



Autism and Transitions Education Professionals

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What is transition?

A term describing the process of moving from one area of life to another.

Within education, it can be vertical or horizontal

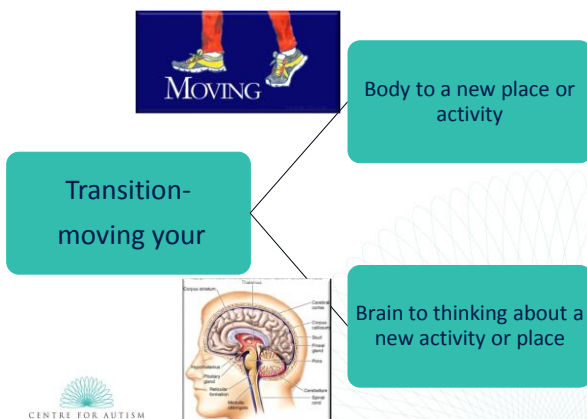
There may be changes in the support the child receives.

There will probably be emotional changes to go through too.

As well as leaving one environment and going to another,

the child may be making new friends, starting new relationships.

These decisions and changes can be both exciting and challenging.

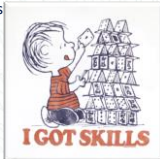




Transitioning appropriately is a behaviour and a skill.

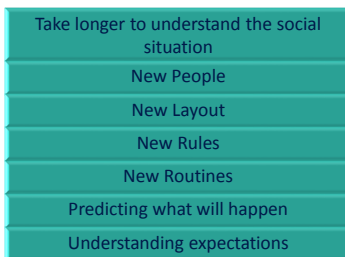
Like other behaviours, transitioning needs to be reinforced, reinforcement will only be effective if it is individually tailored. Designing and selecting the necessary reinforcement is in itself an art.

If the child does not acquire the skill, Crissey (2012) says
"will greatly limit the child's ability to integrate and take full advantage of the educational and leisure opportunities. Transition issues need to be addressed head-on in the child's early years."



Autism and Transitions

Change is difficult for all of us, but much more so, for those with autism



Added anxiety of how to interact
 Do we offer enough time?
 Do we prepare?



What must we provide?

For all transitions, we must provide

- Time
- Child centred, an individualised approach, "one size does not fit all"
- Build on the knowledge and expertise of others
- Prepare, the child, the family and the school
- Provide safety and security
- Continually evaluated
- Support
- A voice and a listening ear and eye

REMEMBER,
 I have autism
 Unless you teach me, I don't know!



Types of “BIG” macro Transitions

Preschool - Primary

C

Primary – Post Primary

Post Primary- Post School

Moving to a new school

“Transition is all about what the next thing is, and the steps which will take you there”



Types of “wee” micro Transitions

Changing lessons - going from Sand Play to Circle Time: Maths to Literacy

Moving areas – in class, the use of “Zones of Regulation”, Kuypers 2011

Stopping a task, i.e. coming off the computer, iPad –have you created

“an irresistible invitation to learn” Davies, Attention Autism

Home – School and School - Home

Staff changes

The unexpected



Why is Preparation Important ?

Without careful preparation, the following may be experienced:

- Refusal
- Upset
- Aggression
- Loss of confidence
- Regression
- Increase in rituals
- Loss of trust
- Break down of communication

“I don’t know what else to do and this worked the last time!!”



Why Preparation is Important



How to support daily transitions

Give the child an “out” at busy transition times

At school:

- Give the child a job
- Consider position when lining up
- Headphones (with music), ear defenders
- Build in regular breaks (Sensory diet)

- Visual supports - Photographs
- Social scripts
- Home - School Diary
- Familiar objects
- Supportive peers
- Appropriate curricular resources and materials
- Information “transition” passports
- Transition checklists



Home School Links

Communication between home and school is a vital link for successful transitions.

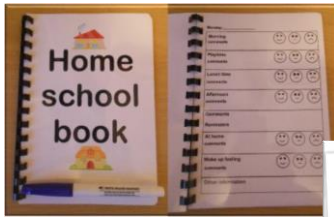
Research shows that parents would like information to be shared amongst teachers.

Parents must be encouraged to supply the relevant information in a child profile about

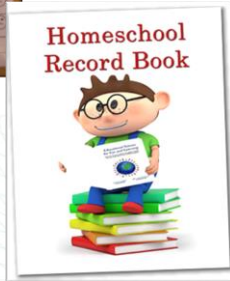
- likes and dislikes,
- motivators and reinforcers
- strengths and needs, and
- any idiosyncratic information.

As well as serving as a communication facilitator, the child profile can be utilised as a planning tool for facilitating vertical transitions.

