



IPA 2

MODULE 5

Coordination strategies

INDEX

1. Transition process centred in the student and the family

2. Coordination with other associations and specialised professionals

3. Articulation between the primary and secondary school



INDEX

1. Transition process centred in the student and the family

- Challenges faced by families in the transition from primary school to secondary school
- Needs and expectations of the student/family in the school inclusion process
- Family-centered transition process
- The role of family members in the transition process
- Interaction among student, family and school

INDEX

2. Coordination with other associations and specialized

- Formal and informal support networks in the community.
- Coordination strategies with specialised professionals.
- The link among health and education professionals in the transition process.

INDEX

3. Articulation between the primary and secondary school

- Coordination strategies including all the players in the process.
- How the primary and secondary schools should articulate to improve the transition of their students?
- Strategies to prepare the transition from primary school.
- Strategies for a warm and positive reception and transition of new students in the secondary school.
- Examples of good practices for a successful transition.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

- Transition from primary to secondary school is a major life event that can impact on children's educational and psychological development (Rice, Frederickson and Seymour, 2010).
- It is a time of considerable change in social, structural and academic terms and one to which young people are expected to adapt swiftly even students with autism.
- Students move from the top of the primary school hierarchy to be "early birds" of the secondary school.
- The transition frequently coincides with the onset of adolescence. Their body changes as well as their minds and they don't understand why.
- Transition can be a highly stressful time for some parents of children with autism, who worry that an unsuccessful transition could have repercussions for their child's future

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Challenges faced by
families in the
transition from primary
school to secondary
school

Transition from primary to secondary school can be a challenge for many students as well as for their families. The adolescence is a period of physical and intellectual development that can wake difficult feelings to children understand and to their parents deal with.

**There is a simultaneous triple transition (O'Halloran,2010;
Hargreaves et al, 1996, in O'Brien, 2003):**



the move from one school to another, sometimes in a different geographical location;



the move from one peer group to new peer groupings;



the important succession of childhood into adolescence.

This period of transition is even more challenging to children with autism and consequently to their parents. Many of the challenges faced by children are overvalued by their parents.

However outcomes are likely to vary depending on children's specific strengths and difficulties (Maras & Aveling , 2006)

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Challenges faced by
families in the
transition from primary
school to secondary
school

Adaptation to changes make it harder for the children with autism to meet the social challenges of the transition to a new school:



A different school building, possibly larger than the primary school, far from their home.



Perhaps the need to use public transportation.



Many classrooms instead of one.

Children in the spectrum will have to learn where are the different school services available to students: reprography, secretary, bar / canteen, library, sports facilities and many other.

Above all, they must know how to use those services.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Challenges faced by
families in the
transition from primary
school to secondary
school

To be happy
in the new
school they
will have to:

know how to find their new classes;

**adapt to new routines; timetables and
schedules for each day of the week;**

**meet their teachers and their different
approaches;**

**meet new colleagues and a much larger
number of students;**

make new friends;

understand new rules and norms.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

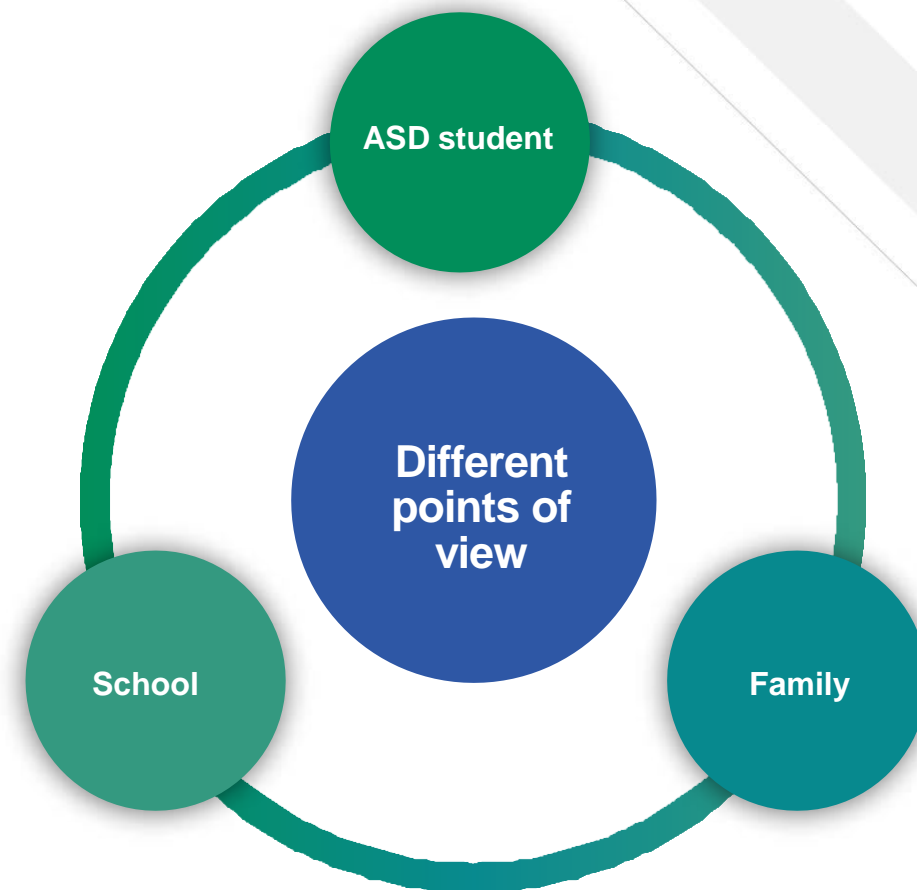
Challenges faced by
families in the
transition from primary
school to secondary
school

