

# FSL FAQs

POPARD Family - School Liaison Newsletter



## FAQ: MY CHILD WAS JUST DIAGNOSED WITH ASD

*She is graduating from Gr. 12 in a month and is not eligible for CLBC support*

### HOW CAN I SUPPORT HER?

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#### What does "Not Eligible" Mean?

If a person with ASD is determined to be not eligible for support by CLBC (Community Living British Columbia), it likely means one of the following:

- They do **not** have a co-occurring intellectual developmental disorder.
- They do **not** have co-occurring Fetal Alcohol Syndrome Disorder.
- They do **not** have an *overall* level of life skills (such as self-care, managing money, establishing relationships, understanding community services, etc.) that is *considerably* less than that of their age peers (this is required for eligibility for CLBC's Personal Supports Initiative).

However, individuals with a diagnosis of ASD experience more co-occurring medical conditions than do individuals in the general population [Al-Beltagi, 2021, retrieved from [Autism medical comorbidities - PubMed \(nih.gov\)](#)]. And there are several other conditions that occur frequently for individuals diagnosed with ASD (Shoaib, A., Cepeda, M.S., Murray, G. et al., 2021). These include:

- ADHD (a common condition),
- Specific learning disorder,
- Language disorder,
- Developmental coordination disorder,
- Anxiety, and
- Depression

Information about co-occurring conditions may be included in your child's ASD assessment report. If your child was previously diagnosed with a condition, this may appear under the Background Information section. If the examiner who diagnosed your child with ASD identified any other condition that might impact independent living, this may appear in the Discussion and/or Conclusion sections of the report. **See POPARD FAQ: [How to Read a Psych-ed?](#)**

If the assessment for ASD did not include evaluation of co-occurring conditions, consider obtaining a more comprehensive psychodiagnostic assessment. Comprehensive assessments can help you and your child identify interventions (environmental, instructional, or medical) that might be useful for managing co-occurring conditions. A comprehensive assessment may also facilitate access to post-secondary services, including those at post-secondary educational institutions. Unfortunately, if the assessment of ASD was not comprehensive, it is unlikely that your child's school can provide that service in the short time before graduation, and it may be necessary to search for assessment providers in the community. **See POPARD FAQ: [How do I find professionals/ professional services outside of school? and What can families do at home with a Psych-Ed report?](#)**

### How can I access supports?

- Search for information on ASD and related topics for yourself and for your daughter. Even when support from CLBC is not available, the government of British Columbia provides general direction through [Caring for Adults With Autism | HealthLink BC](#).



Financial supports, direct and indirect, other than those from CLBC, are often available. See: [Accessing Financial Benefits as an Autistic Adult – Autism Q & A, Autistic Adults, Blog, Funding –AutismBC](#).



The Autism Community Training (ACT) website offers direction and validated text and video to illustrate roadways to support for adults: [Autism & Diverse Needs Resources for British Columbia - ACT - Autism Community Training \(actcommunity.ca\)](#) and especially: [Transition to Adulthood for Individuals with Autism - ACT - Autism Community Training \(actcommunity.ca\)](#).



As well, Autism information Services of BC [[autism\\_brochure\\_english.pdf \(gov.bc.ca\)](#)] is a governmental organization that assists families in navigating supports. AIS can be contacted by email or phone.

- Search for service providers with validated expertise who are on the RASP (Registered Autism Service Providers) list [[Registry of Autism Service Providers \(RASP\) - Province of British Columbia \(gov.bc.ca\)](#)]. Although service providers for individuals with ASD are not required to be on this list, professionals on the list have demonstrated understanding and experience in working with autistic individuals. And, because of your child's age, be prepared to understand that your child might invoke confidentiality with a registered service provider and that you may have limited access to information that your child shares with the service provider.

- Skill areas to consider and support networks to explore can be found in POPARD's Transition Planning Tool: <https://autismoutreach.ca/downloadable-resources/#highschool-transition-tool>.
- Appreciate that your child is dealing with complexities of a major upheaval in her life as she leaves the K-12 education system and encounters adult experiences. Keeping the door open for communication with her is vital. To help with conversations at home, check out the Organization for Autism Research's "Guide to Transition to Adulthood" <https://researchautism.org/resources/a-guide-for-transition-to-adulthood/>.

## QUESTIONS?

**IF YOU  
WOULD LIKE  
FURTHER  
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## References

- Al-Beltagi M. Autism medical comorbidities. *World J Clin Pediatr*. 2021 May 9;10(3):15-28. doi: 10.5409/wjcp.v10.i3.15. PMID: 33972922; PMCID: PMC8085719.
- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed., Text Revision*. Washington, DC, American Psychiatric Association, 2022.
- Shoaib, A., Cepeda, M.S., Murray, G. et al. Autism: Comorbidities and Treatment Patterns in the Real World, a Retrospective Cohort Study Among Children, Adolescents and Adults Newly Diagnosed with Autism. *J Autism Dev Disord* 52, 4311–4320 (2022). <https://doi.org/10.1007/s10803-021-05289-x>