



autism spectrum  
AUSTRALIA

20 May 2010.

Ms Rhia Victorino  
Senior Council Officer  
Legislative Council NSW Parliament House  
Macquarie Street Sydney NSW 2000

Dear Ms Victorino

Please find enclosed the amended transcript and response to the question on notice (Dr John Kaye) in relation to information regarding what we do to assess the progress of students who have transitioned from an Aspect school. Additional information to support the question on notice is also provided and includes:

- Aspect Schools Continuous Improvement Project: Outcomes of 2008 Transition Programs
- Transition Update Fax Back Form: Schools
- Transition Update: Families & Carers Letter
- Education & Research Transition Booklet: Effective Support Strategies for students with autism spectrum disorders transitioning to new educational settings

Question taken on notice:

*Information about what you currently do to assess the progress of those students (referring to students who have transitioned from an Aspect school).*

Response to question taken on notice:

The progress of students is assessed/monitored for a period of 12 months following the date of the student's exit from an Aspect school. Both the student's family and the receiving school are contacted twice during this 12 month period as to the student's progress and further support needs that may be required. The Transition Update Fax Back Form: Schools is sent to schools and the Transition Update: Families & Carers Letter to families.

At the conclusion of the 12 month transition period both schools and families are put in contact with Aspect's Educational Outreach Service that supports students in government and non-government mainstream educational settings.

The Education & Research Transition Booklet is also given to the student's family and new school to further support the transition placement.

Should you require any further information, do not hesitate to contact me.

Yours sincerely

Dr. Trevor Clark  
Executive Director, Education & Research  
Autism Spectrum Australia (Aspect)  
P O Box 770 Seven Hills NSW 1730  
Tel: (02) 8868 8511 Mobile: 0411 744 864

## AUTISM SPECTRUM AUSTRALIA (ASPECT)

# OUTCOMES OF THE 2008 TRANSITION PROGRAMS

### MATTER TO BE DECIDED

That the Committee notes the report submitted by the Director, Schools, on the Outcomes of 2008 Transition Programs dated 26 March 2010.

### BACKGROUND

Following an initial Transition Survey (2004-2006) which explored the transition outcomes of students, it was decided that data would be collected on students who transitioned from Aspects schools annually. This data would be collated and analyzed after monitoring each child's transition over a 12 month period.

This data has been collected annually since 2005. The past result of the percentage of students who transitioned from an Aspect school and were still in the same setting after 12 months is summarized below.

Year students transitioned	% of transitioned students who were still in the same setting after 2 years
2003	94
	% of transitioned students who were still in the same setting after 1 year
2005	95.6
2006	97
2007	96.8

