

School name _____

Sending School Articulation Checklist

Visit Receiving School(s)

Use the attached ‘School-to-School Articulation Visit Form’ to gather detailed information about the Receiving School(s). Gather visuals (e.g., pictures of the classroom without the students). The materials gathered will be used to start planning for priming the articulating students.

Develop Plans for Articulating Students

Based on the school observation and the information gathered, discuss all articulating students and develop plans to build independence based on each student’s current progress (to be done at the team meeting). The level of support each child needs will vary depending on his/her individual needs.

Prime Students for Articulation

Start priming the articulating students and work with the Receiving School articulation team to set up priming activities (e.g., pen pals, Skype meeting, student ambassador visits etc.). Priming process continues until the students’ articulation to the receiving school is complete.

Set up an ASD Nest Parent Articulation Meeting

The purpose of this meeting is to inform ASD Nest parents about the articulation process (e.g., visits and priming activities done so far), and to build home-school connection. The Social Worker/Guidance Counselor will set up and facilitate the meeting. Members of the school articulation team take an active role at the meeting. Use the attached ‘Moving up to Middle School’ Nest-Approved Parent Workshop for the meeting.

Receiving School Articulation Team(s) Visits

Put together an agenda for the upcoming visit (see sample agenda in the Appendix). Prior to the visit, complete the attached ‘Preliminary Student Overview’ form (to be completed at the team meeting). During the visit, teaching teams will use this form to do a mini-presentation about each articulating student.

Students Visit the Receiving School(s)

The articulating students visit the receiving school(s). Possible activities may include a tour of the school (lead by student ambassadors), visit to the homeroom (to see lockers/cubbies), observe some of the electives (e.g., technology, drama class), observe a transition between classes, do a meet and greet and Q&A with teachers and administration.

Send Articulation Packages to the Receiving School

Finalize the attached ‘Student Articulation Package’ document for each articulating student and deliver them to the receiving school articulation team along with student IEPs.

School-to-School Articulation Visit Form		
	TOPIC	Notes
General School Day Questions	<i>School hours—when does the day, begin when does it end?</i>	
	<i>How much transition required during school hours (e.g., changing classes, walking in the hallway)?</i>	
	<i>School layout—resources (e.g., school map)</i>	
	<i>Lockers (i.e., location, how/when students use them)</i>	
Curricula	<i>English Language Arts</i>	
	<i>Writing</i>	
	<i>Math</i>	
	<i>Science</i>	
	<i>Social Studies</i>	
	<i>Specials</i>	
	<i>Enrichment/arts/special afterschool programs</i>	
Parent Communication	<i>Parent communication format/frequency</i>	
	<i>Parent/family activities & programs available</i>	

Expectations & Supports	<p><i>Expectations of independence in the classroom</i></p>
	<p><i>Homework—how much/how often/procedures</i></p>
	<p><i>Long-term assignments—procedures</i></p>
	<p><i>Use of calendars/planners binders/notebooks—procedures</i></p>
	<p><i>Class-wide ASD Nest strategies (i.e., reinforcement systems, movement breaks etc.)</i></p>
	<p><i>Level of support in specials—any periods without cluster support?</i></p>
	<p><i>Related service providers on staff</i></p>
	<p><i>Any other information incoming students need to know</i></p>

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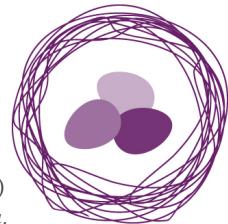
MOVING UP TO MIDDLE SCHOOL

