



Jerome's Path to Community Employment and Community Membership

Case Study of Student Identified with
Autism Spectrum Disorder (ASD)

Case Study of Student Identified with Autism Spectrum Disorder (ASD)

Jerome's Path to Community Employment and Community Membership

Brief History

Jerome is a student served through an IEP. The Evaluation Team Report (ETR) indicates that Jerome's educational identification is a student with Autism Spectrum Disorder (ASD). Jerome also has a medical diagnosis of ASD that was identified at age 3. He has attended public school his entire educational career where he has been educated in several classroom environments including the general education classrooms, resource rooms and the 'autism classroom' over the years. Behavioral challenges often were the issues that lead to less instruction in the general education classroom and more in individualized instructional environments.

In School Support

Jerome attended an integrated preschool program at age 3 in his local school district. He received speech and occupational therapy services through his entire educational career. These services assisted to develop communication supports of both low-tech support (pictures and words) and high-tech support with the use of smartphone and apps. He also received specialized instruction for academic subjects as he struggled to learn in the general education environments without both accommodations and additional instructional support. Accommodations were generally related to his sensory processing sensitivities, communication needs and executive function challenges which were frequent factors associated with behavioral challenges. Specialized instruction, accommodations, and consultative services from therapists continued throughout his entire school career. His transition planning and services were coordinated through the Job Training Coordinator (JTC).

Early Future Planning Discussions

As a young child, Jerome surprised his family and many others by demonstrating emerging skills that often surpassed those of his same-age peers. Although he had significant communication and social challenges, he was definitely absorbing selected information and developing particular skills. These observations lead to comments reflecting how well he might fit various jobs or careers. The educational team and family agreed that he should have access to as much of the general education environment as possible with high expectations for academic success. Unfortunately, as Jerome moved through the elementary years, Jerome's behavioral issues became a concern and a priority. Discussion of the future revolved primarily around the immediate future with a focus on reducing the challenging behaviors.

Family Engagement

The team found from early in Jerome's life that traditional family outreach activities were not sufficient to engage Jerome's parents. They did not generally attend transition fairs or parent groups as they were often working or did not have childcare available. And while many families request that all team members be available for a student's team meetings, Jerome's parents were not comfortable with large or lengthy team meetings. Instead, they wished to communicate frequently with the teacher and attend short meetings with the core team. With time, the family was able to share with the teacher about past experiences. Jerome's parents explained that when they grew up, large groups of professionals meeting with a family meant only 'there is a problem' and resulted in trauma for the family. The team needed to be extremely sensitive to Jerome's parent's priorities and goals and used these to help guide the planning.

Ongoing Future Planning

Although challenging behaviors were a continuing concern through middle and high school years, the frequency was much reduced. The team implemented a variety of positive proactive strategies based on understanding the 'root cause' of the behaviors, the triggers and the rage cycle. Use of the Ziggurat Model allowed the team to review and revise the supports as needed for a variety of environments. With these processes in place, the team was able to continue future planning that included community membership.

The following information reviews the multi-agency information gathered to inform transition assessment and to develop the postsecondary goals. Highlights of the services and supports that were identified as necessary through multi-agency planning are also reviewed in the information on the following pages.

Transition Assessment (Age Appropriate Transition Assessment - AATA)

Information was collected by a Multi-Agency Team using the following tools and methods:

Ongoing Transition Assessment Tools and Processes Included:

- Review of previous year academic and personal profile records to inform PINS and identify effective supports.
- Review of individual profile information from County Board of DD Individual Service Plan (ISP) using Charting the LifeCourse (CtLC) Tools
- Structured observation in multiple environments, both structured and unstructured environments, including school, work experience, social environment
- Summer Youth Work experience reports. Provider completed the Vocational Planning Tool
- Survey feedback from employer and job coaches following work experiences
- Online Interest Inventories with supportive pictorial examples when needed. OMJ Career Cluster Inventory
- Series of structured interviews with Jerome using pictures, videos and printed word to support communication.
- Interviews with Jerome's parents about Jerome's PINS
- Review trend data from Employability Life Skills Assessment (ELSA) collected yearly from age 6)
- Secondary School Success Checklist - Used yearly starting age 14. Parents and School complete.
- Recently completed Functional Behavior Assessment (within past 12 months)
- Updated Sensory Processing Assessment with focus on adult life, community environments.
- AIR Self-Determination Assessments - allowing for student, parent and educator input

Preferences/ Interests

- Prefers learning new concepts in one-on-one instruction. Can become distracted, disengaged and in large group learning situations.
- Interested/attracted to most types of technology including tablets, Smartphones, TV, radio, computers, etc.
- Indicates an interest in employment in a community setting. Emerging areas of interest include Information Technology focused on computer hardware, Audio-Video Technology, Transportation Logistics, and Data Entry
- Areas NOT of interest include working with children, food service, retail, or landscaping.
- Emerging interest in interacting with others in non-team activities such as cornhole, walking club, virtual yoga class
- Prefers personal space even when in groups of peers
- Prefers and functions best in calm, relatively quiet and predictable environments. Can become very anxious in loud, multi-sound environments
- Interested in vehicles, with special interest in cars and trucks.
- Enjoys animated movies, cartoons and musicals
- Prefers materials and environments to be visually organized.
- Enjoys participating in cooking...and eating!
- Academic interests include sciences and math. (However, preferences may be influenced by the classroom environment rather than the subject matter).

