

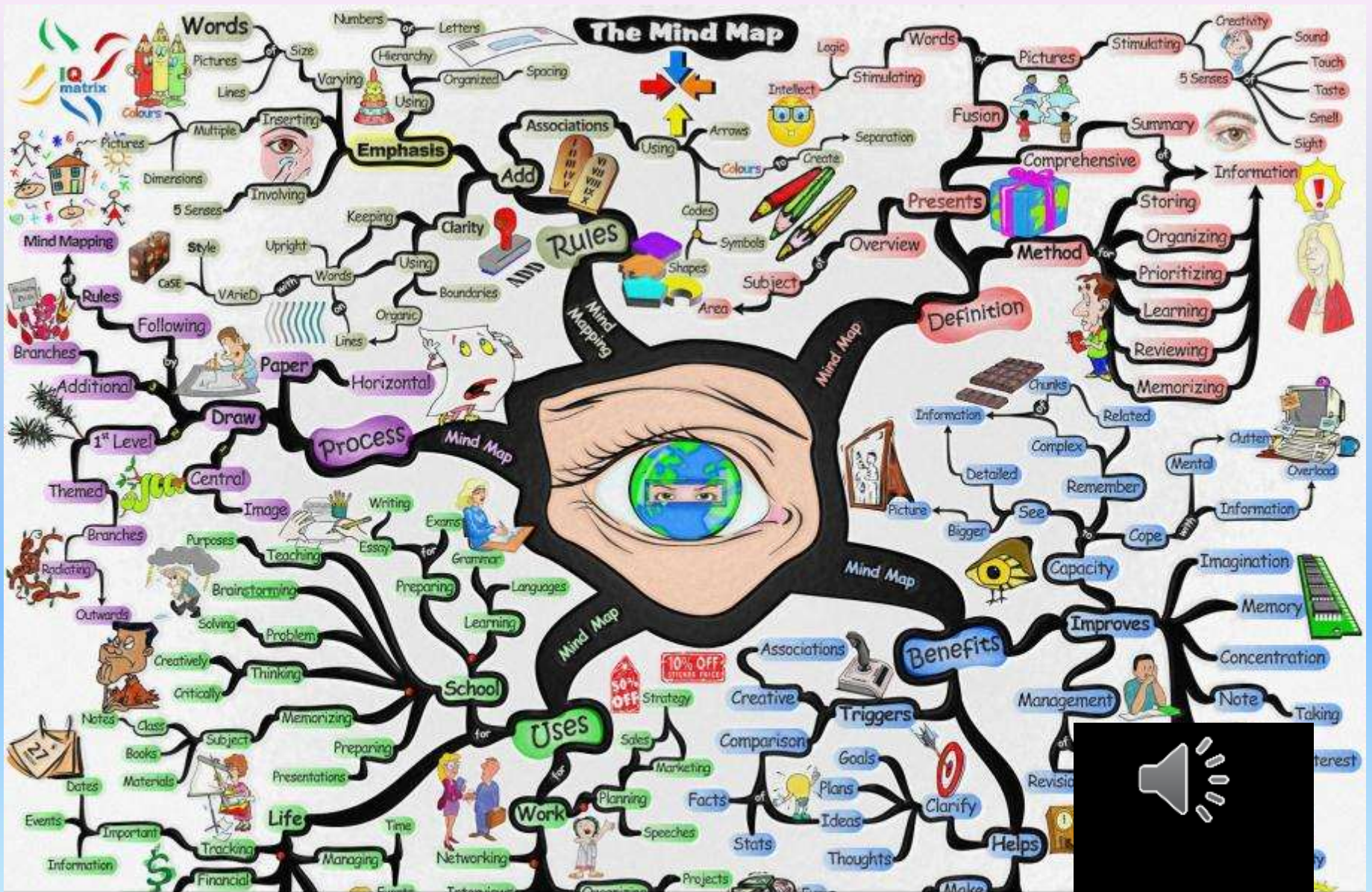
Making it Work !

