



Resources for Exceptional Children and Youth - Durham Region



OAP-D Entry to School Program Caregiver Orientation: Transition to School Phase

May 2024

Goals for Today

By the end of the session you will:

- Increase your understanding of the Entry to School Program
- Be aware of what the “Transition to School” phase involves and what supports may be available to your child
- Have an opportunity to provide your informed consent for your child’s participation in the second phase of the program

Land Acknowledgement

The lands, waters, nature and sky that Grandview Kids is privileged to exist within have long been home to the Michi Saagiig Anishinaabeg. We acknowledge the lands of the traditional and treaty territories covered under the Williams Treaties, including the Mississaugas of Scugog Island First Nation, Alderville First Nation, Hiawatha First Nation, Curve Lake First Nation and the Chippewa Nation of Georgina Island, Beau Soleil and Rama. We are responsible for building stronger relationships with clients, caregivers, partners and colleagues from First Nations, Métis and Inuit communities. Through our shared values of belonging, excellence, connection, discovery and celebration, Grandview Kids commits to seeking truth and upholding reconciliation.

The Ontario Autism Program – Durham Partnership (OAP-D)

Our mission is to provide high-quality programs and services to children and youth with Autism Spectrum Disorder and their families in the Durham Region.



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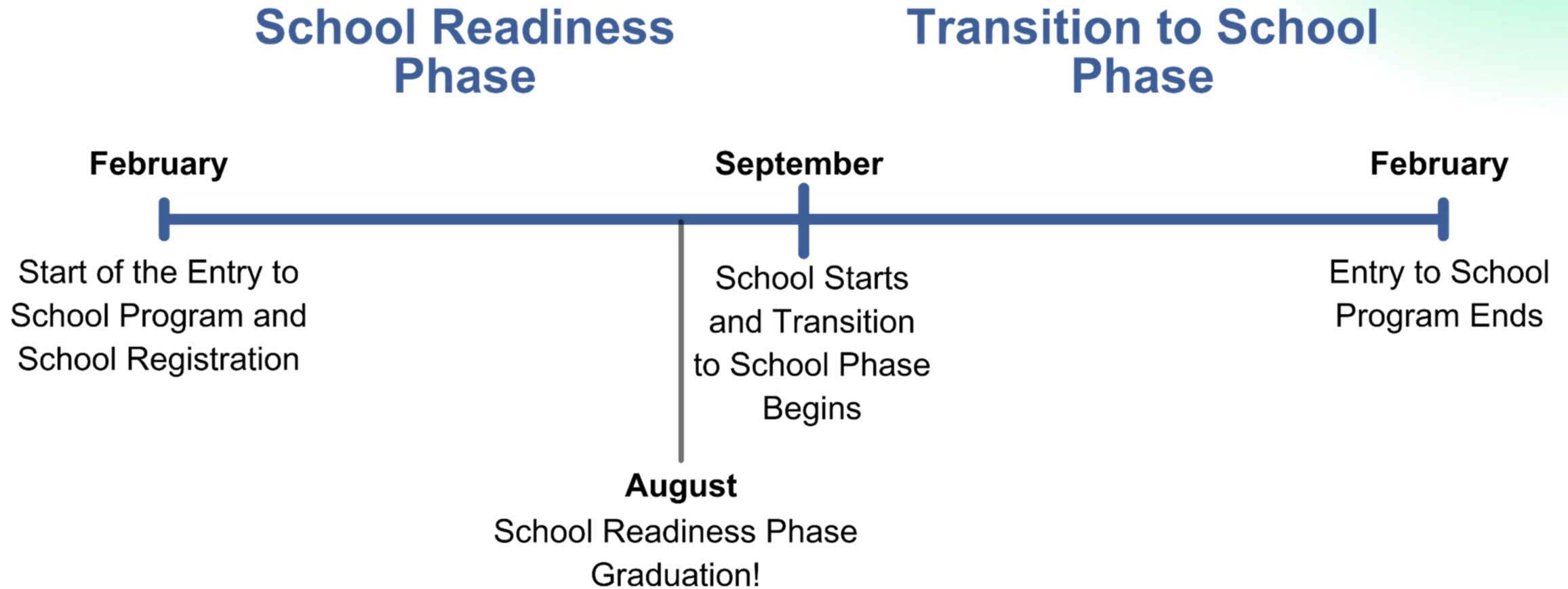


OAP - Entry to School: Purpose

To support young children with autism to successfully transition to school through:

- Skill development across six key domains
- Capacity-building for providers and educators
- Strengthen families' advocacy skills and understanding of supports
- Fostering strong connections between the home and school environments

ETS Timeline



First Phase: School Readiness

Focus on six skill areas:

- Communication
- Play
- Social interaction
- Functional routines
- Behavioural self-management
- Pre-academics, learning and attention



Second Phase: Transition to School

- Support from the ETS Consultation Team is available for *up to* six months following the start of school
- Goal is to facilitate a successful transition and placement in school through the sharing of knowledge, strategies, resources and tools.



Consultation Team

- ETS Consultation Team members are available to support the transition to school period
 - This includes Behaviour Consultant / Behaviour Technician (Class Leads), Occupational Therapist, and Speech-Language Pathologist and/or Speech-Language Therapy Assistant
- The Transition Coordinator acts as point of contact for the family and school team to facilitate access transition supports.



Transition Supports

Transition supports may differ from school board to school board and from child to child.

Types of Transition Supports

Consultation with the School - ETS Team ***can***

- Share Transition Report detailing child's progress in the skill areas addressed by Entry to School (with family consent)
- Share strategies/techniques that were effective in supporting the child's participation in the "School Readiness" phase
- Share resources and learnings from the "School Readiness" phase of the program with school and family

What is Coaching?

Provided by the ETS consultation team and involves:

- The ETS team member observing relevant school staff and the child
- Modelling strategies and providing feedback about strategies

Coaching does not involve 1:1 treatment with the child from the team

Transition Report

Information to expect in the report:

- Background information on your child
- Progress within the six skills areas
- Strategies and recommendations to support continued success within the six skill areas
- Recommendations highlighting the most impactful strategies used to support your child in ETS

Transition Report

Information that ***may*** accompany the report (appendices):

- Raw scores of progress
- Behaviour safety plan and/or general behaviour strategies plan
- Visual supports
- More detailed information on child-specific strategies

Service Agreement and Multi-Agency Consent for Information Sharing



Comments / Questions?

Please direct any questions/comments to your **Transition Coordinator** or **Megan Thorpe Ross** at mthorpeross@rfecydurham.com