

1. Record Nr.	UNINA9910791812303321
Autore	Clements John <1946 Dec. 1->
Titolo	Transition or transformation? [[electronic resource]] : helping young people with autistic spectrum disorder set out on a hopeful road towards their adult lives / / John Clements, Julia Hardy and Stephanie Lord ; with graphics support from Matt Whelan
Pubbl/distr/stampa	London ; ; Philadelphia, : Jessica Kingsley Publishers, 2010
ISBN	1-283-90622-8 0-85700-386-0
Descrizione fisica	1 online resource (178 p.)
Altri autori (Persone)	HardyJulia LordStephanie
Disciplina	371.94
Soggetti	Autism spectrum disorders Autism Autistic children - Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Transition or Transformation? Helping young people with Autistic Spectrum Disorder set out on a hopeful road towards their adult lives; Acknowledgements; Introduction: Transition and Transformation; Chapter 1: The Beginning; Chapter 2: Student Stories; Chapter 3: The Staff Perspective; Chapter 4: An Understanding of Autism; Chapter 5: Ethos, Practice and Curriculum; Chapter 6: The Relationship Style; Chapter 7: Relationship Techniques -Visual Supports for Communication; Chapter 8: Relationship Techniques -Developing a Reflective Self; Chapter 9: Relationship Techniques -Body Basics and Message Chapter 10: Relationship Techniques - Reward, Punishment and a Culture of Celebration Chapter 11: Transition or Transformation?; Chapter 12: Organisational Supports; References; Appendix 1: Sample Staff Training Materials; Appendix 2 The Role of Educational Placement, Education Provision and Parents On The School Performance Of Children with Autistic Spectrum Disorders; References for Appendix 2; Index

Sommario/riassunto

Young people with Autism Spectrum Disorders (ASDs) can often find the step into adulthood and independence more difficult than their neurotypical peers, particularly where employment is concerned. The authors show, however, that with the right guidance and a positive attitude in schools, young people with ASDs can be every bit as happy and successful as those who are not on the spectrum. The book describes a programme developed over a number of years by teachers at a school for young people with ASDs, which successfully enabled autistic pupils to achieve their full potential. The authors explain
