Planning for Successful Transitions

Transition to Independence
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?
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
Individudal 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.

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Ottawa-Carleton District School Board
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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 (e.g. school to school, between grade, new teacher)

- **Little ‘T’** - regular basis within the routines of the school day (e.g. 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
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 OCDSB **Intake Model** forms a bridge between the medical diagnosis and the educational setting.
Long Term Outcomes

Bar chart comparing referred and not referred outcomes between 2009/10 and 2014/15.
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

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:

Connections – A guide to transition planning for parents of children with a developmental disability, Rae Roebuck & Judy Coultes-MacLeod, Toronto and Central East Region, May 2010

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


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

Planning for Transitions – A Checklist for Children with ASD, Special Education Department at Brant Halidmand Norfolk Catholic District School Board

Policy/Program Memorandum No. 140 — For Students with Autism Spectrum Disorder http://www.edu.gov.on.ca/extra/eng/ppm/140.pdf
References Cont’d

Policy/Program Memorandum No. 156 — Supporting Transitions For Students with Special Education Needs http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf


Transition Planning for Students with Special Needs: The Early Years through to Adult Life, Student Services, Nova Scotia Department of Education
When I grow up I want to be...

My future begins at the OCDSB!