

How to promote social inclusion for Italian schools: Tools and practices promoting autonomy for students with autism spectrum disorder

Fiorenzo Laghi

There is an increasing need for effective services and strategies to guarantee the transition from school to post-school/working experience for individuals with disabilities and specifically with autism spectrum disorder (ASD).

The central role of the individual educational planning (IEP) as part of the broader individual project will be discussed. Also the potential of pathways for life skills and employment outcomes will be taken into consideration. Good practices promoting autonomy and supporting transition to work starting from school years will be reviewed. The international literature shows different models and tools, which could be applied to the Italian school. The COMPASS consultancy model could favour the achievement of individualized transition IEP goals. Peer mediated intervention could improve social skills, a core weakness in ASD, though a central element for success in the workplace.