

# Planning for Successful Transitions



# Objectives ✓

- Provide an overview of how Learning Support Services and the Autism Spectrum Disorder team support successful transitions
- Provide examples of strategies and resources to support successful transitions



# Definition:

Transition refers to changing from one activity to another (little "t" transitions)

Transition also refers to moving from one stage of life to another, such as moving grade to grade, school to school or from school to community (big "T" transitions)

(Fouse & Wheeler, 1997)



# Why plan for Transitions?

## Policy Program Memorandum 140 (PPM 140)

“School board staff must plan for the transition between various activities and settings involving students with ASD”

Ministry of Education, Ontario, 2007





# Policy Program Memorandum 156 (PPM 156)

“A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.”

Ministry of Education, Ontario, 2014



# Autism & Transitions

Why is transitioning so hard?



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# TRANSITIONS AND ASD

Individuals with ASD may:

- have difficulties with changes in routine or in environments
- have a need for "sameness" and predictability
- have difficulty understanding verbal directives or explanations, including multi-step directions (executive functioning deficits)



## Cont'd...

- not recognize subtle cues leading up to a transition
- have restrictive patterns of behaviour that are difficult to disrupt
- have sensory considerations
- have greater anxiety levels during times of unpredictability





# Effective Transition Planning:

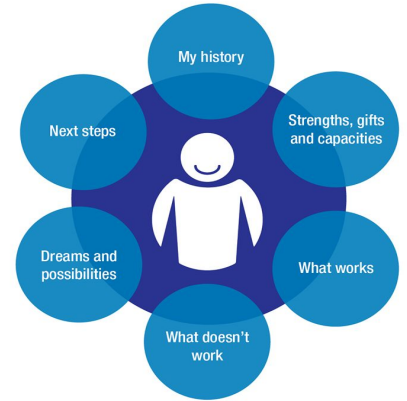
- Individualized transition plans
- Reflect a student's strengths and needs
- Support the building of student resiliency/independence



# Guiding Principles

## *Transition planning-*

- acknowledges a student's right to an appropriate education
- is a collaborative process
- is student centered and promotes independence and self- advocacy
- reflects inclusive practices



# The transition plan should:

- identify context and goals
- define the strategies and actions
- clarify the roles and responsibilities
- specify the timeline





Individual  
Education Plan

School Year: \_\_\_\_\_

## Transition Plan

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Grade Level: \_\_\_\_\_

OEN: \_\_\_\_\_

*Regulation 181/98 states that exceptional students who are age 14 or over and who are not identified solely as gifted, the student's IEP must include a transition plan.*

*Policy Program Memorandum No. 140 states school board staff must plan for the transition between various activities and settings involving students with ASD.*

*Policy/Program Memorandum No. 156 states a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.*

Support Needs: Strategies/Actions	Additional Comments	Person(s) Responsible	Timelines
Context/Goals:			



Context/Goal	Support Needs: Strategies/Activities	Person(s) Responsible	Timelines
Entry to School	Agenda	Student	Term 1
Activity to Activity	Alternative Settings	Educational Assistant	Term 2
Setting to Setting	Attend high school	Early Childhood	Term 3
Subject to Subject	information sessions	Educator	Term 4
Change in grade level	Body/Sensory Breaks	Parent/Guardian	Semester 1
School to School	Checklists\choice Boards	Classroom Teacher	Semester 2
Outside Agency to a school	Data Collection Charts	Specialized Program Teacher	
Elementary to secondary school	First-Then Board	Learning Support Teacher	
Post- secondary Day Program	Home Base/Safe Place	Learning Resource Teacher	
Post 21 Activities	Home/School	Teacher	
Independent Living	Communication Books	Learning Resource Teacher	
with supported employment	In-school meetings	Teacher	
World of Work	Model/practise desired behaviour	Career Teacher	
Apprenticeship	Multi-disciplinary meetings	Cooperative Education Teacher	
College	Non-verbal cues	Learning StrategiesTeacher	
University	Peer Assistance	Student Success Teacher	
Post- Secondary	Plan course selection for secondary School	School Board Officials	
	Positive reinforcement	Guidance Counsellor	
	Power Card	Counsellor	
	Preferred Activity	Guidance Technician	
	Quiet/calming area	Job Coach	
	Role Play	Student Mentor	
	Social Scripts	University Liason	
	Stories for Social Understanding	College Liason	
	Organizational Aids	Work Experience Coordinator	
	Teach relaxation skills	Apprenticeship Contact	
	Teach social skills	Principal	
	Timer	Vice Principal	
	Verbal prompts		