- Since early childhood there can be a strong link between mother/father and the child.
- Professionals and parents must be involved as partners in the process of education of the child with autism according to the well-known authors of the pioneers' studies published in the 50s in the last century: Lorna Wing, Uta Frith and many other researchers.
- If there is a good relationship among the children, their family and the professionals, the challenges the children face can be positively influenced by the family and they will be more confident to face the new experience in the new school.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Needs and
expectations of the
student/family in the
school inclusion
process

There are several studies that consider the different needs and expectations towards the new school from the different points of view of the student with autism, the family, the teachers and the other students.



1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Needs and
expectations of the
student/family in the
school inclusion
process

THE FAMILY

- Children's happiness is of paramount importance to their parents. This is one of the reasons they are always concerned about their needs and expectations in the transition from the primary to secondary school.
- According to the family the inclusion process should begin early, during the primary school last year's so the student may have access to a comprehensive package of transition support. This will reduce the uncertainty about the new school and minimize the children's anxiety.
- It is important for the family to balance the priorities of social inclusion versus academic achievement in order to help the social and emotional difficulties of the children when attending secondary school. Above all they must fit in, "be part of the real world" and keep pace with their peers, even though sometimes this might not be possible. The expectation that an academically able child with autism can cope in school is not always fulfilled, since features of the condition can interfere with learning (Humphrey & Lewis, 2008).

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Needs and
expectations of the
student/family in the
school inclusion
process

TEACHERS / PARENTS


- Parents and schools have differing perceptions of the role of the school in the transition process. In some cases, parents wish to have specialist support for their child in a non-specialist environment. This situation can create problems in the parent-teacher relationship due to the parents' frustration when the expectations for their child are unmet.
- Parental anxiety arose from two different aspects of the transition process overall. Firstly, parents experienced anxiety that their child would be unhappy at their new school and secondly, that the transition would not progress smoothly.
- There are some alternative methods that may foster the progress, such as written information, photos and videos. However, some schools lack the resources and staff training required to accommodate their students 'needs.
- Discussion with parents and careers determine the special materials / resources that may be created for the children with autism.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Needs and
expectations of the
student/family in the
school inclusion
process

STUDENT / THE OTHER STUDENTS

- It is important to share and discuss with autistic students and their new peers , in a way which is appropriate to their developmental level, why they are moving to a new school.
- Even if they may not understand or appreciate the reasons for a change of school, they will like the positive aspects of attending a different school.
- Starting a new school is stressful for anyone, but careful preparation is the key to success. Creating predictability about the school day will reduce anxiety and fear.
- There will be new challenges to face in a new school, but a solid support system and appropriate coping strategies will make easier the transition.



1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

FAMILY CENTERED TRANSITION PROCESS



- **For the elaboration of the family-centred transition plan:**
- To know and analyse the students' expectations, perceptions and feelings about the transition;
- To meet expectations, procedures and concerns of parents / guardians regarding the students' transitions;
- To characterize the representations of teachers from the primary and secondary schools about their role and the role of the “other” (student and family) in the transition process;
- To collect data that support the recognition of the different roles and lead to the construction of pathways marked by sequentially and articulation, aiming at enriching experiences and educational success.

A family and child centered process - methodology that facilitates the development of support services. Family and children are the center and the fulcrum of the support. The whole process is developed around their needs, strengths, expectations, rights, wishes and dreams.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

Family centered transition process

- The family-centered transition process helps the family and the child to create new connections and opportunities to their lives.
- It is important to recognize and value the experience and knowledge of the family and to incorporate family' strategies into the transition process.
- The family must be considered as one of the main agents in the educational process, to make choices, setting goals and making decisions to reach these goals. Thus, the family must have an active participation in the development of an individual plan for the student.
- An essential aspect of this model is the family feeling that they can have control over the events of the student's life.
- Family-centered model has been linked with improved parent and child outcomes, yet its implementation can be challenging to family, professional, organizational, systemic factors and policies.