Skills/Strengths

- Is able to easily navigate through a computer, iPad and other Apple device
- Can read and comprehend step by step simple directions that are written with short phrases and occasional pictures
- Expressive and receptive language is adequate when in predictable and familiar environments and people.
- Emerging awareness and identification of triggers to his increased stress and anxiety.
- Emerging ability to recognize escalation of mood/ anxiety and use a calming strategy or request help prior to an outburst.
- Strength in learning through multiple opportunities for observation and activity-based instruction such as science experiments.
- Uses multiple functions on calculator independently
- Immediate and extended family are currently and plan to remain close and provide support to Jerome throughout his adult life.

Needs/Challenges

- Needs continued skill development for self-monitoring and self-regulation of emotion.
- Needs to gain better awareness of social situations in order to better understand how to act or react appropriately.
- He requires constant assistance to communicate in less predictable environments and to understand unfamiliar people and situations. He needs to improve receptive and expressive communication using effective communication supports.
- Needs additional sensory processing support and strategies address poor interoception internal awareness of emotional state and other internal senses. Emerging awareness only
- Although awareness of escalating emotions is emerging, he is not able to express or communicate about his emotional state or needs (except through behaviors)
- Requires specially designed visual, auditory and personal space environments to accommodate sensory challenges

Post-Secondary (Adult Life) Goals: Ongoing Transition Assessment and resulting information assisted to develop and confirm the following Post-Secondary Goals

Postsecondary (PS) Goals	Supporting Transition Assessment Data Below are examples of Transition Assessment data that support the identified goals
<p>Education Goal</p> <p>Jerome's Early or Initial PS Education Goal</p> <p><i>Jerome will participate in an adult education program that is focused on his preferred career field and preferred environment.</i></p>	<ul style="list-style-type: none"> Interested/attracted to most types of technology including tablets, Smartphones, TV, radio, computers, etc. Indicates an interest in employment in a community setting. Emerging areas of interest include Information Technology focused on computer hardware Prefers materials and environments to be visually organized.
<p>Refined Education Goal</p> <p>As Jerome and his team gained more information and insight through AATA, the PS Education goal was refined as he moved through high school</p> <p><i>Jerome will participate in an adult education program to gain further qualification in computer technology repair with the necessary supports and services to complete the training.</i></p>	<ul style="list-style-type: none"> Is able to easily navigate through a computer, iPad and other Apple device Can read and comprehend step by step simple directions Requires specially designed visual, auditory and personal space environments to accommodate sensory challenges He requires constant assistance to communicate in less predictable environments and to understand unfamiliar people and situations.
<p>Employment Goal</p> <p>Jerome's Early or Initial PS Employment Goal</p> <p><i>Jerome will be employed in the community in his preferred career field and preferred environment.</i></p>	<ul style="list-style-type: none"> Interested/attracted to most types of technology including tablets, Smartphones, TV, radio, computers, etc. Indicates an interest in employment in a community setting. Emerging areas of interest include Information Technology focused on computer hardware Prefers personal space even when in groups of peers
<p>Refined Community Employment Goal</p> <p>As Jerome and his team gained more information and insight through AATA, the PS Employment goal was refined as he moved through high school</p> <p><i>Jerome will be employed in a small computer technology repair business with the necessary supports and services and in an environment that is aligned to his sensory needs.</i></p>	<ul style="list-style-type: none"> Prefers and functions best in calm, relatively quiet and predictable environments. Can become very anxious in loud, multi-sound environments He requires assistance to communicate in less predictable environments and to understand unfamiliar people and situations. Skills are emerging, however will be more successful in self-monitoring and self-regulating emotions in smaller, more predictable environments with familiar people. Skills are emerging, however will be more successful understanding and reacting in social situations in smaller, more predictable environments with familiar people.

Postsecondary (PS) Goals	Supporting Transition Assessment Data Below are examples of Transition Assessment data that support the identified goals
<p>Independent Living Goal</p> <p>Jerome's Early or Initial Independent Living Goal</p> <p><i>Jerome will live in the family home with his parents following High School Graduation</i></p>	<ul style="list-style-type: none"> • Immediate and extended family are currently and plan to remain close and provide support to Jerome throughout his adult life. • Requires specially designed visual, auditory and personal space environments to accommodate sensory challenges • Prefers personal space even when in groups of peers
<p>Refined Independent Living Goal</p> <p>As Jerome and his team gained more information and insight through AATA, the Independent Living goal was refined as he moved through high school</p> <p><i>Jerome will live in the family home with his parents following high school until he has gained employment. He will then plan to live in an apartment near his family with natural and paid supports, including remote supports.</i></p>	<ul style="list-style-type: none"> • Prefers and functions best in calm, relatively quiet and predictable environments. Can become very anxious in loud, multi-sound environments • Interested/attracted to most types of technology including tablets, Smartphones, TV, radio, computers, etc. • Is able to easily navigate through a computer, iPad and other Apple device • Can read and comprehend step by step simple directions that are written with short phrases and occasional pictures

Review the activities, services, and supports included in Jerome’s Journey to Community Employment.

