

# Transitioning young adults with severe autism from school to a day program



Alice Lockwood

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# Background Information

## What is Giant Steps?

- ASD specific school and adult day-program
- Sydney and Melbourne
- Across the ages 4-18+
- Trans-disciplinary education and therapy model
  - Occupational Therapy
  - Speech Therapy
  - Music Therapy
- Adult day-program (AASGS):
  - Funded through NDIS and parent fundraising
  - Most clients transitioned from the school
  - Client-focused approach
  - Working directly with families



# Why?



- Regression of skills and increase in behaviours post-transition
- Increased anxiety and decreased functionality
- Collaboration revealed a difference in the supports used and activities between school and day-program
- Need for consistency was established
- What makes a transition process successful?



# How?

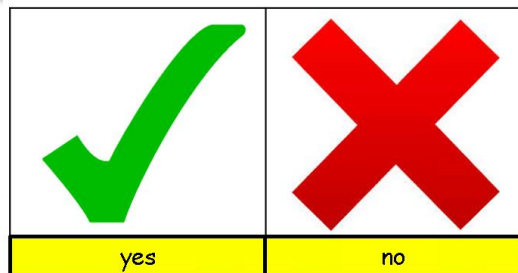


- Qualitative survey conducted across school and day-program (50% OT's and 50% teachers)
  - Open ended questions investigated staff experiences related to student transitions
- 
- Results analysed to identify 5 common themes key to successful transitions
    1. Communicate needs/wants
    2. Safely access the community
    3. Adapt in response to change
    4. Make choices across their day
    5. Engage in self-occupation



# Results

1. Effectively communicate their needs/wants across settings












2. Safely and independently access the community



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# Results

3. Adapt and self-regulate in response to change

Wednesday		
1	YouTube	
2	Walk	
3	Morning Tea	
4	<del>Bus</del> car 	
5	<del>Swimming</del> bowling 	
6	Lunch	
7	Giant Steps	
8	Home	



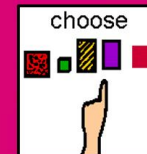
4. Make choices throughout the day



books



YouTube



paint nails



trampoline

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# Results

5. Engage in self-occupation



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# Conclusion

- Informs the Occupational Therapists role
- Guides intervention in senior school and day-program
- Currently designing a Post-School Transition Protocol: 5 stages of a successful transition

Information  
Sharing

Observation

Graded  
Integration

Positive  
Programming

Education

## Post-School Transition Protocol

### Client Information

Name:	DOB:
Age:	Parents:
Address:	Phone:
NDIS no:	

### PHASE ONE: Information Gathering

The information gathering phase is focused on AASGS staff gathering as much information from school staff, reading all completed documents, assessments and reports.

Information Shared/Read	Yes	No
Has the most recent <b>Student Profile</b> been shared with AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
Has the most recent <b>Student Engagement Support</b> checklist been read by the AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
Have the most recent <b>OT assessments and reports</b> been read by the AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>ADL Assessment</li> <li>BAHA Assessment</li> <li>QAS Goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Has the most recent <b>ST assessments and reports</b> been read by the AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Expressive/Receptive</li> <li>QAS Goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Has the most recent <b>Curriculum Report</b> been read by the AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
Has the most recent <b>Individual Community Access Risk Assessment</b> been read by the AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
Has the most recent <b>Health Care Plans</b> been shared with AASGS team?	<input type="checkbox"/>	<input type="checkbox"/>
Have recent <b>Behaviour Support Plans</b> and data collection methods been reviewed?	<input type="checkbox"/>	<input type="checkbox"/>
Has an AASGS <b>Information Pack</b> been completed by the student's teacher/therapist?	<input type="checkbox"/>	<input type="checkbox"/>
Have the student's <b>NDIS goals</b> been read?	<input type="checkbox"/>	<input type="checkbox"/>
Have the student's <b>parents/house managers</b> been contacted and completed an initial transition meeting?	<input type="checkbox"/>	<input type="checkbox"/>

### PHASE TWO: Observations

This phase focuses on rapport building with the student and consolidating knowledge using the AASGS shadow shift form. This is also a great opportunity for school staff to train AASGS staff on protocols for using specific communication supports etc.

To be completed by AASGS Staff (5 staff observations minimum)	Observation 1	Observation 2
Staff name:		
Date:		
Setting:	(e.g. classroom, bushwalk, at home)	

AASGS Shadow shift form completed by transition coordinator?	Observation 1	Observation 2 (optional)
Staff name:		
Date:		
Setting:	(e.g. public transport, work experience)	
Observation comments:	(e.g. notes on AASGS program routines, activities, opportunities, differences from school program, communication styles etc.)	

