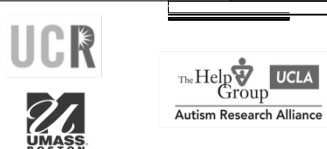


Successful transition to early schooling for children with autism




Successful transition to early schooling for children with autism

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The Transition to School as a Crucial Developmental Period

Kindergarten places new demands on children's academic skills, social skills, behavior, and self-regulation

Nearly half (48%) of children were found to be under-prepared for kindergarten

Types of behaviors lacking: following directions, working independently, working in groups, communicating

Children at risk even less likely to be adequately prepared



What happens when the child has ID

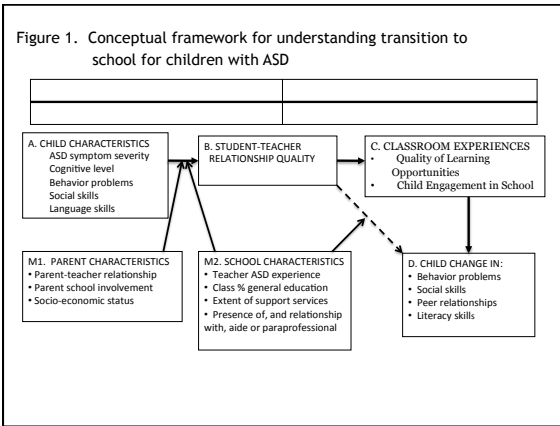


Children with ID will have difficulties adjusting to school, not only because of cognitive impairment, but also due to heightened behavior problems and deficits in social skills

Teachers of children with ID may also be more stressed and engage in more behavior struggles

What we might expect for Children with Autism Spectrum Disorders:

- Characterized by risk factors that make poor STR's more likely
- Cognitive, communicative and adaptive behavior deficits can require more adult assistance in mastering the basic academic, behavioral and social skills required in early school years
- Child's relationship with one-on-one aide or paraprofessional may affect relationship with teacher



Variables that may affect STR in autism

Cognitive ability:
How does it affect STR' s?
Does it moderate (buffer) the relationship between STR and child outcomes?

Parents' relationships with teachers:
Does it predict STR?
Does it moderate the relationship between child characteristics and STR quality?

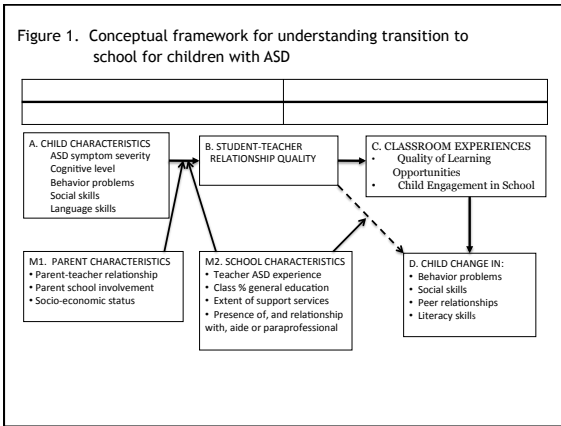
Classroom placement:
What is the relationship between type of classroom placement and STR' s?
Does it moderate the relationship between child characteristics and STR?

Variables that may affect STR in autism [CONT.]

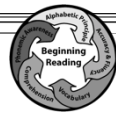
Teacher training and experience:
What is the relationship teacher training and experience and subsequent STR' s?
Can teacher training moderate the relationship between child characteristics and STR?

Paraprofessionals:
Will the presence and quality of relationship with paraprofessionals buffer the relationship between child characteristics, STR quality and child outcomes?

Figure 1. Conceptual framework for understanding transition to school for children with ASD



The Big 5



- **Phonemic Awareness**
 - Speech sounds; the ability to hear the sounds spoken in words
- **Alphabetic Principle**
 - Letter-sound correspondence; Understanding that words are composed of letters
- **Fluency**
 - Automaticity; mastery of reading quickly and effortlessly
- **Vocabulary**
 - Receptive and expressive word meanings
- **Comprehension**
 - Complex process of understanding, making meaning from text

AIMSweb


- Similar in format and benchmarks to DIBELS
- Short (1 minute) assessments
- Evaluate individual student progress
- Uses NWF, PSF and ORF (from DIBELS)
- Also uses...
- LNF: Letter Naming Fluency
- MAZE: finding a missing word as a measure of comprehension

Additional Language Battery

<p>CASL</p> <ul style="list-style-type: none"> • Comprehensive Assessment of Spoken Language • Assesses processing skills of comprehension, expression and retrieval • Reliability from .64 to.94 	<p>CCC2</p> <ul style="list-style-type: none"> • Children ' s Communication Checklist • Parent rating scale to child's speech, vocabulary, social language and pragmatics (autism)
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Do You Have a Child with an Autism Spectrum Disorder?

The SEARCH Family Autism Resource Center at UC Riverside (UCR) is looking for children with Autism Spectrum Disorders to participate in a research study.
Appointments at The Help Group in Sherman Oaks or UC Riverside



Successful Transition in the Early School Years for Children with Autism Spectrum Disorders

Your child may be eligible if he/she:

- Is between the ages of 4-7
- Has an autism spectrum disorder

Participation involves:

- Gold standard assessments with your child
 - Including the Autism Diagnostic Observation Schedule (ADOS) and intelligence testing (IQ)
- Parent and teacher questionnaires
- Parent interviews
- Three visits over 18 months

Participants receive:

- \$150.00 for three visits to The Help Group or UC Riverside
- Assessment/evaluation report at first visit
- DVD of parent and child interaction at second visit
- Developmental summary at third visit

For more information about the Smooth Sailing study call:
Los Angeles area: 310-825-9392
Riverside area: 951-827-9849

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 Dr. Jan Shulman, Principal Investigator, UCR Riverside School of Education
 UC Riverside, IRB approval #08 15-010



The Faces of SEARCH

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