

Planning for Transition to Secondary School

Drumbeat ASC Outreach Team

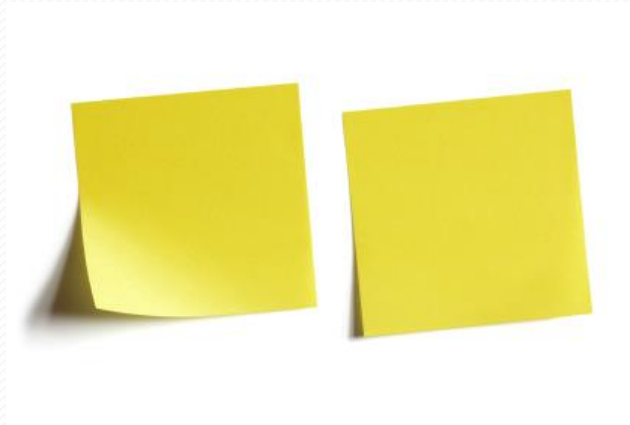
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Agenda

- Intro activity
- Stress Factors
- Why is transition hard?
- Planning transitions
- Same/different/fears/expectations
- What works?
- Transition checklist
- Questions to ask/strategies
- Case Study
- Passports
- Any questions and evaluations
- Thank you!

Think of something you have learnt about your child and changes



What are the Stress Factors for your child ?



Why don't autistic people like change?

- Social interaction
- Communication
- Flexibility of thinking
- Sensory sensitivities
- Making sense of the world
- Mind blindness
- Little experiential learning
- Focus on detail
- Literal understanding
- Lack of common sense
- Poor generalisation
- Desire for sameness
- Can't self-soothe / emotionally regulate
- Anxiety

The ASD Iceberg

WHAT ?

Anxious
Obsessions: trains/computers
Upset by change Playground arguments
Enjoys repetitive activities Shouts out
Struggles with Friendships Has tantrums

WHY ?

AUTISM SPECTRUM DISORDER

Triad: Social Interaction
Social Communication
Social Imagination/flexibility of thought

