

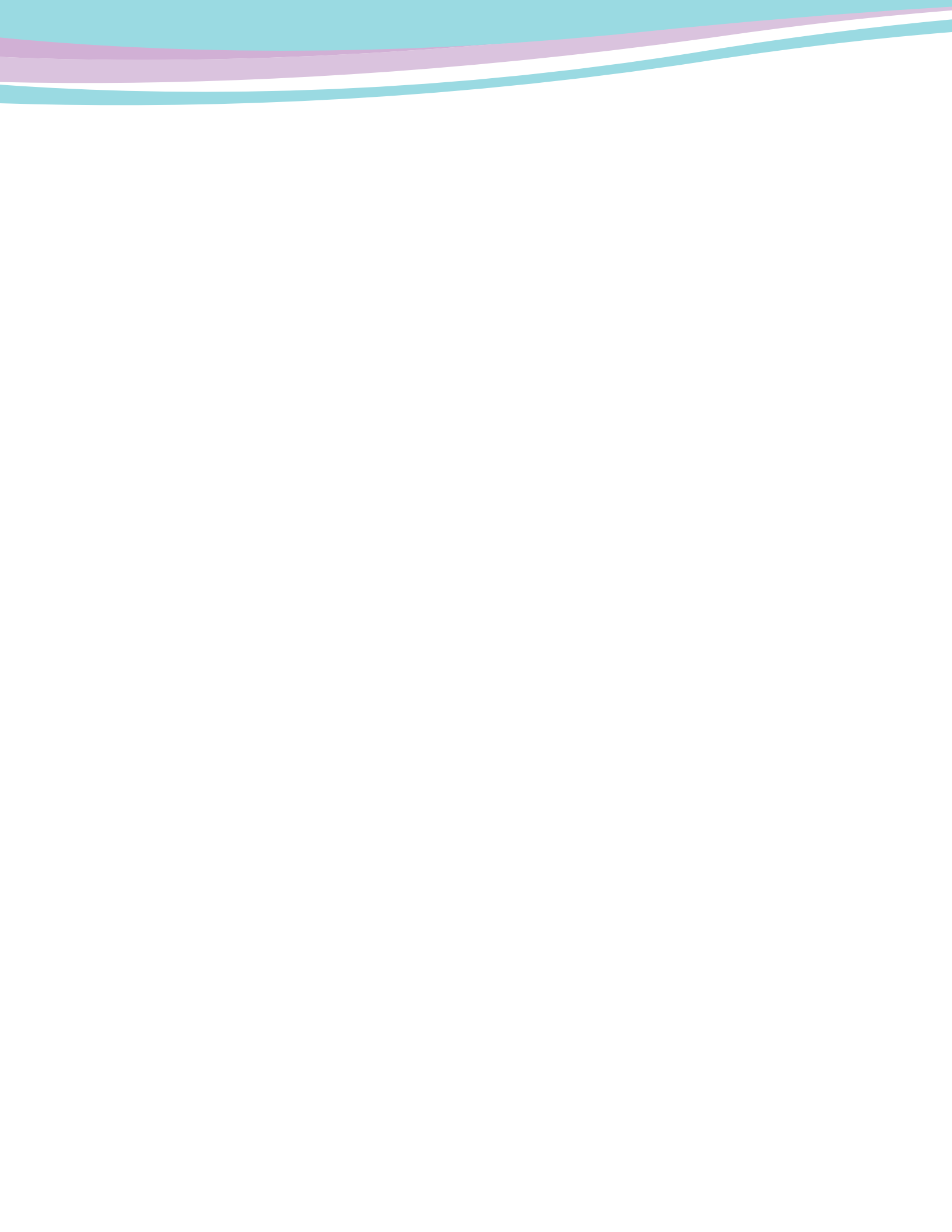
Protocol for Early Childhood Transition to School for Children with Additional Support Needs

October 2015



Healthy Child Manitoba
Putting children and families first

Manitoba 



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A Message from the Healthy Child Committee of Cabinet

The Healthy Child Committee of Cabinet (HCCC) partnership supports government departments to develop and evaluate policies, programs and services that promote the best possible outcomes for all Manitoba children and families. As part of its responsibilities in carrying out the Healthy Child Manitoba Strategy¹, the HCCC is responsible for the interdepartmental protocols which direct government departments and related agencies to work collaboratively in several specific areas.

HCCC protocols facilitate a coordinated approach by staff of departments and related agencies (schools, regional health authorities, child and family services authorities and mandated agencies/regions) who work with the complex and interconnected needs of children, youth and their families. By guiding collaborative actions among service providers, children and families, and community partners, protocols reduce barriers for children, youth and families who require the integrated and timely services of more than one service provider.

We are asking partners to follow these protocols to improve outcomes for Manitoba's children, youth and families. We recommend that these protocols be included in the orientation of new staff, and reviewed periodically with all appropriate staff. We appreciate your support in the continued implementation and monitoring of these protocols.

¹ For further information on the HCCC and the Healthy Child Manitoba Strategy, please visit Healthy Child Manitoba's website at www.gov.mb.ca/healthychild.

Preface

Government of Manitoba Interdepartmental Protocols

A protocol is an agreement between two or more departments, agencies or authorities that describes how they will work together to achieve a common goal. It identifies who is responsible, individually or jointly, for specific tasks and their timelines.

Mandate

The Healthy Child Committee of Cabinet directs the province's interdepartmental protocols on service provision for children, youth and families across the province. These protocols mandate a collaborative approach by the staff of departments and related agencies/organizations (schools, health regions, child and family services authorities and other mandated agencies/regions) who work with children, youth and their families. The following protocols are available on the Healthy Child Manitoba website at www.gov.mb.ca/healthychild:

- Protocol for Early Childhood Transition to School for Children with Additional Supports Needs (2002; revised 2015)
- Information Sharing Protocols Under the Youth Criminal Justice Act (Canada) (2004)
- Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (2008)
- Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders (1995; revised 2013)
- Education and Child and Family Services Protocol for Children and Youth in Care (2013)

Background

This protocol replaces the previous document, *Guidelines for Early Childhood Transition to School for Children with Special Needs* (2002), and incorporates feedback from families, service providers and other stakeholders in transition planning for children with additional support needs. The processes and strategies outlined in this protocol integrate current research and are based on best practices in transition planning. The revised protocol provides specific timelines, outlines the responsibilities of each partner in the process and describes key practices and principles which guide effective and collaborative transition planning.

