



## Autism Spectrum Disorders:

### Transition learning and development statement

#### Introduction

Starting school is usually an exciting and much anticipated time for parents and their children. However, this time of change can also bring worries and challenges.

In 2009 the Victorian Government's Department of Education and Early Childhood Development (DEECD) launched its 'Transition: A Positive Start to School' initiative. The initiative has introduced a '*Transition Learning and Development Statement*' to encourage families and educators to share information as the child enters their first year of school. The transition statements "provide a valuable understanding of a child's development before starting school as well as noting any additional needs to help schools plan individual support programmes" (DEECD, 2009, p2).

When a child has an Autism Spectrum Disorder the transition process often involves extra challenges for the student, parents/carers and professionals and may be a source of considerable anxiety. Successful transition to school requires careful planning and preparation and an understanding of the specific needs of each student. Parents and professionals need to work together to make decisions about appropriate supports and resources.

This '*ASDs Transition Learning & Development Statement*' was developed to supplement the DEECD '*Transition: Positive Start to School Learning and Development Statement*'. This additional information assists parents and professionals to have a shared understanding of the child's symptoms of ASD, profile of abilities and how these impact upon him/her. It includes a summary of previous assessments and reports. It also provides information on the student's learning profile and what teaching and management strategies are currently the most successful.



## Student's personal details

<b>Student's name</b>	DOB
Home Address	
Postcode	

### Family Details

<i>Father's Name</i>	
Occupation	
Address	Postcode
Telephone	Email

<i>Mother's Name</i>	
Occupation	
Address	Postcode
Telephone	Email

<i>Siblings</i>		
Name	DOB	School
Name	DOB	School
Name	DOB	School

### Early Childhood Service contacts

Name	
Telephone	Email
Name	
Telephone	Email
Name	
Telephone	Email

### Other services involved

Name	
Telephone	Email
Name	
Telephone	Email
Name	
Telephone	Email

### \*Transition Co-ordinator

Name	
Telephone	Email



## Diagnostic and assessment information

### Diagnosis

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Diagnosed by

Date of diagnosis

### Cognitive assessment

Date of Assessment

Results

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### Communication Assessment

Date of Assessment

Results

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### Adaptive skill development

*(Fine and gross motor skills, self-help)*

Date of Assessment

Results

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### Other

Date of Assessment

Results

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## 1. Current ASD symptoms

### Social interaction

Impaired use of non-verbal behaviours such as eye-to-eye gaze, facial expression, posture and gesture to interact socially

*Describe:*

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Failure to develop peer relationships appropriate to developmental level

*Describe:*

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A lack of spontaneous seeking to share enjoyment, interests or achievements with other people by bringing, showing and sharing

*Describe:*

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Lack of social or emotional reciprocity

*Describe:*

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### Communication

Delay in, or lack of, speech not compensated for by mime or gesture

*Describe:*

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Impaired ability to initiate or sustain a conversation

*Describe:*

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Stereotyped and repetitive use of language or idiosyncratic language

*Describe:*

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Lack of varied spontaneous make-believe play or social imitative play appropriate to developmental level

*Describe:*

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**Restricted, repetitive and stereotyped behaviour, interests and activities**

Preoccupation with stereotyped and restricted patterns of interest

*Describe:*

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Adherence to specific, non-functional routines or rituals

*Describe:*

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Stereotyped and repetitive motor mannerisms

*Describe:*

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Persistent preoccupation with parts of objects

*Describe:*

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**2. Health and associated features**

Health:

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Diet/Fussy eating:

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Sleep:

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Fine and Gross Motor:

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Sensory Disturbance:

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### 3. Cognitive profile, thinking and learning

What are the student's strengths, weaknesses and emerging skills?

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What are the student's particular areas of interest or talent?

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What motivates the student?

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Is the student easily distracted?

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Does the student cope with change?

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Does the student persist with difficult tasks?

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Can the student generalise skills and learning? (people, settings and equipment)

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Can the student organise and sequence information?

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## 4. Communication

Visual supports currently used

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Communication skills	Comments and management ( <i>What does the student do or say?</i> )
Maintain appropriate distance from others	
Use non-verbal communication (eye contact, gestures...)	
Respond to others' non-verbal communication	
Use appropriate tone of voice	
Greet familiar and unfamiliar people	
Introduce him/herself	
Initiate a conversation	
Join a conversation	



Communication skills	Comments and management ( <i>What does the student do or say?</i> )
Maintain a conversation (questions and comments)	
End a conversation appropriately	
Change topic/stay on topic	
Interrupt others appropriately	
Ask for help	
Request information (peers and adults)	
Understand irony, metaphor, sarcasm	



## 5. Social relating and play

Is the student happiest doing his/her own thing?

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Does s/he prefer to be with or make more approaches to peers, adults or younger children?

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How does the child currently fill in his/her day?

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What are the child's favourite play activities?

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Can s/he use imagination in play?

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Does s/he understand the rules of play?

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Social skills	Comments and management (What does the student do or say?)
Take turns in games	
Share	
Join in with others' activities	
Ask others to join in with him/her	



<b>Social skills</b>	<b>Comments and management (What does the student do or say?)</b>
Offer help	
Compromise	
Deal with winning and losing	
Finish a game or activity	
'Tell on' others	
Touch familiar and unfamiliar people appropriately	
Deal with peer pressure	
Seek attention	
Request permission	
Receive or give a compliment	
Accept criticism	
Deal with making a mistake	
Try something new	
Assert him/herself	
Accept 'no'	
Deal with teasing/bullying	

## 6. Emotions and behaviour

Emotions	Comments and management (What does the student do or say?)
Happiness	
Sadness	
Anger	
Fear	
Confusion	
Worries/concerns	
Frustration	
Humour	
Excitement	
Disappointment	



### Training needs and supports for staff

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- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

#### **Student Services/Consultants who may be required**

##### **Psychologist**

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Contact details  
\_\_\_\_\_  
Organisation  
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##### **Speech Pathologist**

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Contact details  
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Organisation  
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##### **Occupational Therapist**

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Contact details  
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Organisation  
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##### **Social Worker**

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Contact details  
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Organisation  
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##### **Visiting Teacher**

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Contact details  
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Organisation  
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##### **Psychiatrist**

\_\_\_\_\_  
Contact details  
\_\_\_\_\_  
Organisation  
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##### **Other**

\_\_\_\_\_  
Contact details  
\_\_\_\_\_  
Organisation  
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## Transition plan checklist

	Yes	No	Action
Program for students with a disability			
Diagnostic and assessment reports			
Health and medical			
Prep teacher identified			
PD for prep teacher			
Informal school familiarisation			
Regular school orientation			
Student snapshot developed			
ASDs Transition learning and development statement			
ECL/specialists school consultation			
Kindergarten/school consultation			
Methods of parent-school communication			
Structures already in place to support the child			
Structures already in place to support the family			
Structures already in place to support the teacher/school			
Develop Individual Learning Plan			
Future PSGs			