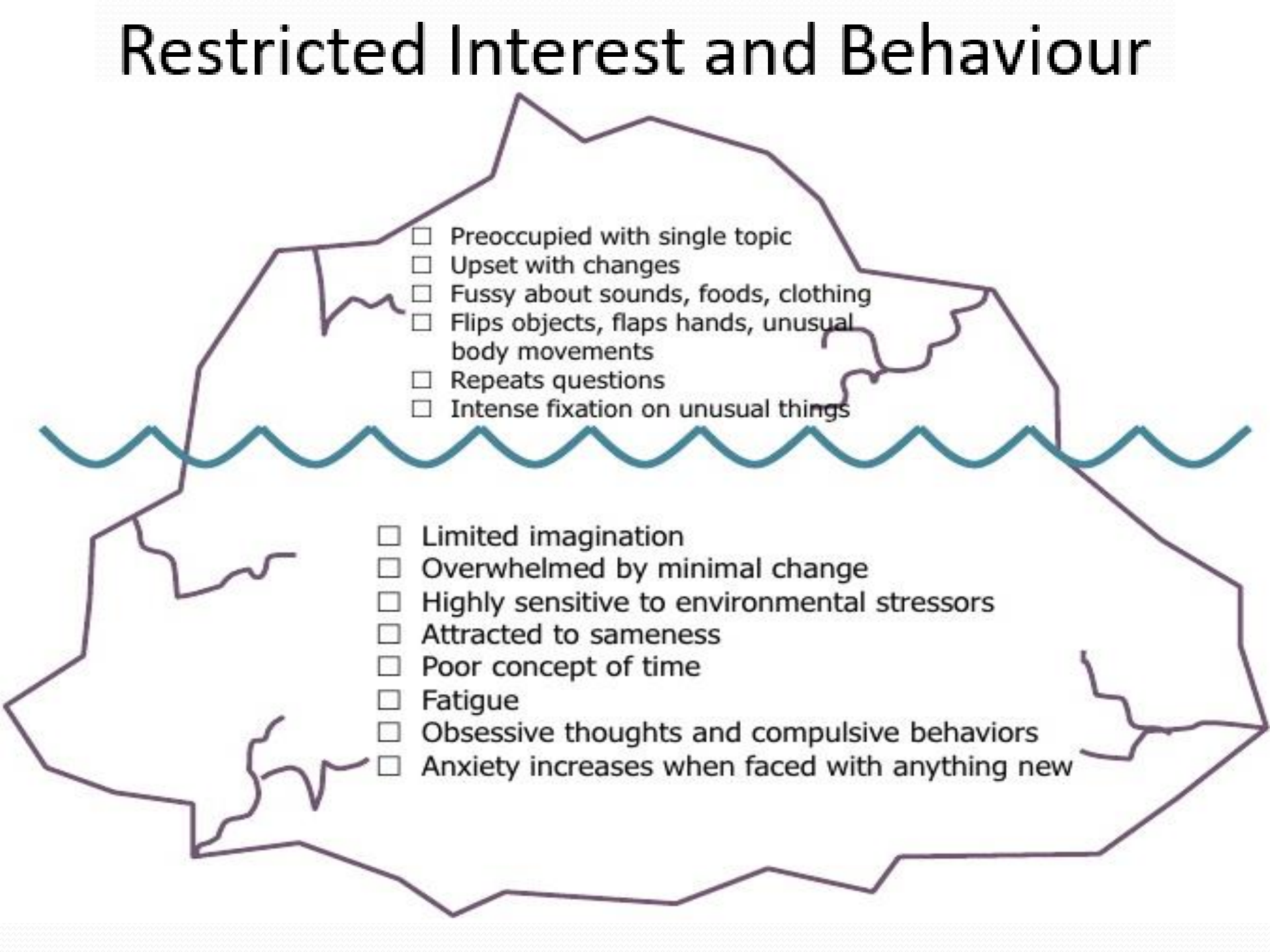
Sensory Sensitivities

sound touch taste
smell vision pain

Making Sense of the World

Mindblindness
Focus on detail
Desire for sameness

Restricted Interest and Behaviour

- 
- Preoccupied with single topic
 - Upset with changes
 - Fussy about sounds, foods, clothing
 - Flips objects, flaps hands, unusual body movements
 - Repeats questions
 - Intense fixation on unusual things

- Limited imagination
- Overwhelmed by minimal change
- Highly sensitive to environmental stressors
- Attracted to sameness
- Poor concept of time
- Fatigue
- Obsessive thoughts and compulsive behaviors
- Anxiety increases when faced with anything new

So How do we support?

- Give time
- Have patience
- Allow for the autism
- Use visual structure
- Use prompts
- Be detectives
- Use special interests
- Prepare for change
- Personalise
- Support Communication
- Planning and perseverance
- Motivate and reward
- Be consistent
- Look after yourself

Transition to Secondary school





Secondary School

Same

Different

Your child's expectations



Different teachers?



New friends?



Independence?

