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Checklist to support transition

To be used in conjunction with the preparing autistic young people for adulthood in Greater Manchester – Transition Guidance

This checklist can be used as part of a transition strategy to gain information about a young person's views and aspirations. It is not intended to be used as a discreet curriculum but can provide a springboard to address common issues experienced by autistic young people.

- To be completed collaboratively with the young person, their family and transition co-ordinator.
- This is a working document to be completed, updated and reviewed annually or more frequently as agreed by the school/college and family.
- The checklist should be differentiated, e.g. by using visual support and technology to support the young person's understanding and motivation.

Views of the young person	Yes	No	Working Towards	Action	Who?	When?	Comments from Young Person (can add own target/outcome)
The young person is able to express hopes and dreams for the future (May need to experience things for real first)							
Consider strengths and interests What are the young person's strengths/skills? What are their interests? How can you build on these or use them to help support learning?							
Identify barriers to learning What are the main barriers or difficulties affecting learning? Is appropriate support in place to reduce these							

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barriers (e.g. visual supports; environmental changes; structure and routine)? What further supports could be put in place to reduce barriers?							
Autistic young people are given opportunities to provide feedback on their experiences of current provision as well as transition. This is used to develop practice							
Autistic young people are engaged in creating their own one-page profiles. They have control over the content and nature of the information shared about them, as well as an opportunity to identify how they like to be supported.							

What is a good outcome?

Most studies assume good outcome = living independently; having paid employment; having friends and close relationships. However this is not what all autistic individuals want (i.e. independent living without support can be lonely and not stimulating) and studies into quality of life emphasise instead:

- having access to the right level of support
- having access to recreational activities

When autistic adults were consulted, not all wanted friends, or the demands that close relationships entail. Encouragement to be more sociable, no matter how well meant, was often considered far from helpful.ⁱ We should, therefore, be careful about imposing views of what is considered to be ‘a good life’.

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Peter Vermeulenⁱⁱ argues that instead of concentrating on the lack of emotional wellbeing in autistic people, we should develop strategies to facilitate their feeling of happiness.

A Trained Workforce

Six in ten young people said that the main thing that would make school better for them was having a teacher who would understand autismⁱⁱⁱ. Autism training should be explicitly included in professional development for all teachers, including head teachers.

Professionals who support autistic young people such as social workers, further education staff, employers, and those who provide employment support to autistic people should receive training to understand autism and their duties to provide reasonable adjustments^{iv}.

Developing an Understanding of Autism	Yes	No	Working Towards	Action	Who?	When?
Teaching and support staff working directly with young people have received autism training.						
Professionals at all levels receive appropriate training to enable them to understand and meet the needs of autistic young people within the context of their specific role						
The voices and experience of autistic young people and their parents are used effectively in training opportunities.						

Independent Living

Young people on the autism spectrum may need support in developing ‘life’ skills which will provide them with increased choice and control over their own lives in the future. Since many factors impact on the ability to acquire skills in this area (e.g. organisation, planning, social understanding, sensory issues) young people are likely to require support and regular opportunities to practise skills before they become confident in carrying out everyday tasks.

Shopping	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Plans what they need to buy							

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Manages own sensory needs within shop							
Takes account of budget when choosing items							

Food and Drink Preparation	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Prepares a meal following a recipe							
Handles utensils and appliances safely							

Personal Care	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Recognises good / bad hygiene in relation to self							
Takes regular baths / showers							
Is discreet when getting changed / dressed in public							

Personal Safety	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Maintains social distance appropriate to the community situation							
Chooses to say 'No' to risks or suggestions proposed by others							

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Can use mobile phone to get help as needed							
Keeps personal information safe when using social media / gaming							
Understands consequences of own actions when using social media or the Internet							

Money Management	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Identifies sources of income							
Plans budget according to income and expenditure							
Can open own bank account							
Understands the function of a bank account							
Knows how to use credit / debit cards							

Friends, Relationships and Community

Self-Awareness	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)

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Understands diagnosis of autism and how this makes them different from non- autistic people							
Understands the impact on them that can be caused by environments not being autism-friendly							
Identifies when their feelings / behaviour are different from their 'normal'							
Identifies ways in which interests, strengths and talents might lead to opportunities in the future							

