

Transition Planning

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The Brain and Transition

- Brain craves predictability
- Anything new causes stress response
- Increase predictability and you reduce stress

EPSEN and Transition

Although not law at this time it represents an excellent model of transition planning

Ensures that the child with special educational needs, where possible, is educated in an inclusive environment (Section 2).

Ensures parents of a child with special educational needs are:

Informed of their child's needs and how those needs are being met;

Consulted in all significant decisions regarding their child's education (Section 14.1(b)).

Co-operates with the Council (Section 14.1(c)).

Ensures relevant teachers and employees of the school are aware of the special educational needs of the child and the importance of identifying special educational needs (Section 14.1(d & e)).

Inculcates in the children of the school, an awareness of special educational needs and disabilities (Section 14.1(f)).

May appeal the designation of the school in respect of a particular child or a recommendation of additional resources made by the Council (Section 10.3).

The Principal

Takes such measures as are practicable to meet the educational needs of a child who is not benefiting from the regular education programme provided by the school (Section 3.2).

If of the opinion that measures taken to meet the educational needs of the child concerned are unsuccessful, arranges for an assessment after consultation with the parents (Section 3.3).

Causes an Individual Education Plan to be prepared for the student within one month of receipt of an assessment which establishes that the child concerned has special educational needs (Section 3.5).

Ensures that the parents of the child, the SENO and other persons, as appropriate, are consulted in relation to the preparation of the IEP (Section 3.9a).

Ensures that the guidelines relating to the content of the IEP are complied with (Section 3.9b).

Provides written notice that the plan has been prepared, together with a copy of the plan, to the parents of the child concerned and to the SENO (Section 3.10).

May request the Council to prepare an IEP, under Section 8 of the Act, **if of the opinion:**

That the special educational needs of the student as established by the assessment will not be met by the preparation of an IEP under Section 3.5 (Section 3.11(a));

Following review or otherwise, that the IEP prepared under Section 3.5

Is not meeting the child's needs and any steps by the SENO are unlikely to result in meeting the child's needs (Section 3.11.(b)).

May be a member of the IEP team or may nominate a teacher to be a member of that team (Section 8.4).

Ensures the implementation of the IEP (Section 9.7).

Draws on Section 13 of the Act to ensure moneys and resources are made available for the purposes of the preparation and implementation of the IEP (Section 13).

In circumstances where a child for whom an IEP has been prepared is transferring from one school to another, the principal of the first school consults with the principal of the second school before the transfer takes place to:

Inform the principal of the second school of the content of the plan (Section 9.8(a));

assist the principal of the second school in amending the plan where such an amendment is deemed necessary by that principal having regard to the special educational needs of the student and the operation of that school (Section 9.8(b)).

In cases where amendments are proposed, the principal of the second school informs the parents.

Where the parents request the principal to consult with the SENO the principal shall comply with this request (Section 9.9).

Reviews or causes to be reviewed, the operation of each IEP at regular intervals, but in any case not less than once a year (Section 11.1).

Makes a report on the outcomes of the review to the parents of the child concerned and to the SENO (Section 11.2).

Where parents request a review of the IEP, the principal may accede to or refuse the request (Section 11.4).

If such a request is refused, the principal gives notice in writing of the decision and associated reasons to the parents, within two weeks of receiving the request (Section 11.5).

Complies with a request from the Appeals Board to review or cause to be reviewed the IEP (Section 11.8).

Considers the necessary provision to assist the student to continue his or her education or training on becoming an adult, including consultation with the student and parents (Sections 15.1 and 15.2).

May delegate the performance of any of the functions conferred on him or her by the Act to a teacher in the school (Section 18).

Teachers

Shall perform functions delegated by the school principal as conferred on him or her by the Act (Section 18).

Psychologists

May be involved in the assessment of the child and included in the preparation of Individual Education Plans (Section 8.4).

Apart from providing general advice and support to school staff he/she is often consulted about individual children. He/she may gather information about children, their skills and abilities and may plan a programme of support.

The Special Educational Needs Organiser

When directed by the Council, causes an IEP to be prepared, commencing not later than one month from the Councils direction and completed not later than two months from commencement (Sections 8.1 and 8.2).

Convenes the IEP team (Section 8.3).

May nominate any other person who is suitably qualified to be a member of the IEP team (Section 8.4(c)).

Is involved in consultation with the principal of the second school, if the parents request this, regarding proposed amendments to an IEP in circumstances where a student is transferring from one school to another (Section 9.9).

May reconvene some or all of the relevant IEP team to review and amend the IEP, in respect of transfer (Section 9.10).

Based on the report of the review of the IEP, may reconvene some or all of the relevant IEP team to review and amend the IEP (Section 11.3).

Consider the necessary provision to assist the student to continue his or her education or training on becoming an adult, including consultation with the student and parents (Sections 15.1 and 15.2).

Advises and assists the principal and teachers in their performance of functions under the Act (Section 18.2).

Parents

Notify the principal if they are of the opinion that their child has special educational needs and request her or him to take such measures as are practicable to meet the educational needs of their child (Sections 3.1(a) and 3.2).

Are entitled to be consulted and if they so wish to participate in the preparation of the IEP (Section 3.9(a)).

After the preparation of the IEP, parents are entitled to be informed and to receive a copy of the plan (Section 3.10).

Nominate any other person who is suitably qualified to be a member of their child's IEP team (Section 8.4c).

May choose to be a member of their child's IEP team (Section 8.6).

