



Transition to Middle School

The Good, the Bad and the Ugly

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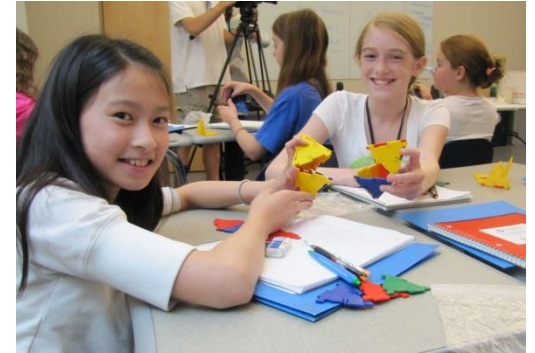


Presentation Overview

- Setting the Stage
- Academic Demands
- Organizational Demands
- Social Opportunities/Challenges
- Implications for IEP
- Transition Prep
- Resources
- Questions & Answers

Things to look forward to

- Interesting academics
- Larger pool of potential friends
- Better facilities/resources
- Interesting and fun extracurricular activities
- More male teachers/staff
- Potentially greater special needs expertise among staff





What are you most concerned about as your child enters Middle School?

- Academics
- Making friends
- Adjustment to larger school/new teachers/more complex environment
- Need to develop greater independence



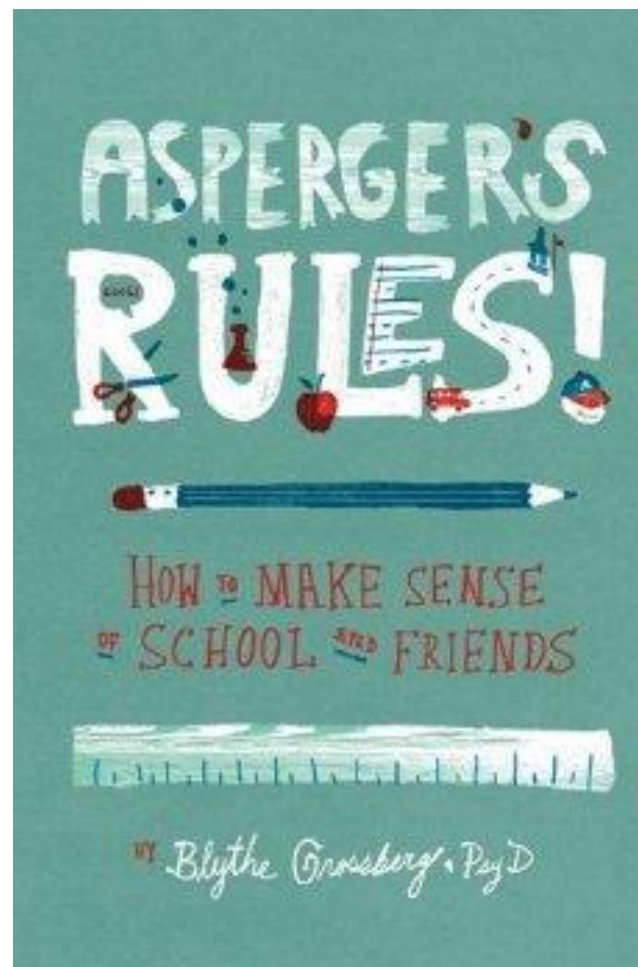
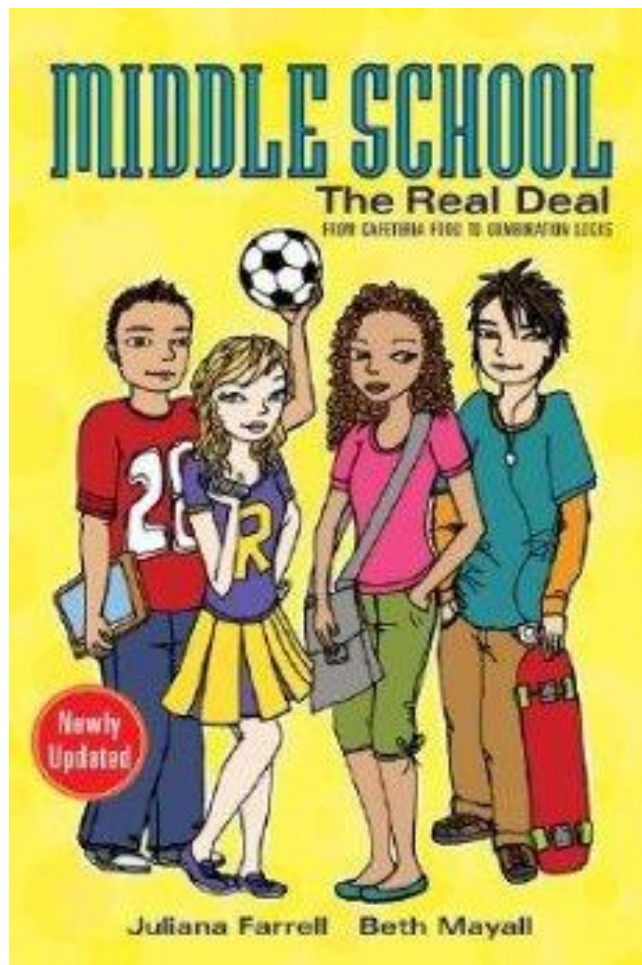