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"Teacher threw me out the window!"



Easing the Transition from Home to School



Special Educational Needs
Cross-Border Parent Community and
Schools Partnership Programme



Starting
School
Booklet



Structured Activities

The 4 activities selected address the areas of

1. self help,
2. pre-maths,
3. pre-literacy and
4. fine motor skills.





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Going
To
School

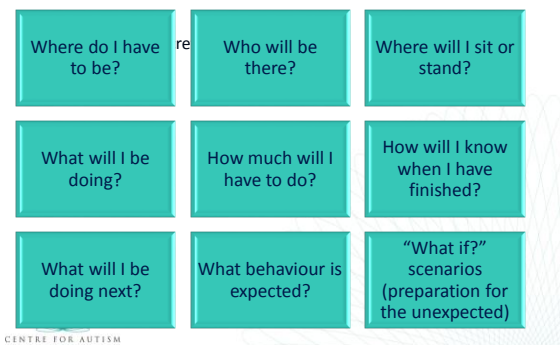


The confusion of transitions



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We must provide



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- Concrete markers of time,
- Passage of time,
- Start and finish



are required to enable the pupil to orientate themselves across the school day.

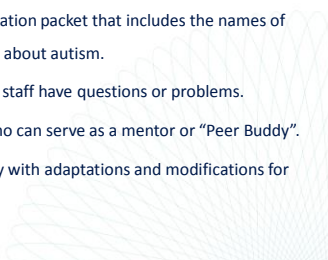
Language that can be interpreted literally should be avoided - "in a minute" may mean precisely that to a pupil with autism.

Similarly abstract language such as "later" is best avoided, instead use concrete signifiers such as "when lunch is finished"

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Transitioning into School

- Inform all staff as soon as possible that they will be receiving a student with an autism
- Plan how staff will be prepared, informed, and supported.
- Provide staff with an information packet that includes the names of videos, books, and websites about autism.
- Identify whom to contact, if staff have questions or problems.
- Identify an older student who can serve as a mentor or "Peer Buddy".
- Assist staff so they are ready with adaptations and modifications for that first week.



Consider your practice

1. How do I prepare children to move from one activity to another?
2. Do I plan my schedule to include transition times and consider what the children and adults will do during these times?
3. What activities can I do with the children so the time passes more quickly as they wait for the bus to come, for other children to finish using the bathroom, etc.?
4. How do I meet the individual needs of children who might need more support or different types of support during transitions?
5. Do I have too many transitions between activities?
6. Do children become frustrated at not having enough time to finish an activity?
7. How do I help children become more independent across the year as they make transitions from one activity to another?
8. Do I provide positive attention to the children following transitions that go smoothly?

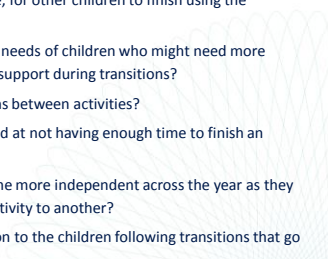




Figure out how to motivate the child

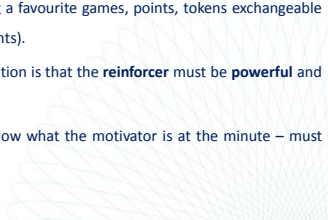
Plan on using external motivational systems in order to be able to implement these changes.

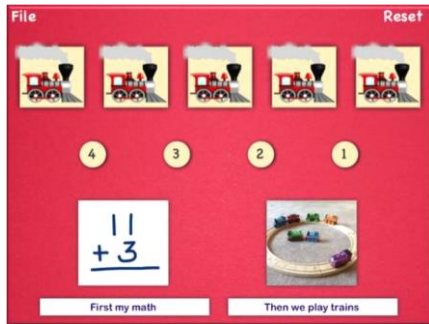
Children with autism rarely see "our agenda" as necessary or important.

This can often involve the use of activities and items we often give away freely (watching TV shows, playing a favourite games, points, tokens exchangeable for something your child wants).

Remember, the key to motivation is that the **reinforcer** must be **powerful** and **immediate!**

Frequently the parent will know what the motivator is at the minute – must be shared





Individualise First this, then this



Use the available technology





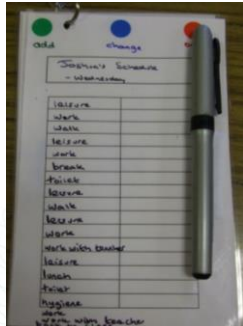
Part day Schedule



Putting the routine into pictures allows professionals to fade verbal prompts and promotes independent completion of the tasks

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Written Word Schedule



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Today is
Tuesday 09 May 2017