**Transition planning for children with ASD should begin well in advance of the expected transition. The planning should be very detailed and requires communication between schools, educators, community agencies, and parents/guardians of the child.**

**(Ontario Ministry of Education, 2007)**





# Types of Transitions

- Big 'T'- significant changes to many aspects of student's routine (eg. school to school, between grade, new teacher)
- Little 'T'- regular basis within the routines of the school day (eg. activity to activity)



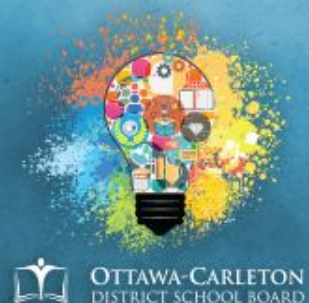
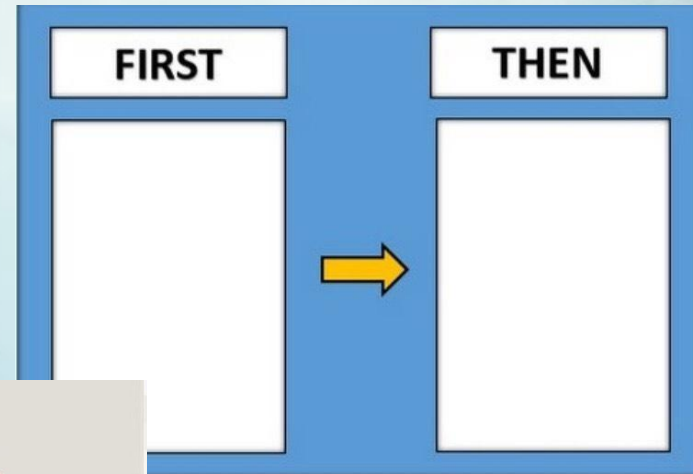
# Little 't' transitions (MICRO)

- Activity to activity
- Setting to setting
- Subject to subject
- Home to school/entry to school
- Lunch to class/class to lunch
- *Change of staff*
- *Change of routine*
- *Unstructured times*
- *Novel (unexpected) situations*



# Little 't' Strategies/ Actions:

- First/Then boards
- Visual supports, eg. timer, visual schedule, countdown
- Choice Boards
- Body/Sensory breaks
- Transition object
- Social Scripts





# Strategies/ Actions cont'd

- Agenda/Home/School Communication
- Body breaks
- Break card
- Checklists/organizers
- Prompts
- Token board
- Role play



I am working for:


# Big 'T' transitions (MACRO)

- Entry to school
- Change in grade level
- Elementary to Secondary school
- Outside agency to School
- Program to program
- School to School
- Secondary School to Community Living
- Secondary School to Day Program
- Secondary to Post Secondary



# Big 'T' Strategies/Actions

- In-school meetings
- Communication between sending/receiving school starts early
- Scheduled visits to new school, when possible
- Social story (include pictures of new school/staff)
- Receiving school starts planning for Big 'T' transitions
- Home-Base/Safe place
- Initiate Post-secondary institution research





# OCDSB Transition Supports

- ASD Team
- ASD Intake
- Connections for Students (partnership with CHEO)
- Tasks Towards Transitions Guide
- All about Me package
- School based transition teams
- ASD referral for transition support
- Professional development for staff



# OCDSB ASD TEAM



- We are a multidisciplinary team consisting of EA/Case Managers, Itinerant teachers, Learning Support Consultants, Speech and Language Pathologist, Social Worker. Psychologist.
- Additionally this year with our pilot projects we have added a Behavior Analyst (BCBA) as well as an ABA Pilot Project coordinator.



