

Transition Planning in UGD SB

Hello!

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"Successful transition experiences help build resiliency, support improved student achievement and wellbeing, and, for students with special education needs, results in improved continuity of programs and services"

*Special Education in Ontario,
Kindergarten to Grade 12 (2017)*

Types of Transitions

1. Macro (yearly or mid year)
2. Micro (ongoing)

Macro Transitions

- Transition from Preschool/Home to Kindergarten
- Moving between schools due to a family move
- Elementary (Grade 8) to Secondary (Grade 9)
- Transition to Special Class Placement
- Secondary to Community, Workplace or Post-secondary education



Macro Transitions:

How does a school plan for them?

- Sending school reaches out to new school to gather the required information to support a successful transition
- Pre-meeting is scheduled with school teams as well as parents/guardians for information sharing and build new relationships with school team and the family
- Transition case conference -collaboration to develop a plan between school and home
- Transition visits for the student and family

Considerations for all Transitions

- What is the students unique profile?
- What needs to be in place to ensure a student can be met with success?
- Is there supporting documentation that can be shared?
- Are there any outside agencies or partners involved?
- Are there any assessments to help inform programming
- What human resource supports is the student currently accessing?
- Does the student require any changes to the physical environment of the school or classroom?
- Does the student require specialized equipment?
- What proactive work could be done to support the transition?



Role of Parents/Guardians in Supporting Macro Transitions?

- Attend transition planning sessions
- Be collaborative, creative and proactive
- Share strengths, needs and interests

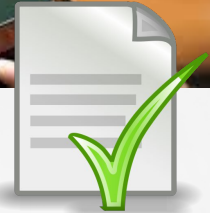


Do you have any questions about Macro Transitions?



Explained

IEP &
transition plans



Micro Transitions

- Transition from home to school
- Moving between preferred work tasks to un-preferred tasks
- Moving between one work area to another work area in the classroom
- Moving between locations in the school
- Transitioning from school to home



Micro Transitions:

How does a school plan for them?

- Teachers share year-to-year the supports required for student success
- Educators reach out to parents to learn more about their students and their need for transitional supports
- Staff work to align systems between home and school
- Transition plans are developed by the school team, and included in the IEP in the transition plan section
- Staff training is provided if needed to support consistency of supports
- Plan implemented with the student
- Monitor student success with transition support to ensure student is meeting with success

Role of Parents/Guardians in Supporting Daily Transitions?

- ▣ Daily communication with teacher
- ▣ Pre-loading schedules, changes in routine
- ▣ Reinforcement
- ▣ Snacks and lunches
- ▣ Being proactive
- ▣ Being a part of a team

Micro Transitions: Questions?



Daily Schedule	
To Do	All Done





“The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions.” (PPM 156, Ministry of Education)

UGDSB transition document

Developed by Special Education Department

Educator Support Guide for Transition Planning

Ministry of Education

Special Education in Ontario

Ministry of Education





Open communication and a team approach are crucial to the success of all transitions.

