THE ADOLESCENT AND YOUNG ADULT ACTIVITY CARD SORT AS A TRANSITION ASSESSMENT TOOL FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

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KATE SZIDON, UNIVERSITY OF WISCONSIN
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TRANSITION ASSESSMENT

Transition services and transition goals mandated by the Individuals with Disabilities Education Act (IDEA). Few standardized measures assess students for preferences. Participation in meaningful activities linked to health, well-being, and quality of life. Research on participation in transition-aged individuals with ASD show participation in few activities following high school.
DEVELOPMENT OF THE CARD SORT

- Developed from occupational therapy by Berg, McCollum, Cho & Jason (2015)
- Captures subjective experience without literacy demands through use of captioned photographs
- Activities selected from literature of young adult activities, developmental theorists, and young adults selected and added names to activities
  - Chores
  - Leisure
  - Social
  - Education
  - Work
  - Health and Wellness
  - Parenting
CSESA FOLLOW-UP
## Participant Demographics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>M(SD) or %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>20.11(1.39)</td>
</tr>
<tr>
<td>Exited High School</td>
<td>74.2</td>
</tr>
<tr>
<td>Gender (% Male)</td>
<td>78.5</td>
</tr>
<tr>
<td>Ethnicity (% Non-Hispanic)</td>
<td>84.8</td>
</tr>
<tr>
<td>Race (% White)</td>
<td>77.2</td>
</tr>
<tr>
<td>Co-Occurring Diagnoses</td>
<td></td>
</tr>
<tr>
<td>Anxiety disorder</td>
<td>35.9</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>28.3</td>
</tr>
<tr>
<td>Depression</td>
<td>12.0</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>8.7</td>
</tr>
</tbody>
</table>

### Family Income

- < $20k: 17%
- $20k-$41k: 4%
- $40k-$59k: 7%
- $60k-$80k: 13%
- $80k-$99k: 13%
- >$99k: 11%

### Maternal Education

- High School Graduate: 26%
- Associate Degree/Technical Training/Partial College: 9%
- Bachelor's Degree: 43%
- Unknown: 22%
Have you participated in this activity in the past 6 months? 

- Yes 
  - Complete 

- No 
  - Do you want to participate in this activity? 
    - Yes (I want to; I am interested) 
      - What are the barriers to participating in this activity? 
        - Label specific barriers 
          - Complete 
    - No (I don’t to; Not interested) 
      - Complete
AYA-ACS List of Activities

Think about the activities that you have done in the past 6 months. Do you do the following activity? If no, we want to know why.

<table>
<thead>
<tr>
<th>Obligatory Chores</th>
<th>YES</th>
<th>NO</th>
<th>I want to; I am interested; cite barriers to participation (See list of barriers)</th>
<th>I don't want to; I am not interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grocery or clothes shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Washing Dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Doing laundry</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Doing general household chores</td>
<td></td>
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<tr>
<td>5. Driving</td>
<td></td>
<td></td>
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<tr>
<td>6. Using public transportation</td>
<td></td>
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<tr>
<td>7. Paying bills</td>
<td></td>
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<tr>
<td>8. Signing a lease or contract</td>
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<tr>
<td>9. Cleaning the bathroom</td>
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<tr>
<td>10. Cooking (no microwave)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Helping others</td>
<td></td>
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</tbody>
</table>
## CARD SORT PARTICIPATION BARRIERS

<table>
<thead>
<tr>
<th>Not Able To</th>
<th>Makes Me Uneasy</th>
<th>Health Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s Too Hard</td>
<td>Need Support From Others</td>
<td>Never Thought About It</td>
</tr>
<tr>
<td>Not Able To</td>
<td>Makes Me Uneasy</td>
<td>Health Problems</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>□ Physical space is not accessible (stairs, heavy doors)</td>
<td>□ Too crowded</td>
<td>□ Difficulty seeing</td>
</tr>
<tr>
<td>□ Costs too much money</td>
<td>□ Too noisy</td>
<td>□ Difficulty hearing</td>
</tr>
<tr>
<td>□ No transportation</td>
<td>□ Lighting bothers them</td>
<td>□ Fear of falling</td>
</tr>
<tr>
<td>□ Not available in my child’s community</td>
<td>□ Environment too hot/cold</td>
<td>□ Poor strength</td>
</tr>
<tr>
<td>□ Never had the chance</td>
<td>□ Temperature bothers them</td>
<td>□ Tired/low energy</td>
</tr>
<tr>
<td>□ Location (hard to get to; too far away)</td>
<td>□ Unpredictable weather</td>
<td>□ Poor health</td>
</tr>
<tr>
<td>□ Others do it for them</td>
<td>□ Feeling nervous/scared</td>
<td>□ Pain</td>
</tr>
<tr>
<td>□ Difficulty fitting it in their schedule</td>
<td></td>
<td>□ Doctor says no</td>
</tr>
</tbody>
</table>