Introduction

Children's transition into school is an emotional and complex time for any family. This transition may be even more challenging for families with children who have additional support needs.² More intensive supports and planning are often needed to promote a smooth and positive transition to school for these children. To achieve this goal, the **Protocol for Early Childhood Transition to School for Children with Additional Support Needs** should be initiated one year prior to school entry. Beginning the process one year prior to school entry allows adequate time for gathering and sharing information about the child and family. It also allows time for the school team to develop a child-specific plan to bolster children's strengths and meet their needs.

Guiding Principles

The principles outlined in the following section guide all phases of the transition planning process and are viewed as integral to the implementation of this protocol.

Manitoba Education and Advanced Learning's Philosophy of Inclusion

Manitoba Education and Advanced Learning is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Family-centred Practice

In this protocol, 'family' refers to parent(s), guardian(s), or a child and family services worker or agency/region. The term is used with the recognition that more than one of these people may be involved in decision-making for the child's transition into school.

Family-centred practice is a collection of values, attitudes and approaches to guide service delivery for children with additional support needs and their families. Family-centred practice places the caregiver unit at the centre of service delivery.³ It recognizes that each child and family has unique strengths, needs, language and culture, and that the first step to successful family-centred practice is developing an understanding of the caregivers' identity and their hopes and dreams for their child.

Prioritizing the needs of the family, as identified by them, is also integral. In family-centred practice, family voices and choices are deliberately elicited, honoured and integrated into the transition process.

² Janus, M.; Lefort, J.; Cameron, R.; and Kopechanski, L. (2007) Starting Kindergarten: Transition Issues for Children with Special Needs. *Canadian Journal of Education*. Vol 30, Issue 3, pp. 628–648.

³ Law, M., Rosenbaum, P., King, G., et al. (2003). *What is family-centred service?* CanChild Centre for Childhood Disability Research, McMaster University.

Strengths-based

Strengths-based transition plans identify and enhance the knowledge, skills and assets of children, their families, their communities and other team members. Children's needs, especially when they are complex, can dominate the transition planning process. A commitment by transition team members to a positive-focused, strengths-based approach is a critical factor in developing a balanced, and ultimately more successful, transition plan.

Child-specific

Integrating a child's and family's unique strengths, needs, language and culture into the planning process is a key aspect of a successful transition. To achieve a successful transition, plans should be child-specific, flexible and adapt to emerging strengths and needs of the child and family.

Who is this Protocol for?

This protocol is intended for the family, early childhood service providers, school divisions and school staff, who are involved in the joint planning for children with additional support needs who are transitioning into school.⁴ A child with additional support needs is a child who may have a physical, cognitive, neurodevelopmental, or learning disability or behavioural and/or emotional needs that require significant additional support to meaningfully participate in educational programming. Other terms that may be used interchangeably with "children with additional support needs" include "children with special learning needs", "children with special needs" or "children with exceptional needs".

Formal diagnoses may be helpful in informing the transition planning process for the child and the family. However, children are not required to have formal diagnoses to be supported by the transition process outlined in this protocol.

Transition Team Structure

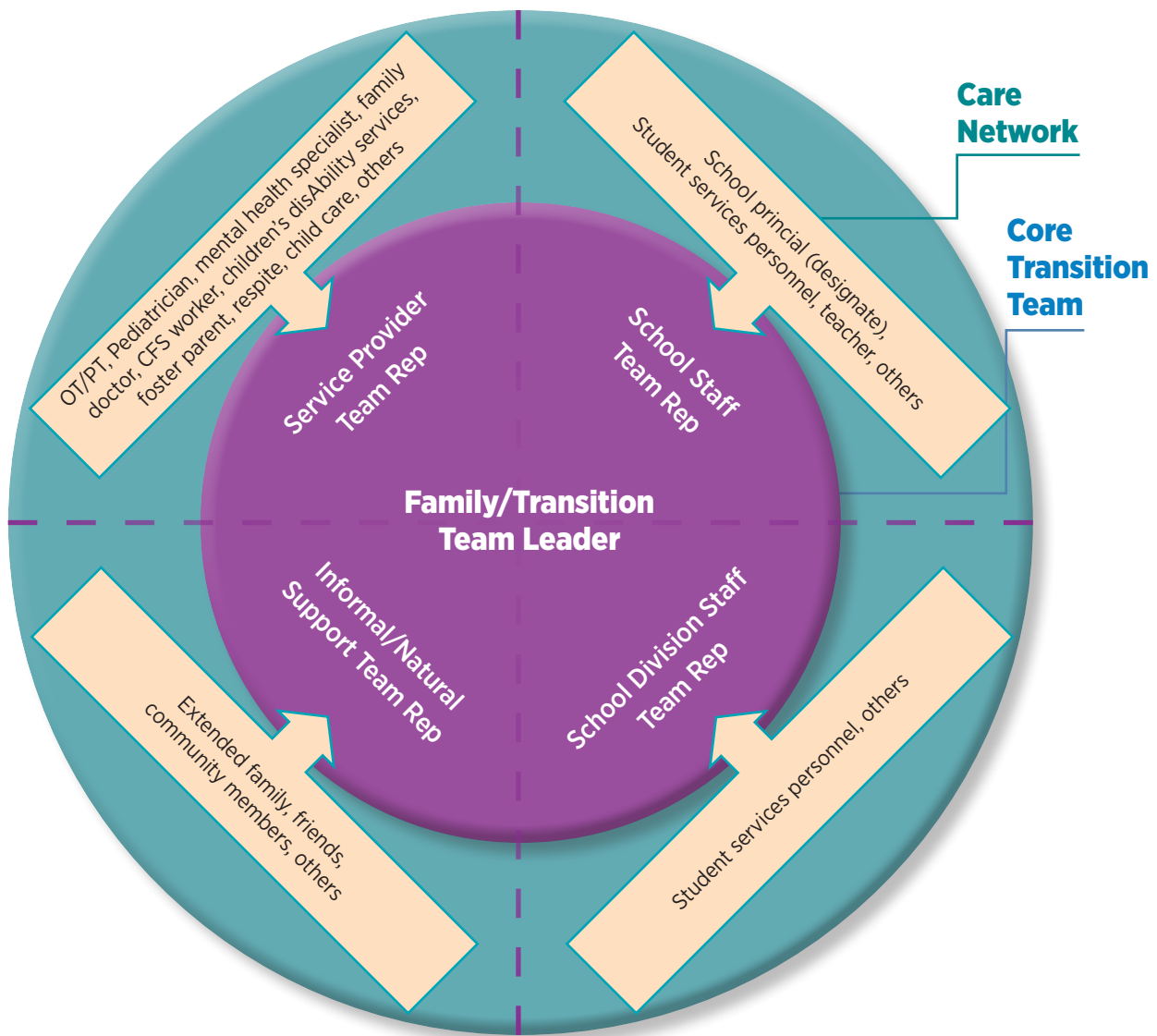
The transition team is the core group that facilitates the transition process (see figure 1). Transition team members are individuals representing the family's or guardians' larger care network. In addition to the family, the team may consist of:

