



**IPA 2**

Improving school transitions



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# Module 3

# SELF-EVALUATION

**POLIBIENESTAR**  
UNIVERSITAT DE VALÈNCIA



FPDA - Federação Portuguesa de Autismo



Autismo Burgos  
Federación Autismo Castilla y León



FONDACIJA HILJADU ŽELJA

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## **PRACTISE CASE**

**Alex is in her last year of primary school and next year she will change from the school to the high school.**

**Fortunately, many of her classmates will change at the same time as her, and go to the same secondary school, including her friend Martin.**

**What actions could be taken to make the transition easier for Alex? Use at least one of the strategies that have been seen in the module.**

For students with ASD, anticipation is very important, as it reduces anxiety levels.

On the one hand, from the school of origin, some of the emotional regulation techniques could be practiced with her so that she learns how to use it and internalize it since changes and transitions usually generate stress. For example, you can practice during the last trimester, 5 minutes of relaxation techniques, or create a stress ball.

Generate an environment of help and cooperation so that social relations are strengthened since they will be a point of support in situations of uncertainty.

On the other hand, from the secondary school several actions can be carried out:

- An open day to get to know the center. Give visual aids (such as plans) so that she knows where she is.
- Place visual aids to easily and quickly identify places of interest (reception, counselor's office, exit, corner of calm) ...
- Present the tutor that she will have during that course
- Establish a method of continuous, simple and fast contact between the family and the institute
- Create a social story of what is expected to do on the first day of class, as it is usually an unstructured day
- Deliver the schedule in writing
- Create a mentor program, in which an older student can help or support a student starting at secondary school