Nor is a successful middle school student,
especially one with special needs

We're not in Kansas anymore...



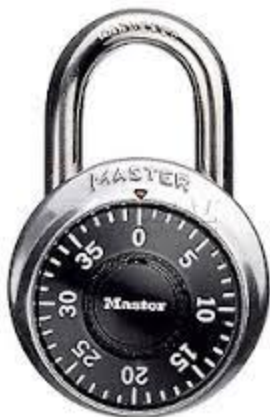
Recommended Reading



Transportation



Lockers and Combination Locks



Changing Classes Rotating Schedule



MacArthur Fundamental Intermediate School
A California Distinguished School



Daily Bell Schedule

1st 7:56 - 8:55

2nd 8:59 - 9:51

Nutrition 9:51 - 10:06

3rd 10:10 - 11:02

4th 11:06 - 11:58

Lunch 11:58 - 12:40

5th 12:44 - 1:36

6th 1:40 - 2:35

Physical Education



Cafeteria



New Academic Environment



A word cloud centered around the word "MATH" in large, bold, black letters. Other prominent words include "21st Century students" in blue, "literacy" in black, "collaboration" in green, "communication" in red, "thinking" in green, "creativity" in red, "critical" in red, "problem" in red, "formulation" in black, "solving" in black, "intellectual" in black, "information" in black, "media" in black, "identification" in black, "systems" in black, "curiosity" in black, "solution" in black, "numbers" in black, and "skills" in black. The words are arranged in a circular pattern around the central "MATH" word.

literacy
collaboration
MATH
communication
thinking
21st Century students
formulation
problem
creativity
critical
solving
intellectual
information
media
identification
systems
curiosity
solution
numbers
skills

Academic Demands

- More transitions
- More listening/note-taking
- More group work
- More technology
- More tests/quizzes/homework
- More choices



Expectations

- Student is expected to ask for help and advocate for him/herself with teachers
- Teacher-student contracts
- Feedback to student on performance/grades
- Often less direct communication to parents, more shared via website



Rubrics

*I'll show
you how to
score points!*



	Criteria				Points
	4	3	2	1	
Introduction/ topic	Student properly generates questions and or problems around a topic.	Student generates questions and or problems.	Student requires prompts to generate questions and or problems.	Questions or problems are teacher generated.	
Conclusions reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	
Information gathering	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	
Summary paragraph	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	
Grammar and spelling	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	
				Total	