- the transition team leader (the family or a designate or a combination of the two)
- a school division representative/student services administrator (SSA)
- one or more school representatives
- service providers (as needed for information sharing or acting as team leaders)
- informal/natural community supports (as needed to support child and family)

As the family's voice is central in the transition process, it is recommended that the family either act as the transition team leader, or choose a trusted delegate to lead or co-lead the process. The delegated team leader should be a member of the child's care network who is accessible, available to take on the task, and with whom the child has a positive relationship.

⁴ Most children start school in Kindergarten. However, older children may enter the school system after Kindergarten at the appropriate grade level.

Figure 1 | Transition Planning Team Structure

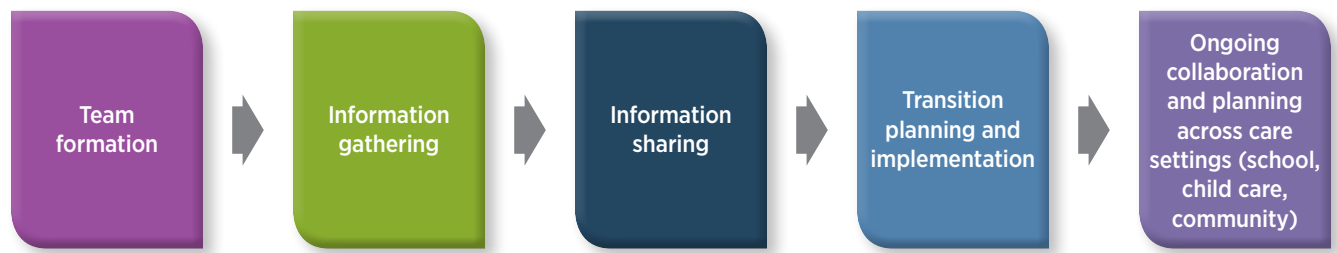


Roles and Responsibilities

Overview

Collaboration among transition team members is essential in developing and implementing an effective plan to transition children with additional support needs into school. To assure the transition team has ample time for assessment, information-sharing and planning the child's transition, **the transition process should begin one year prior to school entry.** Figure 2 gives a visual overview of the stages of the transition planning process. While the image depicts stages as separate, the stages may overlap during an actual planning process. Detailed descriptions of the roles and responsibilities of transition team members, along with objectives and timelines, are identified in the following section. Also see Appendix C: Early Childhood Transition to School Checklist of Tasks.

Figure 2 | Overview of Transition Planning Process



The Family/Guardian/Transition Team Leader

Families are encouraged to be the transition team leader, given their central role in the process.

If the family prefers that another member of the team takes the leadership role, then another service provider will assume the lead or will share the lead with the family.

If the child with additional support needs is in the care of Child and Family Services, please consult the *Education and Child and Family Services Protocol for Children and Youth in Care (2013)* for guidelines around information sharing regarding children and youth in care.

<p>Before September: one year prior to school start</p>	<ul style="list-style-type: none"> • Identify the transition team leader (ex: family, service provider, others). It is recommended that the child’s family play this role, or the family can select a member of the child’s care network who is accessible, available to take on the task, and with whom they have a positive relationship to share the role or take the lead on behalf of the family. • Identify individuals/agencies that may be included in the transition planning process. These individuals/agencies should include “informal” or “natural” supports. These supports are people the family can access that are independent of formal service providers and supports (ex: extended family, friends, religious leaders, coaches, etc). • Connect with service providers to initiate the transition process.
<p>September: one year prior to school start</p>	<ul style="list-style-type: none"> • Assemble information on the child’s strengths/needs. • Complete the Transition Planning Form (Appendix B) in collaboration with the transition team.
<p>October – December (9-11 months prior to school start)</p>	<ul style="list-style-type: none"> • Share the Transition Planning Form with the school division’s student services administrator (SSA) and/or the principal of the local elementary school. • Initiate transition planning conversations with the school principal and/or the school division’s SSA (considerations: accessibility, programming, child care, siblings, etc.).

January – April (5-8 months prior to school start)	<ul style="list-style-type: none"> • Attend the Kindergarten open house and participate in a school tour/visits and conversations with the school principal and/or staff, as appropriate (parent may choose to do this independently or with the selected transition team leader, if available). • Register the child for school (must be legal guardian).⁵ • Participate in a school transition/intake meeting. • Participate in planning for the child’s transition to school, based on his or her unique strengths and needs. (Examples of strategies that may be used to support school transition: visits/observations by the school and/or division staff to home and/or child care centre, school visit(s) by child and family, classroom visit(s), taking photos of child at the school, creation of a ‘transition social story’ in booklet or video format for review later (see Appendix A).)
May – June (2-4 months prior to school start)	<ul style="list-style-type: none"> • Update the Transition Planning Form (if necessary). • Begin to implement the plan for the child’s transition to Kindergarten.
July – August 15th (1-2 months prior to school start)	<ul style="list-style-type: none"> • Support implementation of the plan for the child’s transition to Kindergarten.
Last 2 weeks of August	<ul style="list-style-type: none"> • Support implementation of the plan for the child’s transition to Kindergarten. • Connect with the teacher or school case manager to share/update information.
Beyond school entry	<ul style="list-style-type: none"> • Have ongoing collaboration and planning across care settings (ex: school, child care, community). • Request a follow-up on the child’s strengths and needs from pre-school service providers (as needed).

