Purpose & Objectives

TCRC's vision is for persons with developmental disabilities to live fully and safely as active and independent members of their community. To achieve this vision, TCRC's mission is to provide person and family centered planning, services and supports for individuals with developmental disabilities to maximize opportunities and choices for living, working, learning, and recreating in the community.

The *2013 Autism Services Survey* supports TCRC's vision and mission and Strategic Performance Plan by gathering information from teens and young adults with autism (ages 14-22), and their families, about their future anticipated needs as they transition out of high school and into adult life.

The overall objectives for the data and analysis gathered from this effort are:

- Support TCRC's strategic planning process;
- Understand the service goals and priorities of families with children with autism transitioning into adult services;
- Provide insight for resource allocation; and,
- Provide an overall picture of anticipated autism services.

Specifically, this survey gathers feedback on the anticipated service utilization, needs and desires for the daily lives of teens and young adults with autism who have recently completed the transition from children's services to adult services, are in the process of making that transition, or will soon be entering the transition process. The survey seeks to:

- Determine if families are being included in transition planning meetings by the school district(s);
- Determine which area(s) are the highest concern or focus for parents of children with autism as they are contemplating their child's adult life;
- The anticipated needs of children transitioning into adult services surrounding work, work programs, day programs and day activities;
- Determine the anticipated need of individuals as they transition out of high school and potentially transfer into post-high school education; and,
- Determine the needs of young adults with autism in terms of their adult healthcare and sexuality, communication, transportation, residential, behavioral supports and optimal communication and information methods.

When fully utilized, this feedback can help TCRC take the next steps in resource development and strategic planning for young adults with autism as they transition into adult services. This report summarizes the detailed data gathered by Kinetic Flow. The information contained in this report is an accurate and valid snapshot of how families of transition age youth and young adults with autism perceive the anticipated service needs of their family as their child transitions into adult services.

Methodology

With the growing rate of autism and the aging of current youth with autism, service and support needs specific to individuals with autism are increasing and changing, creating unique challenges for the regional center. The contraction of California's state budget adds to the complexity of service provision. The methodological process for this survey focuses on exploring and understanding the services and supports needs of transition age youth and young adults with autism in order to provide an accurate and thorough picture through the eyes, experiences and words of the people TCRC serves.

Population: A complete group of entities sharing some common set of characteristics

Population Definition. The population was defined as families of transition age youth and young adults (ages 14-22) meeting four criteria:

1. Served by TCRC,
2. Having an active status (Status Code 2) with the regional center,
3. Having a flag for Autism in the Client Master File and,
4. Between the ages of 14 and 22 on the date the sample was pulled.

Based on records provided by TCRC in April 2013, the total population meeting the criteria was 760 (an increase of 15.8% from the population in 2007). Kinetic Flow cleaned the data and removed 39 records with invalid telephone numbers, leaving 721 families and individuals qualified for telephone interviews, and 760 qualified for online surveying. Based on the population of 760, Kinetic Flow targeted 256 completed surveys in order to achieve a 95% confidence interval and 5% margin of error.

Sample: A subset of a population

Sample. With a relatively small population, Kinetic Flow included the entire population in the sample to participate in the survey.

Questionnaire. While Kinetic Flow provided technical guidance for the *2013 Tri-Counties Regional Center Autism Services Survey*, the content for the survey was developed by leadership of TCRC, including the clinical team, along with input from key stakeholder, Marcia Eichelberger, President, Board of Directors, Autism Society of California. Staff and leadership of TCRC aligned the content of the survey with the intent of Focus Area 2, Autism, of TCRC's 2013 - 2015 Strategic Performance Plan. The TCRC Strategic Performance Plan is developed with the opportunity for all stakeholders to contribute to identifying the needs of persons receiving services. Focus Area 2, Autism, directs TCRC to develop resources for transition age youth with autism as a result of a needs assessment, which was the *2013 Autism Services Survey*.

