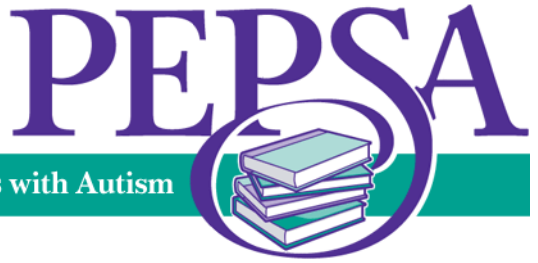




Florida Department of Education

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Partnership for Effective Programs for Students with Autism



Gainesville, Florida

TRANSITION PARTNERSHIPS: PLANNING PROGRAMS, IDEAS, AND STRATEGIES FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Presented by Kristine Wiest Webb and Patrick Mulvihill

March 10, 2011

9:00 AM – 3:00 PM

Registration begins at 8:30 AM

CARD UF / Gainesville Office

East Campus Building

2124 NE Waldo Road, Suite 3200

Gainesville, FL 32609

(Also available online via Adobe Connect)

About the Presenters

Kristine Wiest Webb, Ph.D. (Kris) is a Professor in the Department of Exceptional and Deaf Education and Director of the Disability Resource Center at the University of North Florida (UNF). She is a Past President of the Division on Career Development and Transition (DCDT). Before joining the UNF faculty, she served as the director of the Florida Network: Information and Services for Adolescents and Adults with Special Needs housed at the University of Florida. Prior to this assignment, Kris was a high school teacher for 17 years. Along with her interest in secondary education teacher preparation, she has a long-standing interest in postsecondary education for all individuals with disabilities, family involvement and collaboration, and transition to adult life for individuals with disabilities.

Patrick Mulvihill is the Region 2 Transition Representative for Project10: Transition Education Network, a Florida Department of Education discretionary project. In this position, Patrick provides transition information to all stakeholders in an eighteen county area. He is a Past President of the Florida Chapter of the Division on Career Development and Transition. Prior to working as a Regional Transition Representative for Project 10, he served as a consultant to The Transition Center and the University of Florida. Before becoming a consultant, he was the Transition Specialist for Broward County Schools. Pat also taught high school students with disabilities for 17 years in various classroom situations.

Presentation Description

We all know about the astonishing increases in the numbers of individuals who have autism spectrum disorders (ASD). With growing numbers of adolescents with ASD, school and agency personnel must partner with students and their families as they navigate options for adulthood. A lack of adequate general information about students with ASD and training for school and agency personnel is an issue across the nation. Because of the unique needs of young adults with ASD, all partners must be well informed in order to facilitate the student's transition to the complexities of adult life. Researchers and practitioners are committed to compiling data and information about effective learning practices for this population, along with social skill strategies for these students. This session will feature ideas for student-focused planning, student growth and development, interagency collaboration, program structure, and family involvement in the process (Kohler, 1996). Handouts, resources, and other information that align with the presentation will be shared during the day.

Presentation Objectives

At the end of the session, participants will:

- Describe common characteristics, nature, and needs of adolescents with ASD
- Identify three model strategies that can be used to instruct adolescents with ASD when they return to school/agency/home
- Describe ways in which they can ensure that planning for students with ASD is student-focused and person-centered.
- Explain ways in which they can build student growth and development into transition planning and preparation.
- Describe how to access information from their county's interagency partnership or in the absence of a partnership, agencies in their region.
- Attain skills and information about resources that will enable participants to begin building a program structure that will promote and enhance transition efforts for adolescents with ASD.
- List ways in which families can be involved in transition programs, school-wide and individually.

Next Steps for Adobe Connect Participants

1. TEST YOUR COMPUTER:

https://admin.adobe.com/common/help/en/support/meeting_test.htm

2. Complete the REGISTRATION FORM here:

<https://spreadsheets.google.com/viewform?hl=en&pli=1&formkey=dFpWMIZQMnVFajRpVC10YXk5QTczOWc6MA#gid=0>

TO CONNECT TO THE MEETING ON March 10th:

Go to www.fdlrs.com

On the right side click on "Virtual Meeting Rooms"

On the left side click on "Enter Auditorium"

Login as Guest (please enter your real name)

If you have any questions, please contact John Polefko at jpole@ufl.edu or 352-273-0582

DIRECTIONS TO TRAINING LOCATION

From **North**: Take I-75 South to the first Gainesville Exit (SR 222 / 39th Ave). Drive East on 39th Avenue for 8 miles to Waldo Road. Turn right and drive 1.1 miles. On your right you will see a blue sign that says "East Campus Building". We are located on the third floor.

From: **South**: Take I-75 North to the third Gainesville Exit (SR 26 / Newberry Road). Drive East on Newberry Road which eventually turns into University Avenue for 6.5 miles to Waldo Road. Turn left and drive 1.5 miles. Our office building will be located on your left. You will see a blue sign that says "East Campus Building". We are located on the third floor.

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

REGISTRATION INFORMATION

*****REGISTRATION IS MANDATORY*****

"IN PERSON" REGISTRATION IS LIMITED TO 35 PARTICIPANTS.

**ONLINE PARTICIPATION AVAILABLE –
SEE ABOVE FOR ADOBE CONNECT
INSTRUCTIONS**

DEADLINE: March 9, 2011

**Register online at
<http://doepartnership.usf.edu/trainings.asp>**

For more information contact:

Alissa Yax

1-800-9-AUTISM

352-273-0581

aba777@ufl.edu



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. www.DOEpartnership.org