Service Providers

Service providers are professionals who provide social, clinical/medical, educational and other services to the child and the family. They may be occupational therapists, pediatricians, mental health specialist, speech and language pathologists, child care providers or any other service providers in the child’s care network. Their main role in the transition process (aside from ongoing service provision and support) is to assess, document and share relevant information about transitioning children, so the children can be supported and given the opportunity to thrive in the school setting. In their roles as members of the transition team, each service provider should promote a positive transition to school for the child. If parents prefer that another member of the team takes the leadership role, then service provider will assume the lead or will share the lead with the parents.

⁵ If the child is in the care of Child and Family Services, the agency will complete the “Child and Family Services Information” section in the Transition Planning Form (Appendix B) and have the agency Director sign the form in the relevant area. E.D. C.E.O./Regional Office R.D. must sign in the appropriate section in order to establish guardianship. Court orders are not to be shared.

If the child with additional support needs is in the care of Child and Family Services, please consult the *Education and Child and Family Services Protocol for Children and Youth in Care (2013)* for guidelines around information sharing regarding children and youth in care.

Before September: one year prior to school start	<ul style="list-style-type: none"> • Relevant service providers will contact the family to initiate a transition process.
September (12 months prior to school start)	<ul style="list-style-type: none"> • Share relevant information on the child's strengths and needs with the family/transition team leader using the Transition Planning Form as a guide (see Appendix B).
October – December (9-11 months prior to school start)	<ul style="list-style-type: none"> • Support ongoing inter-agency collaboration for service provision and transition on behalf of the child.
January – April (5-8 months prior to school start)	<ul style="list-style-type: none"> • Participate in the school transition/intake meeting(s). • Participate in planning for the child's transition to school, based on unique strengths and needs. • Examples of strategies that may be used to support school transition include: <ul style="list-style-type: none"> – visits/observations at home/child care centre by school and/or school-division staff – school visit(s) by the child and his/her family – classroom visit(s) – taking photos of the child at school – creation of a 'transition social story' in booklet or video format (for review later) (see Appendix A)
May – June (2-4 months prior to school start)	<ul style="list-style-type: none"> • Begin implementation of the plan for the child's transition to Kindergarten. • Assist in updating Transition Planning Form (if necessary).
July – August 15 (1-2 months prior to school start)	<ul style="list-style-type: none"> • Support implementation of the plan for the child's transition to Kindergarten.
Last 2 weeks of August	<ul style="list-style-type: none"> • Support implementation of the plan for the child's transition to Kindergarten.
Beyond school entry	<ul style="list-style-type: none"> • Provide follow-up regarding the child's strengths and needs upon request, and where applicable, depending on the service provider's role. • Support ongoing, inter-agency collaboration for service provision for the child.

Receiving School

The school principal (or designate) works with the transition team to promote a positive transition to school for the child with additional support needs. The principal may receive information from the child’s family, and, if so, will share it with the student services administrator (SSA) of the school division to initiate the transition planning process. Receiving information as early as possible helps schools and school divisions put plans in place to support children as they enter school.

If the child with additional support needs is in the care of Child and Family Services, please consult the *Education and Child and Family Services Protocol for Children and Youth in Care* (2013) for guidelines around information sharing regarding children and youth in care.

Before September: one year prior to school start	—
September (12 months prior to school start)	—
October – December (9-11 months prior to school start)	<ul style="list-style-type: none"> • Receive the Transition Planning Form from the SSA, family or transition team leader. • Initiate transition planning conversations with the SSA (considerations: accessibility, programming, child care, siblings, etc.).
January – April (5-8 months prior to school start)	<ul style="list-style-type: none"> • Once the child is registered for Kindergarten, the principal determines the school-based case manager (ex: classroom teacher, student services teacher, principal/vice-principal, division transition teacher). • The school-based case manager works with the transition team leader to facilitate transition planning and implementation. • With the transition team leader, organize and participate in intake/transition meeting(s) that include the family, appropriate school and division personnel (ex: principal, student services teacher(s), SSA, clinicians, classroom teacher) and appropriate pre-school service providers. • Participate in planning for the child’s transition to school, based on unique strengths and needs. Examples of strategies that may be used to support school transition include: <ul style="list-style-type: none"> – visits/observations at home/child care centre by school and/or school-division staff – school visit(s) by the child and his/her family – classroom visit(s) – taking of photos of the child at school – creation of a ‘transition social story’ in booklet or video format (for review later) • Consider/identify need for professional/staff development opportunities, to meet the needs of the child and his or her classmates in the school setting.

May – June (2-4 months prior to school start)	<ul style="list-style-type: none"> • Begin implementation of the plan for the child’s transition to Kindergarten.
July – August 15 (1-2 months prior to school start)	—
Last 2 weeks of August	<ul style="list-style-type: none"> • The principal and/or classroom teacher, and/or school-based case manager, and/or student services administrator, or designate, connects with the family to share/update information.
Beyond school entry	<ul style="list-style-type: none"> • Promote ongoing collaboration and planning across care settings (school, child care, community). • Monitor ongoing need for consultative services and supports. • Identify and connect the child and family to appropriate services and supports, where necessary. • Consider/identify need for professional/staff development opportunities to meet the needs of the child and his or her classmates in the school setting.

School Division Student Services Administrator/Designate

The student services administrator (SSA) may also be referred to as coordinator, principal, director, consultant or assistant superintendent of student services. This is an individual with special education certification, hired by the school division, to coordinate and support student services needs in schools. The SSA (or designate) is often the person in the school division who is the first to receive information about children with additional support needs, who will be entering kindergarten. The SSA may work with the transition team in a variety of ways to support a child’s positive transition to school. Receiving information as early as possible helps schools and school divisions put plans in place to support children as they enter the school setting.

If the child with additional support needs is in the care of Child and Family Services, please consult the *Education and Child and Family Services Protocol for Children and Youth in Care (2013)* for guidelines around information sharing regarding children and youth in care.