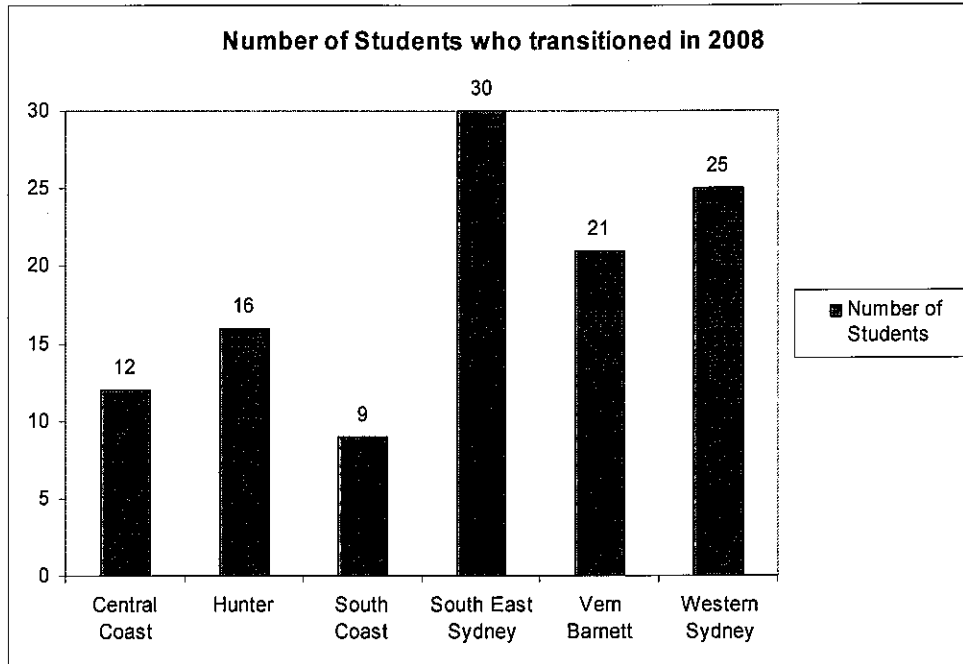
### TRANSITION PROJECT

The following report provides details on those students who left Aspect schools in 2008. As in previous years, a 'Transition Update Fax Back Form' was sent to schools who received our exiting students. This allowed the schools an opportunity to provide feedback.

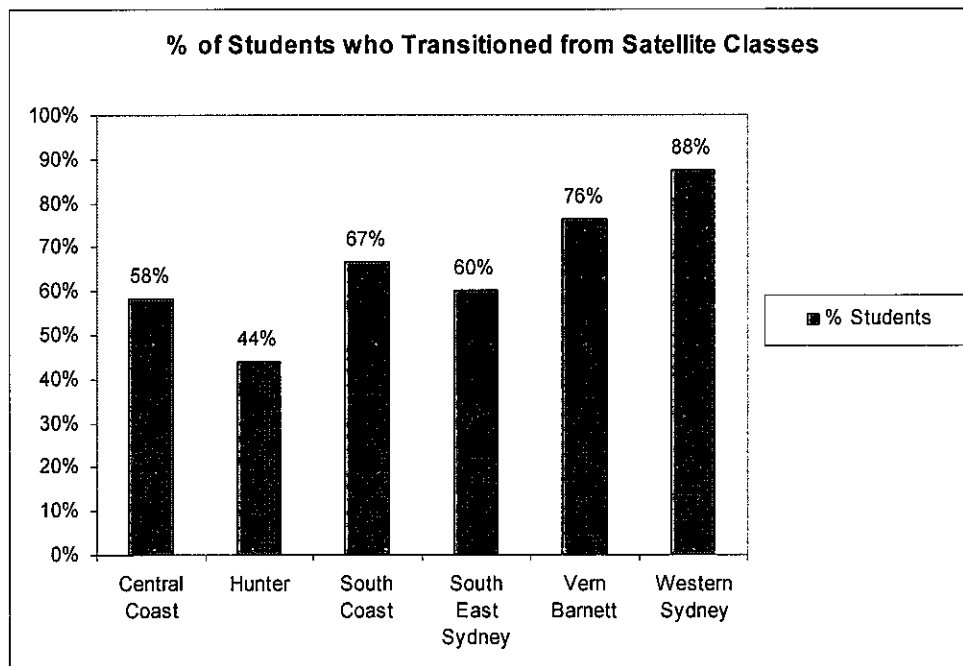
The parents were also contacted either by phone or letter to provide the opportunity for feedback on their child's transition. A total of 113 students transitioned from all of Aspect's schools during 2008.

## RESULTS

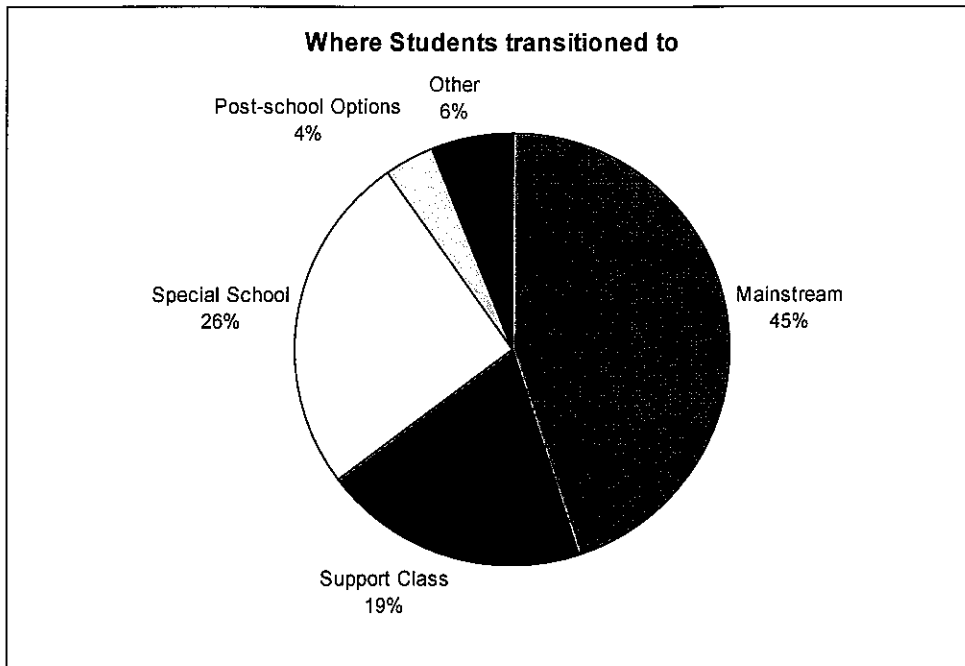
The following graph represents the number of students who transitioned from each Aspect school.



