

2<sup>nd</sup> International Conference on**Autism**

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**Transition from school to work for people with autism****Abdullah Alanazi**

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In this paper, we discuss the issues, challenges and strategies that are involved in helping autistic individuals participate in society. Our focus in this paper is the literature on transition and how to design the supports to expand opportunity and potential. The paper will describe how to help persons with autism move from adolescence to adulthood and overcome the barriers that their disability presents. Growing up is hard enough for most teenagers; for those with autism, there are large additional barriers as well. But before we discuss transition, we must first understand what autism is. This paper provides information and resources concerning several topics relevant to supporting an individual with ASD through the transition from school toward post-school goals. First, there is a discussion of predictors of positive transition including teaching social skills, promoting self-advocacy skills, encouraging work experiences and enhancing collaboration between schools, families and counselors. Next, we review the literature on for writing transition IEP goals for a student with ASD. Finally, there is a focus on the strategies that would facilitate successful transition from school to work for people with autism. It is never too early to consider what can be done to ensure that all individuals with ASD move closer to a meaningful adult life.

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**A study to find out the relationship between sleeping habits and playfulness in children with autism****Anurupa Senapati**

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Very often it has been found that children with autism have sleeping disorders, which is vital for all living creature not mere a state of shut down but as a state of activity that serves to facilitate maturation, reorganization and restoration. It is also found that playfulness is greatly affected in children with autism, which is the most important activity that the infant, toddler and child perform. It serves as a foundation for the development of skills and capability for necessary growth and development. Therefore, in this study, attempt has been made to find out the relationship between sleeping habits and playfulness in children with autism. 20 children diagnosed with autism were selected for this study. All the children were administered children sleep habit questionnaire and test of playfulness to find out the base line data. All the children were administered sensory profile to find out the sensory preference of the children. All the subjects were provided individualized sensory diet according to their sensory profile quadrant score. Sensory diet protocol was carried out by the parents for 6 months. At the end of the session post-treatment data were taken by using the above two outcome measures. Pre and post treatment data were taken for statistical analysis. The result showed that there is a significant correlation between sleeping habits and playfulness in children with autism.

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