The 2007 questionnaire was designed as a "deep-dive" study to be used once every few years, rather than on a comparative, annual basis. The initial survey was finalized in 2007, with data collected that year. A similar "deep-dive" was used for the 2010 questionnaire and addressed five general categories – In-Home Behavioral Services, Additional Autism Services, Transitioning from High School to Adult Services, Medication, and Overall Satisfaction.

In 2013, the survey was refocused to specifically address transition age youth and young adults with autism (ages 14-22) and their needs and wants as they approach adulthood. Specifically, the revised questionnaire contains 38 questions addressing:

- Respondent Relationship (1 question)
- Transition Services (5 questions),
- Work Preferences (9 questions),
- Educational Preferences (7 questions)
- Living Situations (1 question)
- Transportation Needs (4 questions)
- Behavioral Issues (2 questions)
- Communication (3 questions)
- Healthcare and Sexuality (4 questions), and
- Information and Resources (2 questions).

Data Collection. TCRC mailed survey invitations/pre-notification letters to each potential respondent in the sample to familiarize respondents with the survey effort. This served to bolster the response rate, as well as to communicate with families and foster confidence in the legitimacy of the effort and increase the overall perception of TCRC. The letter also contained a link to an online survey, which respondents could complete, if they wished. If not, they would receive a telephone call and be asked to participate in a telephone survey. An email copy of the letter was also emailed to anyone in the sample with a valid email address in the Client Master File.

Telephone interviews allow the survey to reach a large number of individuals and families without screening for language, literacy, or correct mailing address. Interviews were conducted by Kinetic Flow, who provided orientation and training to the interview team to ensure full understanding of the questionnaire itself, as well as monitored the calls for quality purposes. Interviews were conducted in both English and Spanish. A maximum of four attempts were made to contact individuals and families for participation. As calls are made randomly, every family had an equal opportunity to participate in the survey.

Between June 4th and June 18th, 2013, 20 respondents participated in the online survey. Online surveys took an average of 37.24 minutes*, with individual calls lasting between 10.42 minutes and 91.07 minutes. (*Survey time reflects the time the respondent had the survey page open, and may not reflect the actual time spent completing the survey.)

Between June 20th and August 2nd, 2013, 204 respondents participated in a telephone interview. Telephone interviews lasted an average of 33 minutes, with individual calls lasting between 4 minutes and 50 minutes.

In total, 130 telephone records were invalid (disconnected, non-related business, wrong number, no person listed at the phone number), leaving a valid telephone sample of 591. Therefore, the targeted number of completes was adjusted to determine the confidence interval and margin of error for the available sample (234).

In total, 224 respondents participated, achieving a 94.2% confidence interval, 5% margin of error, just short of the targeted number of interviews (234) for a 95% confidence level with a 5% margin of error. A total of 49 individuals declined to participate, a significantly higher percentage than normally found in TCRC studies.

Findings

Respondent Demographics. A total of 224 respondents participated in the survey. As designed in the data collection methodology, survey respondents represented approximately 30% of all individuals in the sample for the given geographic county served by TCRC: San Luis Obispo, Santa Barbara and Ventura.

County	Survey	Sample	%
San Luis Obispo	42	156	26.9%
Santa Barbara	45	151	29.8%
Ventura	135	450	30.0%
Los Angeles	1	2	50.0%
Tulare	0	1	0.0%
Total	**223**	**759**	

*Note: One respondent did not have an identified County.

The parameters established by TCRC for this survey specifically limited respondents to the individual receiving services, parents and family members. Most often, the respondent was a parent of the youth in transition or of the young adult; however, five young adults over the age 18 participated, as well as one sibling.

Respondent	Count	Percent
Parent	216	97%
Self	5	2%
Sibling	1	0%
Total	222	100%

*Note: Two respondents identified their relationship as "Other".
**When rounded, percentage equals 100%.

One-hundred ninety-one (192) or 86% of respondents participated in English, while 32 (14%) participated in Spanish, slightly over-representing the total percentage of Spanish-speakers, with 8.3% Spanish-speakers in the sample.

As dictated by the survey intent and methodology, all potential survey participants, and actual survey respondents, are between the ages of 14-22 or are the parent or family member of a transition age youth or young adult with autism served by TCRC.

