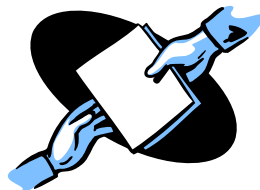


# *Transitions*

---

*A checklist of strategies to use for pupils  
with ASD at stages of transition in  
secondary school.*



## Contents

Introduction	1
Establishing routines between home and school	2
The ASD room	3,4
The Yearly Calendar	5
General Points to consider	6
From class to class	7
Moving to the next year group - for all years	8
Moving from 2 <sup>nd</sup> to 3 <sup>rd</sup> year	9
Option choices	10,11
Moving into 4 <sup>th</sup> - 5 <sup>th</sup> - 6 <sup>th</sup> year	12
Exams	13,14
The exam room	15
Review meetings	16
Work experience	17,18
Residential trips	19,20
To college or university	21,22
Other changes:	23
- Fire drills	
- Immunisations	
- Sports' day	24
- School dances	
- School photographer	
- Routine medicals	25
- Last days of term	
Life after school	26-28
Useful websites and publications	29-33

## Introduction

Transition is just another word for change. Those of us who work with people with autism know that change is particularly stressful and therefore we take this into account when planning appropriate support for them. However, although we may be aware of the major changes that arise in school, (the ones that we usually refer to as transitions), it is important to remember that even minor changes may be extremely stressful too. Depending on the needs of an individual, any change should be viewed as something that needs to be prepared and planned for in advance if possible, no matter how small or inconsequential it may seem.

This booklet should be of help to any teacher who has responsibility for supporting pupils with ASD in mainstream schools. It gives examples of the many transitions a pupil will face in school and offers a checklist of practical strategies for each transition in order that appropriate help and support can be offered and included within each individual programme.

The checklists can be used in a number of ways:

- When completed, each list can be photocopied and included within a Coordinated Support Plan or Individual Education Programme.
- It can be used to help fill in the sections of the SPELL \* booklets.
- It can serve as a quick memory jogger to ensure that all areas of support have been covered for each transition.

Individuals with ASD are all very different, so the amount of support required for each transition will vary from pupil to pupil, e.g. one pupil may need only two boxes ticked for 'Exam Transitions' but may need more than ten boxes ticked for 'Option Choices'.

At the back of the booklet is a list of website addresses that are particularly useful. Each one has been tried and tested so hopefully, this will cut out hours of unnecessary searching for information.

*\* SPELL booklets are recommended by the Autism Outreach Service as an appropriate framework to record all relevant information about individuals with ASD. They provide a useful, standard method of planning for and presenting support that can be accessed by anyone who works with ASD pupils.*

## Establishing routines between home and school

Encouraging the use of checklists will establish a daily routine between home and school and create more independence for the student. The following points are suggestions only. This transition should be discussed with parents in order to make the tasks and the language appropriate.

### **Bedtime:**

- Make up a packed lunch for tomorrow and keep it in the fridge
- Brush teeth
- Wash hands and face
- Put dirty clothes into washing basket (underwear, socks)
- Hang up clothes that are still clean (trousers, skirt, jacket)
- Get clean underwear and clothes for tomorrow.
- Hang them carefully over a chair so that they do not crease..
- Put a glass of water on the bedside table.
- Turn off the radio, TV, CD, computer.
- Check the diary/ timetable to see what is planned for tomorrow.
- Place any equipment or books that are needed into the bag.
- Set the alarm clock to the time you should wake in the morning.

### **Morning:**

- Have a shower or bath
- Was hair on these days \_\_\_\_\_
- Put on deodorant
- Put on the clean underwear and clothes
- Have breakfast
- Wash and dry the dirty plates, bowls and mugs. Put them away.
- Make sure that you take keys, money and mobile phone
- Check the diary/ timetable to see what is planned for today
- Take the packed lunch out of the fridge and put it in the school bag
- Take money, mobile phone and keys.
- Close the door and lock it

If resources allow, it is desirable to provide ASD pupils a place that can be exclusively theirs. If this is not possible it will be important to earmark an area within a room that can be screened off from the main area.

### The ASD Room

- Arrange the room to suit the needs of the current pupils. Review this annually to accommodate new pupils and possible changes of group dynamics. Warn pupils in advance of any changes of furniture and the reasons for the changes.
- Display clearly the names and photographs of all the Support for Learning team
- Ensure that the room is supervised at break and lunchtime and for set periods of time before and after school.
- Display the staff supervision rota so that pupils will know who to expect on duty each day
- If the room is used by other pupils on a regular basis, display a timetable showing the names of these pupils in the appropriate periods.
- Display all information on one or two walls only in order to minimise distraction when working.
- Keep at least one wall bare and place work areas facing this wall.
- Use screens / dividers to create separate and distinct areas.
- Keep the room as uncluttered as possible.
- Organise the room so that equipment is easily accessed and remains in the same place e.g sellotape, hole-punch, scissors, etc.
- Provide each pupil with two trays: one for work, one for personal belongings. Ensure that these are not touched by other pupils.
- Provide at least one computer for pupil use. It may be a good idea to have a computer exclusively for staff use.
- Display rules for appropriate computer use.