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation	
Department of Developmental Disabilities County Board of Developmental Disabilities	<p>CBDD received referral for EI services and found eligible for services at age 2 years. Family participated in play-based services in home. Speech therapist also provided services in home.</p> <p>Speech Therapist communicates and coordinates with private speech and occupational therapist.</p> <p>SSA from CBDD attends and participates in yearly IEP meeting. Provided ongoing information about support groups.</p>	<p>SSA attends initial multi-agency transition planning meeting (age 13)</p> <p>Behavior Support Specialist collaborates with IEP Team</p>	<p>SSA attends yearly multi-agency transition planning meetings</p>			<p>Level 1 HCB Waiver services for employment – includes Job Coaching, remote support and transportation. Remote supports for job coaching were added as he became comfortable in the workplace setting. Same fading process used by OOD job coach while in school</p>	
		<p>CBDD “Transition Talk” - an informational series for students and families about Post School issues and planning. Includes experiences and information for students on planning for adult life.</p>	<p>CBDD SSA, Jerome, his family, and Job Training Coordinator (JTC) use Life Course Tools and Backwards Planning tools to add details of plan for future adult life.</p>	<p>Redetermination of eligibility (age 16) for CBDD Services and support.</p> <p>CBDD SSA, Jerome, his family, and School Job Training Coordinator (JTC) work together to continue refining and adding details of plan for future adult life.</p>	<p>Connection to Remote Support information, “Smart House” experience for youth/family, and planning for the use of remote supports for home in future.</p>		
	<p>Family was offered respite services, but refused and instead used family members to care for Jerome if needed.</p>	<p>CBDD SSA meets with Jerome, his family, and Job Training Coordinator (JTC) to review the Life Course Tools (Trajectory and Integrated Star) to create a vision and path for future adult life.</p>			<p>SSA connected internally with the CBDD departments to identify Jerome’s projected need for supports or service in employment, behavior, and community living.</p>	<p>Connected to DODD Tech Ambassadors to learn more about the benefits of using technology in adult life.</p> <p>SSA updated the CBDD departments on Jerome’s projected need for supports or service in employment, behavior, and community living and the emerging priorities.</p>	<p>Behavior Support Specialist intensifies support as the transition out of school services and into adult services occurs.</p> <p>Jerome and his family receive updates from the CBDD and DODD on remote supports for the home. Jerome and his family connected to a young man and his family currently using remote supports in his home to learn more about how it is working.</p>

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Education Local Education Agency (School)	<p>Began preschool services at age three through local school district and participated in an integrated preschool program with typical peers, taught by special educators and early childhood instructors. Also received related services of speech, occupational and through the programs.</p> <p>In elementary years, received specialized instruction within general education classroom. Structure and routine added to his daily schedule with the use of visual supports. Tutoring services in low distracting environments were also added in later elementary years. Received speech therapy focused on communication and social competencies. Received occupational therapy services with a focus on sensory processing and regulation.</p>	<p>Specially designed instruction in math and language arts with accommodations across the school environment to assist in sensory processing, emotional regulation and communication.</p>	<p>Introduced and taught the use of smartphone app to assist with time management and scheduling for daily activities for increased independence and gradual fading of paraprofessional support.</p>			
		<p>Visual supports (including the use of apps) expanded in all environments to assist in comprehension, awareness, choices, expressive communication and emotional regulation</p>	<p>Specially designed instruction in self-determination skills with a focus on decision-making, problem-solving and risk-taking</p>			
		<p>Use of simulation, in environments of adult daily living</p>	<p>Job Training Coordinator (JTC) provided specialized support and instruction to continue use of OhioMeansJobs (OMJ) website and Backpack for career awareness and career development</p>			
		<p>Job Training Coordinator (JTC) provided specialized instruction to explore the OhioMeansJobs (OMJ) website to create a Backpack and begin career awareness activities</p>		<p>Vocational instruction of job tasks in small business settings using chaining, prompting with gradual fading of verbal and gestures. Visual supports were provided as ongoing support to be accessed as needed.</p>		
		<p>Ongoing Transition Assessment to uncover interests and skills, identify career development activities and services, uncover successful opportunities for community membership and identify needed connections</p>		<p>Smartphone apps identified and taught for use in frequently occurring activities and routines in the community environments.</p>		

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Education Local Education Agency (School) (Continued)		<p>Job Shadows in selected local businesses focused on areas of interest including computer repair, small engine repair, computer , retail stores for computer sales, inventory management using computers, and data entry. Small business sites were selected, avoiding the large sensory-challenging environments</p>	<p>OT and SLP consultative services are expanded to the community environments to assist in identifying supports for communication and sensory regulation in those specific locations.</p>			
		<p>Behavior Therapist from the Educational Service Center (ESC) and the CBDD Behavior Specialist partner and collaborate with other team members to identify positive behavior supports for school and home. Organizes supports using the Ziggurat Model.</p>	<p>Occupational Therapist and Speech Therapist partner with ESC Behavior Therapist and CBDD Behavior Specialist to strengthen sensory and communication strategies in the Ziggurat plan for positive behavior support.</p>	<p>Adult daily living skills learned in simulated settings were generalized to community environments using prompts and implementing visual supports as needed.</p>		
		<p>The need for individualized family engagement outreach and support identified. School partnered with CBDD SSA in ongoing outreach and planning with the family to create comfortable environments and meaningful interactions throughout the educational experience (see DODD/ CBDD)</p>				

