



# Along the Spectrum

## Tazewell Mason Counties Special Education Association

**April is Autism Awareness Month. It is a time to educate your community about autism! Spreading autism awareness in schools is a great way to celebrate April and promote inclusion and acceptance in the classroom and beyond.**

**Spring is the time to begin thinking about how to transition students with Autism to the next grade, school or even job. Below are several ideas and resources for a successful transition.**

### Planning for Successful Transitions Across Grade Levels

- Information should be exchanged about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication. The receiving teacher should learn about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.
- The receiving teacher may find it helpful to observe the student in his/her current classroom or school setting. This will provide important insight into the student's learning style and needed supports.
- Instructional assistants who will be involved in the student's daily education should be identified, educated, and informed about their role in the student's education.
- Before entering a new school, work to alleviate any anxieties the student with autism spectrum disorders may have about the new setting. Preparation for this move can be facilitated by providing the student with a map of the school, a copy of his/her schedule for the fall and a copy of the student handbook and rules.
- Create a video or social story about the new school so that the student can learn and review for the change at his/her own pace.
- Visits should be conducted to allow the student and his/her family to meet relevant school staff, and to locate the student's locker, rooms, etc.

\*Planning for Successful Transitions Across Grade Levels excerpted from Cathy Pratt, PhD, Indiana Resource Center for Autism

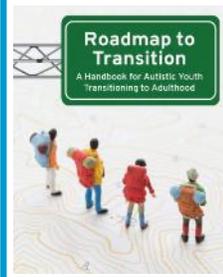
### Planning Resources

Including student interviews, parent interviews, and a variety of forms that would be very helpful in planning transitions between grades and between schools:

[https://www.ssdmo.org/cool\\_tools/inclusive/section\\_14.pdf](https://www.ssdmo.org/cool_tools/inclusive/section_14.pdf)

[http://www.gov.pe.ca/photos/original/ed\\_elementtran.pdf](http://www.gov.pe.ca/photos/original/ed_elementtran.pdf)

### Books for Transition to Adulthood



[Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood](#)



[Navigating College: A Handbook on Self Advocacy](#)

**NAVIGATING COLLEGE**

A Handbook on Self Advocacy

Written for Autistic Students, by Autistic adults

brought to you by

**ASAN**

Autistic Self Advocacy Network

Foreword by ASAN President Ari Neilman

Social skills are considered important for getting and keeping a job. In a 2016 study, the following were ranked as the important skills for students:

- Seeking clarification for unclear instructions,
- Getting to work on time,
- Not touching others inappropriately,
- Dealing appropriately with critical feedback, and
- Interacting appropriately with customers and/or clients.

It is recommended that students practice these skills in both classroom and community settings to facilitate generalization. A suggested teaching sequence for teaching employment-related social skills is:

1. Explain the rationale for learning the skill,
2. Present situations where the skill will be needed,
3. Model the skill for the student,
4. Provide opportunities for the student to practice the skill.
5. Provide feedback to the student,
6. Allow the student to evaluate and reflect on their own performance, and
7. Practice this skill in natural work settings.

**"Employment Social Skills: What Skills Are Really Valued?"**

By Martin Agran, Carolyn Hughes, Colleen A. Thoma, and LaRon A. Scott  
Journal: Career Development and Transition for Exceptional Individuals  
Volume 39, Number 2, May 2016  
Pages 111 - 120



Click on the link below to download the Transition Tool Kit:

[https://www.autismspeaks.org/docs/family\\_services\\_docs/transition.pdf](https://www.autismspeaks.org/docs/family_services_docs/transition.pdf)

helpful  
**RESOURCES**

**Illinois Department of Human Services**

*Transition Youth Services for Youth with Disabilities:*  
[www.dhs.state.il.us/page.aspx?item=35176](http://www.dhs.state.il.us/page.aspx?item=35176)

**Transition Services**

Illinois State Board of Education

[www.isbe.state.il.us/spec-d/html/total.htm](http://www.isbe.state.il.us/spec-d/html/total.htm)

*Tools and Resources for Transition:*

[www.isbe.state.il.us/spec-ed/html/indicator13.htm](http://www.isbe.state.il.us/spec-ed/html/indicator13.htm)

**Vocational Rehabilitation Agency**

Illinois Department of Human Services (800) 843-6154

[www.dhs.state.il.us/page.aspx?item=29737](http://www.dhs.state.il.us/page.aspx?item=29737)