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<th>Need Support From Others</th>
</tr>
</thead>
</table>

**Mentally:**
- □ Difficulty remembering
- □ They forget to do it
- □ Difficulty concentrating
- □ Difficulty learning new things
- □ Difficulty reading written signs
- □ Difficulty following directions
- □ Difficulty understanding what people say
- □ Talking and being understood by others
- □ Trouble figuring out how to do this activity
- □ Can’t get organized enough to do this

**Emotionally:**
- □ Difficulty controlling their feelings
- □ Difficulty controlling their behavior
- □ Difficulty getting motivated to do this
- □ Beginning this activity is difficult

<table>
<thead>
<tr>
<th>Never thought</th>
</tr>
</thead>
</table>

□ First time they have thought about doing this
CSESA FOLLOW-UP CARD SORT
PARENT AND YOUNG ADULT
<table>
<thead>
<tr>
<th>OBLIGATORY CHORES</th>
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<tr>
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</tr>
<tr>
<td>LEISURE</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>12. Collecting/ hobbies</td>
</tr>
<tr>
<td>13. Playing musical instrument/ singing</td>
</tr>
<tr>
<td>14. Reading</td>
</tr>
<tr>
<td>15. Going to the library (books, videos, music, computers)</td>
</tr>
<tr>
<td>16. Writing (creative, journal)</td>
</tr>
<tr>
<td>17. Surfing the internet</td>
</tr>
<tr>
<td>18. Going to a park or museum</td>
</tr>
<tr>
<td>19. Watching television</td>
</tr>
<tr>
<td>20. Listening to music or talk radio</td>
</tr>
<tr>
<td>21. Taking photographs</td>
</tr>
<tr>
<td>22. Playing video games</td>
</tr>
<tr>
<td>23. Caring for a pet</td>
</tr>
<tr>
<td>24. Going to a place of worship</td>
</tr>
<tr>
<td>25. Praying, spiritual reflection</td>
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LEISURE

Collecting/hobbies
Playing musical instrument/singing
Reading
Going to the library
Writing (creative, journal)
Surfing the internet
Going to a park or museum
Watching television
Listening to music or talk radio
Taking photographs
Playing video games
Caring for a pet
Going to a place of warship
Praying/Spiritual reflection

Young Adult
Parent/Caregiver
26. Attending family gatherings
27. Calling/texting/social media
28. Meeting new people
29. Going out to a restaurant
30. Going on a date
31. Being in a long-term relationship
32. Entertaining friends
33. Hanging out with friends
34. Playing games (in person/on-line)
35. Playing on a team sport
SOCIAL

- Attending Family Gatherings: 87.5% (Young Adult), 87% (Parent/Caregiver)
- Calling/texting/social media: 96.9% (Young Adult), 90% (Parent/Caregiver)
- Meeting new people: 92.2% (Young Adult), 92.2% (Parent/Caregiver)
- Going out to a restaurant: 100% (Young Adult), 94% (Parent/Caregiver)
- Going on a date: 12% (Young Adult), 26.6% (Parent/Caregiver)
- Being in a long-term relationship: 10.1% (Young Adult), 25% (Parent/Caregiver)
- Entertaining friends: 67.2% (Young Adult), 74.6% (Parent/Caregiver)
- Hanging out with friends: 60% (Young Adult), 78% (Parent/Caregiver)
- Playing games (in-person/on-line): 92.2% (Young Adult), 92.2% (Parent/Caregiver)
- Playing on a team sport: 22% (Young Adult), 34.4% (Parent/Caregiver)

Activities categories include:
- Young Adult
- Parent/Caregiver
36. Taking prescribed medications
37. Keeping personal health records
38. Addressing personal health
39. Receiving health support from family
40. Relaxing, meditation
41. Exercising/fitness indoor
42. Exercising/fitness outdoor
43. Eating health foods
44. Getting a full night’s sleep
45. Caring for self/hygiene
HEALTH, WELL-BEING, OR FITNESS