ASD Nest Parent Meeting

Presenter name here

Date here

Location here



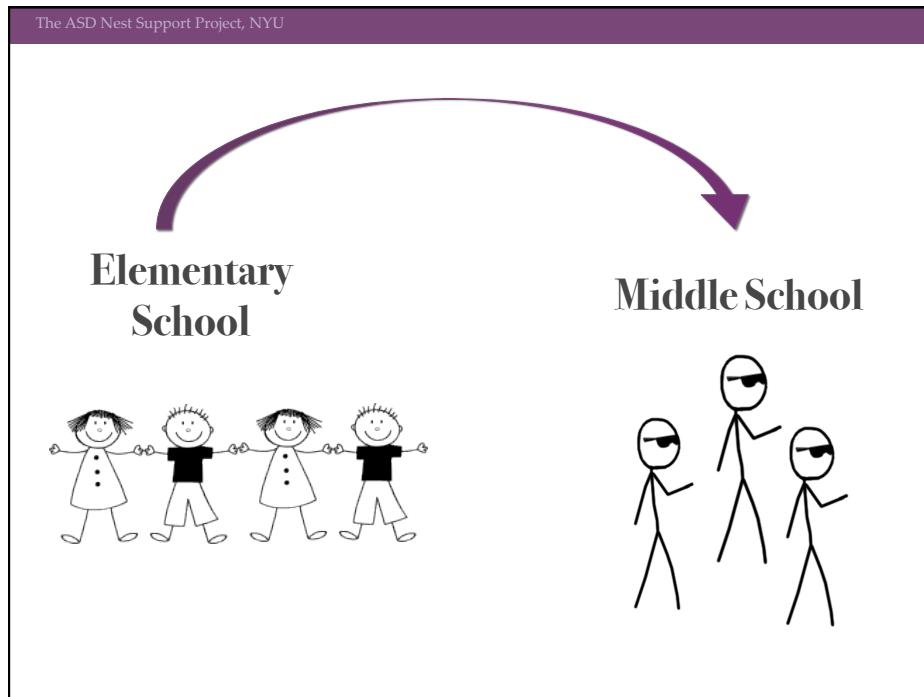
Presentation prepared by © Gizem Tanol, PhD (2013)

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Agenda

- Articulation planning overview
- Available resources
- Q & A



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Our Articulation Team **Visits** Middle School

- School tour & classroom observations
- Brown bag with the MS transition team
 - Middle school daily routine/student expectations
 - Academic/instructional program
 - Q&A

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Gathering Visuals!!!

- Pictures/videos of school & classroom layout
- Staff pictures
- Supports, visuals (lockers, calendars/planners etc.)



MS 363, 6th grade

The ASD Nest Support Project, NYU

Preparing for Middle School

Our focus:

Build independence

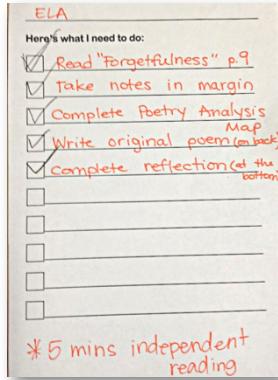
- Increase focus on **self-monitoring strategies**
- Independent use of relaxation/coping skills
- Independence with routines

Academic/Social/Behavior/Self-Regulation

- Current level, strengths, and supports needed

Gradually incorporating MS routines

- E.g. transitioning independently to lunch



ELA

Here's what I need to do:

- Read "Forgetfulness" p.9
- Take notes in margin
- Complete Poetry Analysis Map
- Write original poem (on back)
- Complete reflection (at the bottom)

* 5 mins independent reading

MS 363, 6th grade

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Rethinking Mandates...

In Middle school ASD Nest Program moves towards...

- SDI as a speech mandate three times per week, in a group of five.
- OT twice per week, in a group of three, in-class. OTs facilitate classroom adaptations, help students with organization strategies and provide individual supports for children who need them.

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Priming for Middle School

Priming Activities

ADD SAMPLE
PRIMING ACTIVITIES
FROM YOUR SCHOOL HERE!

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Questions on our students' minds...

- *“What do middle schoolers like to do?”*
- *“How was/is your first year in the school?”*
- *“Do you have homecoming? Dances?”*
- *“Does the school allow dating?”*



PS 396 to MS363

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Pen Pals

Q: “How do you like MS?”

A: *It's actually pretty good. The lunch is very good. I like the pizza, mozzarella sticks, and the chicken.*

Q: “Did you feel nervous the first day?”

A: *So, I understand how you feel about 6th grade. I felt the same way when I started middle school. So if you get really nervous on the first day just relax. It will make your day a lot easier.*

PS 4 to IS75

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Middle School Team **Visits** Our School

- School tour & classroom observations
- Meet with students
- Brown bag with our transition team
 - Overview of our school, program, & students
 - Q & A

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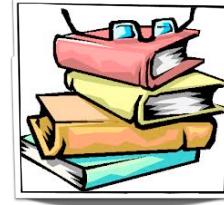
Student Field Trip to Middle School

Possible activities may include:

- Tour of the school (lead by student ambassadors),
- Visit to the homeroom (to see lockers/cubbies)
- Observe some of the electives (e.g., technology, drama class)
- Observe a transition between classes
- Meet & greet / Q&A with teachers and administration.