- Implement and display a 'booking sheet' if computer access is limited.
- Consider whether the use of traditional typing chairs may prove too distracting.
- If pupils eat lunch in the room, use a table cloth across one of the tables to encourage 'social' eating together.
- Provide a private corner for any pupil who prefers to eat alone.
- Set a specific time for eating lunch within the set lunch hour. After this time pupils should clear away all food, etc themselves, and the room made ready for the afternoon session.
- Encourage good social habits and ownership of the room by encouraging pupils to clear away their food, wipe the table after lunch, putting away any equipment, taking turns to water plants, etc.
- Provide a variety of board and card games for use during recreation times.
- A TV/DVD can be used to establish routines such as watching the mid-day news. This can then be used as potential conversation points during the lunch hour.
- Arrange for the pupil to check in with a Key person before school starts each morning in order to check what equipment or books are needed for the day.
- Create a permanent space for daily messages for all pupils and make sure that they check these everyday. Display the school bulletin on here if there is one.
- If there is space, divide one of the walls of the room into large squares for the number of ASD pupils that you have. Put the name of each pupil in each separate square. Place a copy of the timetable in the square. Also pin reminders, homework tasks, etc into the square. Encourage the pupil to look at this every day but make sure that the notices do not become wallpaper. Remove any as soon as they become out of date.

## The Yearly Calendar

- Before the start of the new academic year, buy or make a very large YEARLY calendar and choose a place on a wall where it can be seen and accessed easily.
  
- Write into the appropriate spaces beside the dates all the whole school activities that will affect the pupils, e.g.
  - Visit from the school photographer
  - School holiday dates
  - Prelim dates
  - External exam dates
  - Work experience dates
  - Sports' day
  - Trips - day or residential
  - Birthdays (if appropriate)
  - Careers' interviews
  - Annual review meetings
  - Parents' evenings
  - Important deadlines e.g Folios completed.
  
- Write in activities or events that are personal to an individual pupil. E.g school doctor.
  
- If you have a number of pupils you could choose to identify each one on the calendar by a different coloured dot - or the pupils could choose very small logos for themselves. Place a 'key' at the side of the calendar.
  
- Place these dots or logos onto the appropriate squares of the calendar to allow pupils to see when events are relevant to them. It is also a good visual reminder for staff to start planning for these events in advance.

## General Points to Consider

### Communication

- Discuss with each subject teacher and other Support Staff the most appropriate types of support for each pupil:
  - Should the Support keep a distance and help everyone in the room?
  - Should the Support be beside the pupil at all times?
  - Discuss how the subject teacher can build a relationship with the pupil rather than hand over all responsibility to the Support.
  - What is in place if the Support is absent?
  
- Ask the pupil about the types of support he feels most comfortable with.
  
- Decide with the pupil the type of support to be put in place.
  
- Make a daily check to see if any of the subject teachers are absent.
  
- Make sure that Supply Teachers are aware of the pupils' needs.
  
- Would the pupil benefit from a 'Time Out' card that can be shown in an emergency if he becomes stressed?
  
- In emergency situations, allow the pupil to a place of safety but do not make it too comfortable. If he goes back to Base do not 'reward' by playing on computers. Instead use the time as a brief stop-gap to help relieve stress rather than provide entertainment.
  
- Ensure that the pupil knows the 'Time-Out' procedure is for 'emergency' situations only and not as a get out of class if the lesson is boring.
  
- Display copies of Support Staff timetables on the wall so that the Key Person can be contacted quickly if there is an emergency.
  
- Record all incidents of 'Time Out' to see if there is a pattern emerging.
  
- If the school has a tannoy system for giving messages, ensure that the pupil is given any relevant messages personally.

### From class to class

- Will the pupil need to carry a map of the school each day?
- Ensure that the pupil knows where to find the appropriate toilets from anywhere in the school building.
- Does the pupil need to leave class a few minutes early? Inform teachers.
  - All classes?
  - Before break?
  - Before lunch?
  - At the end of the day?
- Will the pupil need to be escorted between classes?
- Will the pupil need a 'help card' that he could show to unfamiliar teachers or prefects if a problem arises on the way to the next class?
- Will the pupil benefit from doing 'dummy runs' of the class changes when he is given a new timetable?
- Will the pupil need to be shown the layout of the subject classrooms in advance and visual plans made?
- Will the pupil need a desk to himself in all classes?
- Will the pupil need a clear indication of how much work he is to finish during each lesson?
- Will the pupil benefit from a seating plan of all pupil names in each class?
- Will the pupil need a '**coded**' message or a 'Time Out' card to ask the teacher for permission to leave the room if stress becomes too great. E.g asking to go to the toilet
- Will the pupil need a visual checklist to help organise equipment?
  - Homework diary
  - Pencil case
  - Jotter
  - Text books
  - Folders

Will this checklist need to be modified for each subject?