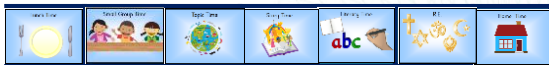
White Boards can
produce the schedule for
the full class



Morning activities



Afternoon activities

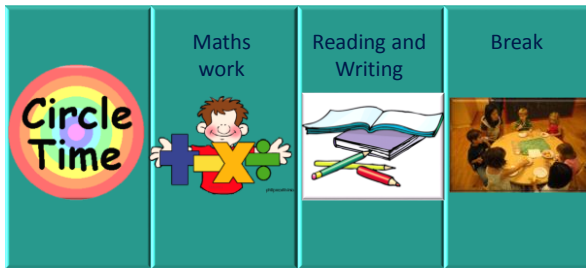


www.communication4all.co.uk

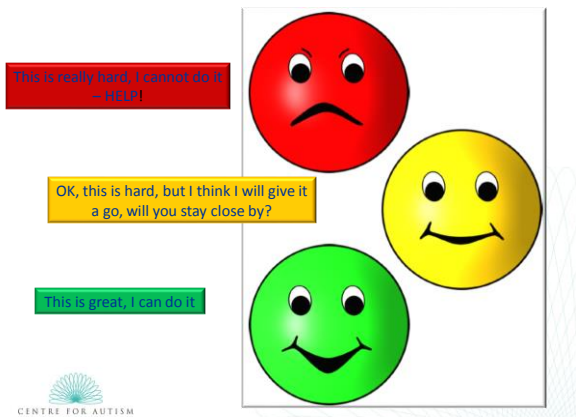


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Set Clear Expectations

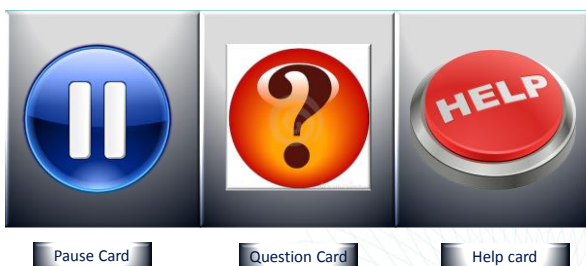


Keeping things visual, help with transitions and change



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Encourage the use of visual support cards



Pause Card

Question Card

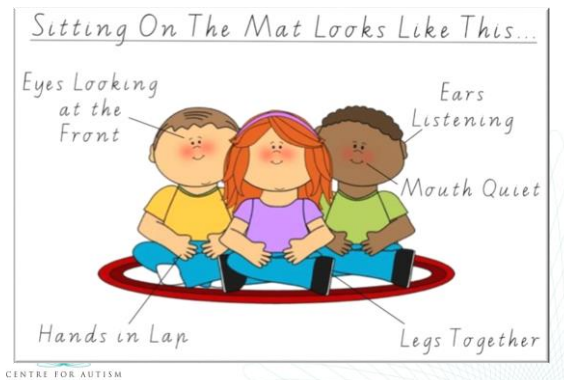
Help card

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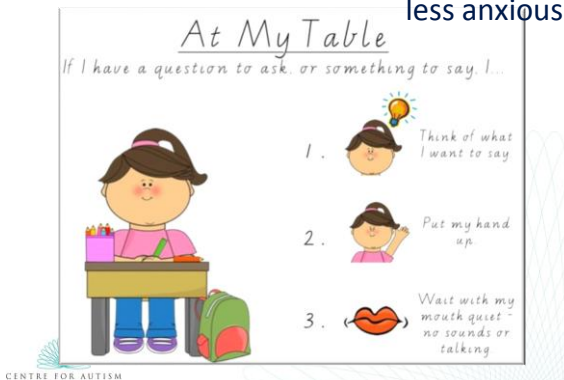
Just because others know, doesn't mean
the child with autism does



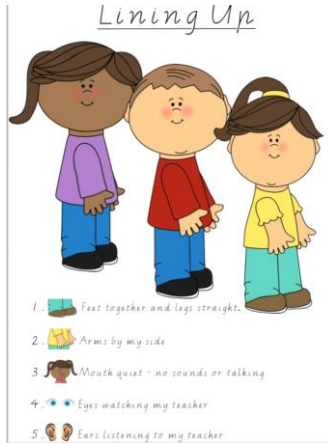
We need to teach these skills



Once the child knows, he or she is much
less anxious



Behaviour is better –
predictability and consistency



Coping with change

Structure is good for children with autism, but sometimes
plans can, and need to be, changed

