

# Preparing for transition from nursery to primary school: the voices and experiences of young autistic children and their families



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<https://autismtransitions.org/>

<http://acornsnetwork.org.uk/>



# The challenge



“Dominic has very limited social skills. He has great difficulty communicating and he finds it difficult to understand the implicit rules of social interaction and appropriate social behaviour. Within a group he becomes isolated and introverted and appears to shut himself off from the activity and language about him ... .. he is not yet able to play co-operatively or imaginatively with them (his peers) preferring to play on his own.”

# The challenge



## **Child contribution**

As provided in *My Views* (Appendix K2).

Oscar is not able to give his own views.

# Our idea



'Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights'

Leslie Rule, Digital Storytelling Association

# Digital Storytelling



## DIGITAL STORYTELLING COOKBOOK

January 2010

**Joe Lambert**

Contributions by

Amy Hill

Nina Mullen

Caleb Paul

Emily Paulos

Thenmozhi Soundararajan

Daniel Weinschenker

Digital Diner Press



A powerful means of expression for voices that may be difficult to hear or represent in typical ways

Empowerment, visibility, and agency

# Our team



The screenshot shows the homepage of the ACORNs Network. At the top left is the logo "ACORNs Network". To the right is a navigation menu with links: "Home", "About", "Projects", "Community", "Links", and "Contact". The main content area features a large graphic of an acorn. The acorn's cap is green and contains the text "Autism Community Research Network" in a circular arrangement. Inside the cap are two cartoon children, a boy in a blue shirt and a girl in a pink dress, holding hands. The acorn's body is brown and contains the text "ACORNs Southampton". Below the acorn graphic is a "Learn More" button. The background of the website is a blurred image of children.