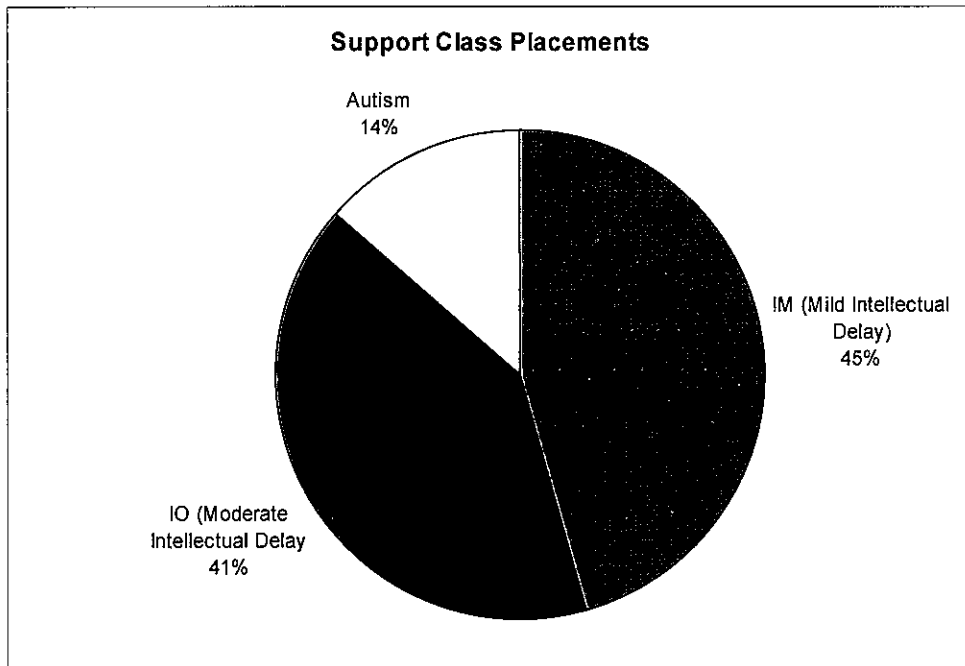
The following graph describes the percentage of students who transitioned from a satellite class at each Aspect school. Overall 65% of students transitioned from an Aspect satellite class.



The following graph breaks down the destination of the 113 students who transitioned in 2008.

