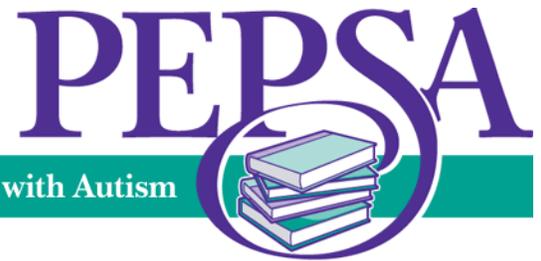




Florida Department of Education



Partnership for Effective Programs for Students with Autism

PEPSA 2009-2010

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The Use of a Social Personal Skills Class for Successful Transitions in 6th Graders Diagnosed With Asperger's Syndrome

This project was developed by using a social personal skills class for children diagnosed with Asperger's Syndrome upon entering middle school. The transition from primary to secondary school is important in the lives of children and their families, yet research has shown that transitions can be stressful for children, that continuity of curriculum between primary and secondary school may suffer during transition and that some vulnerable children need intervention prior to transition (McGee et. al., 2004). Individuals that have been diagnosed with ASD are those individuals that fall into this vulnerable category.

Thus, the purpose for this project is to teach children with ASD how to effectively communicate and give them the support needed with new curriculum and environments when transitioning into middle school. The steps that were taken for successful transitioning into middle school was to enroll those students, diagnosed with Asperger's Syndrome, into a social personal skills class and utilizing a social skills curriculum to help promote those positive transitions they needed. Those students also received support facilitation throughout their day and had the ability to access the social personal skills teacher at any time for counseling if needed. This curriculum included the following six domains: non-verbal language, social inferences, emotions, conversations, getting along and interpersonal negotiations.

The outcomes of the social personal skills class was successful for the students that were enrolled. Since there was no set curriculum for the social skills class, this project only enhanced the class by helping to define a curriculum that was important for those students and gave the educational team something to work on.