

MONTHLY VISUAL SUPPORT



April 2013

Supporting Transitioning Students with ASD

By: Peggy Lawrence, TASN-ATBS Technical Assistance Coordinator

Enhanced anxiety levels in individuals with Autism Spectrum Disorders are a recognized clinical feature that may result from a range of factors such as an individual's difficulty in dealing with social situations due to social interaction and communication impairments; problems coping with changes in the environment and hence the need for routine; and responses to sensory experiences (Attwood, 1998; Howlin, 1998).

Individuals with ASD may experience levels of anxiety when transitioning to a new teacher, a new classroom, or, new school building.

Transitions Across Grade Levels

Prior to the end of the current school year...

- Identify the person that will primarily be responsible for the student including homeroom teacher, general educator and/or special education teacher. Schedule a meeting to discuss relevant information, responsibilities and timelines for those involved. Provide information for the new teacher about effective instructional strategies, needed modifications, adaptations, positive behavioral support strategies and methods of communication. (See Snapshot support).
- Prepare the student with a Social Story™ or social narrative explaining new changes that will be coming for the next school year, new teacher or new building. (See social narrative supports)
- Provide an opportunity for the teacher to meet and observe the student in current classroom and if the team feels it is helpful, allow the student to tour the new school or new classroom.

Prior to the new school year starting...

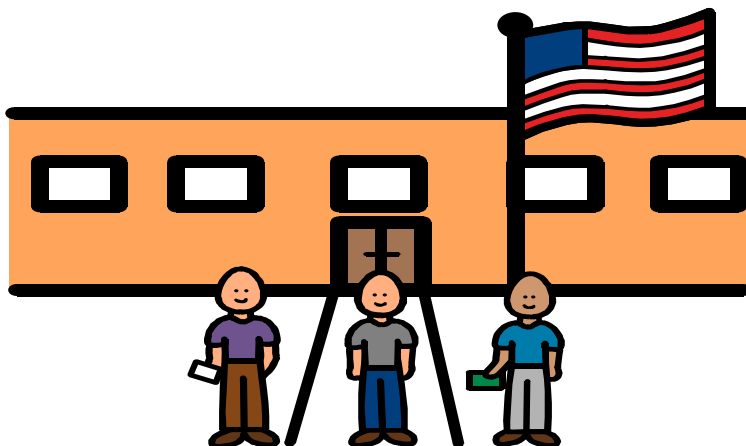
Prepare the student to alleviate anxieties and uncertainties in a new classroom setting by providing supports such as:

- Provide the student with a Social Story™ or social narrative describing what he can expect, who key staff are in the new school, including pictures (i.e., teacher, principal, nurse, etc.).
- Arrange for the student to visit prior to school starting. Include in the visit, routines and expectations for downtime before school, during lunch and after school. Allow the student to do a walk-through of his schedule. Provide the student with a map of the school with key areas highlighted, list of activities, copy of fall schedule, copy of handbook, rules, etc. Provide student with opportunities to practice opening the locker prior to school starting.
- Identify a mentor so the student can contact them if he is having a hard time adjusting or understanding a certain situation or changes to the schedule. Identify peers who are willing to help the student with the transition to the new school.
- Assist the student with organization. Help him set up a notebook system to include his schedule, classroom rules, homework/finished folders for each class, needed supplies for each class, etc.

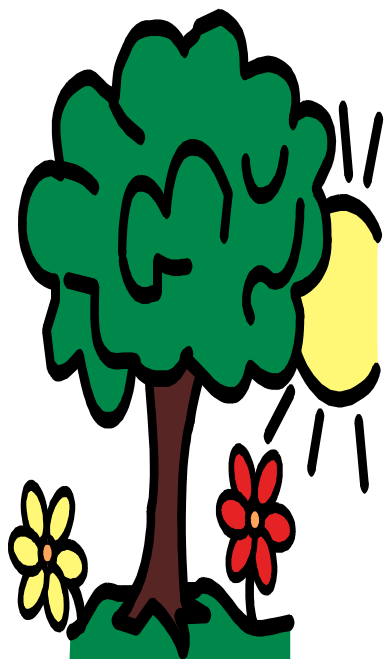
"Social Stories"™ by Carol Gray

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214

Next School Year

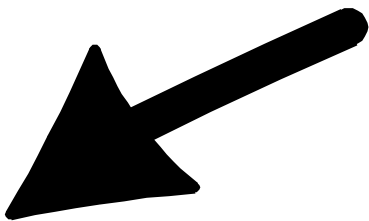


When summer is over, I will be coming back to school.