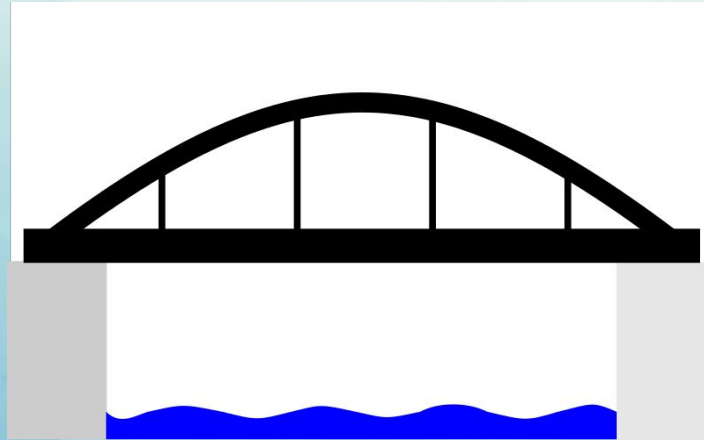


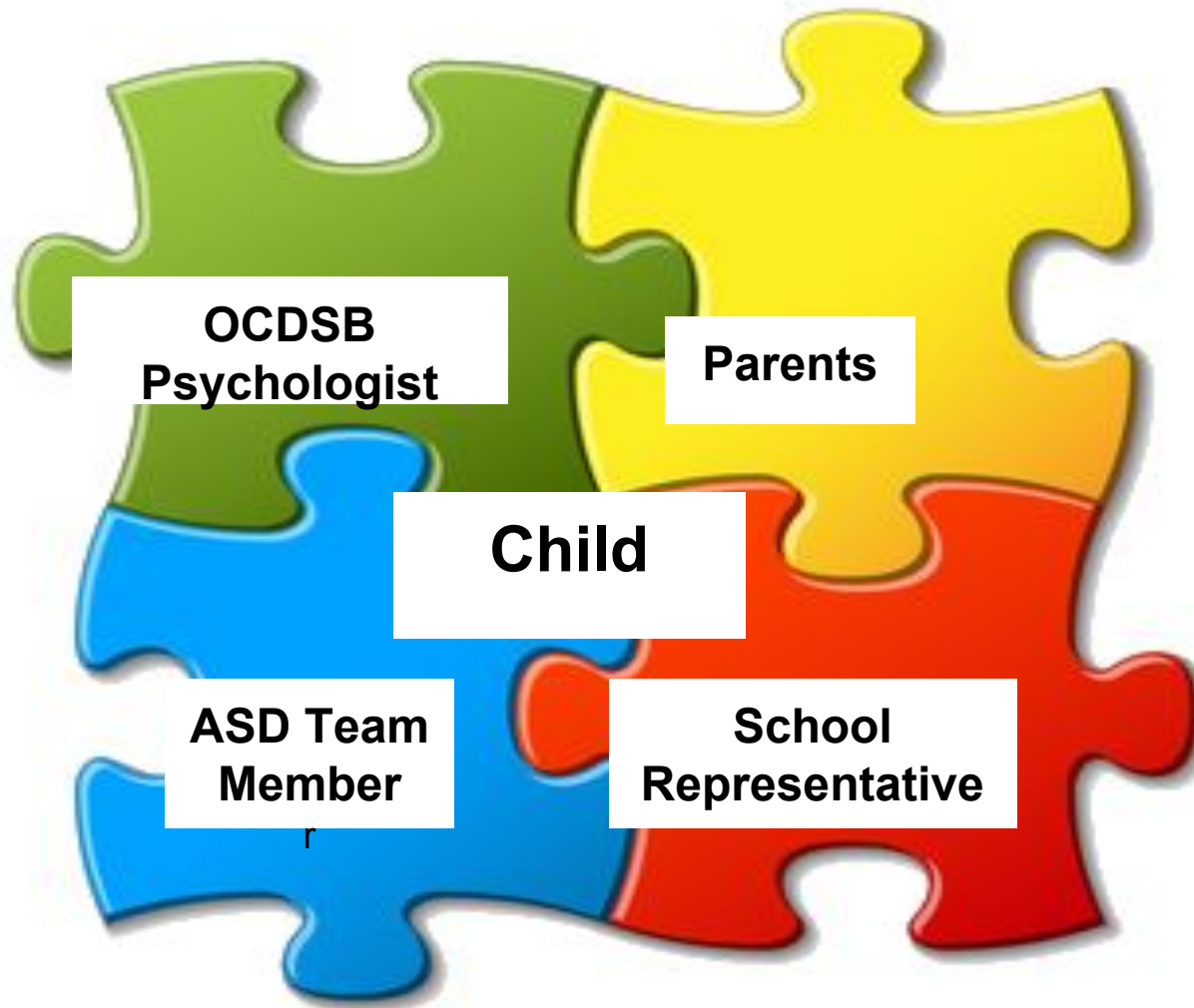
The ASD team supports schools by identifying the strategies needed, providing guidance and consultation and offering coaching and modelling for school staff.



