

Transition


Developing a programme of active, person centred planning for young people with Asperger Syndrome.

Maggi Rigg




Changes at 16-19yrs

- culmination of an individual's childhood
- construction of an individual's life as an independent, contributing adult
- continuation of the educational process for the individual and their family
- change of roles and responsibilities for the individual, family and friends, as well as for agencies working with them

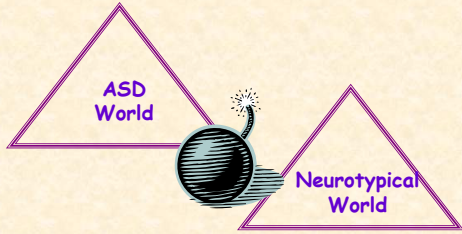
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What defines adulthood?


- Career choices
- Lifestyle issues - where and how we live
- Leisure, recreation and hobbies
- Social circles - private and public
- Quality of life


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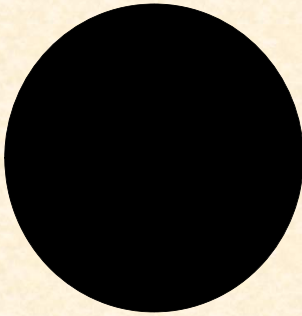
So What Happens When Worlds Collide?




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How can we stop this collision?

By providing the building blocks that will allow people with ASD to be **THEMSELVES**

And..... Successful Citizens



Cambian 7

Considerations for Transition Planning

- Placing the student at the centre of the process - where do they want to be in 5-10 years?
- What do they need to know?
- Ensuring a continual process
- Focusing on the positives
- Preparing for change and transitions
- Creating a circle of support

Cambian 8

2 Key Questions

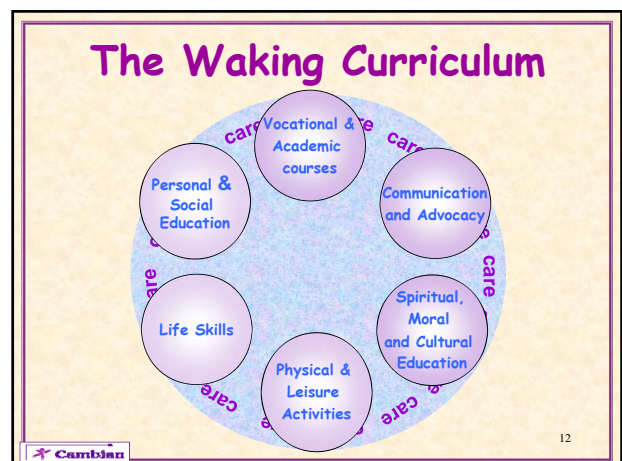
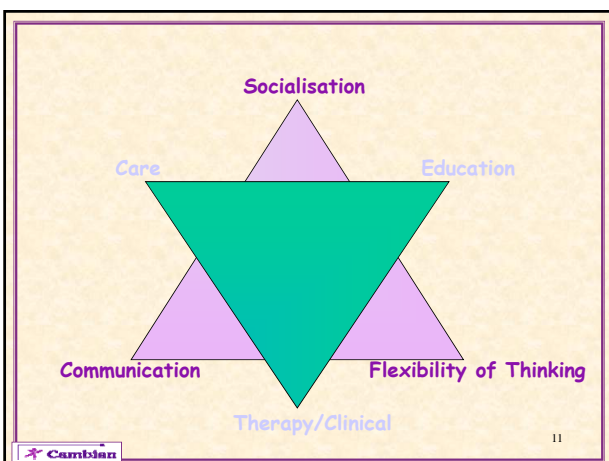
<p>❖ THINGS THAT ARE IMPORTANT <u>TO</u> ME</p> <ul style="list-style-type: none"> • Complete my A & AS levels • I would like to read Languages at university • My religion • Form good relationships • My Health • Finance • I want to be a translator 	<p>• THINGS THAT ARE IMPORTANT <u>FOR</u> ME</p> <ul style="list-style-type: none"> • Learn to develop my organisational skills • Be able to travel independently • To access Bournemouth college without staff support • Learn how to budget money • To visit universities of my choice and find out about the support I will get
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Cambian 9

Our criteria for success?

- Fusion of care/education/clinical/therapeutic services
- A Waking Curriculum
- Eclectic, consistent approaches
- Highly experienced, specialist staff in field of ASD
- Working in partnership with families, placing authorities, external agencies and communities

Cambian 10



Other aspects of our curriculum

- Finance
- Employment
- Crime & the Law
- Health & Well being
- Sexuality
- Drug & Alcohol Awareness
- Assertiveness
- Decision Making
- Personal Organisation

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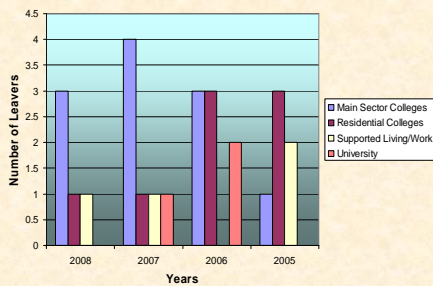
Management for 'Life'

- Minimise Difficulties
- Increase Tolerance
- Develop Self Management
- Promote Independence
- *Facilitate* the Learning. It can continue in adult life

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Where are they now?



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Some rules!!!!!!

- If you can teach the skill teach it
- If you can't teach the skill adapt it
- If you can't adapt it find a way around it
- If you can't find a way round it teach the neurotypical to cope!

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