

### Autism Transition ECSE to Kindergarten

Primary Concern	Suggested Action	Responsible Party	Timeline
<p>Identification of primary contacts</p>	<ul style="list-style-type: none"> <li>• Provide list of school staff at Open House (August) and/or Back to School Night</li>   <li>• Maintain list of central office staff on special education website</li>   <li>• SEAC presentation on roles and responsibilities of special ed staff across school and central office (including potentially how to handle concerns/grievances)</li> </ul>	<ul style="list-style-type: none"> <li>• School staff</li>   <li>• Director of Special Education and/or the Administrative Computer Specialist</li>   <li>• Director of Special Education</li> </ul>	<p>Prior to start of school year or prior to Back to School Night</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Chain of command – school level and/or central office</p>	<ul style="list-style-type: none"> <li>• SEAC presentation on roles and responsibilities of special ed staff across school and central office (including potentially how to handle concerns/grievances)</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Special Education</li> </ul>	<p>Ongoing</p>
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> <li>• Continue to follow established transition procedures to include: case</li> </ul>	<ul style="list-style-type: none"> <li>• School staff, Special Ed Supervisors</li> </ul>	

	<p>manager and/or special ed contact attendance at IEP with input obtained for IEP draft prior to draft being sent home to family</p> <ul style="list-style-type: none"> <li>• Case manager, special ed contact and/or consulting teacher from receiving school observe student in the ECSE classroom prior to end of the school year (and ESY if appropriate)</li> <li>• ECSE case manager visit receiving school prior to end of the school year and prior to beginning of school year time permitting</li> <li>• Additional consideration could be made for ECSE staff to visit receiving school after start of school should problems arise</li> <li>• Special Ed Supervisors sending and receiving exchange pertinent information</li> <li>• Receiving Supervisor consider observation of child prior to end of school year; attend transition IEP if possible for “high profile” transitions</li> <li>• Related services staff (sending and receiving)</li> </ul>	<ul style="list-style-type: none"> <li>• Case manager, special ed contact and/or consulting teacher (receiving school)</li> <li>• ECSE case manager</li>   <li>• School staff</li>   <li>• Special Ed Supervisors (sending and receiving)</li> <li>• Special Ed Supervisors (receiving)</li>   <li>• Related services (sending and receiving)</li> </ul>	
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	<p>make contact prior to end of school to consider ordering of any materials (sensory, communication, etc.) that may be necessary</p>		
4	<ul style="list-style-type: none"> <li>• August SD days – how to support students to build independence; prompt hierarchy and prompt fading</li> <li>• Optional training modules on teacher workdays throughout the year</li> <li>• Observation and coaching of paras via consulting teachers particularly for “high profile” transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Autism Team and/or CTs</li> <li>• Autism CTs and/or CTs</li> </ul>	
5	<ul style="list-style-type: none"> <li>• August SD days – (1) overview of autism for those with less knowledge as well as (2) strategies for fostering collaborative teams (would be nice to highlight some gen-spec ed teams to model success stories)</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Team, CTs, and/or Special Ed Supervisors</li> </ul>	
6	<ul style="list-style-type: none"> <li>• August SD days – using a family centered approach without giving away the farm or loads of your time</li> <li>• I think it is difficult to conceptualize a standard form, as each child has his/her own idiosyncracies;</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Team, CTs, and/or Special Ed Supervisors</li> <li>• Autism Team, CTs, and/or Special Ed Supervisors</li> </ul>	

	perhaps we consider a workshop on how to communicate with objectivity...going beyond the good day/bad day phenomenon		
7	<ul style="list-style-type: none"> <li>• Special ed contact “forum/focus group” – pros/cons of looping, what does the research tell us?</li> </ul>	<ul style="list-style-type: none"> <li>• Special Ed Supervisors</li> </ul>	

*Primary Concerns/Themes Identified by Families*

1. Who’s who on the team – primary point person and responsibilities
2. Chain of command – school level and/or central office
3. Transition specific tasks – presence at IEP and August prior to school
4. Paraprofessionals – desire to build independence
5. General education – becoming teacher of the student, having “ownership”
6. Communication with families – standard of consistency
7. Looping of case managers