Before September: one year prior to school start	—
September (12 months prior to school start)	—

October – December (9-11 months prior to school start)	<ul style="list-style-type: none"> • Receive Transition Planning Form from family or transition team leader or school principal. • Initiate transition planning conversations with the family. • Provide the family with information on supports/services available at the school and school division, pertaining to the strengths and needs of their child. • Inform the family of important dates and events, such as school open house(s). • Arrange/participate in school tours/visits, as needed. • Share the Transition Planning Form and initiate transition-planning conversations with the school principal and appropriate school and/or division staff.
January – April (5-8 months prior to school start)	<ul style="list-style-type: none"> • If a school-based case manager has not yet been determined, work with the transition team leader to organize transition/intake meeting(s). • Participate in the school transition/intake meeting(s), as needed. • Support planning for the child’s transition to school, based on unique strengths and needs. Examples of strategies that may be used to support school transition include: <ul style="list-style-type: none"> – visits/observations at home/child care centre by school and/or school-division staff – school visit(s) by the child and his/her family – classroom visit(s) – taking of photos of the child at school – creation of a ‘transition social story’ in booklet or video format (for review later) • Consider/identify the need for professional staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting.
May – June (2-4 months prior to school start)	<ul style="list-style-type: none"> • Assist the school team in planning for supports and services necessary for the child’s transition to school.
July – August 15 (1-2 months prior to school start)	<p>—</p>
Last 2 weeks of August	<ul style="list-style-type: none"> • Connect with the family to share/update information, unless this task is delegated to the principal, school-based case manager, classroom teacher or others.
Beyond school entry	<ul style="list-style-type: none"> • Consider/identify the need for professional staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting. • Promote ongoing collaboration and planning across care settings (school, child care, community).

Informal/Natural Supports

Informal/natural supports are people the family can access that are independent of formal service providers and supports. These “natural” supports can be extended family, friends or others in the community (ex: religious leaders, coaches) who can support and empower the family and their child throughout the transition process in a culturally relevant and caring manner.

Before September: one year prior to school start	
September (12 months prior to school start)	<ul style="list-style-type: none"> • Share knowledge of the child’s interests, strengths and needs with the transition team leader, as requested.
October – December (9-11 months prior to school start)	<ul style="list-style-type: none"> • Support the family in the transition process. • Encourage and help the family participate in transition planning.
January – April (5-8 months prior to school start)	<ul style="list-style-type: none"> • Support the family in the transition process. • Encourage and help the family participate in transition planning.
May – June (2-4 months prior to school start)	<ul style="list-style-type: none"> • Support the family in the transition process. • Encourage and help the family participate in transition planning.
July – August 15 (1-2 months prior to school start)	<ul style="list-style-type: none"> • Support the family in the transition process. • Encourage and help the family participate in transition planning.
Last 2 weeks of August	
Beyond school entry	<ul style="list-style-type: none"> • Provide continued support in meeting the needs of the family and their child beyond transition to school

Summary

The protocol outlined in this document provides principles, practices and tools to promote successful transitions to school for children with additional support needs and their families. Successful transitions to school set the foundation for personal and academic success for all children. When families, service providers, schools and the community work together, a more effective approach to bolstering children’s strengths and meeting their needs is achieved, and a more successful transition to school is the result.

Appendix A: Creating a Transition Social Story

A social story⁶ describes appropriate social cues and child responses in specific situations. It is written for individual children according to their specific needs. The social story can be used for a variety of purposes, including introducing changes and new routines to help promote a smooth and positive transition to school. A transition social story can be created by anyone on the Transition Team such as the family or the Kindergarten teacher. It may be a helpful and supportive tool for the family to read with their child regularly over the summer months and during the first weeks of school.

To be effective, a social story should

- Describe the experience of starting school from the perspective of the child and in the child's voice (i.e. from the "I" perspective)
- Be consistent with the child's developmental level

Information about what to include should be drawn during the Information Sharing stage of the Team meetings especially from the family and the Kindergarten teacher who know the child and the anticipated routines best. For example, the social story should include some of the consistent routines which will occur in Kindergarten such as group meeting time, gym, choice time, etc. Personal care routines are just as important to capture such as where the child will go to the washroom and where he will place his personal belongings. If the child who is transitioning is identified as loving dinosaurs then one photo may be of the dinosaurs available to play with in the Kindergarten classroom. Include a page about the dismissal routine such as a photo of the child care centre, the bus and driver if the child is transported home, or where Mom will be waiting, as appropriate.

A booklet with one or two sentences and one main concept per page is an effective social story format. Include a corresponding photo of the transitioning child, as well as photos of the actual people the child will meet, the space he will play in and the types of materials he will encounter. Please see <http://www.gov.mb.ca/healthychild/publications/index.html#protocols> for a sample social story. Please customize the sample story with content and photos of the child you are helping to transition.

⁶ Government of Manitoba, *Supporting Inclusive Schools: A Handbook for Developing and implementing Programming for Students with Autism Spectrum*, Chapter 5 pp.8-9. <http://www.edu.gov.mb.ca/k12/specedu/documents.html> For more about social stories please see Gray, Carol. *The new Social Story Book: Illustrated Edition*. Arlington TX: Future Horizons Inc. 2000.

Appendix B: Transition Planning Form

TRANSITION PLANNING DEMOGRAPHICS

Name of Child _____

Date of Birth _____ Gender _____

MET # _____ PHIN # (9 digits) _____
(Assigned by Manitoba Education and Advanced Learning)

Parent or Legal Guardian/Agency _____
(For children in care of Child and Family Services, additional information is required. See page 41)

Primary Home Address _____

Phone _____ Fax _____

Cell/Mobile _____ Email _____

Form completed by _____

Date completed _____

TRANSITION PLANNING QUESTIONNAIRE

The purpose of the following questionnaire is to help school staff understand your child's abilities and needs, to support a smooth and positive transition into Kindergarten. Please share what you feel is important for the school to know. Include information that may affect the safety of your child in the school environment.

A. THE CHILD AND FAMILY/GUARDIANS

Tell us about your family (structure, culture, anything else the school would need to know).

What language is most commonly spoken at home?

Tell us about your child (strengths, needs, anything else the school would need to know).

Describe your child's goals and successes.

What are your hopes and priorities for your child?

B. PLAY

PLAY PREFERENCES

Does your child enjoy playing with other children his or her age?

How would you describe your child's play when around other children? (ex: alone, beside, together, etc.)

Does your child participate in imaginary play?