Accessing Leisure Facilities	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Is willing to try out new leisure activity with support / preparation							
Finds information about chosen activity							
Copes with presence of others within leisure activities							

Travel and Using Transport	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Knows own home address							
Identifies best way to get to destination							
Finds times of chosen transport							

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Buys ticket for public transport							
Finds an 'appropriate' empty seat							
Copes with proximity of other public transport users							
Asks appropriate person for information / help							

Good Health

Healthy Choices	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Identifies healthy / less healthy foods							
Participates in regular exercise activities							
Maintains healthy sleep pattern							
Knows the risks to health associated with smoking, drinking alcohol and taking drugs							
Knows the law and penalties for people smoking, drinking alcohol and taking drugs							

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Accessing Medical Help	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Indicates when they are unwell or in pain							
Knows how and when to contact emergency services							
Co-operates during medical appointments with preparation							
Follows instruction labels on medicines							

Relationships and Sex Education	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Identifies characteristics of 'girlfriend'/'boyfriend' relationships							
Understands that romantic / sexual relationships are a two way partnership that require both parties to agree to them							
Identifies appropriate / inappropriate touch							
Differentiates between 'public' and 'private' conversational topics							
Understands laws relating to consent in relationships							
Knows how to repair relationships							

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Autistic young people have a right to work and to be happy in their workplace. Good transition planning will help to identify strengths and potential difficulties. Being autistic often offers valuable skills for employers, e.g. attention to detail; problem-solving; concentrating; being punctual and reliable; developing specialist skills and detailed knowledge. Under the Equality Act 2010⁹, adjustments should be made to the workplace to remove disadvantage faced due to disability. Examples of adjustments may include flexible working hours, different lighting, using noise-cancelling headphones.

Using strengths and skills	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Identifies ways in which interests, strengths and talents might lead to opportunities in the future							
Makes choices / decisions about education / career / leisure pathways							
Knows where to access advice and support about planning for the future							

Communication Skills	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Knows how to greet people formally by shaking hands							
Uses others to communicate on their behalf if necessary e.g. to talk about skills in an interview							
Knows to avoid talking about subjects such as religion, politics							

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Understands that expressing some views may offend others							
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Planning and Organisation	Yes	No	Working Towards	Action	Who?	When?	Comments from young person (can add own target/outcome)
Understands and uses a visual system for managing routines e.g. timetable, diary, phone apps							
Is on time for scheduled events							
Prepares equipment needed for a task							
Prioritises tasks / components of task							
Applies strategies to regulate emotions caused by changes							

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References

ⁱ Wittemeyer et al, *The AET Outcomes Report 2011*, Autism Education Trust, <https://www.autismeducationtrust.org.uk/shop/the-aet-outcomes-report-wittemeyer-et-al-2011/>

ⁱⁱ Vermeulen, Dr Peter, *Promoting happiness in autistic people*, Network Autism, National Autistic Society, 2016, <https://network.autism.org.uk/knowledge/insight-opinion/promoting-happiness-autistic-people>

ⁱⁱⁱ *Autism and education in England 2017*, A report by the All Party Parliamentary Group on Autism on how the education system in England works for children and young people on the autism spectrum, <https://www.autism-alliance.org.uk/wp-content/uploads/2018/04/APPGA-autism-and-education-report.pdf>

^{iv} *The Autism Act, 10 Years On*: A report from the All Party Parliamentary Group on Autism on understanding, services and support for autistic people and their families in England: <https://pearsfoundation.org.uk/wp-content/uploads/2019/09/APPGA-Autism-Act-Inquiry-Report.pdf>

^v *The Equality Act 2010*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf

Further Links:

Autism Education Trust: <https://www.autismeducationtrust.org.uk/> free downloads of Autism Standards, Progression Framework, Competencies

Preparing For Adulthood: <https://www.preparingforadulthood.org.uk/> free downloads of Independent Living, EHC planning resources etc

National Autistic Society: <https://www.autism.org.uk/> Making Decisions guides for young people and parents