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Vocational Rehabilitation Agency- Opportunities for Ohioans with Disabilities (OOD)		With parent consent, OOD Counselor (OTSP) attend IEP meeting to explain OOD services to Jerome and his family	At age 14, application made to OOD for Pre-ETS Job Exploration counseling, Workplace Readiness Training and self-advocacy skills development. Requested Pre-ETS provided at ages of 14 and 15 years old. At age 15, he was found eligible for additional OOD services and a formal OOD case was opened for Jerome. OOD Counselor (OTSP) attends IEP and transition planning meetings	Participated in unpaid summer Youth Career Exploration (between 10th and 11th grades) with support from a job coach Job coaches consulted with school Occupational Therapist and Speech Therapist to assist in identifying supports for communication and sensory regulation in those specific locations.	Participated in paid Summer Youth Work Experience (between 11th and 12th grades) in a computer repair business with support of a job coach. Job coach supported and assisted in the use of Smartphone apps for on-the-job activities and routines, as well as to assist in communication.	Assistance for obtaining permanent employment. Job coaching services for the transition from school and to accommodate to working more hours and longer days. Assistance to identify, access and participate in certification opportunities to continue adult education
				Provided Apollo Neuro wearable device for calming to enhance mood regulation to assist with mood stability on the job.	During final year of high school, continued working in same computer repair business after school several hours a day, several days a week with fading support of job coach with increased independence using technology (Smartphone apps). OOD supported Jerome to approach is employer to discuss the possibility of ongoing employment with the computer repair business following high school graduation. Several months prior to graduation the employer identified a need for a 12 hour/week computer repair technician. However, he would like for Jerome to eventually obtain additional certifications to address anticipated future needs.	

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Ohio Job and Family Services-Workforce Development: OhioMeansJobs		Explored the OhioMeansJobs (OMJ) website to create a Backpack and begin career awareness activities	With specialized instruction/support from Intervention Specialist and Job Training Coordinator (JTC), used OhioMeansJobs.com website to use OMJ backpack. Used Career Cluster Inventory and In-Demand Jobs report to better target and narrow career interests and identify PINS. Viewed videos of a broad array of careers and career environments about areas of interest.	Using OhioMeansJobs.com website, narrowed focus to areas of most interest and learned more about the specific skills needed for successful employment	Targeted small engine repair and computer repair as specific employment outcomes based on the match between skills needed for the job and Jerome's PINS.	Maintained Backpack and continued to update information and resume with the help of family and job coach.

Jerome's Path to Community Employment

The following information discusses Jerome's Path to Employment through his education years and is intended to narrate the previous graphic.

Early Years (up to age 10)

By the time Jerome was 18 months old, his parents had recognized differences between his older brother's early development and Jerome's development. They were concerned about a lack of speech and lack of response to others' communication attempts. His play was also different and seemed repetitive with interest in only a few toys. Jerome showed sensitivity to touch and sounds with intense behavioral outbursts difficult for his parents to soothe. The pediatrician was also concerned and referred the family to Early Intervention (EI) as well as to a neurologist. The local County Board of Developmental Disabilities (CBDD) received the referral for EI services and found Jerome eligible for services by age 2 years. Shortly before his third birthday, Jerome was identified with Autism Spectrum Disorder (ASD) at Level 2 ("Requiring Substantial Support") by a neurologist from the local Children's Hospital.

Between the ages of 2 and 3 years, Jerome and his family participated in play-based services in home as well as speech services. The family also enrolled Jerome in private speech services and occupational therapy services during this time. The CBDD speech therapist periodically met with the private speech and occupational therapist to assure they were coordinating their approach to Jerome's therapies and their instruction with the family. While Jerome's communication and play began to improve, he continued to demonstrate delays in communication, social and behavior development. He was referred for preschool services in his local school district and began attending a preschool program at age 3. During these early years, the CBDD also offered the family respite services as part of the CBDD Family Support Services Program. However, Jerome's parents refused the services and instead used family members to care for Jerome if needed.

In elementary years, Jerome received specialized instruction within general education classroom. The educational environments were structured with predictable routines within his daily schedule. This was reflected in the visual supports used in the educational setting such as calendars, daily schedules, visual choices and other low-tech communication supports. He also received specialized instruction for academic subjects as he struggled to learn in the general education environments without both accommodations and additional instructional support. Accommodations were generally related to his sensory processing sensitivities, communication needs and executive function challenges which were frequent factors associated with behavioral challenges. Tutoring services in low distracting environments were also added in later elementary years. Jerome received speech therapy focused on communication and social competencies. His communication skills advanced allowing him to use a system of communication that included a minimum of speech, with low and high-tech support to improve successful communication with others. He also received occupational therapy services with a focus on sensory processing and regulation. Specialized instruction, accommodations, and consultative services from therapists continued throughout his entire school career.

The Service and Support Administrator (SSA) from the County Board of Developmental Disabilities (CBDD) met with Jerome and his family several times a year during the elementary years. She also attended IEP meetings and sent information to the family about parent groups and parent trainings, as well as local autism support groups. Jerome's parents thanked the SSA for the information yet rarely attended any meetings or support groups.

Middle School Years

As Jerome moved into middle school years, paraprofessionals were assigned to assist him more frequently, often resulting in 1:1 support throughout the day. Behavior Therapist from the Educational Service Center (ESC) and the CBDD Behavior Specialist partner and collaborated with other team members to identify positive behavior supports for school and home. These interventions and supports were organized using the Ziggurat Model with attention to which supports might be needed across environments. During the Middle School years, the Occupational Therapist and Speech Therapist partner with ESC Behavior Therapist and CBDD Behavior Specialist to strengthen sensory and communication strategies in the Ziggurat plan for positive behavior support.