Does the checklist need to be laminated?

- Ask subject teachers to display homework boards near the door of their room with the task set for the whole class. Make sure the pupil copies down the task. 7



### Moving from 2<sup>nd</sup> to 3<sup>rd</sup> Year

- Refer to the separate sheet 'Option Choices'
- Decide when to start preparing the pupil to choose options. Some work on general decision-making may be a useful starting point.
- Prepare for the many changes of peer-groupings that will take place.
- Will any of the groups benefit from Peer Awareness session? (Autism Outreach Education Service can advise on this).
- Prepare the pupil for the possible differences in work load and teacher expectations.
- Consider whether the pupil would benefit from a 'Life Skills' course as one of the option choices. Will this have any implications for resources?
- Prepare the pupil for increased level of homework and plan for any difficulties that may arise from this:
  - Extra time to complete the tasks
  - Arrange for the homework to be completed in school
  - Negotiate a more flexible approach with new subject teachers
  - Inform parents of possible increased pressure and its consequences for home
- Consider the current means of home/school communication. Should it be modified?

### Option Choices

This is a particularly stressful time for pupils with ASD as it is a reminder to them that the stability of the first two years is about to end and the start of many changes is about to begin. Warn colleagues that the next few months may be more difficult, especially if theirs is a subject that the pupil has chosen not to continue.

- Identify the date when the pupils will be given their option booklets
- Make a note of the final date for option choices to be decided and alert parents.
- Ask to be given a copy of the booklet as soon as it is printed.
- Prepare the pupils by discussing all the issues relevant to option choices weeks before the booklet is distributed.
- Discuss appropriate and inappropriate reasons for making choices. Support with visual notes if appropriate.
- Talk about any subjects that may be 'new' to the pupil.
- Arrange for the pupil to meet with teachers of any 'new' subjects for more information. Inform the teacher, in advance, of the pupil's difficulties and accompany the pupil at the meeting.
- Ask if you can attend the Guidance interview with the pupil, if appropriate.
- Arrange a meeting with the parents to discuss option choices.
- Introduce the pupil to the Careers' Advisor before any official careers' interviews.
- Discuss the pupil's needs and strengths with the Careers' Advisor beforehand.
- Consider whether or not the pupil will follow a full curriculum.
- If the pupil will have a reduced curriculum, start to plan a programme that will be appropriate.

- Investigate 'alternative' subjects / modules that may be more suited to the needs of the pupil during the Base sessions. e.g material from 'ASDAN' 'SULP' or other published programmes (Ask advice from Autism Outreach).
- Discuss with Senior Management any implications for resources that need to be in place for a flexible curriculum.
- After choices have been made, discuss with Senior Management the most suitable group in which to place the pupil. Consider the needs of the pupil with regard to learning style, peer-grouping, teacher personality, etc. If there are two groups timetabled at the same time, try to place the pupil in the group most suited to his needs.
- Ask to be kept informed of any last minute changes to groupings or teachers that may affect the pupil.
- Obtain copies of the syllabus from each of the pupil's chosen subjects to give the pupil an overall view of each one.
- If appropriate, make a Mind Map of the subject courses and display them in the room. Give the pupil copies of the Mind Maps to keep. (Autism Outreach Education Service runs an 'Introduction to Mind-Mapping' workshop).

### Moving into 4<sup>th</sup> (5<sup>th</sup> and 6<sup>th</sup>)

- Ensure that the PSE teacher is fully aware of the needs of the pupil before starting any topics that deal with work experience or careers.
- Alert the Careers' Advisor to the needs of the pupil
- Introduce the pupil to the Careers' Advisor at the start of Year 3.
- Arrange for an informal meeting between the pupil and the Careers' Advisor. The pupil may prefer that the key person is present at the first meeting.
- Begin preparations for finding a suitable work experience placement (see separate sheet)
- Refer to the SHIRLIE Project if appropriate
- Investigate local college courses
- Ensure that the pupil is always aware of important deadlines for Standard Grade (Int or Higher) assessments.
- Negotiate 'flexible' conditions for the delivery of English talks, if appropriate.
- Inform the appropriate person within the Senior Management team of any exam concessions that will be needed.
- Review the pupil's social skills / life skills for any development needed during the year.

## Exams

Apply to the SQA for certain concessions in advance of the exams. Possible concessions:

- Prompt
- Extra Time
- Transcription
- Reader and/or scribe
- Enlarged scripts
- Key person present
- Toilet breaks
- Permission to move about during the exam
- Own room

Some concessions will have to be supported by evidence of need and approval from the Educational Psychologist. Some may not require SQA approval. Check with the Exam Co-ordinator in the school.

