



Transition Planning (Task-to-Task/Subject-to-Subject)

A transition plan as described in this document is the school's written plan to assist the student in making a successful transition between tasks and/or subjects in school. These documents will support each exceptional student, unless the student is identified as exceptional solely on the basis of giftedness.

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Page 2-7 Tools and Techniques taken from Effective Educational Practices for Students with Autism Spectrum Disorders (available on Ministry Website <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.html>)

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Transitions Between Activities and Settings or Classrooms



Each school day many transitions occur between activities and settings. They may also include less frequent transitions such as class trips, fire drills, special guests, and encounters with occasional teachers. Three common strategies for transition planning throughout the day include:

Preparing the student in advance:

Provide a timeline of when the transition will occur, and demonstrate the expiration of time before the even will occur. For example, create a map of the school that includes routes to each class.

Gradual transition steps:

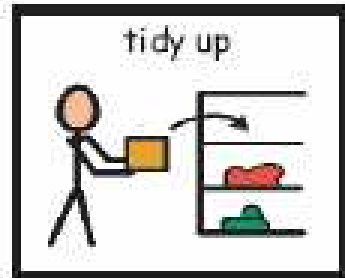
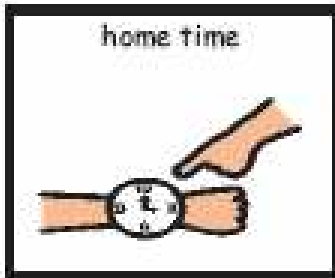
Gradually introduce the student to parts of the new environment or activity as well as the personnel involved. For example, if the gym is aversive to the student, begin with a small amount of people, gradually increasing the duration of time and amount of people.

Use visual strategies:

Consider the use of visual strategies to support the student in learning about the environment or what is expected. Resources on types of visual strategies and their use are available from the School Support Program. For example, take pictures of each of the teachers to put into a mini photo album. Label the pictures with the teachers' names and the subjects they teach.

Reference: Transition Planning Kit—Thames Valley Children's Centre

Transition Tasks - School to Home



Getting Ready for the Bus

	Monday	Tuesday	Wednesday	Thursday	Friday
	<input style="width: 100%; height: 100%;" type="checkbox"/>	<input style="width: 100%; height: 100%;" type="checkbox"/>	<input style="width: 100%; height: 100%;" type="checkbox"/>	<input style="width: 100%; height: 100%;" type="checkbox"/>	<input style="width: 100%; height: 100%;" type="checkbox"/>
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Tidy up my desk



Put my lunchbox away



Put my agenda away



Get my backpack























































Put on my hat, coat, and mitts



Line up at the door



Monday Morning	Monday Afternoon
 who  what  who  what  who  what	 who  what  who  what  who  what
 Mrs. Jones  maths  Mrs. Jones  maths	 class  class  class  class
 Mrs. Gravel  reading  Mrs. Gravel  reading	 class  class  class  class
 Mr. Bradshaw  science  Mr. Bradshaw  science	 class  class  class  class
 Mrs. Nesbit  gym  Mrs. Nesbit  gym	 YMCA  YMCA  YMCA  YMCA
 Mr. Martin  recess  Mr. Martin  recess	 outside  outside  outside  outside

Workout Room

workout room



1. Go to the workout room. —

exercise ball



2. Roll on the exercise ball. —

bag & weights



3. Squeeze bag and lift weights. —

treadmill



4. Walk on the treadmill. —

bicycle



5. Ride the bicycle. —

VISUAL SUPPORTS (Task Sequence)

Home Time		
1	<input type="checkbox"/>	I put my headset into my brown bag.
2	<input type="checkbox"/>	I line up.
3	<input type="checkbox"/>	I walk quietly into the hallway with my teacher.
4	<input type="checkbox"/>	I put my headset into my backpack.
5	<input type="checkbox"/>	I put on my coat.
6	<input type="checkbox"/>	I put on my boots.
7	<input type="checkbox"/>	I put on my hat and scarf.
8	<input type="checkbox"/>	I put on my gloves.
9	<input type="checkbox"/>	I put on my backpack.
10	<input type="checkbox"/>	I line up and wait for the bell to ring.
11	<input type="checkbox"/>	I walk with my teacher to the front door.
12	<input type="checkbox"/>	I wait for my mom to pick me up.
13	<input type="checkbox"/>	I walk to the car and say, "Hi, Mom".

Have the student check off each box on completion of each sequence.

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Student Information for Occasional Teachers

One of my students, _____, has a neurological condition known as **Autistic Spectrum Disorders (ASD)**. As a result, certain things in the school setting are difficult for this student. Students with ASD typically have trouble in social situations and when their routine is changed.

The following is a list of situations that might be difficult for this student to handle:

The following is a list of behaviours the student might exhibit when feeling overwhelmed or under stress:

The following is a list of strategies you can use when you see the student exhibiting these behaviours:

Anxiety can be a serious problem for children with ASD, and it can escalate rapidly. If you notice this student doing any of the following:

immediately ask _____ in room number _____
to help you.

Please do not try to handle this type of behaviour on your own because there are specific methods for doing so.

Waterloo Region District School Board