Academic Support

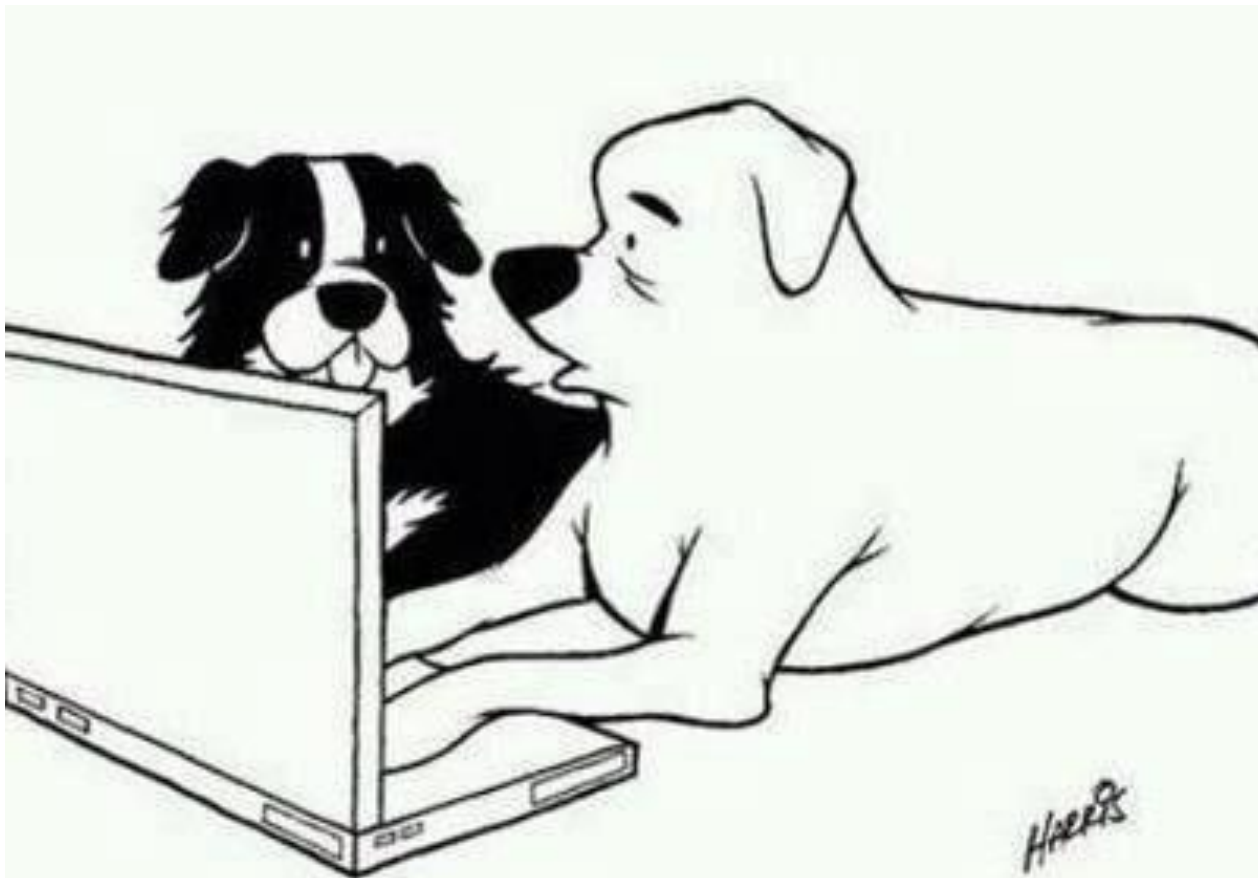
- Resource Center/Learning Center
 - Content Review
 - Class notes/study guides
 - Homework
 - Writing Assignments
 - Organizational Support
- Homework Club



Homework Humor



Homework Humor



*"And then I just hit delete. I haven't actually eaten
any homework for years."*

How would you rate your child's organizational skills overall?