In the middle school years, specially designed instruction in math and language arts with accommodations across the school environment to assist in sensory processing, emotional regulation and communication continued to be necessary in order for Jerome to access the general curriculum and benefit from his educational program. Visual supports (including the use of apps) expanded in all environments to assist in comprehension, awareness, choices, expressive communication and emotional regulation. As Jerome advanced through the middle school years, he

was introduced to and taught the use of smartphone apps to assist with time management and scheduling for daily activities for increased independence with the intent of gradually fading paraprofessional support. Specially designed instruction in self-determination skills with a focus on decision-making, problem-solving and risk-taking was addressed in later middle school. Job Training Coordinator (JTC) provided ongoing specialized support and instruction to build Jerome's skills to use OhioMeansJob (OMJ) website and Backpack for career awareness and career development. Jerome used the Career Cluster Inventory and In-Demand Jobs report to better target and narrow career interests and identify PINS. He viewed videos of a broad array of careers and career environments about areas of interest. Occupational Therapy and Speech Therapy consultation was expanded to the community environments during the middle school years to assist in identifying supports for communication and sensory regulation in those specific locations.

Age-Appropriate Transition Assessment (AATA) data was collected when Jerome was 13 years old to formally begin the AATA process. This initial data was used to determine his preferences, interests, needs, skills/strengths and identify the initial post-secondary goals. (See AATA section on page ____)

Resulting transition services during middle school included specialized instruction provided by the Job Training Coordinator (JTC) to explore the OhioMeansJobs (OMJ) website to create a Backpack and begin career awareness activities. Job Shadows in selected local businesses focused on areas of interest including computer repair, small engine repair, retail stores for computer sales, inventory management using computers, and data entry. Small business sites were selected, avoiding the large sensory-challenging environments. Also, the use of the evidence-based practice of simulation in environments of adult daily living became part of the specialized instruction needed to learn the targeted skills. At age 13, the Opportunities for Ohioans with Disabilities (OOD) Counselor attended the IEP meeting to explain OOD services to Jerome and his family. The family and Jerome had time to study the information and pose questions prior to making an actual referral the following year. At age 14, application made to OOD for Pre-Employment Transition Services (Pre-ETS) Job Exploration counseling, Workplace Readiness Training and Self-Advocacy Skills Development. Requested Pre-ETS provided at ages of 14 and 15 years old. At age 15, he was found eligible for additional OOD services and a formal OOD case was opened for Jerome.

The need for individualized family engagement outreach and support was identified as a priority as the family was not responsive to the typical engagement strategies used by the school and the CBDD. They did not generally attend transition fairs or parent groups as they were often working or did not have childcare available. And while many families request that all team members be available for a student's team meetings, Jerome's parents were not comfortable with large or lengthy team meetings. Instead, they wished to communicate frequently with the teacher and attend short meetings with the core team. With time, the family was able to share with the intervention specialist about past experiences. Jerome's parents explained that when they grew up, large groups of professionals meeting with a family meant only 'there is a problem' and resulted in trauma for the family. The team needed to be sensitive to Jerome's parent's priorities and goals and used these to help guide the planning. Behavior challenges were a primary concern for the family, although some of the team may have had different priorities. To help engage the family, the team would focus on and review the behavior concerns and the positive supports to assure they were sufficient. With time, the family grew to trust Jerome's team and became more engaged in discussions of adult life goals such as employment.

Throughout middle and high school, Jerome's team members' efforts focused on engaging Jerome's family in meaningful future planning using a variety of resources such as Charting the Life Course Tools and Ohio Employment First Backwards Planning Tools. CBDD SSA met with Jerome, his family, and Job Training Coordinator (JTC) to review the Life Course Tools (Trajectory and Integrated Star) to create a vision and path for future adult life. This group met yearly to review and update the path as needed. Eventually, the family became comfortable participating in the CBDD "Transition Talk," an informational series for students and families about post-school issues and planning. This included experiences and information for students on planning for adult life.

Although challenging behaviors were a continuing concern through middle and high school years, the frequency was much reduced. The team implemented a variety of positive proactive strategies based on understanding the 'root cause' of the behaviors, the triggers and the rage cycle. Using the Ziggurat Model allowed the team to review and revise the supports as needed for a variety of environments. With these processes in place, the team was able to continue future planning that included community membership. In Jerome's case, this meant engaging in typical community environments, plans for community employment and supported living outside of the family home. All members of the team agreed that environments and employment must be carefully selected, and Jerome carefully prepared in order for the transition to be successful. Ongoing transition assessment would play a key role in assuring the team was on the right track.

During the later middle and through the high school years, ongoing Transition Assessment (AATA) was used to continue to understand his interests and skills, identify how to support his needs in target environments, identify career development activities and services, uncover successful opportunities for community membership and identify needed connections

High School Years

In the high school years, Jerome's CBDD SSA assisted in the redetermination of Jerome's eligibility for CBDD services. The Job Training Coordinator (JTC), SSA, behavior supports, and therapists continued to meet with Jerome and his team to refine the details of his vision for the future and his Backwards Plan. This team identified additional information needed to continue making progress towards his preferred future adult life.