Student Articulation Package

- Student Articulation Packages are finalized for each articulating student and delivered to the middle school articulation team along with IEPs.



What's in the Articulation Folder?



Helpful Tips/Special Alerts

Academics

- Strengths/Needs
- Checklists/Strategies/Supports Implemented
- Sample Work (Fall/Spring)

Sensory Functioning & Self-Regulation

- Strengths/Needs
- Checklists/Strategies/Supports Implemented

Behavioral Supports

- Areas of difficulty/Triggers
- Checklists/Strategies/Supports Implemented

Social Supports

- Strengths/Needs
- Strategies/Supports Implemented

Student Interest Survey

Case Conferencing Notes

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MOVING UP TO MIDDLE SCHOOL

I am really good at _____

I know a ton about _____

Interesting facts:

My favorite way to learn new things

By using a computer
 By watching a video
 By reading a book
 By watching someone do it first
 By listening to someone explain it

I sometimes need extra help with _____

In the classroom, I wish I could sit

near the board by the window with one other student
 close to a teacher by the door with 3 to 4 students

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 Special thanks to Melissa Grandner-D'Angelo (PS4 Coach Cluster)

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Survey Results

“I’m really good at math, I need support with writing”

“I work best with someone else”

- “I love video games 100%”
- “I am very smart 99%”
- “I’m good with being a great friend 100%”

PS 4 to IS 75

Follow up

- Team meeting w/ elementary & middle school teachers exchanging information



What can YOU do to
support your child during
this process ?

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Available Resources

Adolescence & Transition to Middle School Workshop Series

- Adolescent Development, *Lynda Geller PhD*
- The Role of Medication in the Treatment of Emotional and Behavioral Concerns for Children on the Spectrum, *Charles Cartwright PhD*
- Talking about Diagnosis with Your Child on the Spectrum, *Lynda Geller, PhD*

LINK:

<http://steinhardt.nyu.edu/asdnest/parent/pastworkshops>

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Questions



Thank you!

Preliminary Student Overview

- **Student Interests/Strengths**

- **Academics**

- **Sensory Functioning & Self-Regulation**

- **Behavioral**

- **Social**

- **Helpful Tips**

Student _____
Current SLP _____
Current Teachers _____

Entering Grade _____
Current OT _____

Student Articulation Package Contents

I. Articulation Notes

Use the attached template to provide detailed information about your student to help create a comprehensive picture of him/her for next year's teachers. Please make sure that the information given includes specific examples, effective strategies, and clearly written helpful tips.

II. Student Interest Survey

Student Interest Survey should be completed and/or reviewed with your student in a relaxing manner during a low-demand activity/setting (e.g., free time in the classroom, lunch time etc.). Please review the attached surveys and select the one that is most appropriate for your student.

III. Conference Notes

Please attach the most relevant case conferencing notes available from your team meetings (i.e., major difficulties encountered, effective strategies, ineffective strategies).

IV. Writing Samples (Fall & Spring)

Please attach one writing sample from the beginning of the academic school year and one from late spring to illustrate your student's growth over the school year.

V. Math Samples (Fall & Spring)

Please attach one math work sample from the beginning of the academic school year and one from late spring to illustrate your student's growth over the school year.

VI. Supports Implemented (Sample products or pictures)

Attach copies of sample products that represent your student's interests (e.g., a video projects, posters etc. created by the student) and/or effective strategies (e.g., social stories, individualized reinforcement systems, power cards), and visual supports (i.e., daily schedules, task analysis, and visual cues etc.).

Any questions, please contact _____

Student Articulation Notes

Directions: In order to make this document valuable, purposeful and informative, please complete the information below with as many specific details and examples as possible. Where applicable, please attach any products or pictures (i.e. checklists, scales, individual behavior system, etc.) that you feel would be helpful for next year's teacher team. Thank You ☺

I. Overview

Student's Special Interest Areas

General Areas of Strength

General Helpful Strategies

II. Special Alerts *Describe any (special, health, dietary...) alerts. Please be sure to include any fears that the student may have, such as a fear of the dark, storms, bugs, etc.*

III. Academic

General

Class Participation (frequency, hand raising, etc.)

