

Transition Process



Transition Planning for Children with Autism Spectrum Disorders (ASD) and Severe Language Disorders

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10:15-11:30

KDEC Conference

Meeting the Challenges-Early 2010

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SEK Interlocal 637



The Research Says

- The long term impact of effective early intervention, depends in part on the transition of young children with autism from preschool to kindergarten (Fox, Dunlap & Cushing, in press; Hanson et al., 2001; Harris & Handleman, 2000; Rosenkoetter, Hains & Fowler. 1994; Wolery, 1989, 1997).



Demographics

- Early Intervention classroom can have 8-10 children in each class, A.M. and PM that attend half days 4 days a week and consultation outside the EI classroom is available.
- Pittsburg KS has a pop. of 19,649 as of July 2008.
- SEK Interlocal covers 13 school districts in the SE corner of Kansas.



Our History

- Prior to 2007-1 out of 4 children went to their home schools, with assistance.
- 2007 - was decided to form a team to assist new staff in schools.
- 2007 - 08-3 out of 4 went to home schools, with assistance.
- 2008-09 – 4 out of 4 have gone to their home schools.
- Projected for 2009-10 - 4 are attending their home schools.



The Research Says

- A central vision for the transition plan is to share detailed information acquired from student assessments and preschool history with staff at the new school. This minimizes the time and effort that the staff need to establish appropriate environmental, communication, and social requirements, so a young student with autism can succeed in kindergarten. This level of transition planning is of special importance for those children with autism who have problem behaviors (Fox et al., in press).
- The transition plan typically focuses on continuity of services and supports (Bruder & Chandler, 1996; Folwer, Schwartz & Atwater, 1991).



Pre-Transition

□ Timeline - March to June, including Extended School year services

- 1) Set up IEP/Progress meeting with parents, new school, including all OT, PT and speech professionals
 - a. Imperative that parents, transition staff and the receiving staff are in attendance
 - b. Materials, videos, pictures and transition report.
 - c. IEP team decides what training is necessary, who will take part and when it will take place (e.g Will a new para need to be hired, receiving teacher will visit before school is out in the spring and during Extended School year in the summer). A training timeline is developed.
 - d. Discuss supplementary aids and services that are currently in use with the child.
 - e. Review the curriculum used in the school and Kindergarten schedule.



Pre-Transition

2) Set the date for transfer to begin

- a) Consider the holidays, school calendar days off coming up
- b) Discuss the length of time the child will be at the new school
 - a) Per day, week and how the time will be spent or divided
- c) Consider comfort level of the receiving teacher, knowledge level of the ABLLS-R curriculum, sensory diet and behavior plan.
- d) Set up time for parents and child to visit new school.

4) Bus arrangements-need for a rider-getting off at Daycare or other considerations

- a) Discuss training for bus drivers if needed.
- b) If a rider is needed, work on the timing and return of the rider.
- c) Is this the adult that will be working with the child?



The Research Says

- Teacher training positively influences their practices, evidence indicates that training in special education has an impact on the integration of children with special needs (Early, Pianta, Taylor, and Cox, 2001).



Transition - Phase 1 –Aug to Nov.

□ Training the new staff



- a) Set up a time 2-3 times a week to go to the new school to work with staff and student.
- b) Review the students needs, behavior, reinforcement, sensory, speech, OT, PT, PECS, ABLLS-R programming.
- c) Explain the data forms and data collection in child's data book.
- d) Review the ABLLS-R graph and discuss the criteria for moving up, how programs are chosen for the student.



Assessment of Basic Language and Learning Revised (ABLLS-R)

- Criterion Referenced Test
- Curriculum
- Skills tracking system-graph
- Task analysis of many skills
- Can be used to develop comprehensive IEP's for children with ASD or severe language delays.



ABLLS-R –Skills

Basic Learner Skills Assessment

- Cooperation and Reinforcer Effectiveness
- Visual Performance
- Receptive Language
- Imitation
- Vocal Imitation
- Requests
- Labeling
- Intraverbals
- Spontaneous Vocalizations
- Syntax and Grammar
- Play and Leisure
- Social Interaction
- Group Interaction
- Follow Classroom Routines
- Generalized Responding



Academic Skills Assessment

- Reading Skills
- Math Skills
- Writing Skills
- Spelling

Self-Help Skills Assessment

- Dressing Skills
- Eating Skills
- Grooming
- Toileting Skills

Motor Skills

- Gross Motor Skills
- Fine Motor Skills

Transition - Phase 1 –Aug to Nov.

□ The Transfer of data

- a) Duplicate information is made for the new school
- b) Prior to the transfer the ABLLS-R programming sheets are emailed to the new school teacher
 1. If the child attends both schools for a time, then the program sheets will be duplicated and the child will do the same work in both environments
 2. Observational data is collected to determine when the child will be in the K. classroom and the resource room.



Transition - Phase 1 –Aug to Nov.

□ The Kindergarten Transfer Facilitator, is a well trained paraprofessional that is under the direction of the ECSE Teacher, will be available to the Receiving staff daily or weekly based upon the needs of the child and the school.

- Changes in programming, behavior and health issues may affect the transfer process



Transition - Phase 1 –Aug to Nov.

□ The Kindergarten Transition facilitator visits the new school 2-3 times a week

- a) These are regularly scheduled visits so that the staff at the new school will pre-plan
- b) A planned visit assists the new staff by checking on programming integrity, generalization of skills, seeing if materials need to be made, and to answer questions of the teachers and staff
- e) Assisting the Special Ed teacher to update the ABLLS-R graph and offer suggestions for materials used in the child's program.



Transition – Phase II– Dec to Feb.

□ Consulting

- Check in with staff weekly
 - Phone calls, email or personal visits
 - Assist with data forms and progress
 - Weekly visits are important to keep the student progressing and the new staff feeling confident
- Working with the Kindergarten staff for transition to First grade.
- Assist with adapting materials and additional trainings



Transition – Phase III–Feb to May

□ Follow up assistance

- a) IEP planning/curriculum needs
- b) Moving to Regular Ed. Curriculum
- c) Adaptations
- d) Behavior monitoring
- e) Offering suggestions
- f) Video support
- g) Additional Testing with ABLLS-R



Transition – Kindergarten and beyond

- ❑ Being available for teachers and staff for questions and issues that might arise as the child progresses
- ❑ Being an advocate for this child through this transition
- ❑ Offering support for parents with the upcoming transitions





The transition to formal schooling is a landmark event for millions of children, families, and educators. With this process we hope to aid all three areas in making a smooth transition, with years of educational success.



References and Resources

Transitions for Young Children with Autism from Preschool to Kindergarten

Journal Article by Emily J. Frost, Robert H. Horner, Teri Lewis-Palmer, Anne W. Todd; Journal of Positive Behavior Interventions, Vol. 6, 2004.

Starting Kindergarten : Transition Issues for Children with Special Needs

Journal Article by Magdalena Janus, Jessica Lefort, Ruth Cameron & Lauren Kopecheanski; Canadian Journal of Education 30, 3 (2007): 628-648.