What are your child's favourite games/activities/toys? Describe any special talents or interests, your child may have.

How does your child respond to a new toy or game?

Does your child use technology? How?

INTERACTIONS AND RELATIONSHIPS

How does your child interact with adults during play?

How does your child interact with peers (children of the same age) during play?

Describe a play scenario that is typical of your child's interactions with peers (children of the same age).

Describe your child's friendships.

DECISION-MAKING/MAKING CHOICES

Describe your child's ability to make play choices (ex: who to play with, what to play with, where to play; with/without assistance).

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc., that are effective to support your child in this particular area.

C. COGNITIVE/CONCEPTS

Please outline the strengths and needs of your child in this area.

Would you say your child is interested in books and the meaning of written words?

Describe your child's ability to handle objects, such as books and toys, in the manner intended.

Describe your child's ability to recognize letters, numbers, neighbourhood signs and symbols

Describe your child's attempts to write his/her name and/or letters and numbers.

Describe your child's special interests or skills in areas such as arts, athletics, reading, writing, mathematics or any other areas.

Describe your child's ability to understand and talk about the shape, size, (big/little) and location (behind, in front) of objects, and quantities (some, most, all).

How do you think your child learns best (ex: listening, watching, etc.)?

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

D. COMMUNICATION

Please outline the strengths and needs of your child in this area.

PRIMARY LANGUAGE AND/OR MODE OF COMMUNICATION

- Speech
 - ASL (American Sign Language)
 - AAC (Assistive Augmentative Communication)
 - Other _____
-

RECEPTIVE

Describe your child's ability to understand language. For example, listening to a story; following one-step, two-step, three-step directions for familiar activities.

EXPRESSIVE

Does your child put several words together to share an idea or story? Are those words spoken clearly and generally understood by most listeners?

Describe your child's ability to ask questions and ask for help when needed. What does your child say to ask:

- for a drink or food _____
- to go outside _____
- for help _____
- to use the bathroom _____

Describe your child's ability to begin a conversation with an adult and to respond in a conversation started by an adult. Does your child talk about daily experiences and routines (ex: bathtime, shopping, lunch)

Describe your child's ability to communicate with same-age peers during play. What does your child say to the play partners?

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

E. SELF-HELP

Please outline the strengths and needs of your child in this area.

EATING

Describe your child’s ability to eat a prepared lunch independently and keep her/his eating area fairly clean (ex: open containers, open lunch bag, serve self cereal, etc.).

GROOMING

Describe your child’s ability to wash and dry hands independently, wipe own nose, etc.

DRESSING

Describe your child’s ability to dress and use fasteners such as buttons, snaps and zippers.

Describe your child's ability to play with balls (throw, kick), to climb (on outdoor/indoor climbing equipment), to walk on balance beams, and to crawl through tunnels or other small spaces.

Describe specialized equipment used and/or equipment you anticipate using.

FINE MOTOR

Describe your child's ability to hold a pencil, crayon or paint brush.

Describe your child's ability to use scissors.

Describe your child's ability to use other small items (ex: Lego, Connex, stringing beads, train tracks, puzzles, etc.)

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

G. SENSORY

Please outline the strengths and needs of your child in this area.

VISION

Vision is within normal range. If not, please explain.

HEARING

Hearing is within normal range. If not, please explain.

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

H. SENSORY PROCESSING ABILITIES

Please outline the strengths and needs of your child in this area.

Has your child ever received a formal sensory profile? If yes, please explain.

TACTILE

Does your child have difficulty touching or playing with certain items (ex: play dough, finger paint, sand, water)?

Does your child have difficulty being touched?

LIGHTING

Describe if/how light affects your child (ex: bright sunlight, fluorescent and other)?



NOISE LEVEL

Describe your child’s ability to cope with loud noises and noisy environments.

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

I. SOCIAL/EMOTIONAL/BEHAVIOURAL

Please outline the strengths and needs of your child in this area.

Describe your child's typical demeanor/manner (ex: quiet/withdrawn, shy, loud, busy, aggressive, throws tantrums, self-harming, etc.)

SELF-REGULATION

Describe your child's behaviour when he/she is happy or excited.

Describe your child's ability to sit still for a reasonable amount of time.

Describe your child's behaviour when she/he is frustrated or upset.

Describe your child's ability to self-soothe (comfort him/herself) or be soothed (be comforted) when frustrated or upset. What does your child do to calm down? What do you do to help your child calm down?

Describe your child's ability to take on a task or activity (ex: listening to a story, following through on a task, take turns, wait for a turn).

TRANSITIONS

Describe how your child is able to handle transitions/shifts (ex: going from one activity/event to another).

Describe how your child is able to handle changes in expected routines or in the environment (ex: unfamiliar adult, location of furnishings/play centres).

BEHAVIOUR

Describe your child's ability to get along with and respect other children. Does your child use words or actions to change play or to engage adults/peers?

Describe any of your child's behaviours that concern you or other members of your family or other caregivers.

Describe triggers that affect your child's behaviour (ex: things that set him/her off).

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support your child in this particular area.

Examples:

- Pre-warning before transitions/shifts are going to take place
- Storytelling (social stories)
- Sensory tools (ex: "chewelry", chewies, fidget toys, noise-reduction ear muffs, sensory brush, etc.)
- Other (please explain)

J. HEALTH, SAFETY AND WELL-BEING

Please outline the strengths and needs of your child in this area.

Identify any safety concerns (playgrounds, park, walking, bus).

Describe your child's level of alertness/tiredness at different times of the day and his/her ability to participate in activities at that time. Explain any other tendencies related to the time of day.

Do you have any concerns about your child's sleep patterns?

Is there any information that the school should know about your child's history?

Has your child received a specific diagnosis? If so, please explain.

MENTAL HEALTH

Describe stressors (things that cause stress) that affect your child's health, safety and/or well-being.

Does your child have any particular fears? If so, what are they?

Describe strategies, prompts, interventions, equipment, environmental adaptations, tone of voice, etc. that are effective to support this child in this particular area.

K. HEALTH CARE NEEDS

Check the most appropriate item(s). Add comments, if necessary.

- No health care interventions
- Needs help to perform specific health care interventions during school hours; please describe.

