

Transition Protocol

for EIIS Autism Teams

TRANSITIONING is to begin the September before a child is eligible to attend and ending no later than the end of the first year school. (one-on-one EIIS clinical services with the family/child would decrease up to school entry and shift to school related consultation/service during the first year of school (for smooth transitioning)

FALL: September –
December prior to school

- Master list of incoming students forwarded to Student Service Coordinators: include brief comments on needs.
- Letter is sent to the school where the child will be registering
- Mtg: Transition Worker meets with Student Services Coordinator to discuss caseloads. (student services invites appropriate ed. staff, transition worker invited appropriate autism team members – discussion “big picture”)
- Student Services opens files, relevant reports are sent to student services and receiving schools.
- IFSP meeting: School board staff invited to attend IFSP meeting to start planning for school entry and the creation of the transition plan.

WINTER: January-March
(prior to school entry)

- School Meeting: What needs to get done, how does it get done, who does it? Autism Team & **Program Planning Team (PPT)**.
- Introduce relevant terminology / prepare families for change: (e.g. “services” to PROGRAMMING)
- IFSP reflects transition planning (services are adjusted as appropriate)
- EIIS services continue within the context of the transition plan

SPRING/SUMMER: April -
June & summer (prior to entry)

- Autism Teams and PPT meet to exchange information: Includes Service to program consultations. Transition worker is constant across meetings – links & coordinates teams.
- **Transition Plan*** is in place – service delivery continues as described in the transition plan until school entry.

SEPT: School entry to the
end of the child’s first year.

- Program planning team meets at school and should include the transition worker (or other EIIS team designate) to determine what supports will be needed from the Autism Team.
- Transition Plan may become the child’s IPP.
- Transition Worker (or other EIIS team designate) follows-up with child’s PPT for consultations as appropriate (one-on-one mentoring, direct consultation)
- Transition worker assists PPT with transitioning into grade 1, up to the end of the child’s first year.

** Transition Plan: details of what will happen and what service delivery will look like to ease / prepare children, families and the school for transitioning.*

Note: Service to Program consultations should be documented in writing and where possible be in person (included as part of transition plan).

