



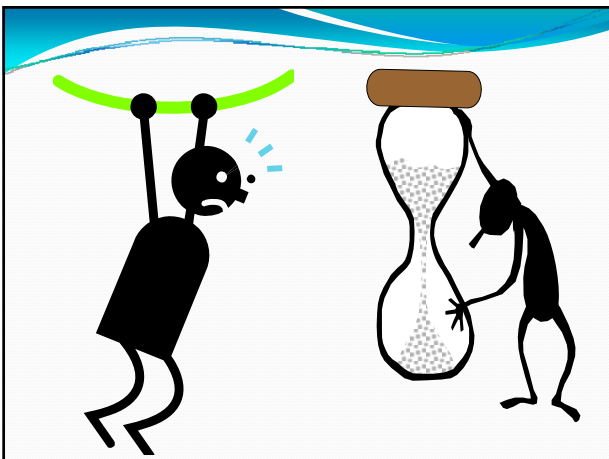
Transition into Employment

Brenda Brown
Employment Development Worker
Autistic Spectrum Condition

- ❖ Need Knowledge of the Individual
- ❖ Information difficult to get hold of
- ❖ Support networks for Children
- ❖ Lack of Support Networks for Adults

- ❖ Age for service is from 14 – 65
- ❖ Individuals leave school early or when they are 16
- ❖ Stress of School too much
- ❖ No transition at all
- ❖ Entitlement to Benefits

- ❖ Good support networks while at school
- ❖ Sitting at home doing nothing
- ❖ Low Self-Esteem
- ❖ No Expectation
- ❖ No Structure or Purpose



- ❖ Partnership Working
- ❖ Archived Files
- ❖ Reviews
- ❖ Gaps between Adult & Child Services

- ❖ **Additional Support for Learning Act 2004 (Scotland)**
Local authority must make adequate and efficient provision for the needs of each young person
- ❖ **Getting it Right for Every Child (GIRFEC)**
lays a responsibility on professionals to co-operate with each other to meet the needs of the individual
- ❖ **Local Integrated Assessment Planning (LIAP)**
It is a set of rules for people when they are working with individual's & their family.

Transition Issues

- ❖ ASD-Specific Issues
- ❖ Multi-agency working
- ❖ Resources
- ❖ Transition Planning

- ❖ Social Awareness
- ❖ Take into account skills
- ❖ Life has ups and downs

- ❖ Plan Next Steps Carefully
- ❖ Involve & Consult with Family
- ❖ Share Information
- ❖ Use Obsessions Positively
- ❖ Don't make False Promises

- ❖ Transition planning process is incorporated into the school's annual review and planning process.
- ❖ As early as 2nd year, along with other adult services we are invited along with other adult services to reviews and Local Integrated Assessment Planning (LIAP) meetings

- ❖ **Good Transitions lead to Successful Lives**



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