- If the pupil has a concession for extra time, check that there is a sufficient time break between papers to allow for a rest period.
- Inform the pupil of the dates of the exam in advance of their taking place.
- Write the dates of the exams onto the Yearly Calendar (see separate sheet)
- Make a note of the dates in the homework diary
- SQA timetables can seem complicated and difficult to understand. The pupil may benefit from a personal timetable that includes all personal exam concessions, colour-coded by subject, etc.
- Send copies of the exam timetable to parents asking them to ensure that their children arrive at school in good time before the start of each exam.
- Ensure that the taxi company is informed of changes in start and finish times of the day for the pupil during the exam period.
- If the taxi cannot collect the pupil straight after the exam, arrange for the pupil to stay in the ASD room to wait.
- Prepare the pupil for the idea of 'Study Leave'

- Consider offering the pupil individual sessions for revision in school during study leave. This will keep the idea of school attendance in the pupil's mind.
- Take the pupil to the room(s) where the exam will take place before Study Leave begins.
- Ensure that the pupil will know what arrangements about toilet breaks are in place. Usually, the invigilator is required to accompany the pupil to the toilet. Arrangements should be discussed before Study Leave begins.
- Once the exam room is identified, make sure the pupil knows which toilets are the nearest.
- The pupil may benefit from spending some time with the Key Person before each exam begins.
- The pupil may need to be taken to the exam room for each exam. It is important that he reports to the Key Person at least 15 minutes before the start of the exam.
- The pupil will need to be well prepared about exam procedures and what to expect for each exam:
  - Length of time for each paper
  - When it is appropriate to use pen or pencil
  - No Tippex
  - No inappropriate 'chatting' during the exam
  - Answers must be written in booklets (make sure the pupil has seen these in advance - particularly the blank booklet for the English Writing paper)
- Invigilators should be identified and made aware of any difficulties.
- The same invigilator should be used for all the pupil's exams if possible.
- The pupil should be introduced to the invigilator in advance.
- Inform the invigilator of any sensory issues that could distract the pupil:
  - Wearing strong perfume
  - Sparkly jewellery
  - Using 'scratchy' pencils
  - Clicking knitting needles
  - Flapping blinds or curtains
  - Patchy sunlight
- Ensure that the pupil has water to drink during the exam.

## The Exam Room

- If the pupil is to sit the exams in a separate room, ensure that the same room is used throughout. Check in advance for any sensory distractions.

### **Sounds:**

Lawn mowers  
PE, Music, Drama lessons  
Noisy classes in adjoining rooms  
Teacher talking loudly to class  
Loud ticking clocks  
Dripping taps  
Telephone conversations, if next to offices  
Flapping blinds

### **Sights:**

Visual distractions on the walls  
Views from the windows  
Is the invigilator directly in the pupil's sight-line?

### **Touch:**

Is the pupil's chair comfortable?  
Is the texture acceptable?  
Does it squeak or swivel?  
Warn the pupil, in advance, to wear comfortable clothes

### **Smells:**

Is the room stuffy?  
Are there any 'unusual' smells?  
Is it next to the HE rooms or canteen?

### **Temperature:**

Is it too hot or too cold?

### Review meetings

- Write the date of the review meeting onto the Yearly Calendar as soon as it is set.
- Decide who should be invited to the meeting and send out invitations as early as possible. Ask for written confirmation of everyone invited. File the replies.
- Book the room where the meeting is to be held. If the room is often used by others, inform them of the time and date of the meeting to avoid interruptions.
- Decide in advance, who will chair the meeting. Who will take the minutes?
- Discuss with the pupil whether he would like to attend all or part of the meeting.
- Offer the pupil the chance to give his opinions in writing to be read aloud at the meeting
- Inform the pupil of the names of everyone who will be present at the meeting, what their job is and why they have been invited.
- Take the pupil to the room where the meeting is to be held in advance of the date. Ask the pupil where he would like to sit for the meeting.
- Arrange for the length of time that the pupil will attend the meeting. If the pupil is to be present for the last part only, will he need to be collected from class and brought to the room?
- Inform the subject teacher of the absence of the pupil in advance of the meeting.
- Go through the procedure of the meeting with the pupil in advance.
- Try to keep to the exact time of the agreed start of the meeting.
- Ensure that the pupil is comfortable during the meeting, taking into account individual needs e.g eye contact, lighting, other possible distractions.
- At the end of the meeting there should be a number of 'next steps, or action points that should be recorded onto the pupil's file. Note who will be responsible for delivering these points, with a time scale for evaluation.
- Outcomes of the meeting should be discussed later during a 1:1 session with the pupil. Future targets can be agreed on during this time.