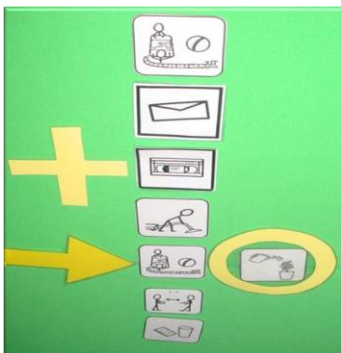
Three options for change

1. Change activity
2. Stop or omit
3. Add



You will find that a change in
schedule is usually fine,
if the child is prepared

Flexible Thinking



Prepare for Change

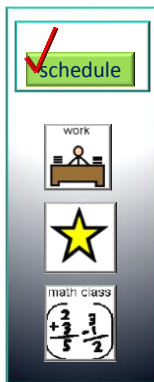


Always prepare the child for change

- Any changes, particularly unexpected changes, can increase anxiety for a child with autism. Then, we may see inappropriate behaviour
- Where possible, discuss the change or how to handle change in advance, via Social Narrative
- Build change into the child's day, if possible with the appropriate warning and reinforcement for same – children have to learn



Flexibility and Change





Preparation for change

Don't forget party days, school trips, and any other unusual days.



A variety of visual cues can be used

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 ✓	2 ✓	3 ✓	4 ✓	5 ✓
6 ✓	7 ✓	8 ✓	9 Holidays	10 Holidays	11 Holidays	12 Holidays
13 Holidays	14 Holidays	15 Holidays	16 Holidays	17 Back home	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Even choosing is a transition



Make it Concrete

Any concept that is abstract in nature is typically challenging to our students with special needs. We tend to use a lot of words when a few words paired with a picture or gesture would be more effective.



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Remember Temple Grandin says that you cannot patronise – if you want her to do something tell her!

Visual Clarity for Abstract Concept



CENTR



Video Priming

Preparing the child for transitions and stressful situations

As a school, you may wish to consider designing a School Profile, explaining who you all are.

Video priming is used to prepare individuals for transitions and stressful situations.

In viewing these short video clips, the child can be prepared for what is happening by previewing future events, scenarios and situations.

These videos can serve as a reminder as to what is happening next reducing the possibility of an unexpected scenario.



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Primary –Post Primary

- The transition from primary to post-primary education has been recognised as a **crucial stage** in young people's schooling career
- Young people's experiences of the transition process can influence their subsequent **academic and social development**
- Difficulties during the transfer from primary to post-primary school can contribute to **later educational failure**
- It is a widely experienced phenomenon that, for some children, the first couple of years in secondary school result in **falling levels of achievement**





The process begins

4th Class

All forms of transition difficulties, from observations from

- parents (home),
- teachers (classroom),
- Classroom assistants (outside the vision of the teacher),
- auxiliary staff (other areas within school)

are noted and can be incorporated into the EP

Plan for greater independence –use motivators

Plan for relating to other adults – variety of Education Professionals



Put together a Communication Passport

“...a practical and person-centred way of supporting children, young people and adults who cannot easily speak for themselves.”

(Millar, 2003)

There is no one particular way of making a passport, no special formula. What is important is that they should give clear, concise information about the person they are representing.

The aim is to make it possible for meaningful communication to take place between the owner of the passport, and whoever they come in contact with.



A copy of a communication passport is available

My Passport

My name is



I have autism

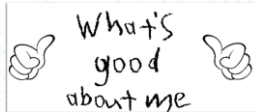
I have difficulties with

- Social Interaction
- Social Communication
- Flexibility of thought



To me that means

1. I cannot look at you and listen at the same time
2. I really like talking about car number plates
3. I don't like restaurants with lots of noise
4. I do like die hard films
5. I prefer to work on my own, I find group work difficult
6. I find it hard to concentrate in a noisy classroom



At school I like



My Strengths



Sometimes, I am anxious



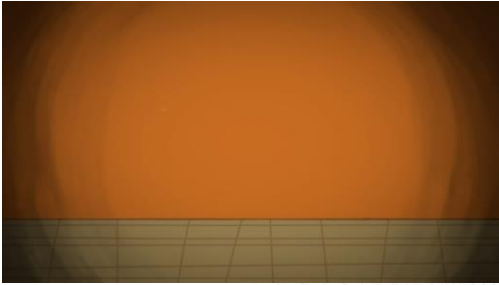
Thank you for taking the
time to read about me



Consider Informing the Peers

1. Accept your friend's differences.
2. Talk in small sentences with simple words and use simple gestures like pointing.
3. Use pictures or write down what you want to say to help your friend understand.
4. Join your friend in activities that interest him or her.
5. Be patient – understand that your friend doesn't mean to bother you or others.
6. Wait - give him or her extra time to answer your question or complete an activity.
7. Invite your friend to play with you and to join you in group activities. Teach your friend how to play by showing him or her what to do in an activity or game.
8. Sit near your friend whenever you can, and help him or her do things if he or she wants you to.