Your child's fears

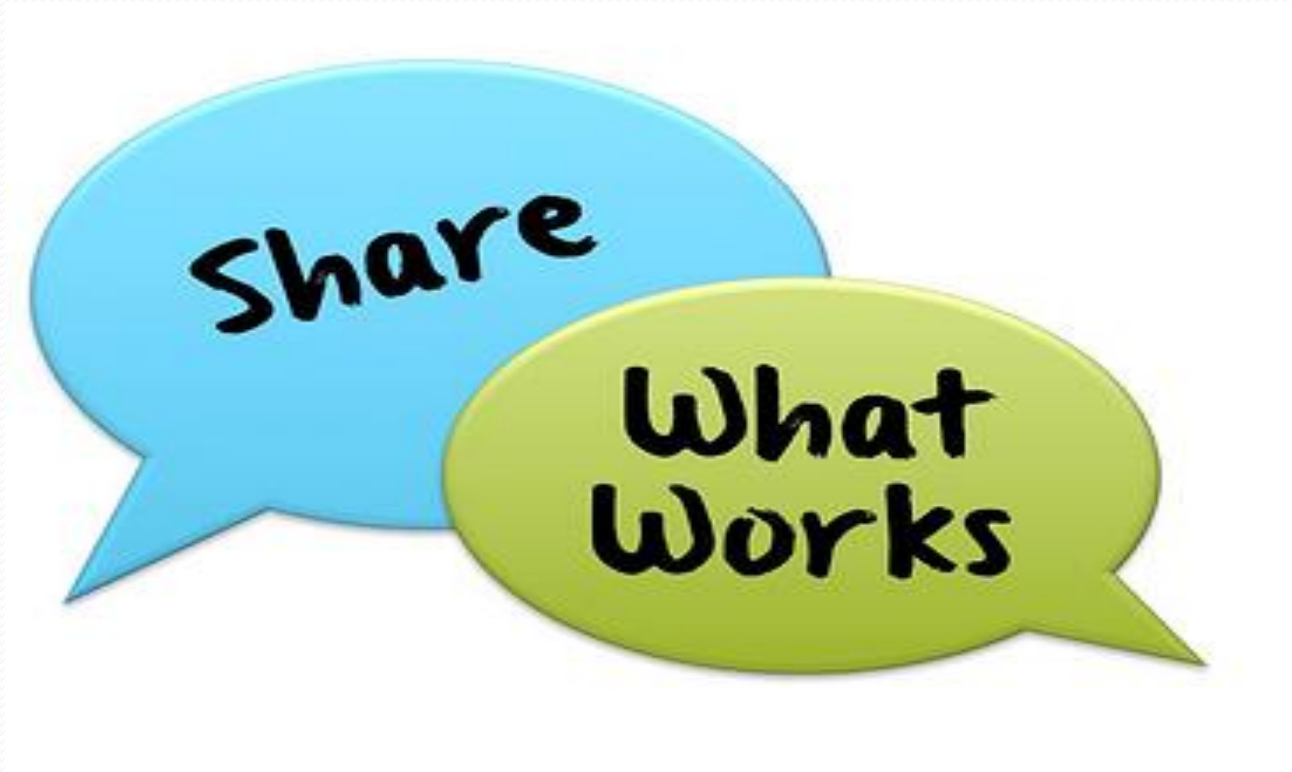
Homework?

Making friends?

The lunch hall?

Detention?

What works?



Transition Checklist

- Visual Strategies
- Saying goodbye
- Visits to new school
- Key places in school
- Who is a safe person/place
- How to ask for help
- New school/class rules
- Homework
- After school and lunchtime clubs
- Adaptations
- Socialising and making new friends
- Organisation and planning
- Time to practice
- Passports
- Problem solving
- Planning for high sensory information environments



And think and plan for anxiety...

- Mindfulness
- Apps
- Breathing techniques
- Quiet time
- Special interest time
- Taking pressure off – plan for ‘down time’
- Think sensory – what’s in the pocket

Questions to ask your new school

- Think whole school approach. Does the SLT have an understanding of autism?
- Can they demonstrate examples of how they have worked well with autistic pupils?
- Can you see the school SEN policy?
- How does the school manage transition for autistic pupils?
- Will the school teach social skill and understanding?
- Can you see policies on inclusion, disability & equality, behaviour & bullying?
- How many LSAs are in the school?