## Work Experience

- Consider whether or not the pupil will be able to cope with 'mainstream' work experience by the school alone, or will he need extra input from an Outside Agency?
- Make contact with the appropriate Outside Agency as soon as possible.
- Identify the person within the school responsible for dealing work placements
- Ask for a list of all the available placements in advance.
- Discuss with the pupil all the appropriate, realistic areas of work that might be suitable for a placement.
- Discuss with parents any potential problems that may arise.
- If 'Work Experience' is dealt with as a topic in PSE, consult the teacher to discuss the best approach for presenting the topic to the pupil.
- Should there be extra support from the Support for Learning department during this time? Should this be in class or in the S for L Base?
- Is the pupil required to complete a work experience form?
- Is the pupil expected to make initial contact with the placement?
- Will special arrangements need to be made for travel?
- Will the pupil need to walk the route from home / work in advance?
- Will the pupil need to be accompanied on the journey to and from the placement each day?
- Provide a 'what if' scenario of things that could go wrong on the journey to work and provide resolutions.
- Identify and contact a Key Person at the placement. Arrange a meeting to give information about the pupil. Consult with parents and decide how much information the Key Person needs to know.

- Take the pupil to meet the Key Person at the work placement before the start date. Arrange a tour of the building and make a map of its layout.
- Make a note of all necessary information:
  - Names of colleagues
  - Times of breaks and lunch
  - Hours of start and finish
  - General idea of the tasks involved.
- Identify a 'safe' place for the pupil's belongings.
- Back at school, create a breakdown of all the tasks involved in the job, in a way that best suits his needs.
- Identify any 'work specific' language of the job.
- Identify and discuss wider social issues:
  - Where to sit in the staffroom
  - How to ask for help
  - Safe topics and polite conversation
  - Toilet breaks
  - Eating and drinking
  - Appropriate behaviour.
- After the Work Experience, ask for feedback from parents as well as the pupil. This will help inform areas for later development.

## Residential Trips

- Ensure that the date of the trip is known well in advance
- Inform the parents of any night that has been arranged to give information about the trip.
- Discuss with the parents any potential problems
- Identify all the staff who will be going on the trip as soon as possible.
- Arrange a meeting to inform these staff of the individual needs of the pupil.
- Introduce the pupil to the staff, individually or as a group.
- If the Key Person is not going on the trip, ensure that one of the teachers is responsible for the pupil's well-being. Introduce the pupil to this teacher in advance.
- If the planned place of the visit is not too far, arrange for a visit before the trip takes place. The parents may wish to do this.
- Obtain photographs of the place where the pupil will stay.
- Will the pupil need to take a 'comfort' item from home? Make sure it is packed.
- Will the pupil need a specific diet?
- Are there any medical problems? If so, write out the necessary arrangements.
- Will there need to be any special sleeping arrangements made? Separate room?  
Choice of friend?
- Discuss the itinerary and planned activities for the trip with the pupil during 1:1 sessions.
- Give the pupil this information in a written form most appropriate for him.
- Ensure that the itinerary includes arrangements for unstructured / leisure time.

- Will there need to be any special travel arrangements?
  - By separate car?
  - In the mini-bus with other pupils?
  - Choice of seat in advance?
  
- Will the pupil need to bring something from home to prevent boredom on the journey?
  
- Will the pupil be required to wear any special equipment, e.g ski boots? Prepare for this in advance.
  
- Discuss and note all possible 'what if' scenarios with resolutions.
  
- Is there a need for a Risk Assessment?
  
- Is it appropriate for all the pupils to be aware of the pupil's needs?
  
- Would a Buddy be appropriate?
  
- Ensure that the parents are aware of the time and place to collect their child at the end of the trip.
  
- Back at school, discuss the trip with the pupil and ask parents for feedback. This may inform future developments / targets for the pupil.

## To College or University

- Discuss course that may be of interest with the pupil.
- Gather prospectuses from universities/colleges
- Refer to relevant websites for more information: [www.connexions-direct.com](http://www.connexions-direct.com)  
[www.skill.org.uk](http://www.skill.org.uk)
- In consultation with the parents, decide on the priorities:
  - Most suitable course
  - Closest to home
  - Best suited to social needs
- Inform parents of the 'Disabled Students' Allowance'. More information can be obtained from the local authority.
- Inform the Disability Support Staff of the pupil's application at the chosen institution.
- Does the institution provides a counselling service for students? Discuss this with the pupil.
- Does the institution have a Buddy/Mentor system that could provide 1:1 help for the pupil?
- With the pupil's permission, inform the appropriate staff of his individual needs and strengths.
- Arrange for the pupil to visit the institution. Consider the most suitable time.
  - The standard Open Day
  - During the holidays
  - An individual private first visit.
- Arrange further visits if necessary.
- Give the pupil a detailed itinerary for the visit, taking account of these points:
  - Transport
  - Timetable of events
  - Map of campus and buildings
  - Who will accompany?
  - Agreed meeting places and times