Mini-lesson (attentiveness, sensory needs, etc.)

Partner/Group Work (interactions with peers, leader/follower, etc.)

Independent Work (sustained attention, level of independence, etc.)

Transitioning (ability to shift, multi-step directions, etc.)

Helpful Supports (attach sample product or picture if applicable)

Preferred Learning Style

Reading

Current Instructional Level: _____.

Strengths

Needs Support With

Helpful Strategies/Checklists/etc. (attach sample product or picture if applicable)

Writing

Current Instructional Level: _____.

Strengths

Needs Support With

Helpful Strategies/Checklists/etc. (attach sample product or picture if applicable)

Math

Current Instructional Level: _____.

Strengths

Needs Support With

Helpful Strategies/Checklists/etc. (attach sample product or picture if applicable)

Content Area (Social studies, Science)

Current Instructional Level: _____.

Strengths

Needs Support With

Helpful Strategies/Checklists/etc. (attach sample product or picture if applicable)

IV. Sensory Functioning & Self-Regulation

Strengths

Needs Support With

Helpful Strategies/Movement Break & Relaxation Routines/etc. (attach sample product or picture if applicable)

V. Behavioral

What are the student's behavioral challenges and areas of greatest difficulty? If applicable, also describe the rumbling behaviors leading up to problem behavior(s).

Are there specific activities and/or circumstances when problem is behavior is most likely to occur? If yes, what are they?

Helpful Strategies/Visual Supports/ Individualized Reinforcement Systems/etc. (attach sample product or picture if applicable))

VI. Social Discuss the student's strengths, support needs and helpful strategies for each. If applicable, attach sample products or pictures.

Social Relational Development

Social Cognition

Pragmatic Language

Problem Solving

MOVING UP TO MIDDLE SCHOOL

Name _____

Current Grade_____

My favorite parts of school (check as many as you want)

<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Music
<input type="checkbox"/> Science	<input type="checkbox"/> Writing	<input type="checkbox"/> Gym	<input type="checkbox"/> Recess
<input type="checkbox"/> Computer	<input type="checkbox"/> Art	<input type="checkbox"/> Lunch	<input type="checkbox"/> Other:_____

My least favorite parts of school (check as many as you want)

<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Music
<input type="checkbox"/> Science	<input type="checkbox"/> Writing	<input type="checkbox"/> Gym	<input type="checkbox"/> Recess
<input type="checkbox"/> Computer	<input type="checkbox"/> Art	<input type="checkbox"/> Lunch	<input type="checkbox"/> Other:_____

I am really good at _____

_____.

I know a ton about _____

_____.

Interesting facts:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

I sometimes need extra help with _____

_____.

I do my best thinking when _____

_____.

My favorite way to learn new things

	Always	Sometimes	Never
By using a computer			
By watching a video			
By reading a book			
By watching someone do it first			
By listening to someone explain it			

I work best when I am

People:

- alone
- with a group

Space:

- at a table/desk
- on the floor

Sound:

- listening to music
- in a quiet space

In the classroom, I wish I could sit

- near the board
- close to a teacher

- by the window
- by the door

- with one other student
- with 3 to 4 students

If I were surprised with a gift of \$1,000 cash, I would use it to _____.

If I had one wish, it would be _____.

If I could choose three things I absolutely, desperately wanted to read/study about, I would choose _____, _____, _____.

Three things that I want you to know about me are:

1. _____
2. _____
3. _____

Articulation Visit by Receiving School

Sample Agenda

8:45-9:00	Meet & Greet
9:00-9:15	School Tour <i>Lunchroom, gym, auditorium, elective classrooms</i>
9:15-9:30	Overview of Program/School
9:30-10:00	Meeting w/ Articulation Team <i>Mini preliminary presentations</i> <i>Break out groups w/ related service providers</i>
10:00-10:20	Meet & Greet w/ Students <i>Q&A session</i>
10:20-10:50	Classroom Observations <i>The class will be working on...</i> <i>The teaching point of the lesson is going to be...</i> <i>The students will be doing...</i>
10:50- 11:00	Reflections