- Excellent
- Very Good
- Good
- Needs improvement
- Horrendous



Organizational Demands

- Schedule
- Backpack
- Binders
- Locker
- Homework area



Executive Function Processes

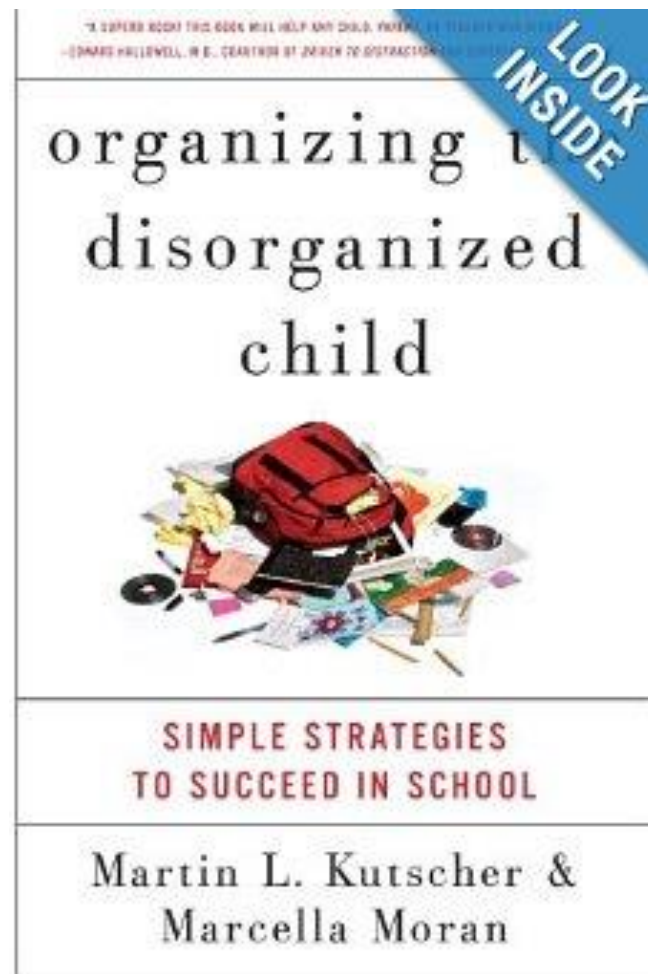
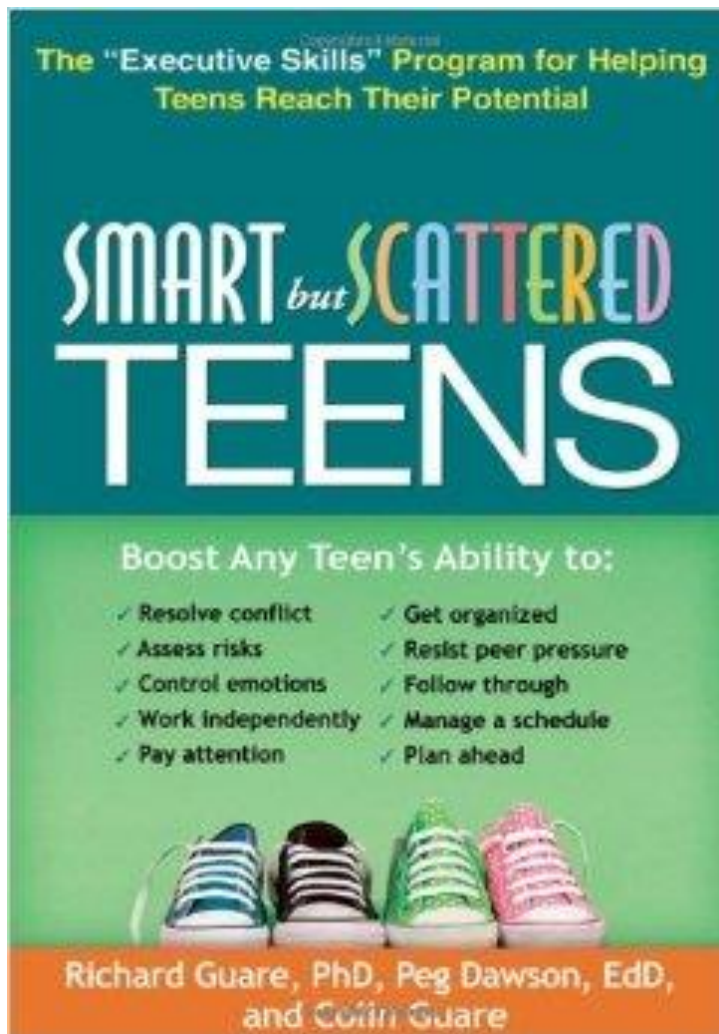
- Planning
- Organizing
- Prioritizing
- Shifting
- Memorizing
- Checking
- Problem solving