### PHASE THREE: Graded Integration

This phase focuses on gradual integration of the student into the AASGS program and consolidation of multidisciplinary team; sharing information/setting programs with external stakeholders.

AASGS Program Integration Checklist	Yes	No
Has the student completed at least 5 weeks of integration in to College programs (1-2 days per week)?	<input type="checkbox"/>	<input type="checkbox"/>
Have all relevant student documents been re-read in their new client folder?	<input type="checkbox"/>	<input type="checkbox"/>
Have AASGS staff contacted (if to allow access)?	<input type="checkbox"/>	<input type="checkbox"/>
Have external services/supports for 2020 been contacted by transition coordinator/OT and given the AASGS enrolment info pack? e.g. Respite services, supported accommodation house manager, work placements, other day service client etc.	<input type="checkbox"/>	<input type="checkbox"/>
Have a number AASGS staff been working with the student? And have potential support staff for 2020 been identified?	<input type="checkbox"/>	<input type="checkbox"/>

### PHASE FOUR: Positive Programming

This phase focuses on implementing proactive strategies to ensure students have access to appropriate supports to meet their needs.

Has the student's 2020 program been designed with the following considerations?	Yes	No	Comments
Compatibility with existing clients – has the compatibility matrix been completed and saved in the transition folder?	<input type="checkbox"/>	<input type="checkbox"/>	Compatibility matrix representing clients that have similar needs etc.

Compatibility with AASGS workers	<input type="checkbox"/>	<input type="checkbox"/>	Any staff with previous knowledge/experience
Preferred activities and values	<input type="checkbox"/>	<input type="checkbox"/>	Such as?
NDIS goals	<input type="checkbox"/>	<input type="checkbox"/>	How do NDIS goals match program?
Medical considerations	<input type="checkbox"/>	<input type="checkbox"/>	Epilepsy friendly venues, ambulance access
Places people to avoid	<input type="checkbox"/>	<input type="checkbox"/>	Emotional memories, bad experiences
Supports from the school carried over and implemented at AASGS e.g. Speech and OT supports	<input type="checkbox"/>	<input type="checkbox"/>	Communication devices, sensory diets/sensory bags etc.

Attach a copy of proposed 2020 timetable below:

### PHASE FIVE: Education and Training

This phase focuses on upskilling and training AASGS staff and nominated key support workers for the student so that an informed handover has taken place.

Have the following tasks been completed?	Yes	No
Transition coord/OT shared Client profile and Healthcare plan (if applicable) with all staff?	<input type="checkbox"/>	<input type="checkbox"/>
Client-focused meeting held with all staff with broad information re: client shared? DATA.	<input type="checkbox"/>	<input type="checkbox"/>
Chosen staff completed minimum 3 shadow shifts with transition coord/OT?	<input type="checkbox"/>	<input type="checkbox"/>
MS teams set up for new client with Goals and Behaviour data (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>
Cross-organisational training (if applicable) scheduled or completed?	<input type="checkbox"/>	<input type="checkbox"/>

### PHASE SIX: Assessment and Review

This phase focuses on ongoing assessment and review of students' progress once they are enrolled and attending AASGS. This review process is critical in determining how the program can best meet the needs of the student and ensuring that strategies and activities are matching those needs.

Ongoing assessment and review	Staff name:
Date:	
Staff feedback:	How do AASGS staff feel the client is going? What activities are/aren't working well?
Data Review:	What does the client's MS Teams and behaviour data tell us? Is positive progress being made or regressions?
Client-focused meeting date:	Link to client-focused meeting minutes:
Assessment:	The following assessments are completed over a 12 month period:
	<ul style="list-style-type: none"> <li>Adult Sensory Profile</li> <li>ADL Assessment</li> <li>Client Engagement Support</li> <li>Community Access Risk Assessment</li> <li>Daily Checklist</li> <li>PUPP Modified Assessment</li> <li>Life Skills Profile</li> </ul>

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# Future

- Complete Post-School Transition Protocol and implement an intervention period and evaluation of success
- Gauge parent opinions and experiences of transition process
- Apply transition protocol to Melbourne College, currently in development
- Disseminate findings to both OT and education networks



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Any further questions:  
email [alice.lockwood@giantsteps.net.au](mailto:alice.lockwood@giantsteps.net.au)