"once you tell others, the burden of making social blunders is lifted."
Paul Hughes



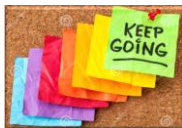


5th Class

- Continue to gather information from parents and other professionals
- Look at the Post Primary School options for the child, parents will probably be asking for your advice
- Add to the Pupil Profile – as he or she acquires skills, they must be recorded
- Devise plan for working with other peers to encourage social interaction



6th Class



Begin with teaching the “Hidden Curriculum”

Academic preparation – the different demands made on the child during Post Primary education

Tailor the format of home works, timetables to mirror what the child will encounter

Provide more frequent opportunities for group work activities

Ask Post Primary school for a visual guide or a video guide to their school

Draw a map of the new school

Allow the child to draw a map from home to new school, consider encouraging a variety of routes

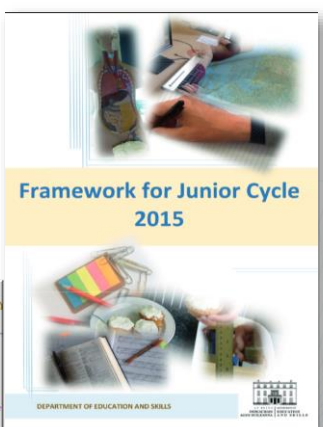
Arrange to visit new school and to meet with new staff



http://www.ncca.ie/en/Curriculum_and_Assessment/Parents/Junior%20Cycle/Junior_Cycle_Information_for_Parents.html#Junior_cycle

What is CSPE?

http://www.ncca.ie/uploadedfiles/Factsheets/CSPE_factsheet.pdf



Preparing the child

The main features of the new Junior Cycle



Liaison between Primary and Post Primary School

WHY REINVENT THE WHEEL WHEN YOU DON'T HAVE TO?



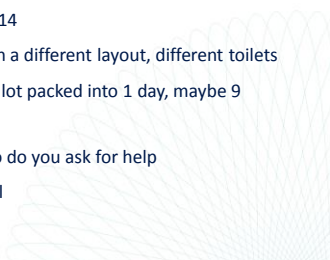
- Dissemination and continuation of successful strategies
- If possible the Support teacher or form teacher could visit the primary school and meet the child.
- Also you get the chance to observe the child in the Primary setting
- Completion of Individual Pupil Profile

- Social Interaction
- Social Communication
- Routine and Resistance to change
- Sensory Sensitivity
- Strengths and Motivators
- Anxieties and Phobias
- Challenging behaviour and successful strategies



Post Primary School entails

- Much larger number of students – very few know you
- Being the youngest in the school
- More teachers – maybe 14
- More subjects – maybe 14
- A different building, with a different layout, different toilets
- A new timetable, with a lot packed into 1 day, maybe 9 different subjects
- Different routines – who do you ask for help
- Different route to school
- Different uniform



Preparation for the new environment

Break Times

What happens at break time?
Where can you go?
What can you do?

Lunch Time

What happens at Lunchtime? Where?
When? Choice, Café system, Menu,
Prices, Paying, Where to sit and eat?
What to do when you are not eating?

School Rules

What are the school rules? Classroom,
Corridors, Assembly, Dining room,
Library, Uniform, Lockers, Break times



Lesson Times

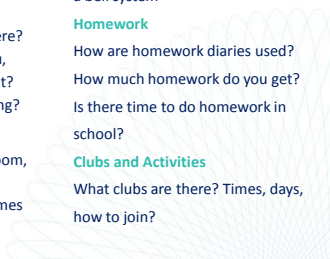
What are the lesson times? How do
you know when a lesson or break
time is finished? Does the school use
a bell system

Homework

How are homework diaries used?
How much homework do you get?
Is there time to do homework in
school?

Clubs and Activities

What clubs are there? Times, days,
how to join?



Staff

What are the names of the staff you
will meet most? SENCO, Form Tutor,
LSAs, Head of Year

Support From Pupils

Is there a buddying system, friendship
group or peer mentoring programme
in place at the school? If so how do
they work?

Support From Staff

How does learning support work in the
school?

Where do you go if you have a
problem?



Bullying

How is bullying dealt with in the school?
How do you report bullying?
Who do you report it to?

Being Late

What do you do if you are late for school?

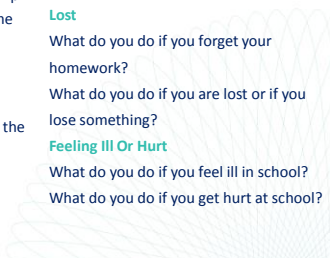
Lost

What do you do if you forget your
homework?

