

The Transitional Social Art Group: For Children with Autism or Adjustment Difficulties

Eleni Konstantinidou



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According to various research data, transition from primary to secondary school causes concern to many children (Jindal-Snape, 2010). This is more intense in the case of children with autism, because of their difficulty to face changes (Al-Ghani & Kenward, 2009). In the Transitional Social Art Group numerous topics can be explored systematically about this transition through an arts activity programme. Furthermore meetings involve presentation of sensory material, group discussion and group games relevant to each topic. Mainstream students can participate voluntarily in this group; in this case they could be prepared to provide practical and social support to peers with autism/communication difficulties during this transition under adult supervision. In this way this programme could also contribute to the prevention or elimination of bullying. In the present book there is an analytical presentation of the Transitional Social Art Group Programme addressed to practitioners or parents of children with autism. Additionally it could be implemented for children having communication or adjustment difficulties due to other reasons. The Transitional Social Art Group Programme can be used during other transitions, too.



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