1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

The role of family members in the transition process

PARENTS

- They play a fundamental role in the transition process of their child.
- They often work closely with professionals (teachers or other members of the school staff) in the individual plan for the child.
- All the family may have information about the child.

GRANDPARENTS

- They show great resilience, unconditional love and emotional and social support for their grandchildren with autism.
- They spend special time with the child and can be a source of information and advocacy of the rights of autistic children in the community and in the school.

SIBLINGS

- They play different roles according to their age and their relationships with siblings with autism. They can be models or peer teachers or just brother or sister. They can act as “bridges” in the process of transition if they are attending the same primary or secondary school of the sibling.

EXTENDED FAMILY

- They may also be concerned with the transition process. It is important to have family discussion on that matter.
- An open and constructive approach can help the whole family to have a happier, a healthier and a stronger relationship and information about the school.

1. TRANSITION PROCESS CENTRED IN THE STUDENT AND THE FAMILY

The role of family
members in the
transition process

In primary school as well as in the transition to secondary school there must be an organised plan taking in consideration the different roles of the players. Previous research has demonstrated the importance of acknowledging parental expertise and incorporating parents' own strategies into school based practices.

An ideal plan for the transition must be individually tailored for each student with the interaction among student, family and school.

Parental satisfaction with the school has been found to correlate with the willingness of the school to listen and its capacity to respond flexibly to a child's needs (Whitaker, 2007).

There is evidence that parents are often left out of educational decision making (Turnbull et al. 2006) and there has been relatively little focus on parental experiences.

Parents reported significant problems in the school's communication with them. They require an easier communication to feel that their concerns were being heard. Family believes that poor communication often stemmed from a lack of understanding autism.

Cooperation and communication between family and school are important factors in facilitating a successful transition for the child with autism.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Coordination with other associations and specialised professionals

To ensure that students with autism receive the necessary level of care and the proper monitoring before and during the transition process all the actors involved in the different areas of the community must coordinate with each other.



2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

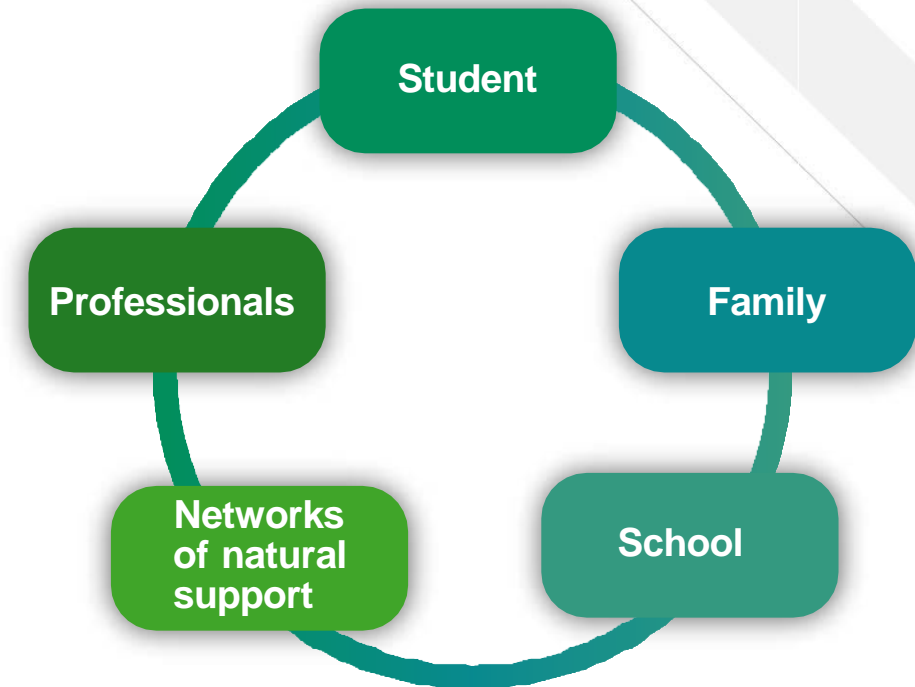
Coordination with other associations and specialised professionals

- This approach will be successful if the coordination group could work all the time as an ongoing team;
- The continued work of all parts, including families, is essential to make recommendations to educational services, medical care and other necessary services for the students with ASD;
- This approach is extremely valuable in order to create an individual plan to the students with strategies and methodologies personalized that advice coordinated interventions and ongoing assessments to accurately gauge a student's progress.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Formal and informal support networks in the community

- Taking advantage of the support networks in the community is crucial for improving the quality of life of students and their families and fosters their real inclusion in the society.
- People who are important and involved in the transition process are often referred to as the Circle of Support.
- All the people involved in the Circle of Support must join forces in order to create conditions for the family and the child to live truly included in the different contexts of the school and in the community.