Where a child is transferring from one school to another the parents may request the principal of the second school to consult with the SENO regarding proposed amendments to the IEP (Section 9.9).

Are entitled to a report from the principal of the outcome of a review of their child's IEP (Section 11.2).

May request the principal to arrange for a review of the IEP if they are satisfied that their child's targets are not being achieved (Section 11.4).

Where this request is refused, the parents may appeal the decision to the Appeals Board (Section 11.6).

May appeal to the Appeals Board against the discharge by the Council, principal or the Health Board of their duties in respect of an education plan (Section 12.1(a) and (b))

The Health Service Executive

Causes an assessment to be carried out for a child who is not a student that has or may have special educational needs (Section 4.1).

Causes an assessment to be carried out when requested by the parents of a child that has or may have special educational needs (Section 4.3).

Therapy staff assist with assessment when considered appropriate by the HSE or the Council (Section 5.1).

Carry out assessments which conform to standards required by the Minister for Health and Children (Section 5.5).

Makes available findings of assessment to persons engaged in the education of the child having regard to the right of parents to be informed (Section 5.8).

Provides to a child who is not a student, the services identified in the assessment that are necessary to enable him/her to participate in and benefit from education (Section 7.1).

Provides to a child who is a student, the services identified in the IEP to enable him/her to participate in and benefit from education (Section 7.3).

Complies with the determination of the Appeals Board whether particular services identified as being required in respect of a child by an assessment or an education plan, should be provided by the Council or Health Service Executive (Section 7.5).

Implements the policies relating to education generally and the education of children with special educational needs and to the provision of support services which are formulated, from time to time, by the Minister for Health and Children (Section 16).

Shall designate liaison officers to co-ordinate activities and deliver consistent policies with the Council (Section 17 (a) and (b)).”

Common Sense Transition

Begins the year before the move is to happen

Involves all relevant parties in both schools

Principal teacher and SENO have important roles

Parents are meaningfully involved

The child is involved

IEP can be transitional

The child is at the centre of the transition planning

Transition to Third Level

www.hadd.ie

Located on the link: Presentations and Papers:

Third Level Guide for Students with ADHD

Download and read the book!:

Tips for Transition Planning-Autism and Aspergers

Take digital photos (with permission) of:

- new school entrance-from the road

- doorway of new school

- entrance hallway of new school

- hallway to classroom

- the school Hall, yard(s)

- the classroom

- when possible pictures of Principal, teacher, other teachers

Bind these photos in an album and review with your child

Autism Tips cont.

Write social stories about going to a new school

Graphically illustrate with your photos

Include in your story photos you have taken of your child near the school entrance

Write several stories such as:

- my first day at school

- getting to know my teacher

- making new friends

Review these stories with your child

Remember, the first several social stories are about success!

Autism Tips cont.

Compile a one-page document to share with receiving teacher:

- hints about discipline

- identify any “triggers” to disorganised behaviour

- how to respond to disorganised behaviour

- clearly indicate what the behaviour is trying to

- communicate

- have previous year’s teacher indicate reading and maths skills level

- identify any rewards that can be used as positive reinforcers

Tips for Transition-ADHD

These are essentially the same as for ASD's only there is usually
No need for social stories

Be sure to compile a one page document as outlined above

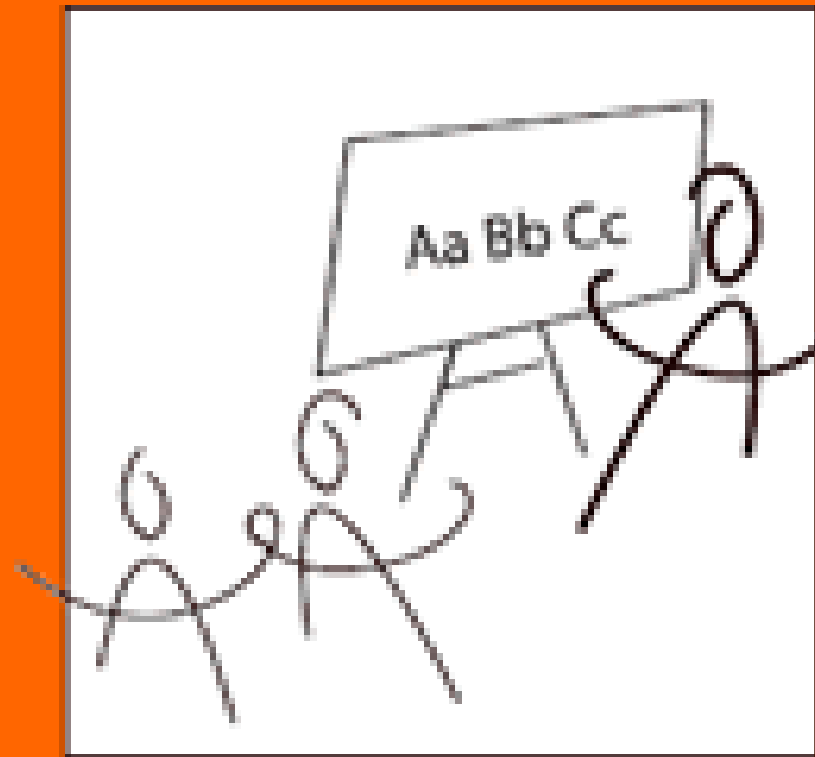
THE
Essential Guide
TO
Special Education
IN
Ireland



Dr. David J. Carey

ADHD and Education

A Resource for Teachers





3rd Level Guide for Students with ADHD