- 
- Compile a list of questions that the pupil may want to ask at the visit.
- Prepare the pupil for the interview as appropriate.
- Discuss advantages /disadvantages of different types of accommodation with the pupil
- Ensure that basic living skills are dealt with in the transition year (see Life Skills)
  - Personal hygiene
  - Basic cookery - simple, balanced recipes
  - General home cleanliness
  - Travelling on public transport
  - Shopping
  - Organisation of equipment
  - Time-management
  - Budgeting
  - Leisure time - joining clubs

For more detailed information about this transition, refer to:

*'Managing Asperger Syndrome at College and University'*  
by Juliet Jamieson and Claire Jamieson  
Pub: David Fulton

It is available to borrow from the Autism Outreach Education Service.

## Other changes

These changes may seem inconsequential but may cause distress to pupils if they have not been discussed and prepared for at the appropriate times.

### **Fire Drills**

- Discuss the need for a fire drill and the importance of following the school rules.
  
- Discuss the events the pupil should expect in the event of a fire / drill
  - Noise of the alarm
  - Crowds
  - Necessity to move as quickly but as safely as possible
  - Taking personal belongings
  - Where to go for the assembly point
  - Arrangements for registration at the assembly point
  - Dismissal from the assembly point

### **Immunisations**

- Find out the dates of any boosters and write them on the calendar (if appropriate)
  
- Inform the parents of the date and discuss potential problems
  
- Discuss with the pupil the reasons why it is necessary to have a vaccination
  
- Will the pupil prefer to have the booster in a separate room?
  
- Inform the school doctor / nurse of individual arrangements that will need to be made and give appropriate information about the pupil.
  
- Try to ensure that the booster is given at the expected time.
  
- If the parent is not present, will the pupil prefer to be accompanied by the Key Person?
  
- Will the pupil need to go back to the ASD room for a short while afterwards?  
Inform subject teacher of this.

### **Sports' Day**

- Write the date of the Sports' Day on the Yearly Calendar as soon as possible.
- Prepare the pupil for what to expect on the day.
  - Noise and crowds
  - Different arrangements for lunch
  - Travel arrangements to the venue
  - Length of time of the day
  - Any special clothes requirements

### **School Dances**

- Will the pupil prefer not to attend the dance?
- If not attending, make alternative arrangements and inform the pupil (and parents)
- Prepare the pupil for what to expect at the dance
  - Loud noises
  - Temperature
  - Crowded
  - Excited pupils!
  - Start and finish times
- Discuss appropriate behaviour at dances in advance.

### **School Photographer**

- Put the date of the photographer's visit on the yearly calendar as soon as known.
- Inform the parents of the visit
- Prepare the pupil for what to expect in advance
- Arrange for the pupil's photograph to be taken before other pupils arrive
- Accompany the pupil to the photo shoot!
- Give some information to the photographer beforehand.

24

### **Routine Medicals**

- Find out if the parents are attending the medical.
- Make sure the subject teacher is aware that the pupil will have to leave the class
- Will the pupil need to be taken to the medical room?
- Will the pupil benefit from seeing the medical room in advance of the check up?
- Will the pupil benefit from meeting the doctor in advance of the check up?
- Find out in advance and inform the pupil what will happen during the medical.

### **Last days of term**

The lack of routine on the last day of term can be very unsettling for pupils with ASD so alternative arrangements may have to be put in place.

- Will the pupil need extra support in class for this day?
- Would the pupil be less anxious in the Support for Learning Base? Inform subject teachers of his absence from their classes.
- Prepare the pupil in advance for any unexpected events e.g school leavers' pranks
- If the school has an early closure, are the parents / taxi company aware of the time to collect?
- Would the pupil benefit by leaving slightly earlier to avoid the crowds?

## **Life after School**

During the time that the pupil is at school consideration should be given to these social skills to ensure that issues of independent living have been covered.

**Making local journeys by public transport**

- to and from home
- extended journeys
- identify relevant bus stops/stations
- paying for tickets
- reading transport timetables
- appropriate behaviour on buses and trains
- keeping safe on public transport
- 

**Using the telephone**

- taking messages for others
- making enquiries - seeking information
- making bookings and appointments
- making conversation
- making emergency calls
- using a mobile phone
- using a public telephone
- 

**Managing money**

- planning a budget
- appropriate spending: luxury v necessity
- prioritising spending
- visiting a bank
- writing a cheque
- paying bills
- 

**Using doctors / dentists / hospitals**

- making an appointment
- locating and visiting the practice
- protocol: waiting rooms, receptionists
- appropriate behaviour
- asking for advice / information
- obtaining a prescription
- 