- Needs one or more of the following health care routines, performed by a non-health care professional who receives training and monitoring by a registered nurse (*Unified Referral Intake System [URIS] Group B*)

- clean, intermittent (not constant) catheterization
- gastronomy care, feeding and medication
- emptying an ostomy bag and/or changing an established appliance
- suctioning (oral and nasal)
- responding to seizures when specific skills are required
- assistance with blood glucose monitoring, requiring specific action (based on results)
- responding to low blood sugar emergencies
- administration of pre-set oxygen
- administration of adrenaline auto-injector
- other health care routines required by the child and approved by URIS (please explain).

- Requires complex medical procedures that must be performed by a registered nurse when apart from his/her family (*URIS Group A*)
 - ventilator care
 - tracheostomy care
 - suctioning (trachea/pharyngeal)
 - nasogastric tube care and/or feeding
 - complex administration of medication (ex: via infusion pump, nasogastric tube or injection (other than Auto-injector))
 - central or peripheral venous line intervention
 - other clinical interventions requiring judgements and decision-making by a medical or nursing professional

Please provide information about any services/supports your child is currently receiving.

MEDICAL

Primary Physician/Pediatrician _____

Phone _____ Email _____

Address _____ Postal Code _____

Medical Specialist(s) _____

Phone _____ Email _____

Address _____ Postal Code _____

Child Development Clinic _____

Phone _____ Email _____

Address _____ Postal Code _____

CHILDREN'S disABILITY SERVICES

Child Development Counsellor/Worker _____

Phone _____ Email _____

Address _____ Postal Code _____

Family Services Worker/Community Services Worker _____

Phone _____ Email _____

Address _____ Postal Code _____

Behaviour Psychology Services _____

Phone _____ Email _____

Address _____ Postal Code _____

CHILD CARE

Child Care Centre/Nursery School/Family Child Care Provider _____

Phone _____ Email _____

Address _____ Postal Code _____

Child Care Behaviour Specialist _____

Phone _____ Email _____

Address _____ Postal Code _____

OTHER SUPPORTS AND SERVICES

Speech-Language Pathologist _____

Agency _____

Phone _____ Email _____

Address _____ Postal Code _____

Occupational Therapist (OT) _____

Agency _____

Phone _____ Email _____

Address _____ Postal Code _____

Physiotherapist (PT) _____

Agency _____

Phone _____ Email _____

Address _____ Postal Code _____

**Society for Manitobans with Disabilities
(SMD) (Preschool Outreach) Contact** _____

Phone _____ Email _____

Address _____ Postal Code _____

Rehabilitation Centre for Children Contact _____

Phone _____ Email _____

Address _____ Postal Code _____

Autism Outreach Contact _____

Phone _____ Email _____

Address _____ Postal Code _____

Fetal Alcohol Spectrum Disorder (FASD) Services Contact _____

Phone _____ Email _____

Address _____ Postal Code _____

CNIB Contact _____

Phone _____ Email _____

Address _____ Postal Code _____

St. Amant Contact _____

Phone _____ Email _____

Address _____ Postal Code _____

Other Name/Agency _____

Phone _____ Email _____

Address _____ Postal Code _____

Service Coordination Consent for Sharing and Releasing Personal Information and/or Personal Health Information

Section 1: Purpose of the Consent

I consent to the sharing of my child's personal information and/or personal health information among the agencies I've listed below in Section 3. The purpose of sharing information is to allow service providers from each agency to discuss my child's situation and develop a plan that will support my child's transition to Kindergarten.

Section 2: Confidentiality

I understand that the information will be on a need-to-know basis only. It is also my understanding that each of the participating agencies will maintain confidentiality over the information in accordance with standard agency policies, legislation such as *The Freedom of Information and Protection of Privacy Act (FIPPA)*, *The Personal Health Information Act (PHIA)* and other applicable legislation.

Section 3: Organizations/Agencies Included in the Planning Process

Please specify organization/agency (ex: Manitoba Family Services, Winnipeg Regional Health Authority), program (ex: Home Care) within each organization/agency and name of service provider:

Name of Organization/Agency	Program	Service Provider's Name
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section 4: Expiration of Consent

This consent shall start on the date that I sign this form and **will automatically end one year later**. I know that I can withdraw my consent or make changes to it at any time by contacting **the school principal**. I also understand that none of the organizations/agencies can share my child's personal information or personal health information after one year, without obtaining another consent from me (unless required by law).

Section 5: Questions

If you have any questions about how your child's personal information is being used, please discuss your concerns with your school principal.

Print Name of Parent _____

Signature of Parent _____ Date Signed _____

Child and Family Services Information

If the child is in the care of Child and Family Services, please complete the following.

CHILD AND FAMILY SERVICES STATUS

Voluntary Placement Agreement _____
(Date)

Voluntary Surrender of Guardianship _____
(Date)

Extension of Care _____
(Date)

Apprehension _____
(Date)

Supervision Order _____
(Date)

Temporary Order of Guardianship to _____

(Date)

Permanent Order of Guardianship to _____

(Date)

Expected length of placement
(emergency or longer-term) _____

APPROVAL FOR CONTACT

Name _____ Role _____

Name _____ Role _____

Name _____ Role _____

PLEASE CHECK OFF THE RELEVANT AUTHORITY

General Child and Family Services Authority

Southern First Nations Network of Care

First Nations of Northern Manitoba Child and Family Services Authority

Metis Child and Family Services Authority

Legal Guardian (parent or Agency name) _____

Mailing Address _____

Phone Number _____ Fax Number _____

Email _____

Child and Family Services Worker Name / Agency Name

Worker _____

Agency _____

Office Phone _____ Mobile _____

Fax Number _____ Email _____

Foster Parent(s) Name(s) _____

Phone Number _____ Email _____

Mailing Address _____

Residential Care Facility (organization name/location/contact person)

Organization _____

Contact person _____ Email _____

Mailing Address _____

Phone Number _____ Fax Number _____

CONTACT DATA AND AUTHORIZATION (AS APPLICABLE)

Printed Name of Placing Child
and Family Services Worker

Signature of Placing Child
and Family Services Worker

Date Signed

Name of Placing Agency
Office/Regional Office

Address of Placing Agency
Office/Regional Office

Phone number of Placing Child
and Family Services Worker

Printed Name of Agency
E.D. CEO/Regional Office R.D.*

Signature of Placing Agency
E.D. CEO/Regional Office R.D.

