



Resources for Exceptional Children and Youth - Durham Region



OAP Entry to School program Caregiver Orientation – Transition Phase

May 2023

Goals for Presentation

1. Provide a brief summary of the “getting ready for school” phase of Entry to School
2. Describe the “transition to school” phase and the potential supports available
3. Review the service agreement and multi-agency consent for information sharing

Land Acknowledgement

Grandview Kids is proud to acknowledge the lands and people of the Mississaugas of Scugog Island First Nation, which is covered under the Williams Treaties. We are situated on the Traditional Territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, which includes Algonquin, Ojibway, Odawa and Potawatomi.

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

The Entry to School program is a collaborative effort of the Ontario Autism Program – Durham Partnership

Members of the partnership include:

- Grandview Kids
- Lake Ridge Community Support Services
- Resources for Exceptional Children and Youth – Durham Region
- The Regional Municipality of Durham:
 - Children's Developmental and Behavioural Supports
 - Infant and Child Development Program

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
- Increasing families' advocacy skills and understanding of supports
- Fostering strong connections between the home and school environments

Entry to School Program

Two components:

- **First Stage:** Getting ready for school (first six months)
- **Second Stage:** Transition to school (up to six months after school start)



First Stage: Getting Ready for School

Focus on six skill areas:

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



Second Stage: 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 this transition to school period and may include:
 - Behaviour Consultant and/or Registered Behaviour Technician
 - Occupational Therapist
 - Speech-Language Pathologist and/or Speech-Language Therapy Assistant
- The Transition Coordinator acts as point of contact for family and school team to access ETS staff.



Transition Supports

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

Transition Supports

- **Specific supports during the transition to school stage will be based on the individual needs of the student and will be determined in collaboration with families/caregivers, the School/School Board team, and the ETS team.**
- In Durham Region, the ETS team collaborates with four English School Boards:
 - Durham District School Board,
 - Durham Catholic District School Board,
 - Kawartha Pine Ridge District School Board Peterborough Victoria Northumberland and Clarington Catholic District School Board).
- All school boards are open to the ETS team sharing of information that has been gathered through “getting ready for school” phase.
- NOTE: There may be differences among the school boards in how they arrange special needs services and supports.
- School Boards are the experts in describing these available services. As a result, families are asked to connect directly with their child’s school team for more information about school services. This could include speaking with the SERT (Special Education Resource Teacher), Program Support Teacher, or principal about what to expect.
- The ETS team are unable to share information about what services/supports will be available in your child’s specific school or board.

Types of Transition Supports

With your consent, ETS Team *can*

- Share written summary of child's progress in the skill areas addressed by Entry to School
- Share strategies/techniques that were effective in supporting the child's participation in the "Getting Ready for School" phase
- Share resources and learnings from the "Getting Ready for School" phase of the program with school and family

What is Coaching?

A transition support provided to schools at school's request and involves:

- The ETS team member observing your child in their classroom environment
- Modelling/demonstrating strategies for school staff
- Providing feedback to school staff as they practice using the strategies

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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
- “Top recommendations list” to highlight the most impactful strategies or recommendations

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

Multi-Agency Consent for Information Sharing



Multi-Agency Consent from

- In order to complete all the activities described in this presentation, ETS requires parents/caregivers informed consent
- consent is two fold and involves:
 1. consenting to having your child participate in the transition phase of ETS and
 2. consenting to sharing information among the various agencies/school boards supporting your child
- You may request a printed copy of the consent form from your ETS classroom
- Please return the completed consent form to your ETS classroom

Comments / Questions?

Please direct any questions/comments to your **Transition Coordinator** or **Lynn McInnes** at lmcinnes@rfecydurham.com

Comments / Questions?

Other questions or concerns: Please contact Wanda Harrington
wanda.harrington@grandviewkids.ca