Transition Services. The first section of the *2013 Autism Services Survey* asks respondents five (5) questions about their experience with the transition from high school to adult services.

Specifically, respondents are first asked (Q2),

> "Through your child's school, have you been (or were you) invited to attend an IEP (Individualized Education Plan) to discuss your child's transition from high school to adult services?"

Response	Percent
Yes, Attended	65%
Yes, Invited	2%
Mentioned but not Scheduled	3%
No	27%
Don't Know	2%

Overall, 67% of respondents had either already attended (65%) or had been invited (2%) to an IEP to discuss their child's transition from high school to adult services. Interestingly, 69% respondents who spoke English as their primary language were invited or had attended (68% attended, 1% invited), while 62% of respondents who primarily spoke Spanish were invited or had attended (53% attended, 9% invited). There is similarly some difference between respondents with varying primary ethnicities; however, many of these respondent sub-groups have fewer than 10 respondents and the data is therefore not statistically valid.

As an open-end response, respondents were asked (Q3), "What services or supports do you anticipate needing as your child transitions out of high school?" For analysis purposes, these open-ended responses were categorized into similar service options, as provided by TCRC.

By far, the most anticipated services or supports were "Other" (48%) and Individual Supported Employment (21%). All other supports were anticipated by fewer than 15% of all respondents.

If respondents chose "Other," they were asked to specify what "Other" service or support they anticipate needing. "Other" responses can be found in the Appendix: Responses to Open-Ended Questions.

The complete list of anticipated supports and services is as follows:

Response	**Percent**
Other	48%
Individual Supported Employment	21%
Adaptive / Social Skills Training	12%
Independent Living Skills	10%
Day Services	10%
Group Supported Employment	9%
Work Activity Program	9%
Behavior Management Program	8%
Transportation	8%
Personal Assistant	8%
Community Integration	7%
Residential Support	7%
Counseling	7%
Community Activities Support Services	6%
Supported Living Services	4%
Don’t Know	4%
Money Management Training	3%
Housing Services	3%
Adult Developmental Center	3%
Activity Center	2%
Homemaker Services	2%
Mobility Training	2%
Adult Residential Facility	1%
Family Home Agency	1%
None	1%

In the Detailed Results, responses higher than 5% are listed in the report on two pages (due to the number of response options; response options that were selected by fewer than 10 respondents or 5% of the total respondents were not included in the Detailed Results).

Of the four primary ethnicity sub-groups listed in the report that have more than 10 respondents, there is significant difference between the anticipated needs. Looking at the largest anticipated support or service – “Other,” the percent of respondents looking for services and supports in this category by primary ethnicity varies from 54% for those noted as White or Other to 38% for Multicultural and 30% for Hispanic/Latin.

By primary language this difference becomes more pronounced, with those who speak English as their primary language anticipating needing “Other” (52%) and Individual Supported Employment (23%) and those speaking primarily Spanish looking for Counseling (22%), Other (19%), Adaptive/Social Skills (16%), and Community Integration (16%).

The next question in this section is an open-ended or qualitative question, (Q4) "Picturing your child as a post-high school young adult, can you briefly describe to us what you would like your child's day to look like?" Responses to this question can be found in the Appendix: Responses to Open-Ended Questions.

As a follow-up, respondents were asked to specify what area of their child's life they would like to focus on. Specifically, respondents were asked (Q5), "If there was one area you could focus on for your child's life, what would that be?" The options provided were:

Focus Area	Percent
Continuing Education	35%
Work/Job Opportunities	34%
Other Daily Activities	14%
Where the individual Lives	6%
Volunteering	4%
Don't Know	7%

As a final question in this section, respondents were asked the open-ended or qualitative question, (Q6) "To the best of your ability, could you please describe what (their focus area) would look like?" Responses to this question can be found in the Appendix: Responses to Open-Ended Questions.

