

# Onward Transitions

## Support for post school life

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# AIMS

- Raise awareness of the challenges faced by students who have Asperger Syndrome and High-Functioning autism
- To increase understanding of the benefits of appropriate support to manage the transition and maintain course choice

# Autism and Asperger syndrome

## The Facts

- Autism is derived from Greek word 'Autos'
- A spectrum disability
- Lifelong and developmental
- Prevalence three in four male
- Genetic links
- Associated with Epilepsy, dyslexia, dyspraxia, OCD, ADHD

# Spectrum disability

**Autism**

**Asperger syndrome**



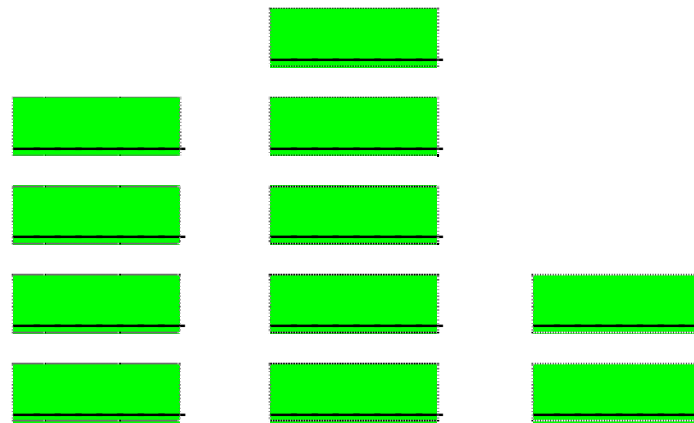
**Severe LDs**   **Moderate LDs**

**Mild LDs**   **Average IQ**

**Above average IQ**

**Extreme abilities**

# Graphic Equaliser



**Communication**

**Flexibility of Thought**

**Social Interaction**

# The triad of impairments

communication skills

Interpersonal skills

Imaginative ability

**PLUS sensory sensitivity**

**Despite academic ability may really struggle in other areas without support**

Transition is described as:

- **noun 1** the process of changing from one state or condition to another. **2** a period of such change.

([http://www.askoxford.com/concise\\_oed/transition?view=uk](http://www.askoxford.com/concise_oed/transition?view=uk))

Particularly difficult for those with AS who like structure, routine, and predictability

# Why do students need support in transition?

- Coping with change
- Advocacy
- Facial recognition
- New environment, less structure
- Anxiety
- Social versus academic curriculum
- Flexibility of thought – other people's perspective

**Support from The National Autistic Society (Scotland)**  
***Information is included in your delegate pack***

- **Schools Transition Project**

Currently Scottish Executive funded

Modules have been developed for Local Authorities to buy in

- **Student Support Service** – Further and Higher education

Funded via the DSA or educational establishment

# POTENTIAL CHALLENGES

- Selecting a course and place
- Application
- Interview
- Funding
- Orientation
- Asking for help
- Meeting new people, boundaries
- Structure

# POTENTIAL CHALLENGES

- Travel
- Communication
- Organisation
- Deadlines
- Participation in class
- Memory
- Appointments
- Difficulties with the future
- SENSES!

# SUPPORTING STUDENTS

## From School to College life

Exercise: Review the profile of the student you have been given. What considerations will need to be made for them making the transition from school to college? What support at college would be beneficial?

# Consider.....

- Planning and preparation
- Profiling
- Implimentation
- Monitoring and Review

# GROUP FEEDBACK

# Techniques and strategies

- Manage change
- Orientation
- Be specific, direct
- Be aware of possible co-morbidity
- Handouts and materials in advance, digitised

# Techniques and strategies

- Help with structure and routine
- Written instructions
- Test understanding
- Not too many people
- Multi-agency liaison

# Finally

- Everyone is affected in different ways on different days
- With the right support students can manage very well
- Individuals may learn coping strategies and manage anxiety better
- Our projects support clients as individuals – and many require minimum support and adjustments to achieve their goals.

DOES ANYONE HAVE ANY QUESTIONS?