stand up and start your morning routine.
- If your routine gets interrupted for any reason, ask someone for help and then move on.
- Be sure to pay attention to the time, so you leave the house on schedule.

Step 3 Leaving the house:

- Make sure you're dressed appropriately for today's weather.
- Double-check that you

have all the stuff you need for today, and put it in an easyto-carry bag.

Note: If you're going to a new school or job, practice getting there before your first day. Learn the route, and know who to contact if you need help.

Step 5

For after-school activities or an after-work invitation to join colleagues:

 \cdot Ask yourself if you feel comfortable with

the people you'll be interacting with.

- Make sure you're not scheduled to be someplace else.
- Know where you're going, when, and how to get there?
- If this is a change in your schedule, be sure to tell your family.

Note: If possible, practice getting to your activity before your first day. Learn the route, and know who to contact if you need help.

If this is not possible, ask a reliable person for help. Step 6
See step 1.