

# TRANSITION PLANNING: TRAILBLAZING FOR SUCCESS



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# AGENDA

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- Emory Education and Transition services and resources
- Self Awareness – tips and resources
- Executive Functioning –tips and resources



A photograph of two hikers on a rocky mountain peak. One hiker, wearing a yellow jacket and a white helmet, is leaning forward to assist another hiker, who is wearing a red jacket and a red beanie. They are holding hands for support. The background shows a cloudy sky and a rocky foreground.

# WHAT IS THE INDIVIDUALIZED TRANSITION TO ADULTHOOD PLAN?

# STUDENT SUPPORTS

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- Person Centered Planning
- Transition Assessments
- Comprehensive Vocational Evaluations (GVRA)
- Individual Coaching





# PARENT SUPPORTS

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- Goal Planning [Resources](#) page
- Goal Planning Meetings
- Parent Presentations



# EDUCATOR SUPPORTS

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- [Tool Kits](#)
- [Resources](#) page
- Training
- Technical Assistance



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The Monarch Program provides consultation, technical assistance, and training to schools and school systems throughout Georgia. For over 30 years, our mission has been to improve inclusive education experiences for students with autism across the state.



# MONARCH SERVICES

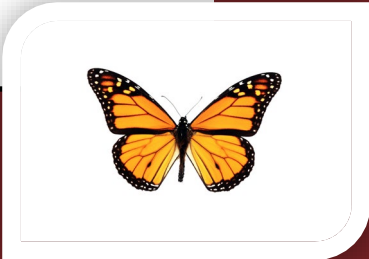
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- Student and classroom observation and feedback
- Behavior intervention planning
- Peer programming
- Goal planning and IEP review
- Training and coaching on evidence-based classroom strategies



The Monarch Program, in partnership with GaDOE, will provide monthly, virtual trainings for parents and teachers to increase capacity in providing effective programming for autistic students.

| Parent Trainings             | Teacher Trainings               |
|------------------------------|---------------------------------|
| September 25, 2024, 12:00 PM | October 15, 2024, 3:30-4:30 PM  |
| October 22, 2024, 12:00 PM   | November 7, 2024, 3:30-4:30 PM  |
| November 12, 2024, 12:00 PM  | January 9, 2025, 3:30-4:30 PM   |
| January 8, 2025, 6:00 PM     | February 11, 2025, 3:30-4:30 PM |
| February 18, 2025, 6:00 PM   | March 20, 2025, 3:30-4:30 PM    |
| March 25, 2025, 12:00 PM     |                                 |



# Emory Oaks



- 1:1 Support Navigation meetings with Oaks staff member
- Peer/career mentoring
- Oaks student support group
- Regular social opportunities

Contact [oaks@emory.edu](mailto:oaks@emory.edu)





# SKILLS FOR ADULT SUCCESS

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- Self- Awareness
- Executive Functioning
- Daily Living
- Social Skills

## COMPONENTS OF SELF AWARENESS/SELF DETERMINATION

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- Choice Making
- Problem Solving
- Goal Setting
- Self- Efficacy
- Self Advocacy
- Self Knowledge
- Self Regulation



# STUDENTS WITH STRONG SELF- DETERMINATION SKILLS:

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- Successfully participate in Higher Education
- Gain employment
- Participate in their community
- Participate in recreation and leisure activities
- Have improved behavioral outcomes





# ONLINE SELF AWARENESS RESOURCES

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- Study Habits Quizzes
- Personality Tests
- Learning Style Quizzes

[educationplanner.org](https://www.educationplanner.org)



## TEACH GOAL SETTING

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- Individual SMART goals
- WOW Goals (individual or group)
- Goal reflection
- Apps for Goal Setting



# BUILDING SELF MANAGEMENT SKILLS

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- Pomodoro Technique
- Checklists
- Self- rating scales
- Self- monitoring





## CREATING SCRIPTS FOR BASIC THINGS

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*Practice reduces anxiety*



# SUPPORTED DECISION MAKING

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*I Decide Georgia*

*Uniting for Change*

# EXECUTIVE FUNCTIONING

Is a set of skills that helps us get things done

- Planning
- Memory
- Emotional Regulation

Can be intentionally taught

- Time Awareness
- Organization
- Maintaining focus

Important for academic, employment, and independent living success

- Task Initiation
- Flexible Thinking
- Self Monitoring

# WHAT IS EXECUTIVE FUNCTIONING?



# EXECUTIVE FUNCTIONING TIPS TO PRACTICE



- Make a daily and weekly schedule- build in time for everything work, social, gaming, sleep
- Break large assignments into smaller “chunks” with due dates
- Check the school portal daily
- Get a whiteboard for important reminders
- Weekly meetings to prepare for the week ahead

# PRACTICE PROBLEM SOLVING

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- Talk through options
  - Model problem solving
  - Help your child identify a trusted adult or several for advice – make a list
  - Value the dignity of risk



# MODEL AND PRIORITIZE EMOTIONAL REGULATION

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- ▶ Mindfulness check
- ▶ How big is my problem?



## Yellow Zone



## Red Zone



## Blue Zone



## Green Zone





# How Big is My Problem?

## Tiny Problem "Glitch"

- \*1-2 people affected
- \*5-15 min to solve
- \*only lasts a few minutes
- \*kids can solve or maybe ignore

## Little Problem

- \*may involve some upset feelings
- \*might take another person to solve
- \*a reminder might help

## Medium Problem

- \*may affect 3-9 people
- \*may involve small injury or upset feelings
- \*may take 15 to a couple of hours to solve
- \*may need an adult to help solve

## BIG Problem

- \*involves many people
- \*no easy or quick solution
- \*may take days/weeks to solve
- \*will require adult help

## HUGE Problem "Emergency"

- \*affects large groups
- \*may include physical harm or death
- \*can take months to solve
- \*may need a plan with many steps
- \*definitely requires help from an adult

**\*\*The size of my reaction needs to match the size of my problem!!\*\***

## Size of the Problem Worksheet Big vs. Little Problems

|                                     |          |  |
|-------------------------------------|----------|--|
| People see these as Big Problems    | <b>5</b> |  |
|                                     | <b>4</b> |  |
| People see these as Medium Problems | <b>3</b> |  |
|                                     | <b>2</b> |  |
| People see these as Little Problems | <b>1</b> |  |

Adapted for *The Zones of Regulation*® from the original work of Winner's *Think Social* (2005), pages 44-46, [www.socialthinking.com](http://www.socialthinking.com) and Buron and Curtis' *The Incredible 5-Point Scale* (2003).

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# USEFUL RESOURCES

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PLEASE FOLLOW THE LINK  
TO THE SURVEY



WE ARE HERE TO HELP!

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