- Taking prescribed medications: Young Adult 68.8, Parent/Caregiver 65
- Keeping personal health records: Young Adult 68.8, Parent/Caregiver 65
- Addressing personal health: Young Adult 53.1, Parent/Caregiver 76.6
- Receiving health support from family: Young Adult 90.6, Parent/Caregiver 87
- Relaxing, meditation: Young Adult 74, Parent/Caregiver 90.6
- Exercising/fitness indoor: Young Adult 53, Parent/Caregiver 71.9
- Exercising/fitness outdoor: Young Adult 68, Parent/Caregiver 76.6
- Eating health foods: Young Adult 82.8, Parent/Caregiver 95.3
- Getting a full night's sleep: Young Adult 82.8, Parent/Caregiver 91.9
- Caring for self/hygiene: Young Adult 90, Parent/Caregiver 95.3
EDUCATION AND LEARNING

46. Studying written text
47. Using a computer for schoolwork
48. Paying attention to a lecture
49. Leading a group discussion
50. Managing monthly costs
51. Using a system to manage time
52. Using study skills
53. Completing assigned schoolwork
- Completing assigned school work
- Using a computer for school or work
- Paying attention to a lecture
- Leading a group discussion
- Managing monthly costs
- Using a system to manage time
- Using study skills
- Studying written text
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>WORK</strong></td>
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</tr>
<tr>
<td><strong>54. Applying for a job</strong></td>
<td><strong>55. Communicating with supervisors</strong></td>
</tr>
<tr>
<td><strong>56. Completing multi-step tasks</strong></td>
<td><strong>57. Working on a team</strong></td>
</tr>
<tr>
<td><strong>58. Using work technology / equipment</strong></td>
<td><strong>59. Monitoring your work progress</strong></td>
</tr>
<tr>
<td>(keeping up with tasks)</td>
<td></td>
</tr>
<tr>
<td><strong>60. Meeting work deadlines</strong></td>
<td><strong>61. Meeting job physical demands</strong></td>
</tr>
<tr>
<td><strong>62. Following worksite rules/ regulations</strong></td>
<td><strong>63. Getting along with coworkers</strong></td>
</tr>
</tbody>
</table>
WORK

- Applying for a job
- Communicating with supervisors
- Completing multi-step tasks
- Working on a team
- Using work technology/equipment
- Monitoring your work progress
- Meeting work deadlines
- Meeting job physical demands
- Following worksite rules/regulations
- Getting along with coworkers
10 MOST FREQUENT ACTIVITIES

**Young Adults**

**Leisure**
- Surfing the internet
- Listening to music

**Social**
- Going out to a restaurant
- Calling/texting/social media
- Meeting new people

**Health and Well-being**
- Eating health foods
- Caring for self/hygiene

**Chores**
- Helping others
- Doing general household chores

**Parents**

**Leisure**
- Surfing the internet
- Watching television
- Listening to music

**Social**
- Going out to a restaurant
- Attending family gathering

**Health and Well-being**
- Getting a full night’s sleep
- Caring for self/hygiene
- Receiving health support from family

**Chores**
- Helping others
- Doing general household chores
### 10 Least Frequent Activities

**Young Adults**

- Being in a long-term relationship
- Going on a date
- Paying bills
- Driving
- Signing a lease or contract
- Playing on a team sport
- Leading a group discussion
- Managing monthly costs
- Going to a place of worship
- Applying for a job

**Parents**

- Being in a long-term relationship
- Going on a date
- Keeping personal health records
- Signing a lease in contract
- Leading a group discussion
- Playing a team sport
- Paying bills
- Managing monthly costs
- Hanging out with friends
- Writing (creative, journal)
WHAT ARE YOUNG ADULTS MOST INTERESTED IN?

- Driving
- Paying Bills
- Going on a Date
- Being in a long-term relationship
- Managing monthly costs
- Keeping personal health records
<table>
<thead>
<tr>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Going on a Date</td>
</tr>
<tr>
<td>Being in a long-term relationship</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Applying for Jobs</td>
</tr>
<tr>
<td>Driving</td>
</tr>
<tr>
<td>Not Able To</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
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<tr>
<td>Physical space is not accessible (stairs, heavy doors)</td>
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<td>Not available in my child’s community</td>
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**Mentally:**
- Difficulty remembering
- They forget to do it
- Difficulty concentrating
- Difficulty learning new things
- Difficulty reading written signs
- Difficulty following directions
- Difficulty understanding what people say
- Talking and being understood by others
- Trouble figuring out how to do this activity
- Can't get organized enough to do this

**Emotionally:**
- Difficulty controlling their feelings
- Difficulty controlling their behavior
- Difficulty getting motivated to do this
- Beginning this activity is difficult
What are the barriers to DRIVING?