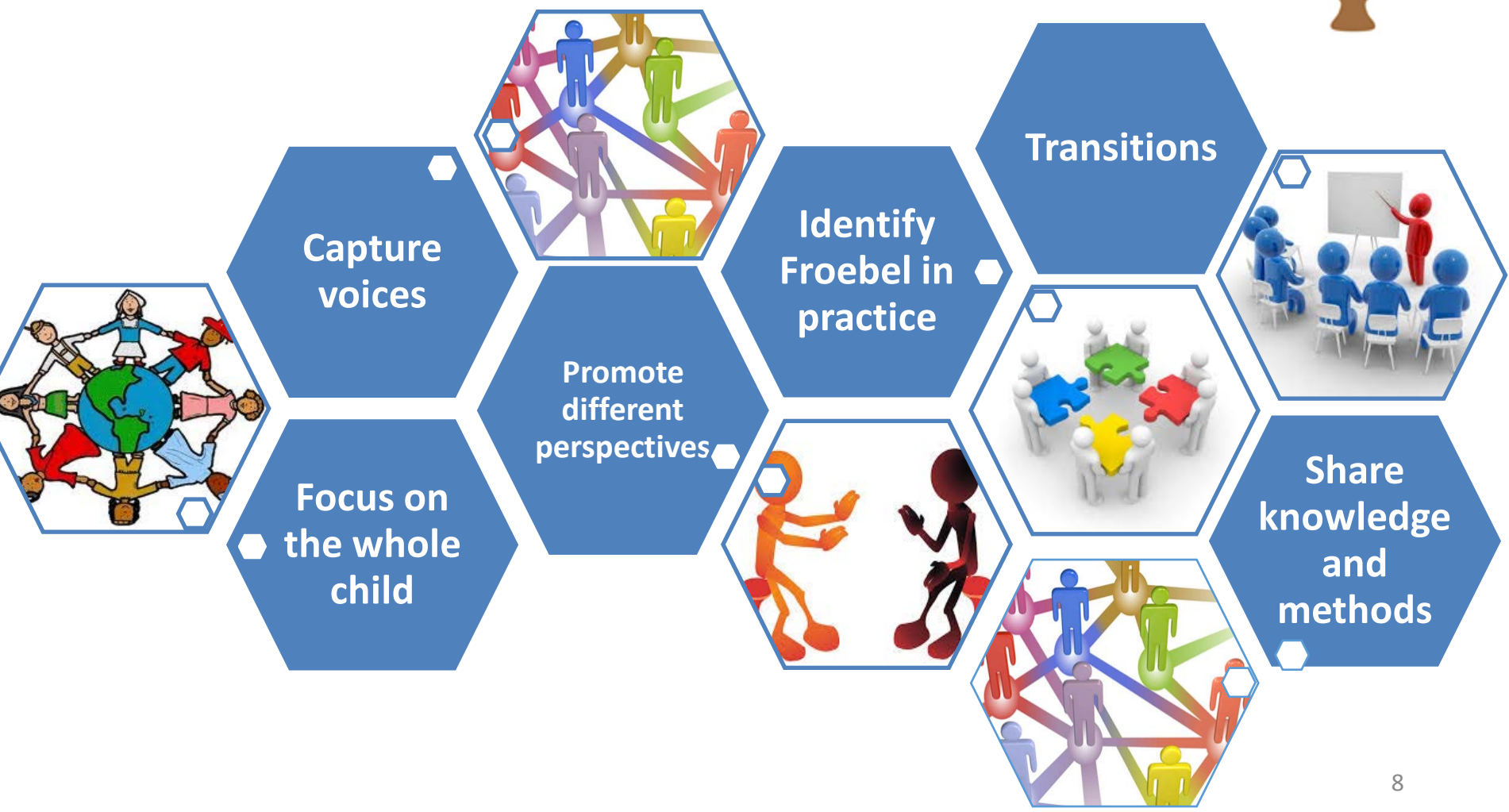
<http://acornsnetwork.org.uk/>

# Our context



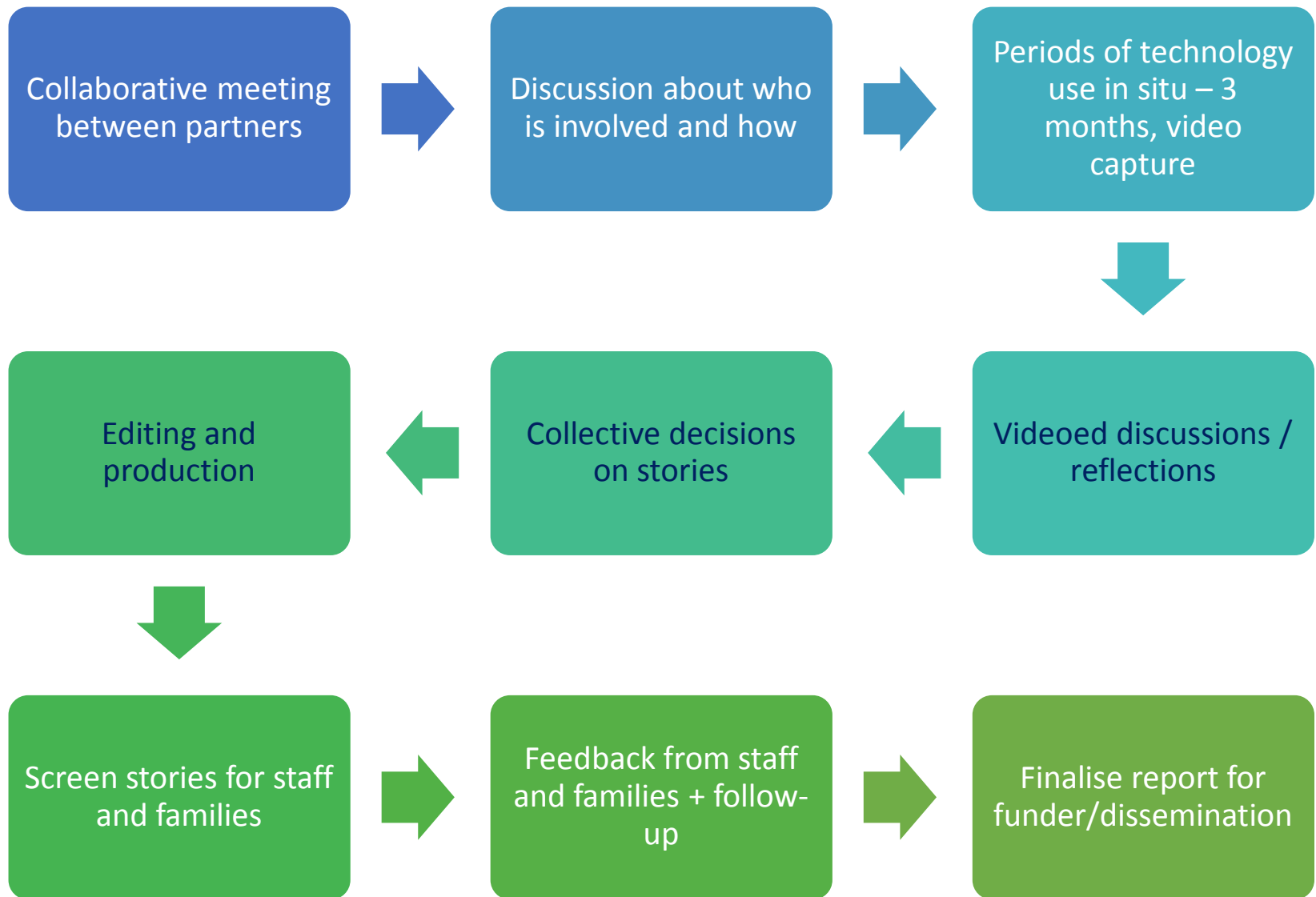
Family Time

# Our aims for this project





# Process [March 2018 – Jan 2019]



# Introduction to the children



<https://www.youtube.com/watch?v=EFuDkJoiAg>



# Overview of stories (21 in total)

- **'I am...'** stories focusing on the children's perspectives
- **'This is... [child's name]'** stories from the perspectives of parents and the staff at the nursery
- Effective practices for supporting everyday transitions within the nursery
- Preparing for the transition to primary - parents' and practitioners' views
- The value of the digital stories from the perspectives of parents and practitioners
- Follow-up with Oscar and Henry

# autismtransitions.org



# Autism transitions

UNIVERSITY OF  
Southampton



- Home
- About
- ACoRNS
- Digital Stories
- Publications
- Contact

## Home

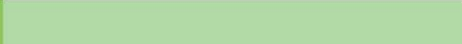
Welcome to the autism transitions project, funded by the Fr

This project is a collaboration between The University of Sou

Together, we are finding out more about the experience of tr

[For further information please download our project overview](#)

- Introduction
- I Am...
- This Is...
- Everyday Transitions
- Preparation For School
- Thoughts On Digital Stories



...sery, Eastleigh.

...children from preschool to primary school.

# Birthday present rule

‘when you read a description of a learner, examine a report about him, or listen to his team discuss his profile, you should be able to generate an idea for a birthday gift for him. If you can come up with a great gift idea, you should be able to come up with good ideas for teaching materials, positive behavioral supports, and lesson formats too’.