2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Formal and informal support networks in the community

THE FAMILY AND THE ASD STUDENT

Needs

Specificities

Goals

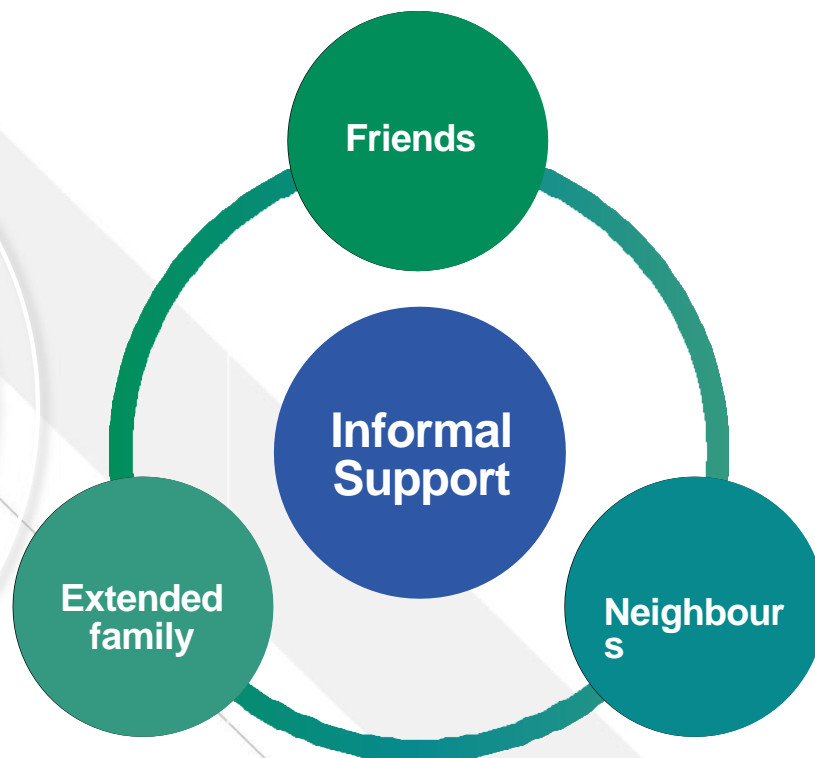
Preferences

Dreams

Will determine the type of individualized and “tailored” support networks for each one.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Informal support networks



- The best way to build this support network is to help them to learn about autism and understand the needs of the autistic children. This is especially important in the early days after diagnosis. They need to understand what autism means for the child and family. It takes time to understand.
- Extended family and friends will probably respond in various ways to the child's autism diagnosis and behaviour. Some might be ready to support the child and the family straight away. Others might take a bit longer to understand how they can help.
- This support can reduce strain on parents and give autistic children extra love and nurturing.
- There is a greater likelihood of effective support if the parents establish a close and reliable relationship with the support network.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

DIFFERENT NETWORKS OF COMMUNICATION

- Between parents and schools;
- Between the primary and secondary schools;
- Within each school;
- Between secondary schools and outside agencies.

A significant breakdown between these communication networks is enough for the transition to be unsuccessful

Support should be provided, at first, by the social network: parents, family, friends, and neighbours. However, network of specialised support must become active to complement this support whenever it is needed.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Coordination strategies with specialised professionals

Children with autism may need special support besides primary school teaching.

Psychologist

Occupational Therapist

Speech Therapist

Psychomotricist

Support Assistant

Others...

Assisted these children with special needs or comorbidities during primary school.

It is important to maintain this support in the transition to the secondary school. The specialised professional may be the person to be by the child's side and can often be the first person to spot difficulties.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

Coordination strategies with specialised professionals

The family, the specialized professionals and the Primary School must establish contact with the Secondary School to discuss treatment or strategies used with success with the student.

