



# Student and Parent Perspectives of the Transition From Primary to Secondary School for Students With Autism Spectrum Disorder

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**Objective:** Transition from primary school to secondary school is an important point in a young person's development. Children's experiences at transition have been found to have an enduring impact on their social and academic performance and potentially their success or failure at secondary school. This primary-secondary transition frequently presents challenges for children with Autism Spectrum Disorder (ASD), resulting in uncertainty and anxiety. The objective of this study was to explore the perceptions of children with ASD, on the topic of which features of school environment fit more or less well with their needs, as they transitioned from primary to secondary schools.

**Method:** Semi-structured interviews were used to gather the experiences of 6 students with ASD, and their parents, before and after the transition to secondary school. A thematic analysis of these data identified common themes that captured the fits and misfits between the children's needs and their primary and secondary school environments.

**Result:** Overall, participants voiced more positive perspectives of secondary school than primary school. Data analysis identified themes of feelings about school, peer relationships, relationship with school staff, curriculum, school organization, and accommodations.

**Conclusion:** Inclusion and integration of students with ASD in mainstream secondary schools at transition can be a positive experience when the school environments are a good fit with the individual needs of each child with ASD. The transition can be challenging for children when a one size fits all approach is taken.

**Keywords:** autism, transition, primary school, secondary school, ASD, school transition

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## Editorial

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Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by enduring deficits in social communication and social interaction in addition to patterns of restricted and repetitive behaviors, interests, or activities across multiple contexts (American Psychiatric Association, 2013). ASD is a spectrum condition, and the wide-ranging presentations of ASD result in significant disparities in functional characteristics from one individual to another and variable levels of performance across domains (Fow nell et al., 2018).

Transition from primary to secondary school represents a significant milestone in a child's educational career. As a group, children with ASD have been identified as particularly vulnerable

## Spectrum 1 Students Perspectives

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## **Spectrum 1 Students Perspectives:**

**Perspectives on Transforming Higher Education and the LGBTQIA Student Experience** Herridge, Andrew, Prieto, Kaity, 2024-01-19 Today's institutions of higher education must continuously adapt to meet the evolving needs and expectations of each new generation of students. A significant and growing presence within academia is the LGBTQIA community. LGBTQIA individuals are now four times more likely to attend higher education institutions away from home. However, a substantial proportion of these students remain unseen, with more than half avoiding exposure of their identity to faculty and staff and in some cases even to their peers. *Perspectives on Transforming Higher Education and the LGBTQIA Student Experience* is a comprehensive academic exploration of the intricate world of LGBTQIA students in higher education. This book sheds light on the multifaceted challenges and complexities that LGBTQIA students face, transcending the boundaries of sexual orientation, gender identity, race, ethnicity, ability, and socio-economic class. This book is a seminal work designed to enlighten and inform students, faculty, student affairs practitioners, higher education administrators, and policymakers, and is structured to provide a holistic understanding. This book encompasses critical themes including LGBTQIA student identity development, the intersectionality of identity, LGBTQIA student experiences within the campus climate, and the impact of laws and policies on their lives. This book also explores a diverse range of topics spotlighting often under-researched and underrepresented communities and experiences.

**Psychological Therapies for Adults with Autism** Debbie Spain, Francisco M. Musich, Susan W. White, 2022. *Psychological Therapies for Adults with Autism* aims to fill the gap between research and treatment for adults with ASD. Serving as a compendium of diverse research-supported treatment approaches, chapters are written by internationally recognized experts and include case studies to illustrate this research in practice.

**Group Development and Group Leadership in Student Affairs** Wendy Killam, Adam Carter, Suzanne Degges-White, 2020-10-02. *Group Development and Group Leadership in Student Affairs* provides readers with an overview of basic group dynamics and techniques that are effective in higher education and student affairs settings. Student affairs professionals frequently use group work and team projects that require them to engage undergraduate students in ways that are unlike the classroom or less formal social setting. To help these individuals navigate their new roles, this book will provide an overview of basic group dynamics and leadership skills that facilitate productive group functioning. The book will be both a textbook that provides content regarding group dynamics, group theory, and group leadership, and a workbook/guidebook that provides information and scenarios that encourage readers to consider how the basic group principals can be applied in various areas of student affairs.

**Handbook of Quality of Life for Individuals with Autism Spectrum Disorder** Justin B. Leaf, Joseph H. Cihon, Julia L. Ferguson, Peter F. Gerhardt, 2022-06-01. This handbook offers a comprehensive examination of wide-ranging issues relevant to adults diagnosed with autism spectrum disorder. Coverage includes a detailed review of such issues as psychiatric comorbidity, family relationships, education, living in different settings (e.g., group homes, community).

meaningful and effective interventions functional goals e g social language vocational and adaptive behaviors and curriculum In addition the book provides unique perspectives of parents as well as individuals diagnosed with autism spectrum disorder who have reached adulthood Key areas of coverage include Transitioning adults diagnosed with autism spectrum disorder from educational settings to vocational settings Strategies that can help create independence for adults diagnosed with autism spectrum disorder Effective approaches to address issues relating to sexuality for adults diagnosed with autism spectrum disorder The effectiveness of early intensive behavioral intervention to help adults diagnosed with autism spectrum disorder Handbook of Quality of Life for Individuals with Autism Spectrum Disorder is an essential reference for researchers professors and graduate students as well as clinicians therapists and related professionals in clinical child and school psychology social work behavioral therapy and related disciplines including clinical medicine clinical nursing counseling speech and language pathology and special education