Orientation to TAFE for Students with Aspergers Syndrome Condition

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Pathways 11 conference November 2012 Adelaide



music

Program Goal

to reduce the stress and anxieties experienced by students with ASC as they transition from their familiar high school environments to the unfamiliar TAFE institution

Reasons Why the Transition Program was Developed

- It *became apparent that more students* with a diagnosis of ASC were accessing TAFE and registering with my Unit for support.
- **Cambridge University**, found that for every three diagnosed cases of autism, there are two that are not diagnosed - meaning the true prevalence in the U.K. could be as high as **1: 64** (2009)

studies show that VET brings significant benefits to the labour market outcomes for people with a disability

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH
AUTHORS: TABATHA GRIFFIN & FRANCESCA BEDDIE
Commonwealth of Australia, 2011

How it works?

- Pilot Transition Project funded in 2008 – has continued annually under core funding
- The Students were enrolled in Course 9070 “Access to Work and Study”
- 6 Structured and specifically paced sessions
- Many different teachers are involved
- On-going : monitoring/ tutorial /follow –up funded under regular student support funds

Criteria for Inclusion in the Project

Must have:

- a vocational goal established by Individual Transition Plans conducted by the Teacher Consultant and Support Teacher Transition or Case Manager
- applied for a course as required
- TAFE appropriate behaviours
- links with Employment Support Organisations (DES/ DEN Providers)
- support by family or caregivers

Staff

- Staff were carefully chosen for not only their teaching skill but their classroom management techniques and their attitude.
- Presenter presentation was important
- Voice and language considerations
- Awareness of sensory stimuli in the environment

Planning

- Teachers meeting
- Planned the sessions and resources
- Best Practice Teaching Strategies were implemented at All times in and out of the classroom.
- Sessions were
 - non threatening
 - interesting
 - students attention spans

Transition

- **E**arly Identification
- **A**dult learning environment
- **S**ocial interaction
- **Y**ourself

Early Identification

- **Planning, organising & setting up support & services**

What & Why

- time to meet and get to know student and vice versa
- present alternatives BUT be aware of too many options
- time for decision making
- Introduction to new environment; rules and regulations
- reduces anxiety

Adult Learning Environment

- **New environment, routines, responsibilities, people and practices**

What & Why

- use visual aids wherever possible: maps, timetables and practice
- write instructions and reminders in point form and using plain English
- Getting to know new terms and types of assessments e.g. Group work
- give the student a place to come if there is ANY problem; single point of contact **AND** back up plan!

Social Interaction

- **Social communication and behaviour**

What & Why

Discuss with the student

- initiating and sustaining conversations
- appropriate social behaviour; eg adult relationships with teachers
- bullying/harassment

Social Group

- Lunchtime get together
- Maintaining friends
- Structured short sessions
 - Anger management
 - Employment support
 - Group work
 - Hobbies
 - Assignments
 - Relationships
 - Peer tutoring
 - Health
 - Anxiety
 - Job readiness

You (and your student)

- **Every person with ASC and HFA is different**

What & Why

- ensuring the student is aware of the condition, how it affects them and those around them
- ensuring you know your student and the likely behavioural triggers and indicators of increasing anxiety
- ensuring teachers know what they need to know about the student

You (and your student)

- Emphasis in each session on AS
- College Tours
- Interview Head Teacher
- Meet support Teachers
- Time Out Room

Program Organisation

- Rooms near my office
- Availability to change rooms
- Close to facilities including the canteen
- Change Teachers
- Change timetable without warning

Monday 19th November

INTRO

- Introductions and Welcome from Staff
- Enrolment forms
- Outline of the sessions for the next few weeks
What I'd like to learn from these sessions
- Hiccups
- Being a TAFE student Thomas -welcome and his story
- ***Concurrent Parent Morning tea and chat***

Hiccups !!!