Work Preferences. The second section of the *2013 Autism Services Survey* asks respondents nine (9) questions primarily focused on their vocational and volunteer goals as they approach (or their child approaches) adulthood. To gauge the level of relevance of work preferences to individual respondents, respondents were first asked (Q7), "Specifically, after leaving high school, what work, work related or volunteer goals does your child have?" Respondents answered:

Response	Percent
Work/Get a Job	29%
Attend a Work Training Program	17%
Other	13%
Volunteer	8%
None at this Time (pursuing non-work options)	28%
Don't Know	5%

Respondents who answered "None at this Time" (28%) skipped the rest of the work preference questions in this section, as these questions were not relevant to them. Responses to "Other" can be found in the Appendix: Responses to Open-Ended Questions.

Respondents who would be pursuing a work, work-program or volunteer focus with their child were asked (Q8), “Are there any day activities, services or supports you envision your child needing to support his/her work or volunteer interests?” This question was asked as an open-ended question; however, for analysis purposes, responses were categorized according to a list TCRC provided. Responses include:

Response	**Percent**
Other	28%
Personal Assistant	14%
Individual Supported Employment	10%
Adaptive Skills/Social Training	10%
Group Supported Employment	9%
Program Support	8%
Transportation	7%
Community Activities Supported Services	5%
Behavioral Support	4%
Communication Aid/Aide	4%
Community Integration	4%
Vouchered Day Program	1%
Mobility Training	1%
None	5%

For respondents who indicated “Other,” specific answers can be found in the Appendix: Responses to Open-Ended Questions if the respondent specified the “Other.”

The next two questions (Q9, Q10), both open-ended questions, ask if the person served has specific interests he/she may want to pursue in a work setting and what these interests are. Responses to these open-ended questions can be found in the Appendix: Responses to Open-Ended Questions.

(Q11) asks, “Are you able and interested in developing a plan for your child that emphasizes his/her special skills and talents?” Overall, 86% respondents replied, “Yes” (11% “No,” 3% “Don’t Know”). Interestingly, respondents in six of the eight respondent sub-groups for primary ethnicity provided 100% “Yes” responses. The two that did not unanimously reply “Yes” were Multicultural (73%) and White (79%). The latter subgroup also had more respondents total, which may, in part, account for the difference.

(Q12) asks respondents, "Have you or your child established contacts in the community to find work that is a fit for these special skills?" Overall, 29% of respondents replied "Yes," while 70% replied "No" and 1% replied "Don't Know." As with (Q11), the degree to which the differences in responses by sub-groups for primary ethnicity may be, in part, related to the total number of respondents by group. However, without additional follow-up, conclusions cannot be statistically inferred.

In follow-up, respondents were asked (Q13), "If you could find an ideal work setting to match the skills of your child, what would that be?" an open-ended question for which responses can be found in the Appendix: Responses to Open-Ended Questions, and (Q14), "Do you already have in mind a specific place to work or volunteer or a program to be involved with that you believe your child would benefit from?" Respondents stated:

Response	**Percent**
Yes	37%
No	63%

Detailed findings for this section show distinct differences to this question by primary ethnicity, primary language, gender and the age of the person served. Interestingly, when the person served is a Male, respondents replied "Yes" 40%, whereas if the person served is a Female, respondents replied "Yes" only 26%.

Lastly, as a follow-up, respondents that replied "Yes" to (Q14) were asked (Q15), "Can you tell us where or what program you have in mind?" Responses to this question can be found in the Appendix: Responses to Open-Ended Questions.

Educational Preferences. The third section of the *2013 Autism Services Survey* asks respondents seven (7) questions about their educational goals, if they have any, as they complete high school.

Specifically, respondents were asked (Q16), "Does your child currently have a high school diploma or Certificate of Completion?"

Response	**Percent**
Yes, High School Diploma	29%
Yes, Certificate of Completion	21%
No, Neither	5%
No, My Child has not Reached that Milestone Yet	44%

For the 108 respondents that replied either “No, Neither” or “No, My Child has not Reached that Milestone Yet” in (Q16), were asked (Q17), “If your child has not reached this milestone yet, do you know what will the outcome of high school be for your child?”