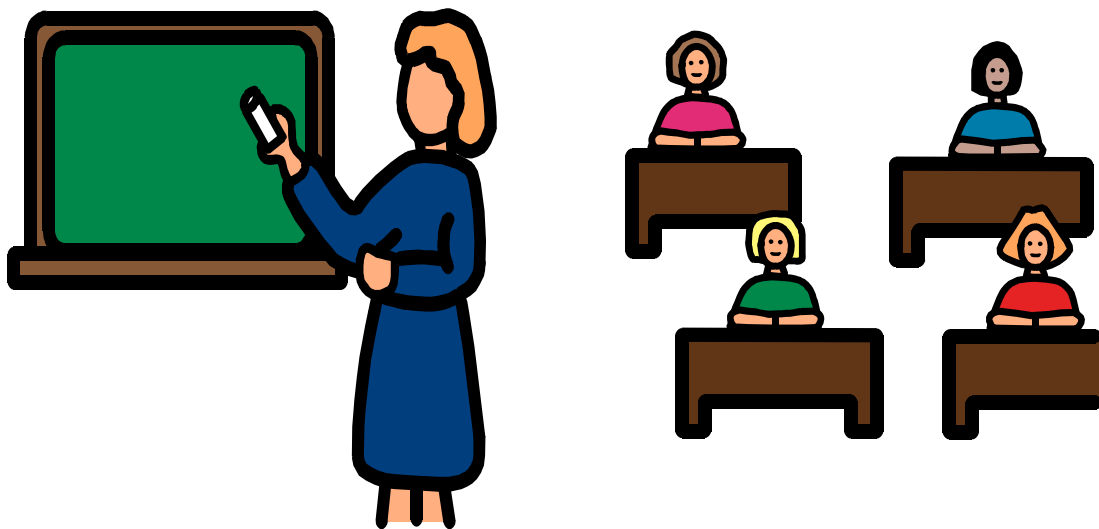


Next year I will be in first grade!

1 2 3



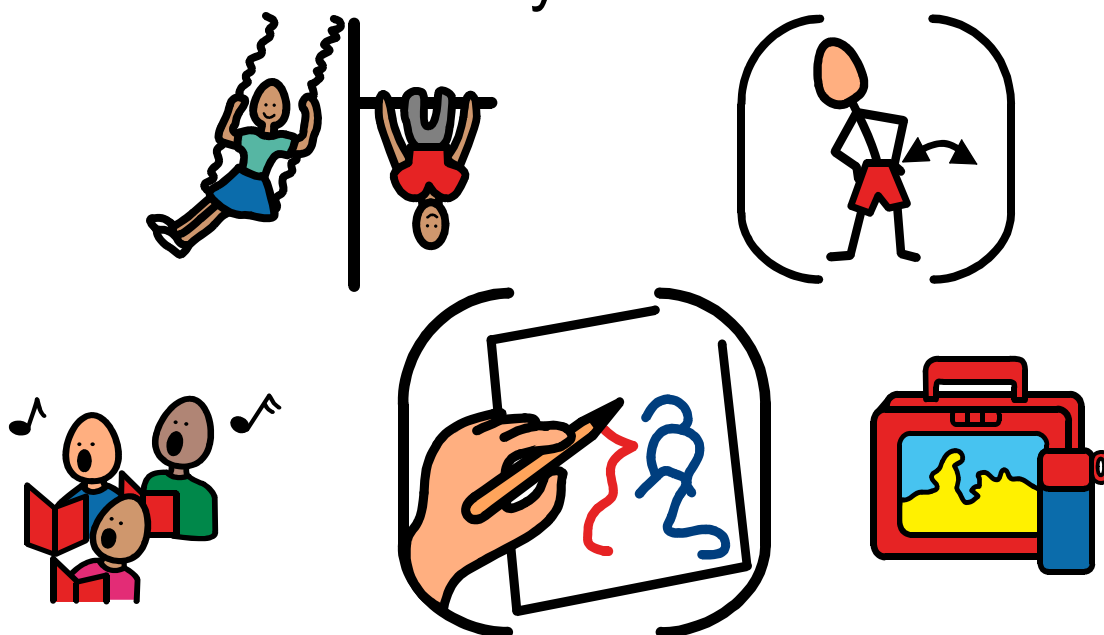
I will have a new teacher and be in a new class.