**Personal Hygiene**

- showering, bathing, washing

- cleaning teeth
- using deodorant
- using the toilet
- wearing clean clothes
- washing hair
- 
- Food Issues**
  - simple basic recipes
  - balanced, healthy diet
  - using a cooker, microwave
  - storing food safely
  - cleaning the fridge
  - sell-by dates
  -
- Shopping**
  - using small, local shops
  - using supermarkets
  - shopping on-line
  - 'catalogue' shops - Argos, Index, Ikea, etc
  -
- Establishing routines at home** (see separate category)
- Safety issues**
  - dealing with 'cold callers' at the door and on the phone
  - body language
  - getting lost
  - locking up at night and when leaving the house
  - turning off appliances after use
  -
- Personal care**
  - sexual health
  - dealing with illness/ taking medication
  - learning to relax
  -
- Support services in the local community**
  - identify and locate appropriate services
  - how, why and when to use the service
- Employment issues** (some of the strategies from the 'Work Experience' checklist may be appropriate)

- **Finding a job**
- Where to look for jobs
- 'interpreting' the language of the adverts
- visiting the job centre
- filling in application forms
- unemployment benefit
  
- **Interviews:**
- what to wear
- types of questions
- how to get to the interview, time plans
- asking appropriate/inappropriate questions
- setting up a mock interview
- 
  
- **Finances**
- understanding deductions - tax, national insurance, etc
- wages - budgeting
- sick pay
- 
  
- **In the job**
- punctuality
- breaks and lunch hours
- appropriate topics for conversation
- understanding the 'hierarchy' of the workplace
- organisation strategies
- 
  
- **Organisation**
- using a diary or calendar (paper and on-line)
- structuring tasks
- time management
- 

A useful web address for more detailed information on work issues such as: applications, CV's, interviews, work rights and much more:

[www.bbc.co.uk/radio1/onlife/](http://www.bbc.co.uk/radio1/onlife/)

## Useful Websites

These websites are easy to access via [www.google.com](http://www.google.com)

### **Chip+ - *Children in the Highland Information Point***

[www.chip.childreninthehighlands.com](http://www.chip.childreninthehighlands.com)

An excellent local website that covers the whole range of Special Needs, including autism. It gives masses of local information. Clear advice for parents, teachers, children. Very user-friendly and appropriate for transitions. Regularly updated.

### **Skill - *National Bureau for Students with Disabilities***

[www.skill.org.uk](http://www.skill.org.uk)

This website is not specific for ASD as it covers all disabilities. Its information is very useful but it may need some slight modification if you are planning to use it with pupils rather than just for your own information. It contains information on allowances for disabled students. Also, there is a 30 page booklet that can be downloaded: 'Opportunities at 16 in Scotland'. To access the booklet: from the homepage, click on Skill Scotland on the bar across the top of the page, click 'information' in the column on the left hand side of the page, then on the next page there is a direct link to the booklet.

### **Enquire - *The Scottish Advice Service for Additional Support for Learning***

[www.enquire.org.uk](http://www.enquire.org.uk)

Excellent information and materials. Not specific for ASD but very user-friendly, colourful leaflets aimed at secondary pupils and parents/professionals. Gives information about school, education and choices at 16+. Leaflets can be sent or downloaded.

At the homepage, click on the box for the website for young people. In the left hand column/box click on 'downloads page' where there will be the full list of available leaflets.

Leaflets include:

'What are Additional Support Needs?'

'People Who Can Help You' (describes people that pupils may meet in and out of school)

'Round the Table' (describes the process of going to meetings and what to expect)

'What's the Plan?' (describes types of support available)

## **After 16 - what's new? *Choices and challenges for young disabled people***

**[www.after16.org.uk](http://www.after16.org.uk)**

Not ASD specific. It is for teenagers and young people in the UK who have an impairment or disability and are wondering what opportunities there should be when they leave school. You may need to modify some of the content for ASD pupils rather than use it direct. Looks at: Your future, money, housing, transport and leisure, the Law, friends and health, learning.

Very colourful and well presented information.

**[www.connexions-direct](http://www.connexions-direct)**

Not ASD specific but it offers lots of advice for young people on issues that effect them. It would be useful to use as a focus for specific issues during 1:1 sessions with pupils.

### **ASD Specific Sites**

**[www.nas.org.uk](http://www.nas.org.uk)**

The National Autistic Society website has masses of information and advice about every aspect of autism. Also has many links to other relevant sites. Many of its reports can be read in full on-line and are downloadable.

**[www.autism-in-scotland-org.uk](http://www.autism-in-scotland-org.uk)**

This is the website for the Scottish Society for Autism. Not as extensive as the NAS site but has an interesting collection of research papers, particularly dealing with diet and metabolism, that can be read and downloaded. Also of interest is the 'VIG' (Video Interactive Guidance) information that has been used with autistic children.

**[www.tony.attwood.com](http://www.tony.attwood.com)**

This site is a wealth of information about Asperger Syndrome. Clearly set out, easy to read, with links to many appropriate resources.

