

How best to facilitate educational transitions for children with autism? Earlier is better to smooth the journey

Cheryl Dissanayake, PhD MAPS

Professor & Director, Olga Tennison Autism Research Centre, La Trobe University

This talk will outline two arms of research that have a common end: facilitating learning in children with autism. The first body of research encompasses work in earlier identification and diagnosis of autism aimed at facilitating more timely access to early intervention. The second body of work is focused on early intervention, and how access to intervention earlier in development can promote earlier transitions into mainstream early education settings, prior to school. By beginning earlier, the steps to school become smaller and more gradual, thereby facilitating eventual transition to school with their peers with whom children with autism are already acquainted.