(Kluth, 2010; p.195)

<https://www.amazon.co.uk/Youre-Going-Love-This-Kid/dp/159857079X>



# Inclusion and EYFS



“For instance, there may be children who are at an earlier stage of development than others in the cohort; some may have summer birthdays. These children may be highly active and more likely to demonstrate what they know, understand and can do in situations that are sympathetic to this inclination. *This will often be outdoors.*”

(p.17, section 3.2. [Early Years Handbook](#) 2019)



- What birthday present would you buy these children?
- What do you notice about the use of spaces?
- Is there anything else you notice about the children?

# *I Am Oscar*

<https://www.youtube.com/watch?v=BkNbIPnfDck>



# *I Am Oliver*

<https://youtu.be/rNgePt324OE>

# Your thoughts on videos



- Would you like to see something like this?
- Would this be helpful?
- If so, what is needed?
- Are you already using videos?
- How could these videos be used?

# *Thoughts About the Digital Stories*



MORE VIDEOS

<https://youtu.be/l1rBqNN9cmI>

# Next steps



- Develop and pilot a straightforward way to develop stories by practitioners in situ
- Development of an online toolkit for training and professional development
- Academic dissemination
  - Methodological: digital stories, with wearcams; co-construction
  - Conceptual: autism through a Froebelian lens
  - Practical: supporting positive transition experiences
- Please let us know if you'd like to be involved in any way!

# Thank you 😊



For more information:

<https://autismtransitions.org/>

<http://acornsnetwork.org.uk/>

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