

## Transition Considerations and Checklist

<b>Pre-K</b>		
Setting		Make sure staff has good knowledge of normal child development and is trained in autism spectrum disorders
		Use an integrated approach for goals and services
		Teach generalization skills – focus on the positive
		Be proactive
		Prevent bullying
Environment		Natural setting, includes similar-age peers who are both social and verbal
		Visually structured with clear, defined boundaries
		Quiet area to reduce anxiety and sensory overload
Social-Emotional		Provide curriculum that addresses core deficits based on the student's developmental stage
		Foster self-awareness of feelings and emotions
		Encourage friendships and develop play skills
		Build self-esteem
Academic		Schedule reflects balanced variety of activities that addresses both cognitive and adaptive needs and skills
		Use student's special interests to enhance learning
Behavioral		Ensure staff and classroom expectations meet student's needs
		Reduce stress and anxiety
		Build in choice making throughout the day, as appropriate; often, presenting too many choices confuses and agitates students with autism spectrum disorders
		Teach the hidden curriculum
		Teach, encourage, and support developmentally appropriate self-advocacy
<b>Elementary School</b>		
Setting		Same as Pre-K, in addition to:
		Conduct and review assessments
		Check for understanding
Environment		Same as Pre-K, in addition to:
		Consider student's needs with teacher style
		Use visual supports and graphic organizers
		Provide structure to unstructured activities
Social-Emotional		Same as Pre-K, in addition to:
		Use Circle of Friends and social groups to build relationships
		Teach concept of home base and safe person
		Allow and encourage student to be a leader/helper
Academic		Same as Pre-K, in addition to:
		Be respectful of learner's strengths and challenges
		Modify and adjust academic expectations to meet student capabilities
		Introduce concept of leisure skills
Behavioral		Same as Pre-K, in addition to:
		Make sure positive behavioral supports are in place
		Recognize communication of behaviors
		Be aware of teaching independence instead of learned helplessness

<b>Middle School</b>		
Setting		Same as Elementary School, in addition to:
		Be sensitive to possibility of depression
Environment		Same as Elementary School, in addition to:
		Provide orientation
		Practice routines
		Provide maps and written directions
Social-Emotional		Same as Elementary School, in addition to:
		Analyze effects of stress and anxiety
		Teach self-reflection, self-evaluation
		Expand vocabulary of emotions/feelings
		Change the format of social skills training
Academic		Same as Elementary School, in addition to:
		Build in homework strategies/accommodations
		Provide study hall
		Provide opportunities for leadership in special interest areas
		Further define leisure skills
Behavioral		Same as Elementary School, in addition to:
		Honor and value student's opinions
		Reassess motivation and reinforcements
		Introduce self-determination curriculum
		Establish understanding of role and responsibility of law enforcement
<b>High School</b>		
Setting		Same as Middle School, in addition to:
		Prevent intimidation and harassment
Environment		Same as Middle School, in addition to:
		Provide orientation opportunities prior to beginning of the year
		Possibly attend a summer class
Social-Emotional		Same as Middle School, in addition to:
		Provide work experience, supported if necessary
		Continue to facilitate friendships and build on like interests
Academic		Same as Middle School, in addition to:
		Provide enrichment activities in addition to academics
Behavioral		Same as Middle School
<b>School to Work</b>		
Setting		Same as High School
Environment		Same as High School, in addition to:
		Change from high school setting to college or work setting
Social-Emotional		Same as High School, in addition to:
		Expand friendships to the next environment
Academic		Same as High School, in addition to:
		Continue to focus on academics or transfers to work environment
Behavioral		Same as High School, in addition to:
		Builds on self-determination and self-advocacy