What do you do if you are lost or if you
lose something?

Feeling Ill Or Hurt

What do you do if you feel ill in school?
What do you do if you get hurt at school?



Note Taking with Livescribe and Voice Recognition Software



Developing independent study and work skills

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High tech solutions!

Smartpen



Electronic Organisers



Android Smart Phone

iPod Touch

iPhone

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Apps

It is important that schools make use of the technology available to support the needs of young people with autism.

We must teach the young people to use such devices so that they can take such techniques to the workplace.

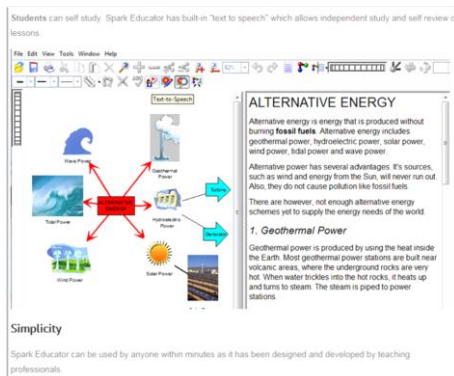


Wilczynski et al, 2013



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Practical classes: Structure

Contextual and Cultural Appropriateness Donaldson

- Ensure the student with autism has a clear concept of the task
- Provide increased structure
- Ensure there is a clear beginning and end to the task



The “Hidden Curriculum”, it’s assumed we know, so no need to teach

- Refers to a set of rules or guidelines that are not often directly taught but are assumed to be known
- It contains items that impact social interactions, academic performance and sometimes safety
- It includes idioms, metaphors, slang and things others “just pick up”
- Breaking a hidden curriculum rule can leave an individual as a social outcast or misfit
- What is cool
- And maybe more importantly
- What’s not
- What to wear
- What to carry
- What music to listen to
- What computer games to play
- What to say
- How to say it

Use:

YouTube, Video jug, Model Me Kids, Coulter Videos, Man some



What to wear

School Policy



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School Reality



Having the right equipment





Absolutely Everything!



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Puberty is a huge transition too



Preparation must begin early

As with every other area of development or change,

we need to provide time to prepare the young person with autism.

McKie (2012) tells us that the average age of onset of puberty is 10 years, although some children are entering puberty at 7.5 years,

By not seeing that a child is growing towards adulthood, parents and staff may not feel moved to begin teaching boundaries

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Personal View

I remember the pain I felt on the eve of my 10th birthday.

Changing from nine years old to ten years old.

It seemed such a huge insurmountable change, too much to bear.

I cried and cried that night but consoled myself that at least it was the last time I'd have to change the number of digits in my age.

Should I reach 99, I was sure the shock of an impending 100th birthday (3 digits) would surely kill me.

Changing Times by Caspa Thomas

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The Teenage Years

As well as

- Hormones
- Needing to fit in
- To be accepted

The combination can prove incredibly difficult

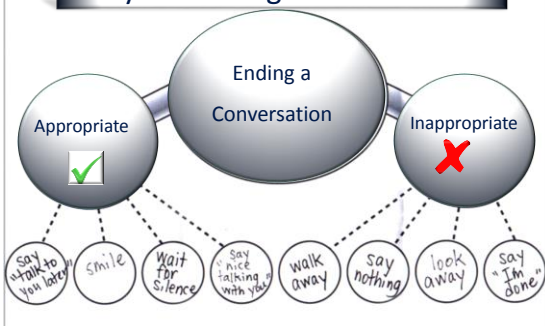
Teenagers have difficulty

- understanding gestures,
- facial expressions or
- tone of voice
- knowing when to start or end a conversation
- choosing topics to talk about



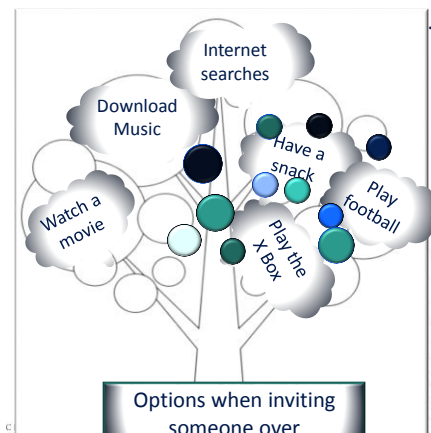
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Ways of Ending a Conversation



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Topic Tree



C

Topics of Conversation

Person	Appropriate 	Inappropriate 
Mum, Dad,		
Lady who cuts my hair		
Someone in the street		
Teacher		
Friend		



When you have few friends where do you learn?