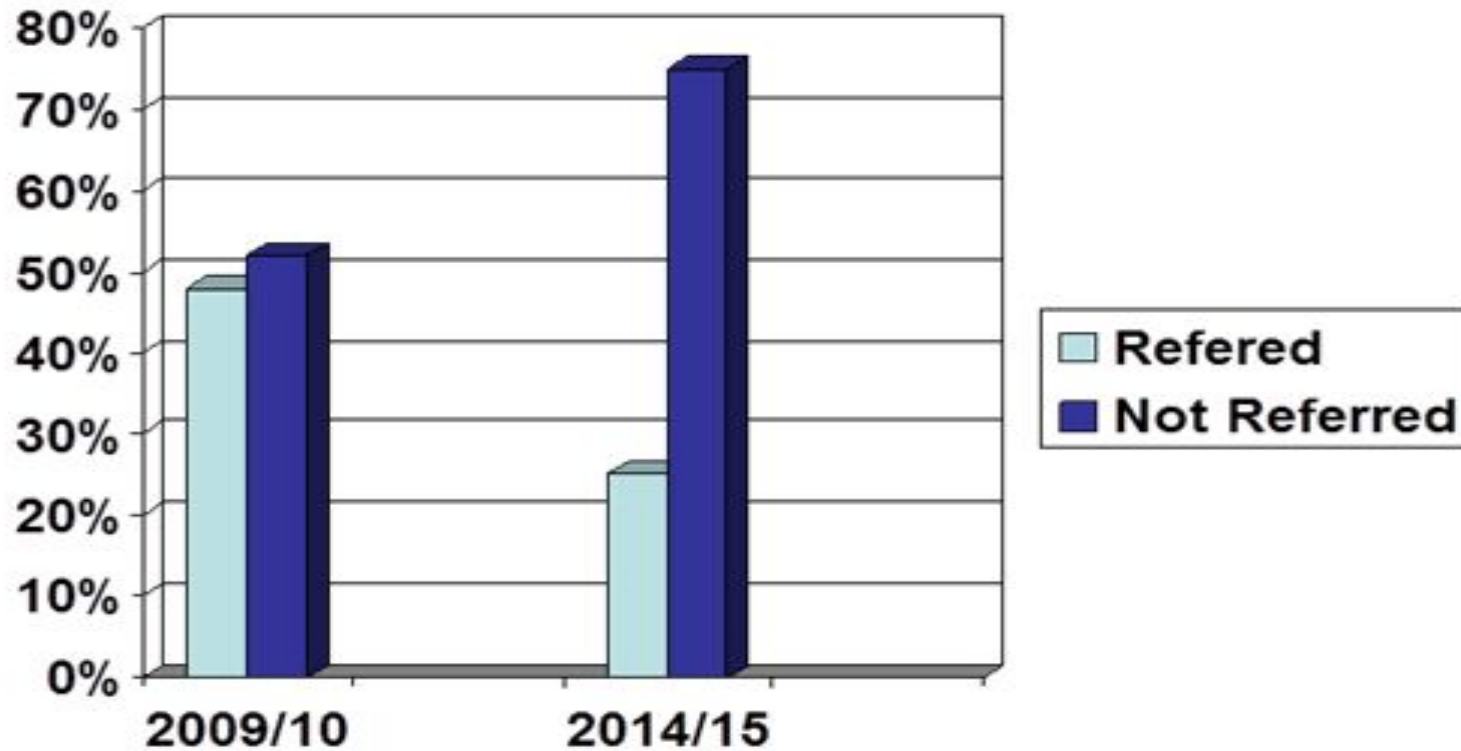


The **OCDSD Intake Model** forms a bridge between the medical diagnosis and the educational setting.