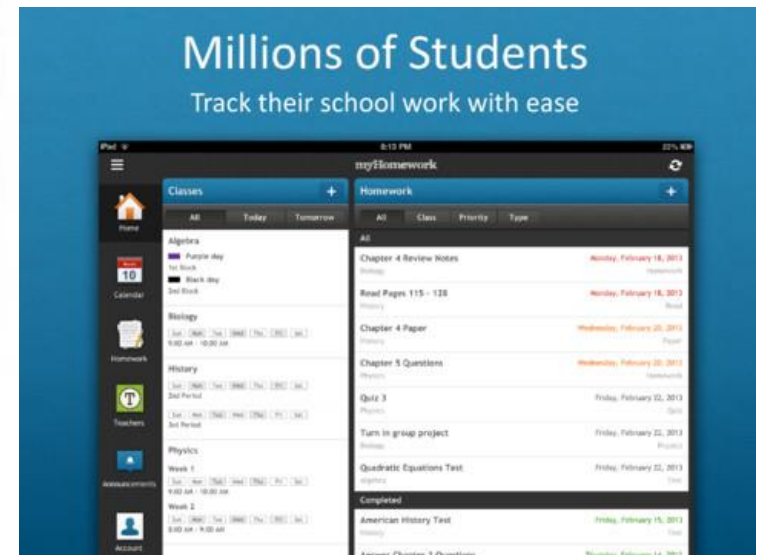
*"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."*

-Benjamin Franklin

Recommended Resources



Assignment Planner



Customized Checklist

Daily Checklist

Subject	Stuff Needed
Reading	<input checked="" type="checkbox"/> book <input type="checkbox"/> notebook <input checked="" type="checkbox"/> pencil <input type="checkbox"/> homework other _____
Language Arts	<input checked="" type="checkbox"/> book <input type="checkbox"/> notebook <input checked="" type="checkbox"/> pencil <input checked="" type="checkbox"/> homework other _____
Math	<input checked="" type="checkbox"/> book <input checked="" type="checkbox"/> notebook <input checked="" type="checkbox"/> pencil <input type="checkbox"/> homework other ruler _____
Social Studies	<input checked="" type="checkbox"/> book <input type="checkbox"/> notebook <input checked="" type="checkbox"/> pencil <input type="checkbox"/> homework other magazine _____
Science	<input checked="" type="checkbox"/> book <input type="checkbox"/> notebook <input checked="" type="checkbox"/> pencil <input checked="" type="checkbox"/> homework other _____
Other:	<input type="checkbox"/> book <input type="checkbox"/> notebook <input type="checkbox"/> pencil <input type="checkbox"/> homework other _____
Specials	
Lunch	<input checked="" type="checkbox"/> lunch/ticket <input type="checkbox"/> lunch bag
Other: Art	<input type="checkbox"/> book <input type="checkbox"/> notebook <input type="checkbox"/> pencil <input type="checkbox"/> homework other crayons _____
Other: PE	<input type="checkbox"/> book <input type="checkbox"/> notebook <input type="checkbox"/> pencil <input type="checkbox"/> homework other gym clothes _____
Other:	<input type="checkbox"/> book <input type="checkbox"/> notebook <input type="checkbox"/> pencil <input type="checkbox"/> homework other _____

Name: Jessica Wilson

Date: 9/11/2009



What concerns you most about social life in Middle School?