Response	Percent
Yes, High School Diploma	45%
Yes, Certificate of Completion	2%
Don’t Know	53%

To gauge the future plans of the person served, respondents were asked (Q18), “If your child plans on pursuing post-high school education, what plans does your child have?”

Response	Percent
Attend Community College	40%
Attend Four-Year College	14%
Attend Vocational School	10%
Does Not Plan on Pursuing Post-High School Education	1%
Don’t Know	11%

There appears to be slight differences to this question among demographic sub-groups, age, primary ethnicity, primary language, and gender. As slight differences do exist, exploration of the findings by demographic group may be warranted.

For individuals who will be pursuing, or are pursuing, post-high school education, respondents were asked (Q19), “What supports are needed to be successful in achieving that goal?” As with the previous services and supports questions in this survey, the question was asked to respondents as an open-ended question. However, responses were categorized according to a list provided by TCRC into the following categories:

Response	Percent
Other	43%
Personal Assistance	21%
Personal Support	17%
Tutors	13%
Behavioral Support	7%
Adaptive/Social Skills Training	7%
Communication Aid/Aide	6%
Mobility Training	4%
None	1%

To help TCRC build their knowledge of generic services and help support families in their communities, respondents were asked three questions about the existence of four-year college programs for people with autism. These questions include: (Q20), “Are you aware of some of the programs available to support people with autism get a four-year college degree?” To which 14% of respondents replied “Yes.” The 14% of respondents were then asked (Q21), “TCRC is always trying to learn what resources are in our communities so that we may share these with other families. Could you please share with us what is the location and name of the program(s) you know of that support people with autism getting a four year degree?” Responses to this qualitative question can be found in the Appendix: Responses to Open-Ended Questions.

The final question in this section followed-up on the four-year degree programs for people with autism asking respondents (Q22), “Are you interested in knowing more about these programs?”

Response	**Percent**
Yes	83%
No	14%
Don’t Know	3%

Overall, if the person served is Male, respondents replied “Yes” 86%, whereas if the person served is Female, respondents replied “Yes” 73%. Individuals who primarily speak Spanish replied “Yes” 100%, whereas individuals who primarily speak English replied “Yes” 80%. Differences exist by primary ethnicity; however, as with other analyses in this study, a number of the primary ethnicity sub-groups are so small results are not statistically valid. Differences may be used as information or directional indicators; however, concrete conclusions cannot be reached through these data alone.

Living Situation. The fourth section of the *2013 Autism Services Survey* asks respondents one (1) question about the probable living situation of young adults with autism as they approach adulthood. Specifically, respondents were asked (Q23), “Where does your child want to live after high school?” Responses included:

Response	**Percent**
Family Home	58%
Apartment or Home through SLS or ILS	19%
Apartment or Home without Supported Services	9%
Community Licensed Care Facility or Group Home	4%
Other	4%
Don’t Know	5%

"Other" responses can be found in the Appendix: Responses to Open-Ended Questions if the respondent specified the "Other."

Transportation Needs. The fifth section of the *2013 Autism Services Survey* asks respondents four (4) questions about their most probable means of transportation and their desire for driver's training, if any, as they begin traveling to work or secondary education and through the community. Specifically, respondents were asked (Q24), "How will your child travel in the community for work, school or volunteer experiences?" Note: Respondents were allowed to choose more than one option, as many people will utilize different modes of transportation, so the percentages do not equal 100%.

Response	Percent
Private Family Vehicle	65%
Public Transportation	47%
Transportation Provided by the Regional Center	29%
Don't Know	5%

Respondents were also asked (Q25), "Will your child require or benefit from training to travel in the community on public transportation?"

Response	Percent
Yes	59%
No	35%
Don't Know	5%

Subtle differences in the percent of respondents that replied "Yes" to this question exist amongst demographic indicators – primary language, primary ethnicity, gender, and age. Focus groups on transportation or internal discussions may provide additional insights into how best to interpret and utilize this data.

Respondents were also asked (Q26), "Will your child benefit from Drivers Training?"