Students are vulnerable and therefore open to abuse

- Among young people with at least weekly internet use, 57% reported having come into contact with online pornography
- 70% of young people aged 15-17 report unintended exposure to pornography
- 58% of teenagers view porn regularly
- 1 in 10 view porn every day
- The average age that males start to access porn is 10 to 11 years



TEACCH Transition Assessment Profile -T-TAP

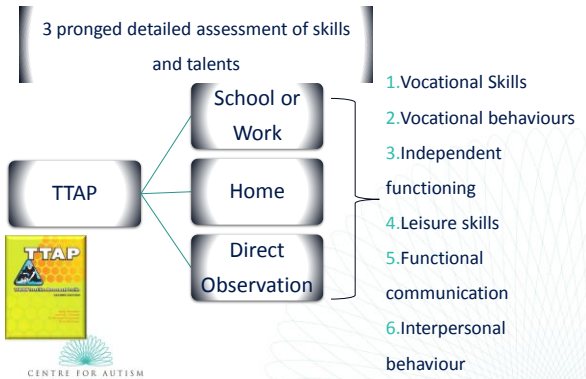


The Adolescent and Adult Psychoeducational Profile (AAPEP) was designed to evaluate students' current and potential skills in areas that are important for semi independent functioning at home and in day centres.

- However, due to improvements in supported living and employment, there was a need for an assessment with a greater focus on vocational skills and behaviour.
- Although the TTAP (TEACCH Transition Assessment Profile), was designed with children in mind, it has also been used for assessing and developing goals with adults with autism and other developmental disabilities who may also have mild to severe learning difficulties.



Introduction to TTAP



- Honest and kind
- An expert and determined
- Notices sounds others do not hear
- Speaks his or her mind
- An eye for detail
- Good rote memory
- Acquisition of knowledge
- Logical thinking
- Visual learning and thinking style
- Ability to use visual information meaningfully
- Concrete and literal activities
- Understanding rules and using concrete information



- ### Strengths
- Enjoys solitude
 - Perfectionist
 - Reliable friend
 - Good at art
 - Liked by adults
 - High intelligence
 - Proficiency in information and communication technology
 - Objectivity (literal interpretation)
 - Thoughts and actions that have strict rules, such as maths problems
 - Ability to learn in detail and in 'chunks'
 - Ability to concentrate on narrow topics of interest
 - Ability to pay attention to small details and keep up attention, when motivated





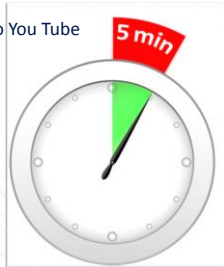
*"It seems that for success in science or art,
a dash of autism is essential"*

Hans Asperger



What can you do in 5 minutes?

360 hours of new video uploaded to YouTube
 2,855 new websites created
 1,390,000 tweets posted
 694,000 songs downloaded illegally
 398 babies were born in India

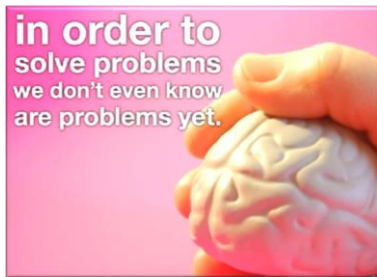




With over 3 billion internet users, can we always be sure who is influencing whom











The Age of Big Data


That is more than in the previous 5,000 years.




The amount of new technical information is doubling every 2 years


2x

For students starting a four-year Technical or college degree, **This means that...**



half of what they learn in their first year of study will be outdated by their third year of study.





Good reasons to hire people with autism

- Have the ability to focus intently on projects.
 - Very detailed and excel in any position requiring this skill.
 - Excellent at finding imperfections and make top notch editors.
 - With excellent research abilities, many make outstanding technical writers.
 - Have a wealth of knowledge and have excellent computer skills.
 - Excellent catalogue and sorting skills.
 - Excel in routine work and never miss a beat.
 - Punctual, loyal and dedicated employees who prefer to remain in the same company for a long period of time.
- Blum, 2010

CENTRE FOR AUTISM

National Learning Network

Robert Moran



CENTRE FOR AUTISM



Not everyone uses PowerPoint!
Presentations can be as individual as the student!



Young, Irish and Successful

Nicholas Ryan Purcell <http://nrpvideos.com/>

NRPVIDEOS
CORPORATE VIDEO SPECIALISTS



AS I AM .IE Autism Spectrum
Information Advice
and Meeting Point
Adam Harris www.asiam.ie



Denmark, Scotland, USA, Canada, Poland,
Switzerland, Spain, Germany, Norway, Austria,
[Specialisterne](#) Iceland, UK and Ireland
for all applicants: must meet a certain job requirement in order to get
hired -- they must have autism

At Specialisterne, employees with autism are described as specialists, as
the work they carry out requires

- a high degree of attention to detail,
- strong logical and analytical thinking,
- diligence and
- perseverance.