It will be important to know and discuss

Strategies used to control tantrum crises, to alleviate anxiety or to stop an epilepsy crisis;

Child's motivations to learn and keep working on a task;

How to use a special interest to engage the child in the learning process;

List of key phrases or certain behaviours and what these means;

Pre-warning signs that occur before a meltdown happens;

Sleep habits, medications, and special dietary needs, etc...;

Other preventative strategies.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

The link among health
and education
professionals in the
transition process

An effective transition planning requires:

- Active participation from all members of the multidisciplinary team (teachers, students in need of transition, their families, specialised professionals and also health professionals);
- More collaboration with health professionals. They belong to the school community and are an important piece in the transition process of any student and specially students with autism;
- All the intervenient in the transition process to be attentive and well informed about students and their needs;
- Clear communication among health and education professionals regarding important medical and health information. For example, often students with ASD have co-occurring conditions linked with Autism (epilepsy, ADHD, intellectual disability, etc...), so we need to keep in mind that the healthcare professionals are more qualified to provide this kind of information to the rest agents in the process.

2. COORDINATION WITH OTHER ASSOCIATIONS AND SPECIALIZED PROFESSIONALS

The link among health
and education
professionals in the
transition process

The Partnership with health professionals:

Will help school counsellors tap into resources from other members of the multidisciplinary team

Is an important support for a successful transition to secondary school

Allows collaborative opportunities

Will create room for members of various professions to contribute with their particular skills without duplicating efforts

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

- The transition from primary to secondary school is a landmark moment in a child's life (Zeedyk et al., 2003).
- The loss of familiar places, structures and people through change in the areas of social and academic/school life brings fears associated with the unknown and present considerable challenges.
- Although many children adapt well to these changes (Evangelou et al., 2008), others struggle to adjust – which can sometimes have detrimental consequences, including lowered self-esteem and decline in academic progress, combined with increased anxiety and depression (Ashton, 2008; Galton et al., 2003; West et al., 2010; Zeedyk et al., 2003).

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

For a smooth and successful transition, strategies must be thought, developed and applied by all the agents involved in this process, which covers both primary and secondary schools. It is essential that the student, family and school community of both schools will be deeply involved in order to respond to their needs and concerns.

Strategies must:

- meet the needs and main concerns of the students and their family
- be thought using the interests and strengths of the student and family
- be adapted to the reality of each student
- easily adaptable to their different contexts of life

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Coordination
strategies
including all the
players in the
process

**For a transition to
be successful it
is essential that:**

- The planning process begins early, in primary school;
- Considers the views of family, professionals / teachers / school and student with autism;
- Families and students with autism be part of the planning process and participate in transition meetings (they play a key role in this transition)
- During the development of a process that involves making decisions and choices for the life of the family and the child, it is crucial that all interlocutors facilitate and share information, present alternatives, and give hypotheses of choice.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Coordination
strategies
including all the
players in the
process

A good strategy plan must:

Be a
person-centered
approach

Have a holistic
approach that
ensures the
children's
interests

Highlight the
children's rights
to express their
opinions, needs
and wishes in
transition process

This is crucial, as it ensures that transition to secondary school is well managed, personalized, appropriate and meaningful for each one.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Coordination
strategies
including all the
players in the
process

The transition plan should:

- be organised in a structured approach.
- be properly divided into small and manageable stages/steps, if needed.
- be coordinated by a lead professional of the secondary school with family and primary school teachers.
- draw up a transition plan detailing strengths and areas where additional support may be required (this should also include any sensory issues experienced by the student).

A good partnership among teachers and parents will help to develop and apply all strategies and methodologies suggested in the plan.

3. ARTICULATION BETWEEN THE PRIMARY AND SECONDARY SCHOOL

How the primary and secondary schools should articulate to improve the transition of their students?

- To adapt the new educational context from primary to secondary school and overcome barriers to a successful transition it's crucial to develop interventions that modify the school environment;
- The transition between schools must respect the development of children/students, so that primary school are and serve as a basis for student development in the following cycles (Melo, 2009).
- There are fundamental aspects when talking about school transition: **social and institutional adaptation, adaptation to the new school time and space; educational sequentially/curriculum continuity between primary and secondary school; child development; type of transitions; building bridges and minimizing barriers** (Evangelou et al. (2008).

3. ARTICULATION BETWEEN THE PRIMARY AND SECONDARY SCHOOL

How the primary and secondary schools should articulate to improve the transition of their students?

To ensure these fundamental aspects:

It is crucial that all agents (family, students, teachers from primary and secondary school and others) work together to ensure a smooth transition for the autistic student;

Transitions should be planned well in advance: this may mean the first formal planning meeting with the Secondary school should take place in Primary school (e.g: both schools should exchange overviews on their curricula and pedagogical practices);

Establish a transitional protocol for the implementation of the evaluation process. The protocol can be easily updated after the evaluation by students, parents and teachers;

The lead professionals in the transition process for secondary school, with family and primary school teachers, should draw up a transition plan detailing strengths and areas where additional support may be required;

3. ARTICULATION BETWEEN THE PRIMARY AND SECONDARY SCHOOL

How the primary and secondary schools should articulate to improve the transition of their students?

