

The Office of Congressman Andy Kim

Resource List – Transition to Adulthood with Autism Webinar

1. Autism Speaks Transition To Adulthood Planning Guide:

<https://www.autismspeaks.org/transition-adulthood>

2. The Autism Response Team (ART) an information line for the autism community. Our team members are specially trained to provide personalized information and resources to people with autism and their families.

How to contact ART: Call our toll-free number or send us an email – we're available Monday through Friday between 9 a.m. and 5 p.m. in all time zones. Live chat is also available between 9 a.m. and 7 p.m. ET.

- Your call will be routed to the team member for your region. We also have a dedicated Spanish language toll-free number.

1-888-AUTISM2 (1-888-288-4762)

En Español: 1-888-772-9050

help@autismspeaks.org

3. State of NJ, Dept. of Education with critical info and links:

<https://www.state.nj.us/education/specialed/transition/agency.shtml>

4. Autism Path program at Rowan University:

<https://sites.rowan.edu/disabilityresources/index.html> - Contact Chiara Latimer

5. Rowan University: The College Compass program which helps with transitioning to the campus with early move in (pre-Covid) and skills to be successful.

6. ThinkCollege.net for resources, especially for financing as certificate programs (non-matriculated degree programs) are not eligible for federal funding

7. Rowan University: The College Transition Conference for students with disabilities and their families which provides information about 2/4 year college as well as certification programs and support that is available in higher education versus K-12. Contact John Woodruff, Director of Academic Success Center and Disability Resources.

8. [Where to Apply for DDD Services Link](#)

9. [NJCAT Resources Page](#) - The Division of Developmental Disabilities utilizes a standardized assessment, the New Jersey Comprehensive Assessment Tool (NJCAT), to determine eligibility for services and identify an individual's level of need for support in three main areas: self-care, behavioral health, and medical.

10. The Boggs Center on Developmental Disabilities) Guide on [Selecting a Support Coordination Agency](#)

11. [Support Coordination Agencies](#) to choose from

12. Guardianship and Alternatives to Guardianship Go Bag

<https://www.thearcfamilyinstitute.org/resources/guardianship-go-bag.html>

14. Rowan Adult Center for Transition (ACT) - <https://www.rcsj.edu/act>

15. The Garden State Pathways (GSP) Program - https://www.camdencc.edu/student_life/student-services/garden-state-pathways/

Here are some considerations to help determine if COVID-19 Compensatory Services are needed:

- 1. Are there services in the student's IEP that were not offered or that the student was not able to access when in-person education was suspended?***
- 2. To what extent has the student demonstrated regression in skills?***
- 3. Has the student failed to make effective progress towards their IEP goals and in the general curriculum?***
- 4. What COVID-19 Compensatory Services are necessary to address their special education needs arising from the suspension of in-person education?***

Additionally, below is [information](#) about how New Jersey is handling transition/aging out during COVID for students on IEPs. (This particular guidance will be updated since the second wave is hitting, so I wouldn't get hung up on any dates right now.). Rather, keep in mind that compensatory services are simply those on the IEP that were missed during this past few months as mentioned in the list above..

Discussing Services That Were Missed During COVID-19 ...the NJDOE encourages school districts to provide to the adult student and/or the student's parents/guardians a written description of the additional services being offered, based on transition goals, as well as notice of their right to seek compensatory services via a special education due process hearing. A student graduating or aging out does not by itself, preclude a claim for compensatory services to make up for services that were not delivered and may have caused a denial of the student's right to FAPE. Proactive steps on the part of the district to provide additional services can eliminate the need for a future claim for compensatory services.

Types of Additional Services That May Be Provided To Students Who Graduate or Age Out

The NJDOE encourages IEP teams to address the student's postsecondary plans when considering the type and frequency of additional services to be offered to students who will graduate or age out. Connection to DVR or DDD, as appropriate should be facilitated. The NJDOE encourages IEP teams to consider the following non-exhaustive list of types of services:

- Accessing Agency/Community Resources and Services
- Instruction in activities for daily living including personal finance
- Community-Based Instruction, Community Participation
- Evaluations/Reevaluations for Post-Secondary Use
- Health and Safety
- Job Sampling, Search and Retention Skills
- Job Coaching/Training Opportunities
- Pre-College Support Services

- Pre-Vocational/Employment Support Services
- Public Transportation Utilization
- Related Services, e.g., Counseling, OT, PT, Speech-Language Services
- Self-Advocacy and Social Skills
- Structured Learning Experiences
- Supplemental Instruction/Tutoring
- Other Transition Services to ensure Seamless Transition to Adult System