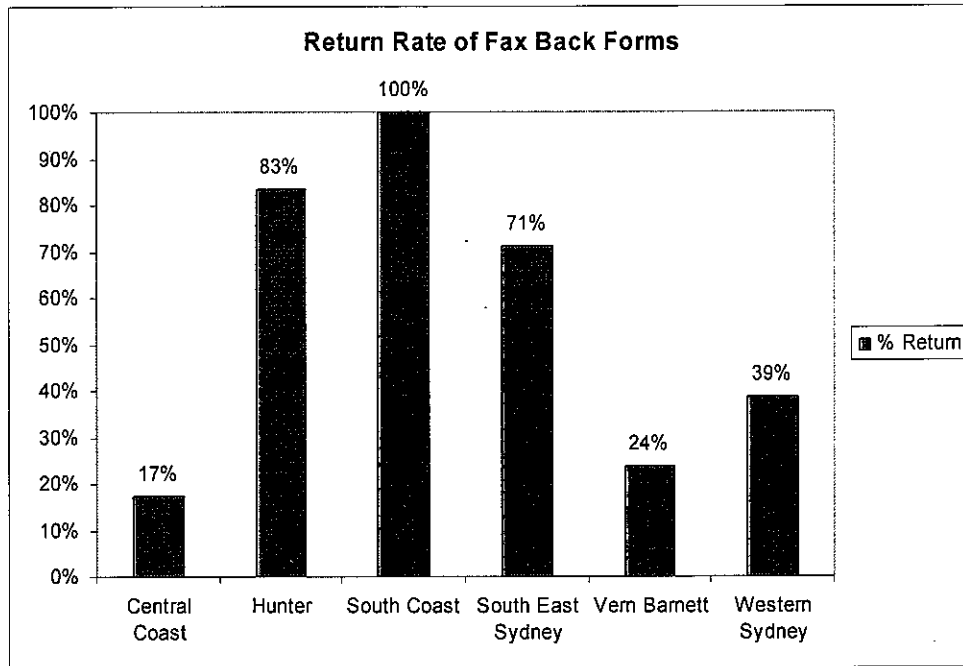


For the students who transitioned to a support class, the graph below shows the type of support classes they transitioned to.

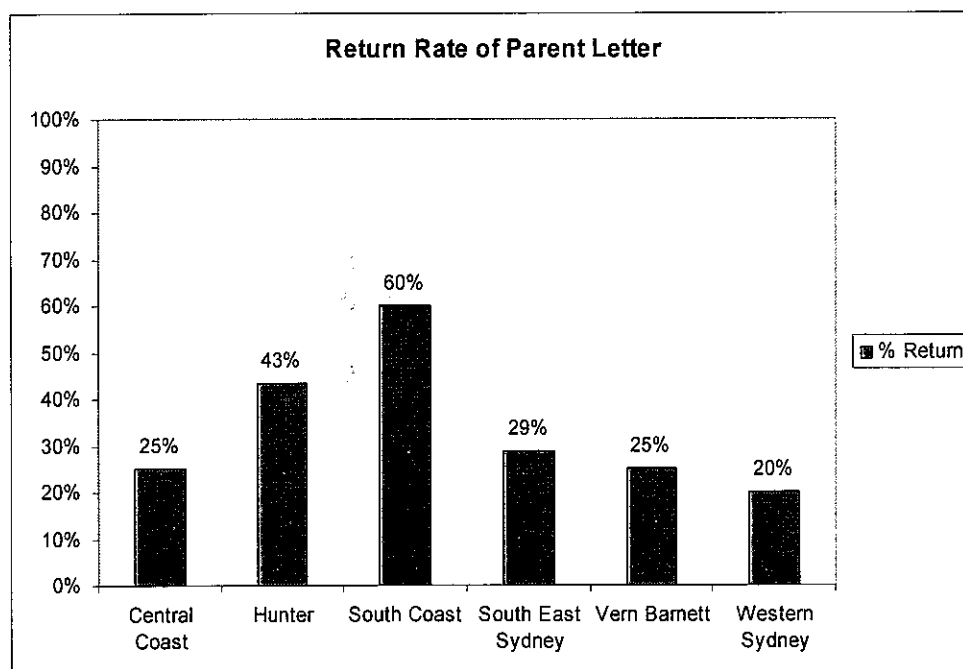


Four students transitioned from an Aspect school to a post-school option. Three students transitioned to TAFE, two of whom are doing mechanics apprenticeships and the third is taking a diploma certificate in IT. One of these 3 students did not complete TAFE. The fourth student took a supported employment option and was still employed at the end of the 12 month follow-up survey.