To ensure these fundamental aspects:

Ensure that the transition plan is properly divided into small and manageable stages/steps, if needed;

Establish a transition schedule that, if necessary, can be adjusted;

Meetings between the two schools' teachers with the participation of special education teachers before and during the transition to transmit information regarding specific characteristics of students and their difficulties, the curriculum approach and other important issues;

Both schools should articulate and organise extra visits or several activities involving students, parents, teachers and staff from both schools.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

How the primary
and secondary
schools should
articulate to improve
the transition of their
students?

For a warm, positive and successful transition, the strategies must be thought and planned involving all the fundamental agents of this transition as well as possible:



Primary students;



Their families;



Primary and secondary school community: other students, teachers, special education teachers, school management, operational assistants, psychologists and other therapists, etc...

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Strategies to
prepare the
transition from
primary school

Understanding the key factors underlying a successful school transition – at the level of the child but also within the broader context of the family and school environments – is therefore of considerable importance, particularly for children who are at risk of negative transition experiences (Chung et al., 1998).

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

How primary and secondary school can help to create predictability and make a new school transition easier?

In Primary School:

- The primary school teachers and students can develop projects to aim the transition to the secondary school;
Primary school teachers can take students to have lunch in the secondary school cafeteria/ canteen or go to the library in order to familiarize them with the environment;
- Primary school teachers can write a social story about transitioning from primary to secondary school. Highlight the biggest differences and changes between the two schools to avoid anxiety in the children;
- Primary school teachers can adapt the primary environment to reflect changes at secondary school.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

How primary and secondary school can help to create predictability and make a new school transition easier?

In Secondary School:

- Organise a tour of the building and classrooms for the primary students and family;
- Provide a floor plan of the new school and label relevant rooms;
- Provide photos of relevant areas (e.g.: playground, classroom, canteen, library, etc.) and of the teachers and school staff that will be relevant / important to the student;
- Provide a checklist of school routines that the student will meet;
- Ensure that secondary school community will be aware of the strengths, needs and interests of the student;
- Prepare an information leaflet about the new school, containing the telephone number, the school history, schedules, teachers, lunch service and other important information;
- Organise a meeting for parents/guardians so they will be aware of their important role in supporting transition.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

How primary and secondary school can help to create predictability and make a new school transition easier?

In Secondary School, give information to the families, about:



Main rights and duties of students and parents/guardians;



Their fundamental role in school path of students and attitudes that should be adopted throughout the year;



School services;



Measures that promote school success:

- importance of good nutrition;
- hours of sleep according to the age of children;
- daily dialogue about school life;
- time to study vs time to play;
- tasks and/or behaviour problems;
- check material for the next day.

How primary and secondary school can help to create predictability and make a new school transition easier?

Primary and secondary school together:

- Secondary school teachers and students can organize visits to the primary school to initiate personal contacts and to present the characteristics of the future school.
- Secondary school may invite primary school students and families to participate in school activities.
- Primary school teachers and students should visit the future school, with participation in some activities.
- Primary school students should participate in extra-curricular activities in the new school. Teachers can promote exchange of letters between students from both schools.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

How family should be involved in the transition projects of the schools?

Visit the school at least once with the child before they start.

Create a book of photos and information provided by school (relevant school areas, teachers and school staff). This book can be handled before school starts.

Plan a gradual transition for the start of school (e.g. a few hours per day).

Plan several meetings to share information about school transition projects and all the activities linked with these projects.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

What strategies can be used by all players to benefit the transition?

Use visual supports:

Visual supports can help the student to understand what will be happening with the transition and reinforce verbal communication. It is important to use clear language and give the student time to process what is said. These visual supports need to be similar in the different contexts of student's life.

Familiarity with the new school environment and routines through visual supports can make a new school transition easier.

It is a good measure to implement means of communication to help autistic student's communication needs.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

What strategies can be used by all players to benefit the transition?

Establish an effective communication:

Share information with all the school population about student's needs, likes, dislikes, capabilities, difficulties.

Use social storie

Social stories are short descriptions of a particular situation, event or activity, which includes specific information about what to expect in that situation and why. You could create a social story to help children to know what to expect in their new school.

Prepare the current setting:

- The student current's school shall organise individual or group work and include activities in the curriculum to facilitate the process.
- Having a transition coordinator can help to prepare a transition plan, suggest strategies and coordinate all the intervenient.