- Finding my class
- Meeting new people – students
- Unwritten classroom rules
- Going to the toilet during class time
- Transport – getting to and from TAFE
- Where do I sit?
- Telling someone they're annoying me
- Assessments/Exams
- Type of books to bring
- Talking to teachers
- Following a timetable
- What do I do if I become angry?
- Using the canteen
- Meeting new people – teachers
- Asking questions
- Working in a group
-

More Hiccups !!

- Who do I see if I have a problem?
- Bullying
- Harassment
- Assignments
- Clothing choices
- Making appointment with teachers
- What do I call the teachers?
- What do I do if I feel frustrated?
- What do I do if I need to leave the classroom?

Wednesday 21st November

Understanding TAFE terms

- What help can you get ?
- Timetable/What to Bring SAG/ Orientation reasonable adjustment
- Mt Druitt College Campus tour

Monday 26th November

Independent Learning, My Rights and Me

- How and when to ask questions ?
- Mind Maps
- Note taking
- Organising my folder
- Assignments projects/essays/quiz/design
- Personal Grooming
- Assertive /Aggressive communication
- Rights and responsibilities
- Disclosure and Privacy

Wednesday 28th November

Now I'm in the Class

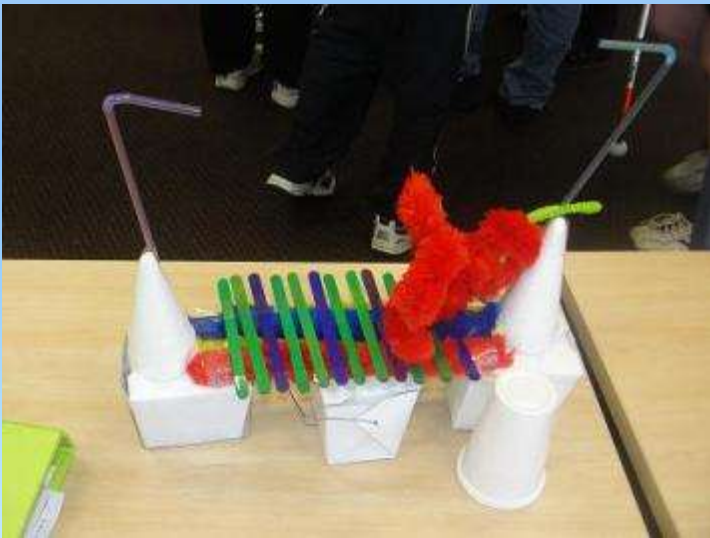
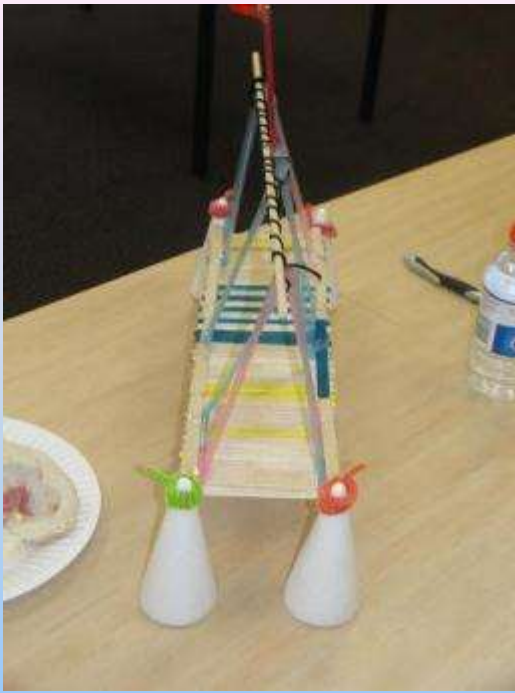
- How to follow a timetable
- Time management
- Classes/ study/ leisure times
- Communication 1:1
- Communication in a group
- Technologies to help you
- Identifying stressors stress reduction techniques
- Expression through Art

Monday 3rd December

Project Day

- Intro to Project- split into groups - plan as required - work on Project –Presentations





Students Presentations



Student Presentations



Wednesday 5th December

My independent Strategies

- Self Monitoring Cards
- Emergency Contact Cards
- Revisit hiccups
- Feedback on individual campus tours
- Reinforce where to look for assistance when required
- Time Out –de stress room
- Social Pizza and games