Specialized instruction continued in math and language arts with accommodations across the school environment to assist in sensory processing, emotional regulation and communication. Instruction in self-determination with a focus on decision-making, problem-solving and risk-taking also continued and expanded. Instruction in High School added vocational instruction of job tasks in small business settings using evidence-based practices such as chaining and prompting with gradual fading of verbal prompts and gestures. Visual supports were provided as ongoing support to be accessed as he needed. Visual supports continue to expand in all environments to assist in comprehension, awareness, choices, expressive communication and emotional regulation. A focus on technology continued with the identification of Smartphone apps that were taught for use in frequently occurring activities and routines in the community environments. Adult daily living skills learned in simulated settings were generalized to community environments using prompts and implementing visual supports as needed.

Career development continued through high school. Using OhioMeansJobs website, Jerome narrowed focus to areas of most interest and learned more about the specific skills needed for successful employment. He targeted small engine repair and computer repair as specific employment outcomes based on the match between skills needed for the job and Jerome's PINS. Jerome participated in unpaid summer OOD Youth Career Exploration (between 10th and 11th grades) with support from a job coach. The OOD job coaches consulted with school Occupational Therapist and Speech Therapist to assist in identifying additional supports for communication and sensory regulation in those specific locations. OOD also provided Jerome with wearable technology that uses continued vibration to assist in mood regulation on the job. He then participated in paid Summer Youth Work Experience (between 11th and 12th grades) in a computer repair business with support of a job coach. Job coach supported and assisted in the use of Smartphone apps for on-the-job activities and routines, as well as to assist in communication. During final year of high school, he continued working in same computer repair business after school several hours a day, several days a week with fading support of job coach with increased independence using technology (Smartphone apps). Occupational Therapy and Speech Therapy consultation continued.

Community living goals were also addressed during the high school years. The SSA connected internally with the CBDD departments to identify Jerome's projected need for supports or service in employment, behavior, and community living and updated throughout high school. Jerome and his family were connected to Remote Support information to learn more about using technology for increased independence in the home. The family was connected to the "Smart House" experience for youth/family, and planning for the use of remote supports for home in future. In addition, Jerome and his family were connected to DODD Tech Ambassadors to learn more about the benefits of using technology in adult life.

Following Graduation

At the time of graduation and in the year following, transition efforts continued. OOD assisted Jerome to gain permanent employment by supporting Jerome to approach his employer to discuss the possibility of ongoing employment with the computer repair business following high school graduation. Several months prior to graduation the employer identified a need for a 12 hour/week computer repair technician. However, he requested for Jerome to eventually obtain additional certifications in computer repair to address anticipated future needs. After graduation, OOD provided job coaching services to support Jerome's transition from school to help Jerome accommodate to working more hours and longer days. OOD also provided assistance to identify, access and participate in educational opportunities to expand his skills within adult education courses for computer repair.

At the time of graduation, the CBDD was able to provide a Level 1 HCB Waiver for Jerome to provides services and support for employment, including job coaching and transportation. Remote supports for job coaching were added as he became comfortable in the workplace setting. The job coach used the fading process used by OOD job coach

while in school as it was found to be successful with Jerome. The CBDD Behavior Support Specialist intensified support as the transition out of school services and into adult services occurred anticipating there could be more stress and anxiety with the change. Jerome and his family continued to receive updates from the CBDD and DODD on remote supports for the home. Jerome and his family connected to a young man and his family currently using remote supports in his home to learn more about how it is working.

Additional Online Resource mentioned in Jerome’s case study:

Transition Assessment (Age-Appropriate Transition Assessment - AATA) Resources

Ohio Employment First Tools for Multi Agency Team Transition Planning

There are a variety of tools on this page that multi agency teams can choose from to support the transition planning process. These tools are informal in nature and not intended to be used as ‘forms to fill out.’ Rather, they are provided so teams can use and adapt them to the needs of their team and the youth/family in the planning process.

https://ohioemploymentfirst.org/view.php?nav_id=504

AIR Self Determination Assessments

The AIR Assessments measure two broad self-determination components. Capacity refers to the student’s knowledge, abilities, and perceptions that enable them to be self-determined. Opportunity refers to the student’s chances to use their knowledge and abilities.

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>

Individual Service Plan (ISP)

The plan and document used by Department of Developmental Disabilities and County Boards of Developmental Disabilities to identify the individual’s strengths, challenges, passions, life vision, priorities and the needed services.

<https://dodd.ohio.gov/wps/portal/gov/dodd/compliance/oisp>

Charting the LifeCourse Tools

Charting the LifeCourse framework and tools will help organize your ideas, vision, and goals when future planning as well as problem-solve, navigate, and advocate for needed supports. Used with and by families for planning transitions from early childhood to end of life.

<http://www.lifecoursetools.com/>

Vocational Planning Tool

A multi-agency tool that identifies the conditions for success in employment and targets for skill development during employment preparation based on preferences, interests, needs and strengths . Information collected through this tool can be reflected in the person’s Individual Education Plan (IEP), Age-Appropriate Transition Assessment (AATA), Individual Plan for Employment (IPE), Individual Service Plan (ISP), Discovery, etc.

https://ohioemploymentfirst.org/view.php?nav_id=474

OhioMeansJobs Career Cluster Inventory

Answer questions about likes and dislikes for results that match with career suggestions based on identified interests. Provides a personal strengths review of the following traits: Artistic, Conventional, Enterprising, Investigative, Realistic, Social

<https://ohiomeansjobs.ohio.gov/wps/portal/gov/omj/for-students/explore-careers/learn-about-career-types/career-cluster-inventory>

Sensory Assessment for Adolescents and Adults

The list that includes a sampling of assorted occupational therapy sensory-related assessment tools and checklists appropriate for use with adolescent and adult populations.

