



QUIZ

Transition- The Impact on Students in Schools and Communities

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1. What is the overall purpose of transition for autistic students?
 - a. Prepare students for success in high school
 - b. Determine the students' strengths
 - c. Transition the student from a special education classroom to a typical classroom environment
 - d. Student goals target life skills and plan for life after high school

2. Who is a part of the transition team for a student?
 - a. Parents, students, educators, and therapists
 - b. Parents, educators, and therapists
 - c. Students and therapists
 - d. Parents and teachers

3. What is defined as a person's ability to communicate their wants and needs?
 - a. Self-determination
 - b. Transition
 - c. Self-advocacy
 - d. Communication skills

4. At what age should a transition plan begin?
 - a. 12
 - b. 16
 - c. Their senior year
 - d. 14

5. What is the main difference between self-advocacy and self-determination?
 - a. Only self-efficacy is needed in an effective transition plan
 - b. Self-determination can help you get a job while self-efficacy cannot
 - c. Self efficacy involves speaking up for one's needs and self-determination involves independent decision making
 - d. Self-determination is more important than self-advocacy

6. All of these are downfalls of current transient plans in schools except...
 - a. Employment rates for autistic individuals are below 15%
 - b. Students become sensory seeking after graduating
 - c. Students spend minimal time out in the community
 - d. Student aren't heavily involved in their own goal-making

7. What happens as a result of ineffective transitions for young autistic people?
 - a. Exclusion from community participation
 - b. Increased self-efficacy
 - c. More opportunities for jobs
 - d. Less pay for employment

8. A student who independently decides they want to explore a new hobby, takes time to look into it, takes into consideration their own preferences and strengths, and makes moves towards participating in the hobby would be an example of what?
 - a. Vocationals
 - b. Money management
 - c. Self-efficacy
 - d. Self-determination

9. How can schools improve transitions for students and improve outcomes?
 - a. Keep them in environments where they are comfortable like a special education classroom
 - b. Force them to get a job while in high school
 - c. Take them out of a special education classroom and put them in a natural, inclusive classroom environment
 - d. Start the transition process later when they are more mature

10. What would a holistic view of self-advocacy entail?
 - a. Improving nonverbal communication skills
 - b. Learning better writing skills
 - c. Learn to give their views, be listened to, make their own choices and mistakes
 - d. Focus only on vocalizing their needs and wants

Answer Key

1. d
2. a
3. c
4. d
5. c
6. b
7. a
8. d
9. c
10. c