When you visit

- Photo book
- Social stories
- Meet new staff and pupils
- Practice journey
- Maps of school
- Sensory checklist
- School rules
- Uniform
- Opportunities to ask questions

Visual Strategies

School Bag Checklist

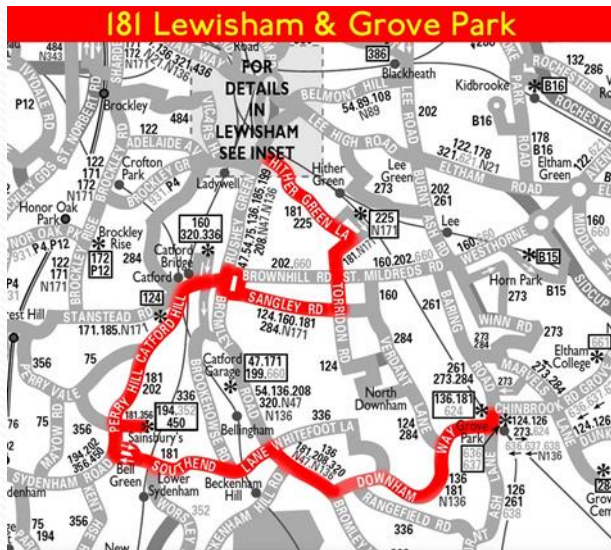
What do you need today?

Water bottle? Reading book?
 Snack? Homework?
 Coat? Lunchbox?

Other things you might need:
 Book bag Umbrella PE kit Gloves

| Y7CM | 1 9.15 to 9.55 | 2 9.55 to 10.45 | 3 11.05 to 11.55 | 4 11.55 to 12.45 | 5 1.45 to 2.35 | 6 2.35 to 3.25 |
|-----------|----------------------|-----------------------|------------------------|------------------------|----------------------|----------------------|
| Monday | Literacy | English | Maths | ICT | PSCHE | Geography |
| Tuesday | English | Art | French | Science | Design Technology | |
| Wednesday | Literacy | DT | Art | Drama | ICT | Science |
| Thursday | PE | Maths | RE | English | History | PSCHE |
| Friday | Literacy | Maths | Art | Science | PE | |

Daily Assembly Time (9.00 - 9.15)
 Break time (10.45 - 11.05)
 Lunch time (12.45 - 1.45)



| Week 1 | 11.03, 15.04, 06.05, 27.05, 17.06, 19.08, 09.09, 30.09, 21.10 | Week 2 | 18.03, 22.04, 15.06, 03.06, 24.06, 26.08, 16.09, 07.10, 28.10 | Week 3 | 25.03, 29.04, 20.05, 10.06, 03.09, 23.09, 14.10, 04.11 |
|------------------|---|--------|---|---|--|
| MONDAY | Starter: Lentil Soup Option 1: Chicken Pie with Baby Potatoes Option 2: Jacket Potato with Coleslaw or Sandwich Selection Sweet: Caramel Sponge & Custard | | MONDAY | Starter: Vegetable Soup Option 1: Chilli Mince & Rice Option 2: Jacket Potato with Tuna Mayo or Sandwich Selection Sweet: Iced Lemon Sponge & Custard | |
| TUESDAY | Starter: Potato & Leek Soup Option 1: Creamy Macaroni Cheese & Garlic Bread Option 2: Jacket Potato with Baked Beans or Sandwich Selection Sweet: Mandarin Gateau | | TUESDAY | Starter: Potato Soup Option 1: Cheese & Tomato Pizza Option 2: Jacket Potato with Baked Beans or Sandwich Selection Sweet: Seasonal Fruit & Ice Cream | |
| WEDNESDAY | Starter: Chicken Noodle Soup Option 1: Scottish Steak Casserole with New Potatoes Option 2: Jacket Potato with Chicken & Sweetcorn or Sandwich Selection Sweet: Apple Tart & Custard | | WEDNESDAY | Starter: Lentil Soup Option 1: Chicken Curry & Rice Option 2: Jacket Potato with Cheddar Cheese or Sandwich Selection Sweet: Caramel Flan & Custard | |
| THURSDAY | Starter: Vegetable Soup Option 1: Chicken Fajitas, Cajun Wedges & Mixed Salad Option 2: Jacket Potato with Tuna Mayo or Sandwich Selection Sweet: Choux Puff | | THURSDAY | Starter: Tomato Soup Option 1: Scottish Mince & Creamy Mashed Potatoes Option 2: Jacket Potato with Chilli Mince or Sandwich Selection Sweet: Creamed Rice with Seasonal Fruit | |
| | | | MONDAY | Starter: Lentil Soup Option 1: Chicken Italiano Option 2: Jacket Potato with Tuna Mayo or Sandwich Selection Sweet: Apple Crumble & Custard | |
| | | | TUESDAY | Starter: Potato Soup Option 1: Biryani with Curry Sauce Option 2: Jacket Potato with Coleslaw or Sandwich Selection Sweet: Banana Muffins | |
| | | | WEDNESDAY | Starter: Cream of Chicken Soup Option 1: Baked Ham & Pineapple Option 2: Jacket Potato with Chicken Mayo or Sandwich Selection Sweet: Homemade Swiss Roll & Custard | |
| | | | THURSDAY | Starter: Vegetable Soup Option 1: Homemade Meatballs in Tomato Sauce with Spirals Option 2: Jacket Potato with Beans or Sandwich Selection Sweet: Peach & Pear Flan | |

