It is the time in between activities or when moving from different settings. For example, the clean up time between free play with their toys to circle time as a group.

Children on the Autism Spectrum struggle from

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At home, the children have the freedom

Getting the experience at not only

Retrieved

but not necessarily exhibited by all

As a result, these children need more structure and support.

D

and sensory sensitivities.

As each part of the process is

Task

https://

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Information gathered from:

Signs of autism in asperger
C

Successful school change and

Transition supports are techniques used to support children on the Autism Spectrum during changes to activities, settings, or routines.

These supports provide more predictability for the children. It also reduces the amount of time it takes to transition, increases appropriate behavior during transitions, facilitates less reliance on adult prompting, and encourages successful participation in school and community outings.

Steps for implementing transition supports

• Step 1: identity problematic transitions

• Step 2: select appropriate transition supports

• Step 3: implement appropriate supports

• Step 4: collect data and problem solve for successful transitions

Characteristics of Autism Spectrum Disorder

Autism is a disorder on a spectrum, which means that the child may not exhibit all the characteristics of the disorder as well as different severities of each symptom. The characteristics of Autism can be marked by difficulties in behaviors, social interaction, communication and sensory sensitivities. Some of these characteristics are common among children on the spectrum while others are typical of the disability but not necessarily exhibited by all children on the autism spectrum.

Examples of Behaviors:

• Unusually intense or narrow interests.

• Stereotyped and repetitive body movements such as hand flapping and spinning.

• Repetitive use of objects such as repeatedly switching lights on and off or lining up toys.

• Insistence on sticking to routines such as playing with the same friends each new day.

• Unusual sensory interests such as sniffing objects or staring intently at moving objects.

• Sensory sensitivities including avoidance of everyday sounds and textures such as hair dryers, vacuum cleaners and sand.

Examples of Impaired Social Interaction:

• Limited use and understanding of non-verbal communication such as eye gaze, facial expression and gesture.

• Difficulties forming and maintaining friendships.

• Lacking the ability to share enjoyment, interests and activities with other children.

• Difficulties with social and emotional responsiveness.

Examples of Impaired Communication:

• Delayed language development.

• Difficulties initiating and maintaining conversations.

• Stereotyped and repetitive use of language such as repeating dialogue from a television show.

• Information gathered from: https://www.autismspectrum.org.au/content/characteristics

We’re Putting Our Toys Away

Tune: The Farmer in the Dell

We’re putting out toys, we hope it’s not too late.
To have more fun, we’ll get it all done,
We’re putting out toys!

Tidy up, tidy up, put the toys away.
Tidy up, tidy up, put the toys away.
Tidy up, tidy up, put the toys away. For we’ll get them out again the next time that we play!