On going Support

Individual Support

- Support teachers / Mentors
- Support co-ordinator in different sections (Faculty)
- Informal monitoring
- Formal monitoring

Staff Development

- 3 or 6 hour Staff Development Program

Thomas



Students Comments

- *On the first day, in the break, we stood around looking at the trees and grass. By the last session you couldn't keep us quiet. Its the first time I have made friends.*
- *I'm just thankful that this course existed and I hope that it continues for many years to come*
- *"I think I have made friends that are like me and know what its like to have problems*
- *It may give me a massive headstart*

The bottom line

- Would you recommend the Orientation Program to another adolescent or young adult with ASD?
- Participants: 100% Yes
- Parents: 100% Yes

In their words

- “Really helps a lot learn things about tafe what to do ect”
- “there were other people that have problems same as me”
- “If others with Aspergers in the group can do things, I can do it too.”
- “the orientation program was very valuable as it took the uncertainty out of tafe”
- “Made him confident , aware and ready.”
- “It prepared him and made him familiar with the place, what to expect, where to go and who to go to.”

Recommendations

- Smaller groups for majority of sessions
- Greater parental connections in the program, better information exchange
- Evaluations of future executions of the Orientation Program

- **What more would they like**

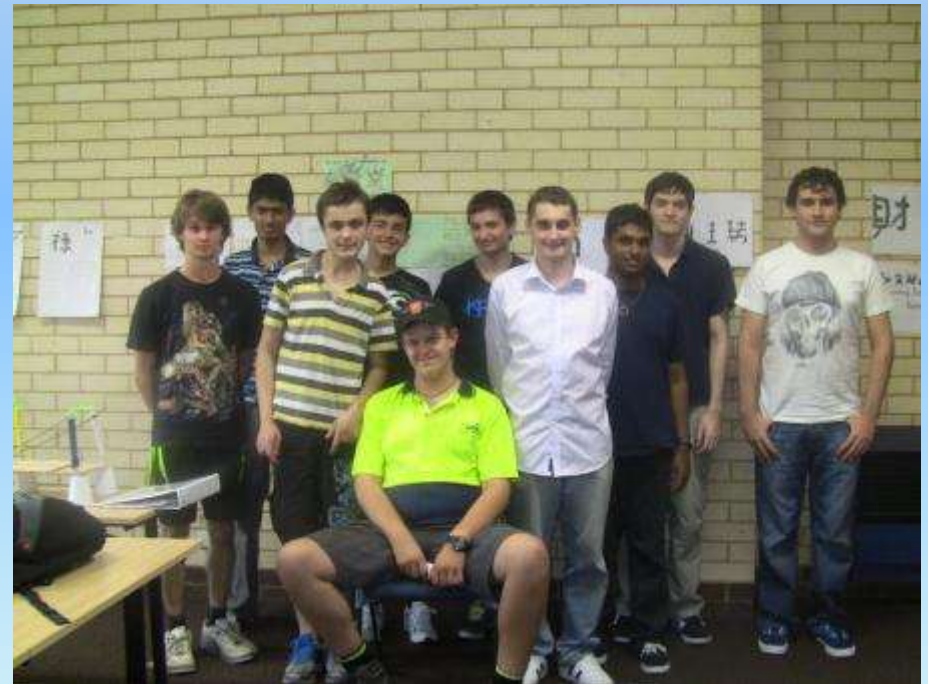
How TAFE works, handwriting, disclosure, presenting to the class, organising folders

“Today, the best options to ensure optimal outcomes for individuals with ASD are education and multi-faceted supports for home, community, and employment success. All who teach and support individuals with ASD and their families must understand the complex nature of the disorder and be educated on how to provide multi-faceted, comprehensive services that will serve their long-term needs.”

U.K. Autism Study Finds Prevalence one in 64

Thursday, June 4, 2009

By: Carin Yavorcik



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Aspergers Education and Transitions for Young Adults