### Young Adults

- Never Thought: 3%
- Need Support From Others: 15%
- It's Too Hard: 20%
- Health Problems: 19%
- Makes Me Uneasy: 8%
- Not Able to: 35%

### Parents

- Never Thought: 20%
- Need Support From Others: 27%
- It's Too Hard: 13%
- Health Problems: 27%
- Makes Me Uneasy: 13%
- Not Able to: 13%
What are the barriers to PAYING BILLS?

**Young Adults**

- Not Able to: 64%
- Makes Me Uneasy: 3%
- Health Problems: 13%
- It's Too Hard: 3%
- Need Support From Others: 17%
- Never Thought: 3%

**Parents**

- Not Able to: 48%
- Makes Me Uneasy: 14%
- Health Problems: 31%
- Need Support From Others: 3%
- It's Too Hard: 4%
- Never Thought: 3%
What are the barriers to GOING ON A DATE?

Young Adults
- Never Thought: 7%
- Need Support From Others: 16%
- It's Too Hard: 48%
- Health Problems: 10%
- Makes Me Uneasy: 3%
- Not Able to: 16%

Parents
- Never Thought: 4%
- Need Support From Others: 27%
- It's Too Hard: 33%
- Health Problems: 17%
- Makes Me Uneasy: 1%
- Not Able to: 18%
What are the barriers to BEING IN A LONG-TERM RELATIONSHIP?

**Young Adults**
- Never Thought: 44%
- Need Support From Others: 15%
- It's Too Hard: 20%
- Health Problems: 9%
- Makes Me Uneasy: 12%
- Not Able to: 3%

**Parents**
- Never Thought: 23%
- Need Support From Others: 21%
- It's Too Hard: 21%
- Health Problems: 22%
- Makes Me Uneasy: 22%
- Not Able to: 3%
What are the barriers to MANAGING MONTHLY COSTS?

**Young Adults**
- Never Thought: 13%
- Need Support From Others: 52%
- It's Too Hard: 31%
- Health Problems: 4%
- Makes Me Uneasy: 4%
- Not Able to: 4%

**Parents**
- Never Thought: 7%
- Need Support From Others: 38%
- It's Too Hard: 17%
- Health Problems: 38%
- Makes Me Uneasy: 4%
- Not Able to: 4%
What are the barriers to KEEPING PERSONAL HEALTH RECORDS?

**Young Adults**
- Not Able to: 29%
- Health Problems: 48%
- Need Support From Others: 9%
- Never Thought: 14%
- Makes Me Uneasy: 4%

**Parents**
- Not Able to: 24%
- Health Problems: 32%
- Need Support From Others: 16%
- Never Thought: 20%
- Makes Me Uneasy: 4%
- It's Too Hard: 4%
What are the barriers to ENTERTAINING FRIENDS?

**Young Adults**
- Not Able to: 12%
- Makes Me Uneasy: 19%
- It's Too Hard: 44%
- Need Support From Others: 13%
- Never Thought: 12%

**Parents**
- Not Able to: 20%
- Makes Me Uneasy: 17%
- It's Too Hard: 37%
- Need Support From Others: 4%
- Never Thought: 22%
What are the barriers to APPLYING FOR JOBS?

**Young Adults**
- 56% Not Able to
- 25% Makes Me Uneasy
- 6% It's Too Hard
- 6% Health Problems
- 7% Need Support From Others
- 5% Never Thought

**Parents**
- 39% Not Able to
- 11% Makes Me Uneasy
- 11% It's Too Hard
- 3% Health Problems
- 5% Need Support From Others
- 5% Never Thought
### Tips for Working with Youth and Adults

- Easy to administer
- Sometimes cues are taken too literally
- Sometimes saying “yes” to all to be “right”
- Examples may be necessary (“What are personal health records”?)
- Parents and students do report differently
- Level of engagement
YOUR TURN! HOW COULD YOU USE THIS TOOL?

IEP development
Program Planning
Progress Monitoring
Discussions about interests and barriers
Other ideas?
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DEMONSTRATION