What do I choose?



Journeys

- <https://lewisham.gov.uk/myserVICES/education/special-educational-needs/school-transport-for-children-with-sen/training-young-people-with-special-educational-needs-to-use-public-transport-independently> (Independent travel training)
- Initial road safety and personal safety training
- Initial training to the student's bus stop or train station
- Training from home to school or college
- Shadowing the journey
- Final review/assessment and sign-off
- highways@southwark.gov.uk. (Travel bus)
- Backward chaining
- Social stories and other visual supports

Is it Bullying? What is It?



| | |
|---|--|
| TEASING <ul style="list-style-type: none">• Everyone is having fun• No one is getting hurt• Everyone is participating equally | CONFLICT <ul style="list-style-type: none">• No one is having fun• There is a possible solution to the disagreement• Equal balance of power |
| MEAN MOMENT <ul style="list-style-type: none">• Someone is being hurt on purpose• Reaction to a strong feeling or emotion• An isolated event (does not happen regularly) | BULLYING <ul style="list-style-type: none">• Attacked physically, socially, and/or emotionally• Unequal balance of power• Happens more than once over a period of time• Someone is being hurt on purpose |







Social stories/Articles™

This concept was created by Carol Gray to support the social learning and understanding of people with different understanding. They describe what has or will happen in any social situation. It describes what people do, why they do it and what the common responses are. In this way they offer alternative perspectives.


Name: _____

Date: _____


Taking Charge of My Feelings and Behaviors

| | | | | | |
|--|---|---|--|--|---|
| <p>Taking Charge: I am checking how I feel right now.</p>  |  <p>Feel really good- I feel excited!</p> <input type="checkbox"/> |  <p>Feel good - I am calm and satisfied</p> <input type="checkbox"/> |  <p>Feel different - I feel like something is changing around me</p> <input type="checkbox"/> |  <p>Feel bad: My muscles are getting tighter</p> <input type="checkbox"/> |  <p>Feel really bad: My heart is beating fast and muscles are getting tighter</p> <input type="checkbox"/> |
| <p>Do I need to do something to help me feel O.K. or be safe?</p> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| <p>How do I feel now?</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


What will make me feel better or safer?