# Long Term Outcomes





# Connections for Students

In September 2010, the Ministry of Education and Ministry of Child and Youth Services were mandated to collaborate to **facilitate and support the transition of children with an autism spectrum disorder (ASD) from Intensive Behavioural Intervention (IBI) Programs to full time school.** Public school boards in Ontario were partnered with local Autism Intervention Programs to implement *Connections for Students*. The OCDSB is partnered with CHEO.



# Connections

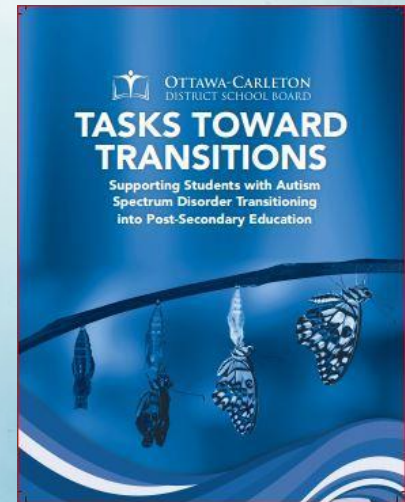


- 6 month duration, consists of in class observations and follow up feedback meetings
- Initial meeting determines start date; subsequent observations scheduled 2 months following initial meeting or as needed
- The Connections team consists of: school staff including Principals, LST, and classroom teacher (whenever possible), the OCDSB Connections Consultant, the CHEO Connections Consultant, and the parent(s)/guardian(s).



# Tasks Towards Transitions: Supporting Students with Autism Spectrum Disorder Transitioning into Post-Secondary Education

- Ministry initiative
- OCDSB/Algonquin College partnership
- Transition Team Planning Guide
- Student Guide





# Keys to Successful Transition Planning

- Involve student/parents/guardians
- Collaborative team approach
- A shared future vision
- Starting early
- A comprehensive, structured plan for the future

Reiss J. & Gibson, R. (2002). Health Care Transitions: Destinations Unknown. *Pediatrics*, 110 (6), 1307-1314



# Transition Teams:

- Individual
- Parent/Guardian
- Educators e.g. Administrators, Teachers, EA's, Learning Support Teacher, Early Childhood Educator
- Community Agencies/Organizations
- Other



# Outcomes when Transition strategies are used:

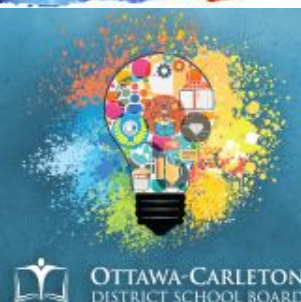
- Reduce the amount of transition time
- Increase pro social behaviours during transitions
- Increase independence
- Prepared to participate in school and community outings
- build self esteem and resilience





# THANK YOU!

***...ANY QUESTIONS??***



# References & Resources:

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Creating Pathways to Success — Ministry of Education <http://goo.gl/wc3Xo3>

Effective Educational Practices for Students with Autism Spectrum Disorders 2007, Ontario Ministry of Education, [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

Erin Oak Kids (2012). Supporting Transitions.

<https://www.erinoakkids.ca/getattachment/Resources/Growing-Up/Autism/Applied-Behaviour-Analysis/ABA-for-Families-Transitions.pdf.aspx>

Fouse, B., & Wheeler, M. (1997). A Treasure Chest of Behavioral Strategies for Individuals with Autism. Arlington, TX: Future Horizons

IEP Resource Guide

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

LINK Crew <http://www.boomerangproject.com/link/what-link-crew>

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Transition Planning – A Resource Guide 2002, Ministry of Education,  
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[http://edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/Samples/TransitionPlanfortheIndividualEducationPlan\(IEP\)\\_Sample\\_NCDSB.pdf](http://edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/Samples/TransitionPlanfortheIndividualEducationPlan(IEP)_Sample_NCDSB.pdf)

Transition Planning for Students with Special Needs: The Early Years through to Adult Life, Student Services, Nova Scotia Department of Education









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