Date Signed

Name of Placing Agency
Office/Regional Office

Address of Placing Agency
E.D. CEO/Regional Office

Phone number of Placing Child
and Family Services Worker

*E.D. C.E.O./Regional Office R.D. must sign in order to establish guardianship. Court orders are not to be shared.

FOR SCHOOL/DIVISION OFFICE USE

Steps	Date	Principal or Designate Signature
Registration Received	_____	_____
Intake Meeting (as required)	_____	_____
Start Date	_____	_____
Transition/Follow-up/ Review Meeting/s (as required)	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix C: Early Childhood Transition to School Checklist of Tasks

Family/Guardians/Transition Team Leader (see pp. 5-6 for details)

Date Initiated	Complete	Not Applicable	Task
Before September (one year prior to school)			
			Identify the transition team leader (ex: family, service provider, others).
			Identify individuals/agencies that may be included in the transition planning process.
			Connect with service providers to initiate the transition process.
September			
			Assemble information on the child's strengths/needs.
			Complete the Transition Planning Form in collaboration with the transition team.
October - December			
			Share the Transition Planning Form with the school division's Student Services Administrator (SSA) and/or the principal of the local elementary school.
			Initiate transition planning conversations with the school principal and/or the school division's SSA.
January - April			
			Attend the Kindergarten open house and participate in a school tour/visits and conversations with the school principal and/or staff, as appropriate.
			Register the child for school (must be legal guardian).
			Participate in a school transition/intake meeting.
			Participate in planning for the child's transition to school, based on his or her unique strengths and needs.
May - June			
			Update the Transition Planning Form, if necessary.
			Begin to implement the plan for the child's transition to Kindergarten.

Date Initiated	Complete	Not Applicable	Task
July - August 15			
			Support implementation of the plan for the child's transition to Kindergarten.
Last 2 weeks of August			
			Support implementation of the plan for the child's transition to Kindergarten.
			Connect with the teacher or school case manager to share/update information.
Beyond School Entry			
			Have ongoing collaboration and planning across care settings.
			Request a follow-up on the child's strengths and needs from pre-school.

Service Providers (see pp. 6-7 for details)

Date Initiated	Complete	Not Applicable	Task
Before September (one year prior to school)			
			Relevant service providers will contact the family to initiate a transition process.
September			
			Share relevant information on the child's strengths and needs with the family/transition team leader using the Transition Planning Form as a guide.
October - December			
			Support ongoing inter-agency collaboration for service provision and transition on behalf of the child.
January - April			
			Participate in the school transition/intake meeting(s).
			Participate in planning for the child's transition to school, based on unique strengths and needs.
May - June			
			Begin to implement the plan for the child's transition to Kindergarten.
July - August 15			
			Support implementation of the plan for the child's transition to Kindergarten.
Last 2 weeks of August			
			Support implementation of the plan for the child's transition to Kindergarten.
Beyond School Entry			
			Provide follow-up regarding the child's strengths and needs upon request, and where applicable, depending on the service provider's role.
			Support ongoing, inter-agency collaboration for service provision for the child.

Receiving School (see pp. 7-9 for details)

Date Initiated	Complete	Not Applicable	Task
October – December			
			Receive the Transition Planning Form from the Student Services Administrator (SSA), family or transition team leader.
			Initiate transition planning conversations with the SSA (Considerations: accessibility, programming, child care, siblings, etc.).
January – April			
			Once the child is registered for Kindergarten, principal determines the school-based case manager.
			School-based case manager works with the transition team leader to facilitate transition planning and implementation.
			With the transition team leader, organize and participate in intake/transition meeting(s) that include the family, appropriate school and division personnel and appropriate pre-school service providers.
			Participate in planning for the child’s transition to school, based on unique strengths and needs.
			Consider/identify need for professional/staff development opportunities, to meet the needs of the child and his or her classmates in the school setting.
May – June			
			Begin to implement the plan for the child’s transition to Kindergarten.
Last 2 weeks of August			
			Classroom teacher, and/or school-based case manager, and/or SSA, or designate, connects with the family to share/update information.

Date Initiated	Complete	Not Applicable	Task
Beyond School Entry			
			Promote ongoing collaboration and planning across care settings (school, child care, community).
			Monitor ongoing need for consultative services and supports.
			Identify and connect the child and family to appropriate services and supports, where necessary.
			Consider/identify need for professional/staff development opportunities to meet the needs of the child and their classmates in the school setting.

School Division Student Services Administrator/Designate (see pp. 9-10 for details)

Date Initiated	Complete	Not Applicable	Task
October – December			
			Receive Transition Planning Form from family or transition team leader or school principal.
			Initiate transition planning conversations with the family.
			Provide the family with information on supports/ services available at the school and school division, pertaining to the strengths and needs of their child.
			Inform the family of important dates and events, such as school open house(s).
			Arrange/participate in school tours/visits, as needed.
			Share the Transition Planning Form and initiate transition-planning conversations with the school principal and appropriate school and/or division staff.
January – April			
			If a school-based case manager has not yet been determined, work with the transition team leader to organize transition/intake meeting(s).
			Participate in the school transition/intake meeting(s), as needed.
			Support planning for the child’s transition to school, based on unique strengths and needs.
			Consider/identify the need for professional/staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting.
May – June			
			Assist the school team in planning for supports and services necessary for the child’s transition to school

Date Initiated	Complete	Not Applicable	Task
Last 2 weeks of August			
			Connect with the family to share/update information, unless this task is delegated to the school-based case manager, principal, classroom teacher or others.
Beyond School Entry			
			Consider/identify the need for professional/staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting.

Informal/Natural Supports (see pp. 10-11 for details)

Date Initiated	Complete	Not Applicable	Task
September			
			Share knowledge of the child's interests, strengths and needs with the transition team leader.
October - December			
			Support the family in the transition process.
			Encourage and help the family participate in transition planning.
January - April			
			Support the family in the transition process.
			Encourage and help the family participate in transition planning.
May - June			
			Support the family in the transition process.
			Encourage and help the family participate in transition planning.
July - August 15			
			Support the family in the transition process.
			Encourage and help the family participate in transition planning.
Beyond School Entry			
			Provide continued support in meeting the needs of the family and their child beyond transition to school.