Response	Percent
Yes	42%
No	44%
Already Completed	5%
Don't Know	9%

The percent of respondents by sub-group with more than five respondents who replied "Yes" varies from 31% to 100%, though many sub-groups are not statistically valid. Overall, individuals who consider themselves primarily

Hispanic/Latino or if the person served is Male tend to believe their child will benefit from Drivers Training more than other primary ethnicities or where the person served is Female.

The 42% who responded, "Yes" to (Q26) were asked a follow-up question (Q27), "If your child were to receive Drivers Training, what type would it be?" Responses included:

Response	Percent
Adaptive	26%
Typical	63%
Don't Know	11%

Behavioral Issues. The sixth section of the *2013 Autism Services Survey* asks respondents two (2) questions about the potential of the person served to experience behavioral issues in the community and, if any, the potential need for services and supports to assist the person. Specifically, respondents were asked (Q28), "In your mind, how much risk, if any, does your child face in experiencing behavioral challenges when working and traveling in the community?"

Response	Percent
No Risk/ I am Not Concerned	14%
A Little Risk / I am a Little Concerned	21%
Some Risk / I am Concerned	26%
Moderate High Risk / I am Fairly Concerned	16%
High Risk / I am Very Concerned	22%
Don't Know	2%

As a follow-up, respondents were asked (Q29), "What, if any, type of support does your child need to successfully manage behavioral challenges in the community?"

Response	Percent
Personal Assistance	26%
Other	25%
Adaptive/ Social Skills Training	21%
Behavioral Support	20%
Behavior Management Program	10%
Community Integration Program	10%
Counseling	6%
Community Activity Support Services	5%

*Responses do not equal 100% as respondents could choose multiple services.

"Other" responses can be found in the Appendix: Responses to Open-Ended Questions if the respondent specified the "Other."

Communication. The seventh section of the *2013 Autism Services Survey* asks respondents three (3) questions about the primary method of communication of the person served. Specifically, respondents were asked (Q30), "What is your child's primary method of communicating?" For this question, some respondents chose more than one primary method of communicating, so responses add up to more than 100%.

Response	Percent
Verbally	86%
Other	11%
Sign Language	6%
Typing on the Computer	5%
Writing	4%
Combination	0%

Respondents were also asked (Q31), "Does your child use an augmentative communication device?"

Q31 Response	Percent
Yes	8%
No	92%

For the eight percent (8%) of respondents who replied "Yes" to (Q31), (Q32) asks "What device is used for augmentative communication?" For this question, some respondents chose more than one primary method of communicating, so responses add up to more than 100%.

Response	Percent
iPad	53%
Other	53%
Go Talk	12%
Dynavox	0%
SpringBoard	0%

Healthcare and Sexuality. The eighth section of the *2013 Autism Services Survey* asks respondents four (4) questions about the resources in place to support the person served with his/her adult healthcare and sexuality needs. Specifically, respondents were asked:

(Q33): Have you identified a physician to manage your child's adult needs?

Response	**Percent**
Yes	52%
No	48%

(Q34): Have you identified a healthcare provider to address sexuality and birth control?

Response	**Percent**
Yes	25%
No	74%
Don't Know	1%

(Q35): Have you identified other types of supports to address issues around sexuality?

Response	**Percent**
Yes	24%
No	74%
Don't Know	2%

For the 24% of respondents who replied "Yes" that they had identified other types of supports to address issues around sexuality (Q35), (Q36) asks, "What type of resources have you identified to support issues around sexuality?"

Response	**Percent**
Other	66%
Counseling	17%
Behavioral Supports	9%
Healthy Relationships	9%

"Other" responses can be found in the Appendix: Responses to Open-Ended Questions if the respondent specified the "Other."

Information and Resources. The ninth and final section of the *2013 Autism Services Survey* asks respondents two (2) questions about what information individuals with autism, and their families, look for and how they like to receive updates and information from Tri-Counties Regional Center. Specifically, respondents were asked (Q37), "If you have been looking for autism-related information lately, can you please tell us what type of information you were looking for?"