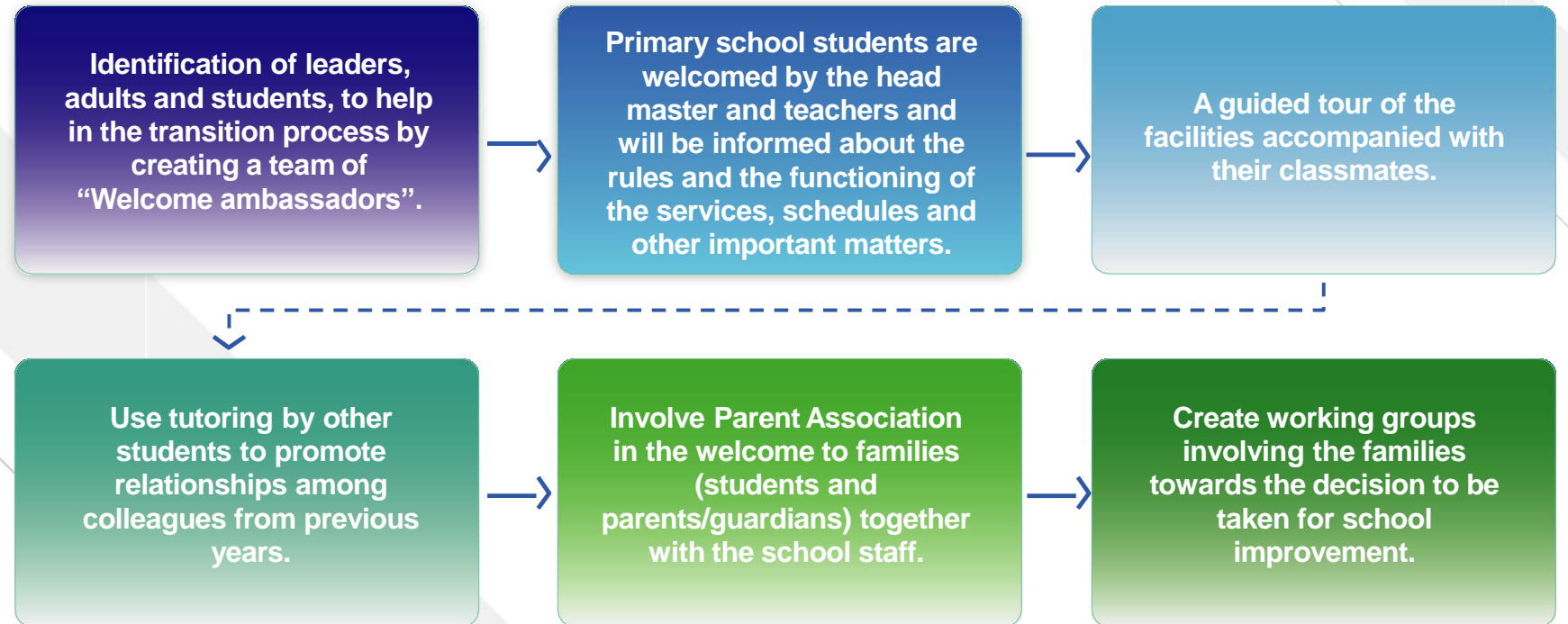
3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Strategies for a warm
and positive reception
of new students in the
secondary school

- It is very important that all school community (teachers, technicians, staff, students) see the challenge and the benefit of acceptance of people with autism.
- If the head master has a good knowledge of autism and a positive attitude towards inclusion of people with ASD he will promote a warm welcome to the new students and his example will foster the involvement of all the school population.

