ASD Transition Questionnaire*

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A guide to developing a meaningful adult life

Based on the five pillars in Sam Goldstein's presentation, From Teens to Twenties Using the ASRS to Guide Adult Transition. This worksheet translates the framework into original planning questions for adolescents, emerging adults, families, educators, and clinicians.

Young person's name and preferred name

_____

Date completed and anticipated transition or change

_____

Respondent name and relationship to the young person

_____

Other people the young person wants involved

_____

How to use this questionnaire

Begin with the young person's views. Complete together or obtain separate responses before discussing differences. Accept speech, writing, typing, augmentative communication, pictures, or supported conversation. Allow breaks and mark any question not relevant, not yet tried, or something to discuss privately. A supporter should identify when an answer is their interpretation rather than the young person's own response.

For each answer, describe a recent example, the setting, and the support available. Distinguish a skill that has not been learned from an opportunity that has not been offered. Differences across home, school, work, and community settings should guide changes in support and environment.

The pillars are interdependent. Work in whichever areas matter now. The goal is meaningful participation, agency, belonging, and quality of life with appropriate support. This is an unvalidated planning questionnaire, not a diagnostic test, standardized rating scale, or substitute for the ASRS. Do not calculate a total score.

Know Myself

Understand identity strengths interests values sensory needs and supports

What do I enjoy, do well, or feel proud of? Where do I feel capable and useful?

What matters most to me, and which interests could shape my learning, work, or free time?

How do I understand autism and my identity? What do I want others to understand about me?

Which tasks are difficult for me? What can I do when the right support is available?

Which sounds, lights, textures, crowds, or other sensory experiences help or overwhelm me?

What early signs tell me that I am stressed or exhausted? How do I show these signs to others?

Which environments, communication methods, accommodations, and people help me function well?

When do I hide my needs or push beyond my limits? What would help me feel accepted and safe?

Priority for this pillar and the support or opportunity that would help most

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Manage Myself

Build sustainable routines regulation and practical executive skills

How do I start tasks, break them into steps, and return to them after an interruption?

_____

How do I organize belongings, appointments, deadlines, and materials? Which tools actually help?

_____

How do I estimate time, remember instructions, and check whether a task is finished correctly?

_____

What happens when plans change, instructions are unclear, or something takes longer than expected?

_____

What helps me pause, manage strong feelings, recover from overload, and ask for a break?

_____

How do sleep, eating, movement, health concerns, or medication routines affect my daily functioning?

_____

Which responsibilities can I manage reliably? Which require reminders, modeling, or direct assistance?

_____

What practice routine is manageable, and how will I show that the demands are becoming too much?

_____

Priority for this pillar and the support or opportunity that would help most

_____

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Direct Myself

Make choices set goals and communicate needs with support

What decisions do I want to make now? Where do I want more control over my life?

What adult goals belong to me, and how do these differ from what other people want for me?

How do I compare options, understand consequences, and decide whether I need more information?

How do I explain my preferences, say no, change my mind, and communicate when I disagree?

How do I recognize when I need help, choose a trusted person, and ask for useful assistance?

What accommodations do I want, and how would I request them at school, work, or in healthcare?

What do I want to learn about privacy, consent, rights, responsibilities, and sharing my diagnosis?

What decision support helps me participate? How will supporters ensure that my voice directs the plan?

Priority for this pillar and the support or opportunity that would help most

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Connect Myself

Develop relationships that offer belonging reciprocity safety and meaning

Who helps me feel understood and accepted? Who could be a dependable mentor or coach?

_____

What friendships or family connections do I want to maintain or develop, and how much contact suits me?

_____

Which communication methods help me understand others and help others understand me?

_____

How do I ask for clarification, express a boundary, repair a misunderstanding, or resolve a disagreement?

_____

Where do I feel that I belong? Which interest groups or community activities would I like to try?

_____

What would help me build comfortable relationships with coworkers, supervisors, teachers, or advisors?

_____

What would I like to learn about dating, intimacy, consent, and healthy relationships, if relevant to me?

_____

How would I recognize bullying, manipulation, scams, or unsafe relationships, and reach someone I trust?

_____

Priority for this pillar and the support or opportunity that would help most

_____

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Build My Life

Create real opportunities for learning work daily living health and purpose

What education, training, paid work, or volunteer experiences interest me? What could I try next?

Which learning or work conditions fit my strengths, pace, sensory needs, and recovery time?

Where and with whom would I like to live? What support would make that arrangement workable?

What can I do with shopping, meals, cleaning, laundry, personal care, and household safety?

How do I manage spending, budgeting, banking, and financial safety? What assistance do I want?

How will I get to work, appointments, learning, and activities? What travel practice or backup is needed?

How do I schedule appointments, describe health concerns, ask questions, and follow a health plan?

Which recreation, interests, and community roles would give my week enjoyment and purpose?

Which current services or supports may change, and who will help arrange continuity and new contacts?

What will I do if I become lost, miss transportation, make a mistake, or face an unexpected problem?

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From Responses to Priorities

Review each pillar with the young person. Use concrete examples rather than an overall judgment of readiness. Repeat this page when additional priorities need attention.

Chosen pillar and priority in the young person's own words

What works now including strengths interests and effective accommodations

Current performance where the skill has been observed and what support was present

Present opportunity level exposure exploration practice participation or self direction

What is getting in the way skill demands unclear expectations sensory load access or missing support

Views that differ across respondents or settings and how these will be explored

Why this priority matters to satisfaction belonging participation or safety

Any urgent concern that needs a separate response and who will coordinate it

Other priorities to revisit after this goal is underway

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Individual Transition Action Plan

Complete a separate copy for each selected goal. Begin with manageable real experiences and adjust support based on performance and the young person's feedback.

Meaningful goal and target review date

Starting point what the young person does now and with which supports

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Observable success what will happen where how often and with what level of support

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First manageable action and when it will begin

Person responsible for arranging the opportunity and the young person's chosen role

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Teaching coaching tools accommodations and environmental changes to provide

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Practice setting schedule and opportunities to use the skill with different people or places

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Agreed challenge early signs of overload backup support and recovery plan

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Progress evidence who will record it and how the young person will describe the experience

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Review decision continue adjust or expand practice and which supports should remain

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At review, ask whether the goal still matters to the young person, whether participation is sustainable, and whether the environment needs to change. Fade prompts only when the skill is reliable and the person agrees. Retain accommodations that remain useful. Record the next action, responsible person, and next review date.

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