Respondents stated:

Response	Percent
Other	39%
Adult or Transition Services	19%
Referrals	15%
Traditional Therapies	12%
Support Groups	12%
Clinical Related	11%
Advocacy	8%
Non-traditional Therapies	5%

Lastly, respondents were asked (Q38), “When there is new information on available options for services and supports for young adults with autism, how do you like to receive this information?”

Response	Percent
Via Email	50%
Mail	40%
Handed out at IPP/IEP	2%
In TriLine	1%
Through the School	1%
Local Advocacy Blogs	0%
On Bulletin Boards	0%
Other	6%

“Other” responses can be found in the Appendix: Responses to Open-Ended Questions if the respondent specified the “Other.”

Report Summary

While Kinetic Flow does not have the clinical expertise to recommend action steps based on the results of this study, there are trends and conclusions which Tri-Counties Regional Center may want to consider with regards to Resource Allocation and Strategic Planning and in establishing policies and programs to better meet the needs of young adults with autism as they transition into adult services. Overall,

- √ More than two-thirds of all families (67%), at the time of the survey, have either attended or been invited to attend a transition planning meeting; including 51% of parents/families of children 14-18 and 82% of families of children 19-22. Further, individuals who speak English are more slightly likely (69%) to attend/be invited to a transition planning meeting than individuals primarily speaking Spanish, with 62% attending/being invited.
- √ Nearly half (48%) of all respondents anticipating “Other” to help their child as they transition into adult services. The percentage of people responding “Other” varies greatly across primary ethnicity and primary language. The second most selected support was Individual Supported Employment with 21%.
- √ Overall, respondents anticipate that their child will pursue continued post-high school education (35%) or will transition into work or a work related program (34%). Specifically, after leaving high school, 28% of respondents do not plan on their child pursuing work or a work related program, while 29% plan on their child getting a job, 17% attending a work program and 8% percent pursuing volunteer options.
- √ For individuals who plan on pursuing post-high school education, most commonly (40%) families anticipate their child will attend community college; 83% of respondents are interested in knowing more about four-year degree programs for adults with autism.
- √ More than half of all respondents (58%) anticipate their child residing in the family home after high school, with 19% looking for their child to reside in an SLS or ILS residence.
- √ Respondents anticipate their child using private transportation (65%), public transportation (47%) and regional center provided transportation (29%) after high school. Further, 59% of respondents believe their child would benefit from travel training and 42% anticipate their child taking Drivers Training.
- √ Respondents expressed varying levels of concern or risk of their child experiencing behavioral challenges while working and traveling in the community, from 15% stating their child faces no risk of experiencing challenging behaviors to 22% very concerned that their child faces a high risk of experiencing challenging behaviors. To support these behavioral challenges, respondents mostly anticipate personal assistance (26%), Other (25%), Adaptive/Social Skills Training (21%) and Behavioral Support (20%).

- √ According to survey respondents eighty-six percent (86%) of young adults with autism communicate verbally; only 8% use an augmentative communication method or device.
- √ Approximately half (52%) of respondents have identified a physician to assist in managing their child's adult healthcare needs, while fewer (25%) have identified a provider to assist with their child's sexuality or birth control needs or have identified sexuality supports (24%).
- √ Overall, people like to receive updates on autism related services and supports via email (50%) or standard mail (40%).

The data demonstrates current trends and anticipated services and supports needs of young adults as they transition into adulthood and adult services. As the number of children affected by autism continues to grow, the task for TCRC management is to prioritize the needs of adults with autism and to collaborate with other provider agencies, such as service providers, the school system and generic services, to provide a seamless and comprehensive network of supports. The end goal of these efforts, in alignment with TCRC's mission, is to ensure that the child's abilities are fully developed so that they can participate as active and independent members of their community.

Kinetic Flow is an independent research and consulting firm specializing in serving health and human services organizations. With over 30 years of combined person-centered research experience and 15 years of combined experience in satisfaction research with individual regional centers, Kinetic Flow has developed valid, stable means of assessing the quality and benefit for services and supports for people with developmental disabilities and their families.