Autism: Life After High School

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The purpose of this is research is to learn more about the I.E.P meeting process for students with a disability and better understand how important the planning of a Transition after high school really is. I did understand that my older sister with Autism had this in place, but I am wanting to learn more about what are the root causes of students with disabilities dropping out of High School and for severe disabilities, why we don’t see adults like her with Autism really being successfully placed in the workplace. I feel this is a very important topic to learn about because I would like to see more students with a severe disability like Autism, have equal opportunity and support to making sure students with ASD able to find a safe accommodating working environment that can help build a purposeful life long experience within our community. I know her strengths and interest are in artwork and computers, as she loves to draw pictures of cartoon characters, work with computers, and bake cup cake or bake chicken for dinner. The only thing she doesn’t enjoy is sweeping the floor, wiping the table, or be asked to clean up her mess made after cooking.

Throughout the course, the method I choose is the descriptive essay because I learned how to review two different types of literature in comparing similarities and contrasting difference, and be able to write with more descriptive words that will give the reader a better understanding of the writer's point of view. It opened my mind to more ideas that will help provide me more to think and write about for my research topic. Throughout the course of learning about different types of essays and its process can be overwhelming for me and I do at times get confused and frustrated, event though I have all the tools and resources, I find it to be very difficult because I am a student that may need much more time, guidance, examples of writing and practice to becoming more confident and successful in what I write. I’m thankful for this opportunity in learning much more in this course to help me grow into a stronger writer. I feel that the more tutorial support in writing and practice I can become a better essay writer. I am weak in organizing my papers, and in this research found that I didn’t have enough evidence to support my essay. I know that writing is a process and with continued practice on drafts, edits, and changes made, I will become more familiar in knowing what strengths I have and the weaknesses I will need to work on in order to improve my writing skills.

The reading notes guidelines resource for writing really helps me collect the specific information and be able to categorize and organize my data for my essay. The literature that I found to support my research was a great success because it was related to my research essay. In review of the literature it had many wonderful points that provided evidence to support my paper. The challenge is exploring and selecting the literature that will best support my research essay.

Another helpful resource was learning about (A.P.A) American Psychological Association, it helps me understand and learn how to write in a format by following academic writing rules. These rules are a big part of my final draft that helped me improve my writing skills on proper paraphrasing to avoid plagiarism, and learning how to strengthen my writing by summarizing my literature reviews. I also learned how to write an abstract, do proper citations, references, and appendix for my research essay.

This course really helps me plan for future writing formats and categories such as descriptive, persuasive, narrative, and expository styles. I know that this course is very helpful because it taught me a lot more on the correct ways to set up a research essay, the different styles of writing I needed to read, understand, and be able to do the same for writing. I will definitely need these resource tools for future writing assignments in college or for a future job if needed.

I did find this topic to be a great topic of choice, but at the same time didn’t know what direction I wanted to go. I did get frustrated at times, and confused because I was not really knowledgeable about the details of a Transition Plan. This research kind of made me understand more on what this service providers, being part of the I.E.P for a student with a disability. I learned more from my research about the different types of Disability agencies that offer families of children with disabilities and advocate for those with a disability and providing many services, especially for students wanting to go to college, vocational trade school, or centers that provide lifelong learning skills. postsecondary school's, help with vocational training or living independently programs, and other disability needs.

I think that I can work with this further, I needed to make changes on my survey questions to see what things our people can do to help those living with autism in having a brighter and successful future. I needed more data to include other credible people like those within the Autism Society membership for CNMI or other non-profit groups to share more about the positive things we have and the challenges we have in making things better for ASD students. I may need to add questions to measure success of Transition Planning and implementation of goals? Set-up questionnaire specifically for the Disability agencies, find out more of who they are serving, and how successful have they been? Do they service students with ASD, are there any adults within the workplace today? I needed to set better questions to be able to compare and contrast similarities and differences. Find out if they have been frequently invited to High School IEP transition meetings, have a program in place? If so, how successful has the program been?

The most important thing is, have they been able to frequently visit the outer islands of Tinian and Rota, if so how often? How many clients do they serve? How successful are these clients? Are they enrolled in a vocational program, living well program, or college accommodation courses? Another option, is to compare our local islands on the different types of programs we offer for Transition students with disabilities out of High School. Compare and Contrast agencies and services from Guam and CNMI. I think this would have been much easier! Later in the future I would like to continue this research and probably get the best answer and knowledge to all the experts and people who still continue to conduct the process of what goes on in our CNMI from having disability programs.