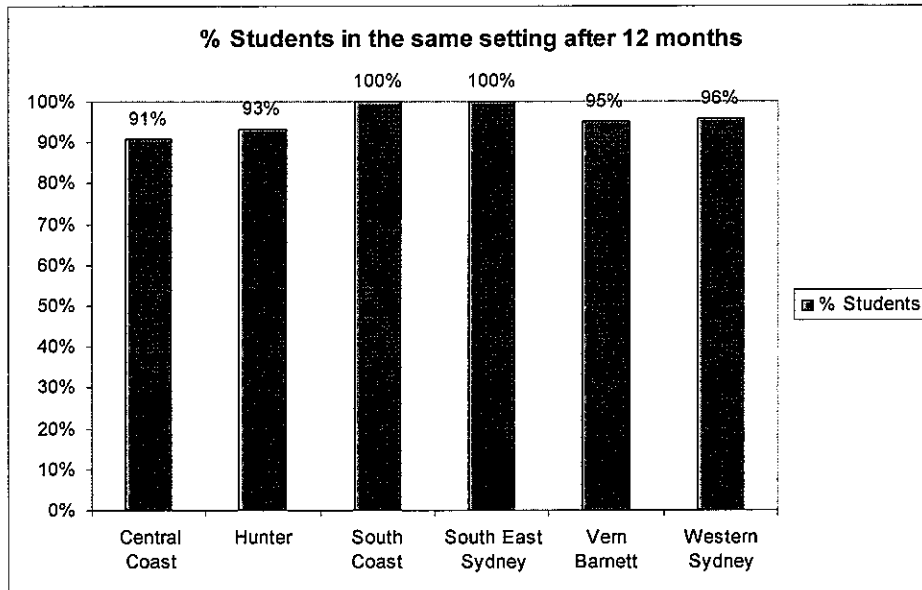
The transition update fax back form was sent to all receiving schools in the 12 months after students transitioned from an Aspect school. The following graph represents the return rate of the transition update fax back form for each Aspect school. Overall, 55.7% of receiving schools returned their transition update fax back form, a moderate increase from 48.5% in the 2009 report and 49.9% in the 2008 report.



The parent transition update letter was sent to all families in the 12 months after the students transitioned from an Aspect school. The following graph represents the return rate of the parent transition update letter for each Aspect school. Overall 33.7% of parents replied to their letter, which is comparable to 36.5% in the 2009 report and 32% in the 2008 report.

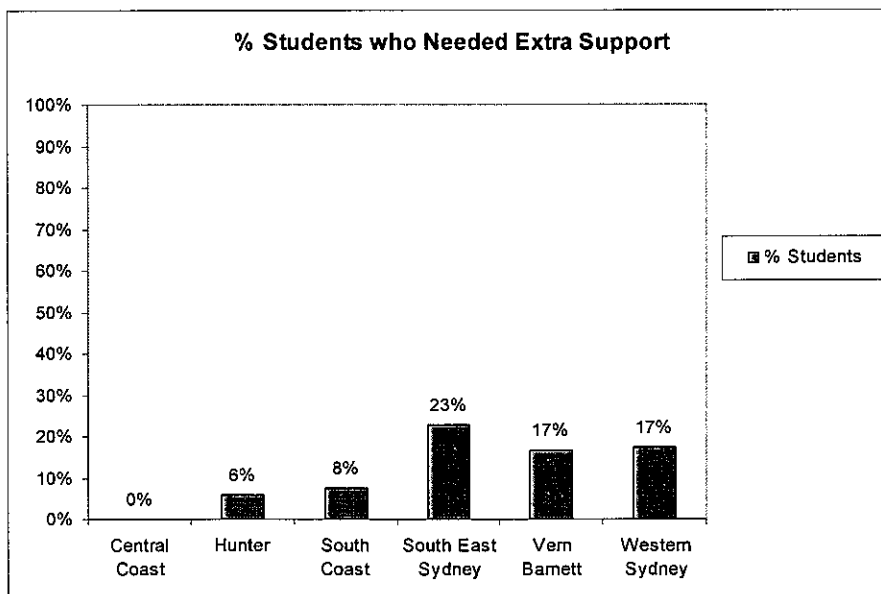


From the information provided by parents and receiving schools 95.8% of students were still in the same setting they had transitioned to. The figure is consistent with 96.8% in the 2009 report and 97% in the 2008 report. The following graph represents the percentage of students who were still in the same setting after 12 months for each Aspect school.



The transition update fax back form or letter was a vehicle to either let the school comment that all was going well or to request extra support. The extra support offered included telephone calls, visits to the receiving school, meetings with the receiving school and visits by the receiving school to the Aspect school. The support offered depended on the individual needs of the students.