<https://www.ot-innovations.com/clinical-practice/sensory-modulation/sensory-assessments-for-adolescents-adults/>

Secondary School Success Checklist

The Secondary School Success Checklist (SSSC) is an evaluation of student skills completed by staff, families, and students. Designed by the CSESA team, the SSSC is a tool that can support teams in identifying priority goals related to independence and behavior, transition, social competence, and academic skills (with a focus on literacy). These domains have been directly linked to postsecondary success for students on the autism spectrum.

<https://cseesa.fpg.unc.edu/resources/secondary-school-success-checklist>

Functional Behavior Assessment

OICALI Expect Success: Addressing Challenging Behavior Webinar Series

Every person is unique and has different strengths, talents, and skills. When addressing challenging behaviors for people with complex needs, it is essential to individualize the process in order to develop effective intervention plans. This 14-part webinar series is based in positive behavior intervention supports (PBIS), functional behavior assessment (FBA), and behavior intervention planning.

<https://www.ocali.org/project/Challenging-Behavior-Expect-Success>

What is a functional behavioral assessment (FBA)?

Brief Overview of the FBA Process.

<https://www.understood.org/en/school-learning/evaluations/evaluation-basics/functional-assessment-what-it-is-and-how-it-works>

Agency Resources and References

Multi-Agency

Backwards Planning

Learn about Backwards Planning and review several tools that can assist a team to use the process when transition planning with youth, families and multi-agency partners. Tools includes: Multi Agency Transition Planning: Person Centered Thinking and Backwards Planning Guide; Multi Agency Transition Planning: Person Centered Thinking and Backwards Planning Template; Facilitator's Guide for Backwards Planning: Start Where You Want to "End"; Fact Sheet: What is a Multi-Agency Team Transition Planning Meeting?; Using the Backwards Planning Template: Step-By-Step Directions; Steps to Backwards Planning - Illustrated; Backwards Planning Templates

https://ohioemploymentfirst.org/view.php?nav_id=504

Charting the LifeCourse Tools Trajectory Tool

The trajectory tool provides space to explore the things going well in your life or the things that are stopping you from reaching your good life.

<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>

Charting the LifeCourse Tools Integrated Star

The integrated Star tool helps identify the supports that is use now and think about other supports that might be helpful now and in the future. The right supports can help ensure quality of life. Consider various supports in combination to help achieve the vision of a good life.

<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>

The Ziggurat Model

A framework for designing interventions for individuals with autism spectrum disorders.

The Ziggurat Model A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome by Ruth Aspy and Barry Grossman. <https://www.amazon.com/Framework-Comprehensive-Interventions-Individuals-High-Functioning/dp/1934575941>

A PPT review of the Ziggurat Model. <https://www.texasautism.com/Kentuckyslides.pdf>

Ohio Department of Developmental Disabilities (DODD)

Ohio Department of Developmental Disabilities (DODD)

Offers support across the lifespan of people with developmental disabilities. Oversees a statewide system of supportive services that focus on ensuring health and safety, supporting access to community participation, and increasing opportunities for meaningful employment.

<https://dodd.ohio.gov/wps/portal/gov/dodd/about-us>

Individual Service Plan (ISP)

The plan and document used by Department of Developmental Disabilities and County Boards of Developmental Disabilities to identify the individual's strengths, challenges, passions, life vision, priorities and the needed services.

<https://dodd.ohio.gov/wps/portal/gov/dodd/compliance/oisp>

DODD Supporting Families webpage

<https://dodd.ohio.gov/wps/portal/gov/dodd/your-family>

County Board of Developmental Disabilities (CBDD).

Ohio's county boards of developmental disabilities provide assessment, service planning, and coordination to adults and children with developmental disabilities, as well as oversight and assistance to service providers.

Supporting County Boards webpage: <https://dodd.ohio.gov/wps/portal/gov/dodd/county-boards>

Find A County Board: <https://dodd.ohio.gov/wps/portal/gov/dodd/county-boards/all-county-boards-resources/4-find-your-county-board>

Service Support Administrator (SSA) or Support Administrator (SA)

The SSA is the primary point of coordination for a person receiving county board of developmental disabilities service and support. SSAs use an established process to provide this coordination. The Service and Support Administration Rule, OAC 5123:2-1-11 outlines an SSA's role and responsibilities

<https://dodd.ohio.gov/wps/portal/gov/dodd/county-boards/service-planning/service+planning+and+coordination>

Waivers

Waivers are one way to pay for services that support for someone with developmental disabilities. The Ohio Department of Developmental Disabilities (DODD) administers three different waivers: the Individual Options Waiver, the Level One Waiver, and Self-Empowered Life Funding Waiver.

<https://dodd.ohio.gov/wps/portal/gov/dodd/waivers-and-services/waivers>

Ohio Department of Education

Secondary Transition and Workforce Development for Students with Disabilities

In Ohio, students with disabilities ages 14 or younger, if appropriate, formally enter into the secondary transition planning process. A truly successful transition process is the result of comprehensive planning that is driven by the student's preferences, interests, needs, and strengths. This comprehensive planning moves students toward successful future outcomes in competitive, integrated employment, education, and independent living.