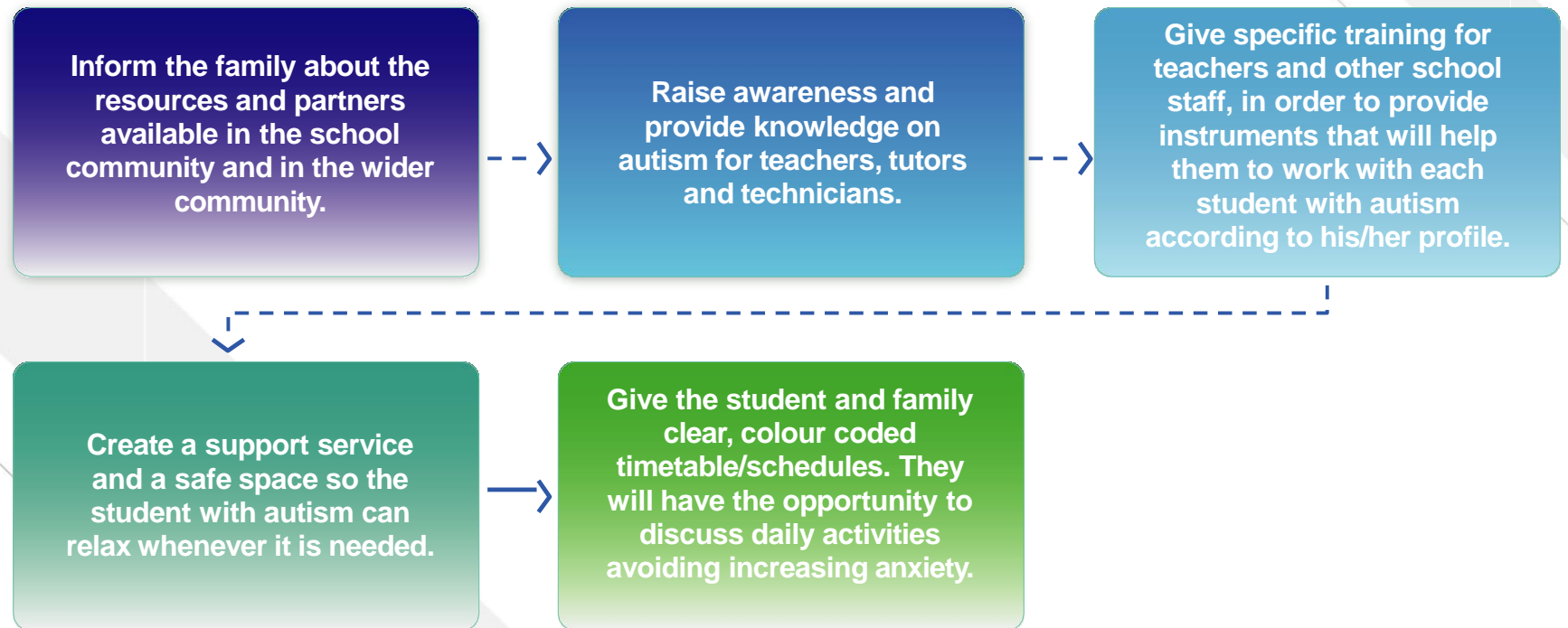
What the secondary school should do when the new student starts school?

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL



What the secondary school should do when the new student starts school?

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL



3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

What the secondary school should do when the new student starts school?

Additional strategies that may be useful

- Identify, assess and focus on the student's skills and areas wherever support will be needed in class.
- Involve the family in developing and implementing a joint learning approach at home and in school.
- Ask the family to give information on how to deal with any specific behaviours or obsessions. If visual supports such as PECS (Picture Exchange Communication System) or MAKATON have previously been used it could be necessary to have them available at school.
- When certain concepts like time concept are difficult for autistic learners, they can benefit from explicit visual cues or prompts to help them gauge the progress of the day and manage their time. For example, teachers can:
 - Give a verbal reminder or countdown,
 - Incorporate a timer into a task or using a clock.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

What the secondary school should do when the new student starts school?

Additional strategies that may be useful

- Students with autism may have complex sensory issues regarding smelling, noises and lights in the school environment. Schools are responsible for making reasonable adjustments to help students feel more comfortable, for example allowing them:
 - To use reassuring and familiar smells near them;
 - To use sunglasses or earplugs when they are sensitive to bright lights or noise;
 - Entering an area (e.g. canteen or assembly) earlier before noise builds up to help the students to cope with loud noises.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

What can the family do when the student enters in the secondary school?

- ✓ Give familiar things to be close to the child so he/she can feel more secure;
- ✓ Using visual supports to create a visual timetable can help the child to understand what is happening;
- ✓ Give the student praise for coping with the change and adapting to a new routine;
- ✓ Keep in regular contact with the staff that works with the child to know how she/he is progressing. If you notice that the school is not dealing with them appropriately, bring to the attention of the staff and arrange a meeting;
- ✓ Participate in the development of activities or school projects according to the family availability.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Examples of
good practices
for a successful
transition



The school community must be a workforce that accepts, understands and recognizes the strengths that autistic people can bring to society. This action and attitude have an impact on the future of a community of understanding and acceptance.



Therefore, it is essential to define and develop an action plan on the inclusion of students with autism with clear objectives and strategies that involve the school community. This plan must be developed by people who take a leadership role within the school.

3. ARTICULATION BETWEEN THE PRI- MARY AND SECON- DARY SCHOOL

Examples of
good practices
for a successful
transition

**These
leaders
(students,
teachers, ...)
should:**

Provide information about autism to the whole school;

Provide debates and discussions about the theme;

Set an example, dedicating their own time to support children with autism;

Promote and develop their soft skills in different times and contexts of the school – in the playground, at lunch time or in the classroom;

Engage other students and teachers to invite the new students to be members of a musical group, a choir or a theatre play;

Call the new student by his given name, smiling at him or just waving him goodbye may be a sign of acceptance.

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