From the returned transition update fax back form or letter those replies that need follow up support were calculated. The graph below represents the percentage of replies that needed extra support for each Aspect school. Overall 11.7% of those who replied needed to be given extra support. It is notable that the percentage of students needing support is consistently decreasing since the start of the program. 30.5% of the replies needed extra support in the 2007 report, 22.8% in the 2008 report and 15.4% in the 2009 report.



## DISCUSSION & ANALYSIS

Aspect schools transitioned 113 students in 2008. Each Aspect school tracked the students who left their school over a 12 month period. Of the students tracked in the survey, 95.8% were still in the same setting after 12 months. This result is similar to results of previous years.

Year students transitioned	% of transitioned students who were still in the same setting after 2 years
2003	94%
	% of transitioned students who were still in the same setting after 1 year
2005	95.6%
2006	97%
2007	96.8%
2008	95.8%

During 2009, each school maintained transition spreadsheets to collate the information returned to them on the transition update fax back form for schools and the transition update parent letter. From the replies to these forms 11.7% students needed extra support which was provided by the Aspect schools. 88.3% were happy with their placement and needed no follow up support.

As for previous years the Aspect manual "Effective Support Strategies for Students with Autism Spectrum Disorder Transitioning to New Educational Settings" was given to teachers and parents of students transitioning from an Aspect school as part of their transition package.

The schools will continue to review the transition monitoring process during 2010. At the beginning of 2011 the schools will analyse the data for students who transitioned from an Aspect school in 2009.

## RECOMMENDATION

The Committee resolves to note the report by the Director, Schools on the Outcomes of 2008 Transition Programs dated 26 March 2010.

Elizabeth Gadek  
*Director, Schools*

26 March 2010



autism spectrum  
AUSTRALIA

## TRANSITION UPDATE: FAMILIES & CARERS

School \_\_\_\_\_

Dear \_\_\_\_\_

The purpose of this letter is to give you the opportunity to provide feedback on the progress of your child who transitioned from ..... Aspect School, \_\_\_\_\_ (Unit or Class).

Child's name: \_\_\_\_\_

Current Placement: \_\_\_\_\_

1) Has the placement been successful? \_\_\_\_\_

2) If yes, please comment on successful strategies used to support your child; e.g. visual supports, social stories, IEP, curriculum modification, communication/behaviour supports, teacher assistant, professional development;

\_\_\_\_\_  
\_\_\_\_\_

3) If no, what additional support is required for your child?

\_\_\_\_\_  
\_\_\_\_\_

4) Any further comments?

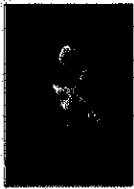
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for taking the time to complete this form. Please return it by fax or post to the address above. If you have any questions please don't hesitate to contact the School.

Yours sincerely,

Principal





autism spectrum  
AUSTRALIA

## TRANSITION UPDATE FAX BACK FORM : SCHOOLS

The purpose of this form is to give you the opportunity to provide feedback on the progress of the student who has transitioned from our school service within the last twelve months. Please complete this feedback form and fax/post it to the address/number below.

To:	Term/ Update:    1        2        3        4
Fax number:	Date:
From Fax number:	Pages:

Dear \_\_\_\_\_

Please provide feedback on the progress of the student listed below, who transitioned from the  
.....Aspect School, \_\_\_\_\_ (class or Unit).

Student's name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Current Placement: \_\_\_\_\_

1) Has the placement been successful? \_\_\_\_\_

2) If yes, please comment on successful strategies used to support the student: e.g. visual supports, social stories, IEP, curriculum modification, communication/behaviour supports, teacher assistant, professional development.

\_\_\_\_\_

3) If no, what additional support is required for the student?

\_\_\_\_\_

4) Any further comments? \_\_\_\_\_

\_\_\_\_\_

### RETURN TO

To Principal	Aspect school address
Fax number:	Pages:
From:	Date:

Thank you for your co-operation



autism spectrum  
AUSTRALIA

## Aspect Schools Transition Update / Support Visits

<b>Name:</b>	<b>School:</b>	
<b>D.O.B:</b>	<b>Phone:</b>	
<b>Exit from:</b>	<b>Principal:</b>	
<b>Exit date:</b>	<b>Teacher:</b>	
<b>Parents:</b>	<b>Class:</b>	
<b>Contact No:</b>		
<b><u>Date:</u></b>	<b><u>Discussion / Observations:</u></b>	<b><u>Follow-up:</u></b>