<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development>

Students with Disabilities in Career Tech

ODE webpage for more information on career tech and students with disabilities

<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Students-with-Disabilities-Participating-in-Career>

Job Training Coordinator

The Job Training Coordinating Program provides support and assistance to students who require intensive support in order to transition from school to the work environment. Its goal is to help students obtain and maintain competitive or supported employment through individualized and community-based training, collaborating with business partners and developing a support network.

<http://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Educating-Students-with-Disabilities/Students-with-Disabilities-Participating-in-Career/Job-Training-Program-Manual.pdf.aspx>

Pre-Employment Transition Services Partnership

A short video from the Ohio Department of Education that highlights the ODE and OOD partnership and highlights educators working together with Pre-Employment Transition Services providers to help students find in-demand careers in their communities that match their preferences and interests.

<https://www.youtube.com/watch?v=sY3Lz14b85o>

Opportunities for Ohioans with Disabilities (OOD)

OOD is the state agency that empowers Ohioans with disabilities through employment, disability determinations, and independence. Includes the Bureau of Vocational Rehabilitation (BVR), Bureau of Services for the Visually Impaired (BSVI), Division of Disability Determination (DDD) and the Division of Employer and Innovation Services (EIS).

<https://ood.ohio.gov/wps/portal/gov/ood/>

Students 14+

OOD offers a range of services to help students with disabilities 14+ prepare for post-secondary education and employment. This includes Pre-Employment Transition Services which are intended to help students with disabilities, as early as age 14, explore career interests. The five services include Job Exploration Counseling; Work-Based Learning; Counseling on Post-Secondary Opportunities; Workplace Readiness Training; and Instruction in Self-Advocacy.

<https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>

WINTAC Pre-ETS Information. <http://www.wintac.org/topic-areas/pre-employment-transition-services>

Ohio Department of Job and Family Services (JFS)/OhioMeansJobs

OMJ For Students

Middle and High School students beginning a career plan can create a backpack account to save career interests, job searches, resume, future budget, and more.

<https://jobseeker.k-12.ohiomeansjobs.monster.com/GuidedTour/Landing.aspx>

Career Cluster Inventory

Students can complete a set of 80 questions in the Career Cluster Inventory to receive information about careers. The results of the inventory suggest career options that best relate to the youth's identified interests.

<https://jobseeker.k-12.ohiomeansjobs.monster.com/exploreit/defaultcci.aspx#/how-it-works>

Career Cluster Videos

View career pathways through a set of videos that describe the typical paths by which an individual might reach employment in a certain occupation.

<https://jobseeker.k-12.ohiomeansjobs.monster.com/ExploreIt/CareerClusters.aspx>

Technology

Assistive Technology Service

Assistive Technology can be used as a creative solution to help with a person's health and safety and can support a person's desire for more independence at home, in the community, or at work. This service enables people to use smart or electronic devices to increase their independence and reduce reliance on paid caregivers to help with a person's needs.

<https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech>

Virtual home walkthrough : <https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech>

Ohio Tech Ambassador Network

In January 2021, the Southern Ohio Council of Governments (SOCOG) launched the Ohio Tech Ambassador Network, a program promoting how adaptive technology use enhances lives and independence for people with developmental disabilities. Five Tech Ambassadors were selected statewide to discuss how they use supportive technology at home, at school, at work and in the community.

<https://ohiotechambassadors.org/>

Remote Support Service

Remote Support is a Medicaid Waiver service that allows an off-site direct service provider to monitor and respond to a person's health, safety, and other needs using live communication, while offering the person more independence in their home.

<https://dodd.ohio.gov/wps/portal/gov/dodd/waivers-and-services/services/Remote-Support>

Nisonger Center video that overviews remote support and remote support service

<https://nisonger.osu.edu/technology-project/remote-supports/>

Example Apps Related to Case Study Needs

Cough Drop

Cough Drop is an affordable ACC app. It is an open source, and incorporates open-licensed content like free symbols and community-generated boards. All our vocabulary sets are released under a Creative Commons license.

<https://www.coughdrop.com/>

MeMINDER

MeMinder is an AT app that assists people with disabilities by providing prompts and instruction for daily routines and tasks. Uses audio prompts, pictures and/or video prompting. Pre-programmed tasks are available as well as the ability to customize.

<https://www.createabilityinc.com/meminder/>

Visual Schedule Planner

Visual Schedule Planner is a customizable visual schedule iPad app that is designed to give an individual an audio/visual representation of the "events in their day". In addition, events that require more support can be linked to an "activity schedule" or "video clip" to help model the task even further.

<https://apps.apple.com/us/app/visual-schedule-planner/id488646282>

Breathe2Relax

Breathe2Relax is a portable stress management tool which provides detailed information on the effects of stress on the body and instructions and practice exercises to help users learn the stress management skill called diaphragmatic breathing.

<https://apps.apple.com/us/app/breathe2relax/id425720246>

Apollo Neuro

Apollo is a wearable device that delivers a touch therapy, felt as gentle waves of vibration, that stimulates your "rest and digest" parasympathetic nervous response and restores balance to the body.

www.Apolloneuro.com