The Handbook of Peer Tutoring Russ Hodges,Daniel

Sanford,Michelle Steiner,2025-10-16 The Handbook of Peer Tutoring is the authoritative resource on the emerging interdisciplinary field of peer tutoring in higher education Addressing the multiple audiences of undergraduate tutors in advanced trainings students immersing themselves in the research of learning and writing centers professionals seeking to understand the history and current state of the field and researchers specializing in peer led learning the book gathers in one volume the voices that define the current state of the field In doing so it brings authors and ideas from previously discrete areas of study learning centers writing centers the scholarship of teaching learning communication composition developmental education psychology and others into conversation with one another and advances the case for a single shared scholarship of post secondary peer tutoring that spans numerous disciplines professional communities and continents Each contribution establishes the state of the research with a respect to a specific question or topic and proposes directions for future research Collectively the volume both synthesizes and advances the state of the field while also providing a roadmap for its future growth

Autism, An Issue of ChildAnd Adolescent Psychiatric Clinics of North America Thomas Flis,Scott R

Pekrul,Robert w Wisner Carlson,2020-03-13 This issue of Child and Adolescent Psychiatric Clinics guest edited by Drs Robert Wisner Carlson Thomas Flis Scott Pekrul and Robert Schloesser will cover key topics of importance surrounding Autism Spectrum Disorders Across the Lifespan This issue is Part I of II and one of four selected each year by our series Consulting Editor Dr Harsh Trivedi Topics discussed in this issue include but are not limited to Diagnosis Developmental Changes Social Skills Training Transition through Adulthood Intersection with Eating Disorders Legal Issues and planning Education and Vocational and Prevocational issues among other topics

*Break the Stigma: Autism* Nichole E Scheerer ,April Hargreaves

,Catalina Sau Man Ng ,Matthew Daniel Lerner,2024-12-17 While awareness of neurodiversity and specific forms of neurodivergence such as autism has increased over the last few years autism stigma and prejudice against autistic people remains a critical issue that warrants further attention and investigation The experience of stigma and prejudice such as

discriminatory actions and attitudes towards autistic individuals on both a personal and public level can have many negative impacts across one's lifetime. These experiences can lead people on the autism spectrum and their families to avoid seeking help which can delay diagnosis and access to supportive services of not only autism itself but also co-occurring physical and psychological health needs. Prejudiced beliefs against autistic people may lead to many forms of discrimination including but not limited to medical education and employment discrimination. These attitudes can be built into society at a systemic level and influence policies that govern access to supports and our communities. Additionally, autism stigma and prejudice against autistic people such as stereotypical portrayals of autistic people in media and the language we use to describe autistic people can be invalidating to a person's autistic identity and to autistic culture. Further, the impacts of stigma and prejudice can be internalized by autistic individuals which may not only have poor effects on their wellbeing but also increase the want and/or need to mask or camouflage to pass as non-autistic. Masking or camouflaging can reduce a person's sense of belonging, self-esteem, sense of self-worth, and close relationships, all of which are associated with poor outcomes. It can also lead to avoidance of opportunities such as connection with other autistic individuals that could increase quality of life. This Research Topic aims to showcase evidence on why the stigma surrounding autism and the prejudice against autistic people are so detrimental. It hopes to provide insights into research and interventions on how stigma and prejudice can be tackled as well as awareness, understanding, and acceptance raised in the hope that the research presented will translate to best practice applications in clinical, public health, policy, and community settings. We invite researchers to submit a range of articles including but not limited to original research articles, reviews, meta-analyses, opinions, perspectives, and case reports to provide new evidence on the following: Harmful impacts of stigma and prejudice on autistic people; Interventions on reducing stigma surrounding and prejudice against autistic people; Health promotion in autism (i.e. approaches that increase the mental and physical well-being of autistic people); Interventions targeted at increasing understanding of autism and neurodiversity; as well as increasing acceptance and advocacy of, as well as allyship with, autistic people; Examining intersectionality in autism stigma and/or prejudice towards autistic people of diverse backgrounds.

[Addressing Community Priorities in Autism Research](#) Amy Pearson, Sheena Kristine Au-Yeung, Catherine J. Crompton, Felicity Sedgewick, Andrew David Ridley Surtees, Dhanya Pillai, Craig Goodall, 2022-11-09 [Transitions Through Education](#) Elizabeth Fraser Selkirk, Hannah Divya Jindal-Snape, 2022-02-28 **Free-hand Perspective** Victor Tyson Wilson, 1900 **Elementary Linear Perspective of Form and Shadow** Samuel Edward Warren, 1904 *The Principles of Modern Dairy Practice from a Bacteriological Point of View* Gösta Grotenhelt, 1902 **Cancer Treatment and Research in Humanistic Perspective** Steven C. Gross, Solomon Garb, 1985 *Library Literature & Information Science*, 2007 An index to library and information science literature *The Elements of Descriptive Geometry, Shadows and Perspective* Samuel Edward Warren, 1877 **Education from a National Standpoint** Alfred Fouillée, 1892 [Gender in Cross-cultural Perspective](#) Caroline Brettell, Carolyn F. Sargent, Carolyn

Fishel Sargent,2009 This reader introduces students readers to the most significant topics in the field of anthropology of gender drawing not only from classic sources but also from the most recent diverse literature on gender roles and ideology around the world It takes a clear accessible approach to the subject matter making coverage appropriate for students from various levels   **Handbook of Vibrational Spectroscopy** John M. Chalmers,Peter R. Griffiths,2002   *Power and Politics in America* Leonard Freedman,1974   Education, Research and Perspectives ,1986

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