write down my thoughts




ask for a _____




give teacher my, "I need a break" card




ask for help




sit and count to 20




wait




think about a safe place




help a friend




think about my strengths (what I do well)




squeeze or press down on something




put my hands down




draw a picture




Squeeze my hands



breathe in and out slowly



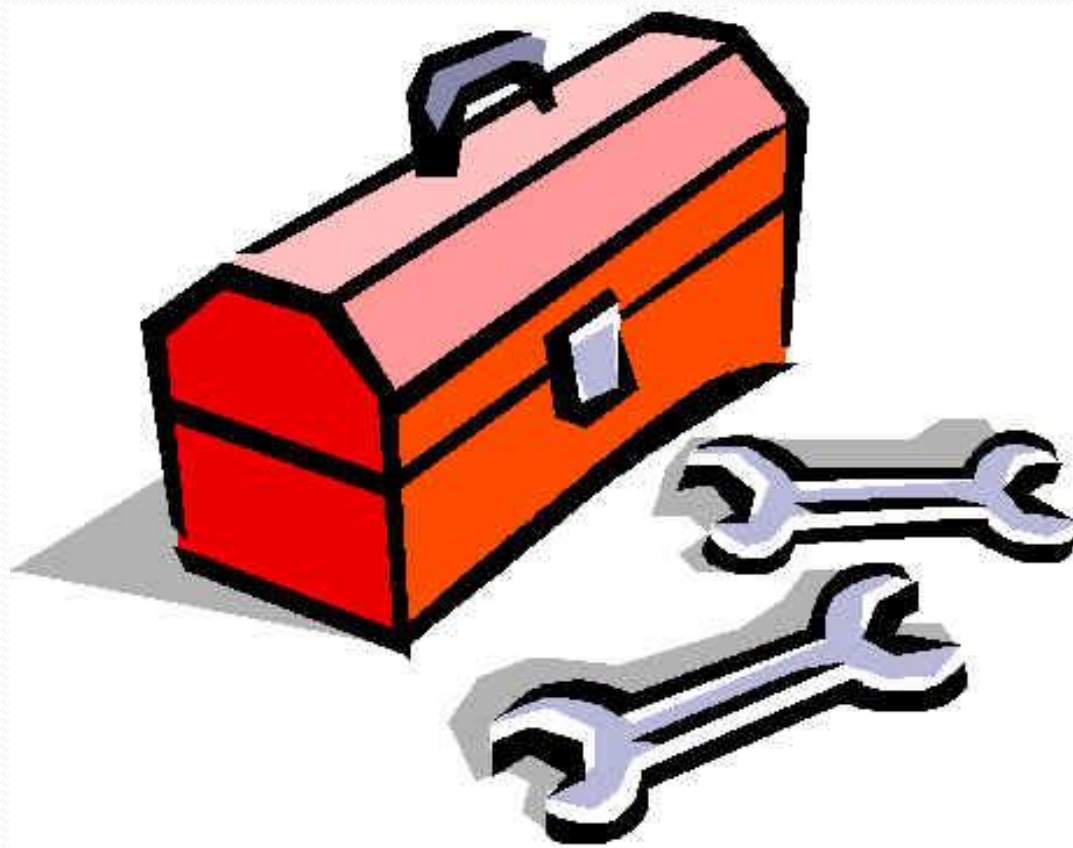
stretch my body



HOW BIG IS MY PROBLEM?

| | |
|----------|---|
| 5 | EMERGENCY Earthquake, Fire, Danger to yourself or others |
| 4 | GIGANTIC PROBLEM Fighting, Someone is hurt, Destruction to the class |
| 3 | BIG PROBLEM Small accident (spilled something, fell down), Not feeling well, you are bleeding |
| 2 | MEDIUM PROBLEM Someone is bothering you, you need something, |
| 1 | LITTLE PROBLEM Runny nose, need to go to the bathroom, lost your supplies, having trouble on work |
| 0 | GLITCH Not getting called on, not getting the supply you wanted, losing in a game |

Emotions toolbox



Coping with social media



Case Study

Charlie is 11 years and lives at home with his Mum and Dad and younger sister. Charlie has a diagnosis of Autism. Charlie has just started a new school. He knows two other children in his tutor group. The tutor group are about to go away on school journey. What could be done to support the trip.



PASSPORTS

- Parents to do...

Any Questions ?