- Bullying
- Maturity level of my child vs. peers
- Social isolation
- Social media
- Dating/relationships
- Drinking and drugs

Social Opportunities and Challenges

- Greater independence
- Less parental involvement
- Challenges of being/staying current
 - Clothing, music, video games, social media
- Old friends vs. new friends
- Fitting in vs. standing out
- Peer dynamics/social hierarchy



Extracurricular

- Sports
- Clubs
- Music and Theater



School Dances



Cell Phone

- Important for safety and to stay in contact
- Consider budget
- Establish guidelines
- Supervise regularly



Home Alone?

- Start slowly
- Teach and practice specific skills
 - Phone protocol
 - Locking/unlocking door
- “Safe” activities
- House rules
- Back-up plans





IEP Meetings and Home-School Communication

- Full team meetings tend to be less frequent
 - Not every regular ed teacher will attend
- More email and phone, less face-to-face
- Establish a strong connection with at least staff one member
- Encourage your child to advocate for himself and create a safety net



Possible IEP Accommodations

- Leave class a bit early to avoid hallway crush
- Two sets of books – one for school, one for home
- Personal laptop or iPad
- Modified worksheets/homework/quizzes/tests
- Homework check-in/check-out
- Help accessing school communication
- Morning arrival
- Sensory breaks
- Snack break



Possible IEP Services

- Resource room/Academic support
- Paraprofessional support for
 - Academic classes
 - Afterschool activities
- Social skills group
- Regularly scheduled meeting with counselor
- Consultation from an outside expert
- Special transportation
- ESY



Transition Prep

- Talk to your child about his/her concerns
- Talk to parents of current students
- Visit and tour the school more than once
- Meet teachers in advance if possible
- Practice using the combination lock
- Practice new morning routine if needed
- Read books, school website, etc...
- Create a “Getting to know my child” one pager and send to teachers
 - 3 Strengths, 3 Challenges, 3 Strategies

Recommended Student Reading

- Middle School – The Real Deal, J. Farrell & B. Mayal, ©2007
- No B.O.!: The Head-to-Toe Book of Hygiene for Preteens, M. Crump, © 2002
- Asperger's Rules, How to Make Sense of School and Friends, B. Grossberg, © 2012
- The Asperkid's (Secret) Book of Social Rules: The Handbook of Not-so-obvious Social Guidelines for Tweens and Teens With Asperger Syndrome, J. Cook O'Toole, © 2012
- Social Rules for Kids, S. Diamond, © 2011
- Middle School - The Stuff Nobody Tells You About: A Teenage Girl with ASD Shares Her Experiences, H.Moss, © 2010

Recommended Parent Reading

- Smart but Scattered Teens, R. Guare, P. Dawson, C. Guare © 2012
- Organizing The Disorganized Child, M. Kutscher & M. Moran, ©2009
- Raising a Thinking Preteen, M. Shure, ©2000
- Asperger Syndrome and Adolescence – Helping Preteens and Teens Get Ready for the Real World, T. Bolick, ©2004
- The Hidden Curriculum for Understanding Unstated Rules in Social Situations for Adolescents and Young Adults, B. Smith Myles, M. Trautman, R. Chelvan, ©2013



Recommended Parent Workshops/ Webinars from AANE

- Welcome to the Teen Years
- Homework Help
- Why does my child behave like that?
- Short term support groups for parents of tween girls (fall) and boys (spring)
- Grow UP! Helping Teens Become Competent Adults

For more information, and to register, visit:

http://www.aane.org/upcoming_events/aane_event_list.html

<https://student.gototraining.com/327hl/catalog/4618140501300593920>

Questions & Answers





THANK YOU!

