

Module 5

SELF-EVALUATION

POLIBIENESTAR
UNIVERSITAT DE VALÈNCIA



FPDA - Federação Portuguesa de Autismo



Autismo Burgos
Federación Autismo Castilla y León



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PRACTICE CASE 1

A transition plan for Ricardo, his parents and his teachers

Ricardo has finished his studies in the 1st grade of the inclusive school (school for all).

In his country every child has the right to go to the regular school and have there the support for her/his special needs.

Ricardo has autism. He is not verbal but he explains his needs, preferences and wishes. Sometimes he can be very aggressive if the people doesn't satisfy his needs.

However, the psychologist that accompanies him at school since 6 years of age and the rest of the multidisciplinary team did a good job and he is calm, follows his routines and learned to obey his schedule to obtain what he must need every day.

Though he learned simply academic skills, he is much more independent in dressing himself; go to the toilet and eating and asking for food.

He is now 14 years old and is going to a secondary school. He couldn't continue with the young children and socially it is better for him to accompany his colleagues. He is going to a big secondary school with all his peers.

Ricardo is an adolescent with problems of growing up very fast and discovering his body. He is already a grown-up boy with an adult body.

The school environment is totally different from the primary school. He has many teachers and the curriculum contains many disciplines and consequently many different teachers.

His former teacher offered to speak with the new teachers so they could know Ricardo's habits and routines.

Ricardo's parents are anxious and know many cases of adolescents with severe problems of behaviour.

Draw a plan to make a smooth transition from the primary school to a secondary school. Help Ricardo's parents and teachers.

PRACTICE CASE 2

Mary is 10 years old and she is in the last year of primary school.

Next year she will transition to secondary school and move to a new school.

Mary lives with her parents and older sister who already attends the secondary school where Maria is going to next year.

The family has the support of grandparents and other extended family members (uncles and cousins).

At the current school, she is well academically integrated and enjoys attending sports activities.

In a social school context, she doesn't have friends, she just considers her colleagues in sports activities as friends. She has different interests and does not understand the interests of girls of her age.

The biggest concerns of parents in the transition to the new school it's her impulsiveness, immaturity and difficulties with self-regulation and socialization with peers.

In addition to her difficulties in social interaction with peers, Maria is entering puberty and has shown resistance and difficulties in dealing with the changes in her body. She feels different from her peers and she's not understood and accepted by them.

She is afraid that in secondary school things will get worse.

Activity 3

Join an online session, coordinated by an autism expert, for the presentation and discussion of the work groups to clarify any doubts or questions.