Some of my friends might be in my class again, but there will be new kids for me to meet too.



Some things will be the same next year. I will get to go to recess, gym, music, art, and lunch with my friends.

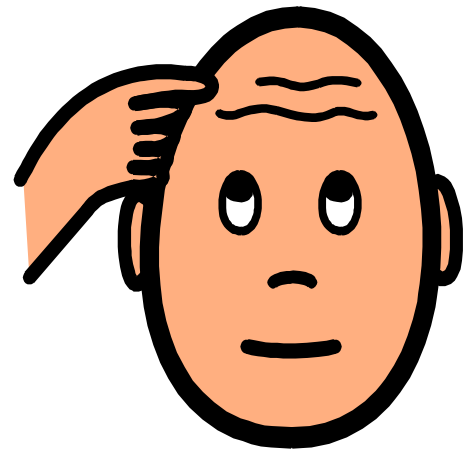
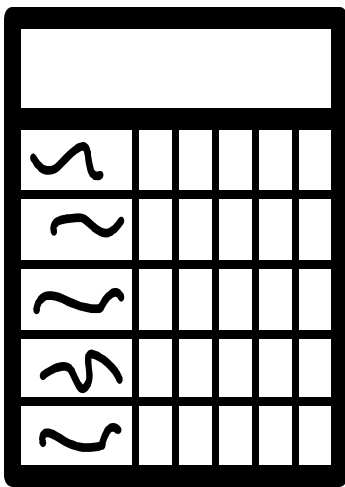


Some of the rules will be the same next year too.

I will keep my hands to myself, I will raise my hand when I need help, and I will stay in my seat.



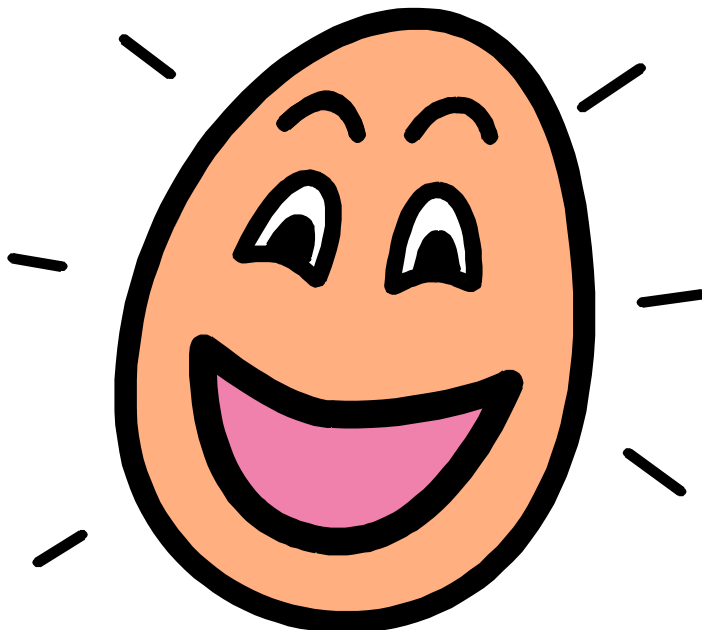
Somethings will be different next year. My classroom will look different, I will learn new things, and my schedule might be different.