Assessment and Training Programme, please contact Peter
Brabazon: peter.brabazon@gmail.com or
sharond@specialisterne.com





Goldman Sachs is a gold card member of the Employers Forum on Disability

Goldman Sachs

Offers at least five internships to those with autism annually, many of whom have gone on to secure permanent employment- (12 currently working in London office)

"The aim of the Asperger syndrome initiative at Goldman Sachs is to make a positive impact on the lives of people who have little or no experience in the workplace. We can help them to achieve their highest potential..."

Jonathan Young, a business analyst with Goldman Sachs, is seen as, "part of the most visible generation of young people with autism our generation has ever known." Guardian





Aspiritech Chicago founder Brenda Weitzberg says

" Employees with Asperger's syndrome are the perfect software testers"

The Harvard Business School showed that the strengths of people with Asperger syndrome and high-functioning autism actually make them superior at software testing possessing, citing

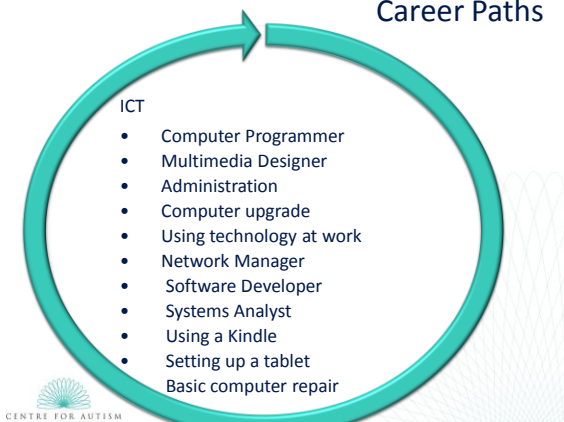
- ability to focus,
- good memory,
- high intelligence,
- strong technical skills,
- ability to detect details
- staying focused over lengthy periods.



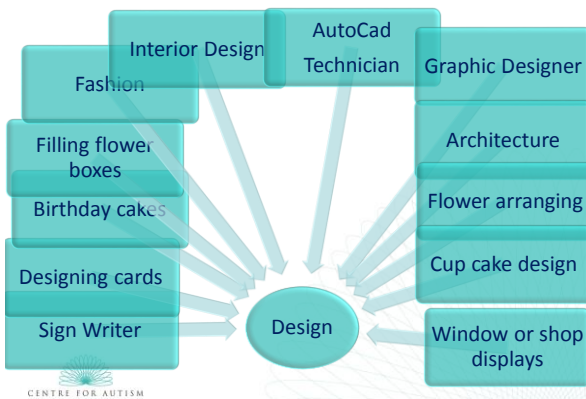
The World of Entertainment



Career Paths



Career Paths





Career Paths

Eye for Detail

- Copy Editor
- Administration
- Photography
- Researcher
- Journalism
- Freelance Writer
- Fashion
- Textiles
- Art
- Plastic Surgeon!
- Setting a table
- Making a bed
- Filing



Transition planning must

- Begin early
- Parental participation
- Continually reviewed, with added impetus closer to the final transition
- Individually designed to incorporate greater independence
- Child input central, creating belonging, empowering
- Thoroughly prepared and implemented
- Multiagency, multi - disciplinary approach
- Periodically reviewed to ensure goals set are being met and are still relevant
- Academic potential recognised and strategies designed for fulfilment.
- **More** thoroughly researched



Key Messages Regarding Transition

- Be aware of and sensitive to an inherent resistance to change – the student has autism
- Understand the high levels of stress and anxiety that the anticipation of anxiety can bring
- Recognise that stress may manifest in behaviour that might otherwise be viewed as belligerence or non-compliance
- Recognise that the capacity to cope with transition will be very individual - some pupils may need to be involved and prepared over a long period of time whilst others will not be able to cope with the prolonged anticipation





Key Messages Regarding Transition

- Ensure enough time and gravitas is given to the process of transition
- Appreciate that older pupils will be coping with personal transitions in terms of their growth and development and that issues that arise for typically developing peers may be exacerbated for those with autism
- Ensure that there is a contingency plan as a safety net for pupils when plans do not come to fruition.



Appreciation



'Parents take their child home after professionals complete their services and parents continue providing the care for the larger portion of the child's waking hours.

No matter how skilled professionals are or how loving parents are, each cannot achieve alone what the two parties working hand-in-hand can accomplish together.'

Porter and McKenzie (2000)

Keep up to Date with Events at the Centre



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