[www.autismtoday.com](http://www.autismtoday.com)

This is an American site containing many varied articles and features about autism. There is a section called 'Ask Autism Expert' that may be useful if you have specific questions.

[www.udel.edu/bkirby/asperger](http://www.udel.edu/bkirby/asperger)

This is the O.A.S.I.S (Online Asperger Syndrome Information and Support) website. It has an extensive selection of articles and papers - mainly from America. There are far too many to mention but it is very worthwhile visiting this site.

There is an interesting test included on the site devised by Simon Baron-Cohen at the Cambridge Autism Research Centre, though it takes a while to find! It is an Autism Spectrum Quotient Test to measure the extent of autistic traits in adults, although it is not meant to be used as a diagnosis. To find it:

- From the Home Page, click the 'Papers and Articles' in the left hand column
- Scroll down and click on 'A survival guide to people with Asperger Syndrome' by Marc Segar
- Click on a page stating the site has been moved!
- Scroll down to section 'People Disposed with Monotropism' and within this section will be the link to the Autism Quotient Test.

[www.trans-active.org.uk](http://www.trans-active.org.uk)

This website is produced by MENCAP and therefore has lots of photographs of people with learning difficulties which may be an issue if using the site with ASD pupils. Although it offers a complete 'Trans-active' package to buy, there are also lots of useful items on the site that could be used free with ASD pupils. It has a nicely produced checklist for pupils that can be used straight off or easily adapted to suit an individual. Also included is a section of games. 'Facemaker' and 'Moneymaker' are very suitable to use with ASD pupils.

[www.autismtoolkit.com](http://www.autismtoolkit.com)

A site developed by Merseyside SEN Regional Partnership sponsored by DfES to look at transitions from primary to secondary school. There is a 'Transition Workbook' evaluation form that could be useful. Go to the homepage and click on 'Downloads' in the left hand column.

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

An **excellent** site giving a wealth of information about good practice in Autism.

1. On the homepage, type 'autism' into the small search box in the top right hand corner. You are then directed to 120 links of relevant articles.

**Or**

2. On the homepage, click on 'whole school issues' in the left hand column. Then click 'special ed needs', then click 'autistic spectrum disorders', then click 'good practice'.

[www.autismuk.com](http://www.autismuk.com)

This is the site for Autism Independent UK. Contains lots of articles and information, many on the MMR controversy.

[www.autismlink.com](http://www.autismlink.com)

At the Home Page, type Social Skills in the Search Box. Then, click the very first link on the next page 'Autism Link - Social Skills in Autism'. This will take you to a page listing 8 topics appropriate to social skills and autism.

### **Useful Websites for Planning Life Skills**

[www.bbc.co.uk/radio1/onelife](http://www.bbc.co.uk/radio1/onelife)

This site is for all young people and is divided into many sections: personal, health, education, travel, work, finance, home, legal, fun and freebies.

It could provide useful material to adapt for social skills lessons. There is also an interesting game on the 'Fun and Freebies' section that players must turn all negative words into positive ones within a time limit.

[www.workshopsinc.com/manual](http://www.workshopsinc.com/manual)

An American site that deals with Life Skills for Vocational Success. It has 60 lesson plans divided into Units: Social Skills, Decision Making, Employability, Money Management, Transportation, Health, Family Responsibilities, Understanding the Law, Telephone Skills.

[www.goodcharacter.com](http://www.goodcharacter.com)

Another American site that has free resources for teachers of Life Skills. A lot of the material is directed to their own video (which is for sale!) but the site still contains lots of good ideas that can easily be adapted without buying anything.

[www.WannaLearn.com](http://www.WannaLearn.com)

Yet another American site. At the Home Page, type into the Search box, Personal Enrichment :Social Skills. This takes you to the appropriate page where there is a list of different topics, e.g table manners, conversation starters, etc that can be adapted for use.

[www.education-psychologist.co.uk](http://www.education-psychologist.co.uk)

On the Home Page, click on the SEN link in the toolbar. This takes you to a comprehensive list of SEN topics, including a 35 page downloadable Social Skills programme. Other topics are: Anger Management, Autism checklist, Dyspraxia checklist - too many to list here.

### Useful publications that can be borrowed from AOES

#### ***Asperger Syndrome Employment Workbook***

Roger N. Meyer

Pub: Jessica Kingsley 2001

The author has Asperger Syndrome and has written this book for others to avoid all the pit-falls of the workplace. It contains lots of material that could be used in Life Skills sessions before a pupil begins work experience. The first few pages 'Stress at work: some examples' gives a real insight of the problems people with AS face at work and may be useful to discuss with your pupil.

#### ***Managing Asperger Syndrome at College and University***

Juliet Jamieson and Claire Jamieson

Pub: David Fulton

A very practical book that deals with all aspects of transition during this time. Some of the information would be useful for non-ASD students too.

33