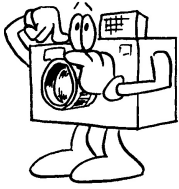


Even though things will be different. This is OK.
My new teacher will make sure I understand
everything new.



First grade is going to be fun!





Student Snap Shot

Student Name:

Age:

Exceptionality:

Service Time for Speech:

Service time for OT/PT:

Date of Last IEP:

Student's mode of communication (verbal, sign language, PECS, AAC device, etc.):

Academic IEP Goals:

1.

2.

3.

4.

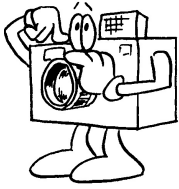
5.

6.

Effective instructional strategies (needed modifications, learning style, etc.):

What are the student's strengths?

What are main areas of concern for this student?



Does the student have a behavior plan? Yes / No
If yes, describe target behaviors, positive behavioral supports, etc.

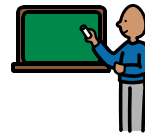
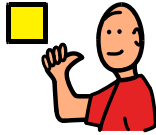
What are the student's favorite edibles, toys, leisure activities, characters, colors, etc.?

Describe any sensory sensitivities:

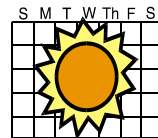
Describe any attachments to people, places or things:

Describe any special transportation needs:

Describe any medical conditions that may need particular attention:



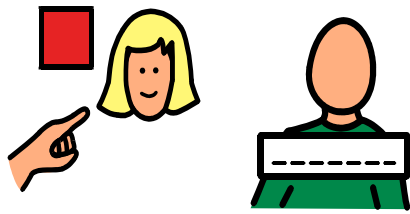
My new teacher.



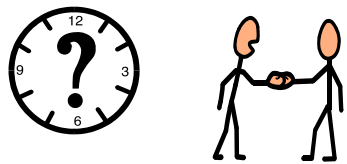
When school starts in August,



I will have a new teacher!



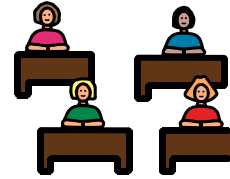
Her name is Mrs. Smith.



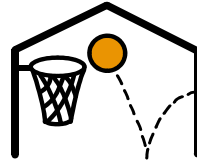
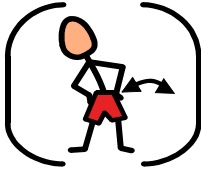
When I meet Mrs. Smith, I can



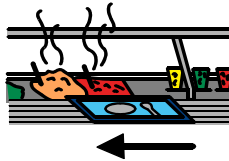
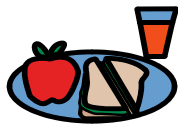
shake her hand or give her a high five!



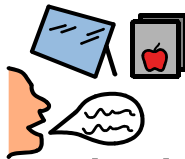
Some of my friends will be in my class.



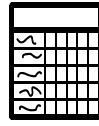
I will still go to P.E. in the gym.



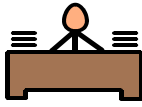
I will eat lunch in the cafeteria.



I will have speech therapy with Ms. Jones.



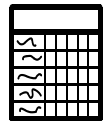
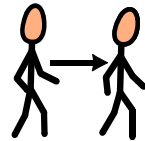
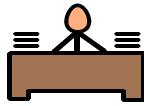
I can check my schedule



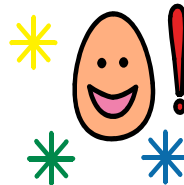
and do my work.



I can have fun with my new teacher!



When I do my work and follow my schedule,



my new teacher will be proud of me!

This is a sample booklet that could be used for a student who is getting a new teacher. This is not a one size fits all, so feel free to change it for your individual student needs, reading level, etc. A similar narrative could be written for changing schools, changing grade levels, changing speech therapist, etc.