

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
<b>General School Day Questions</b>	<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>	
<b>Curricula</b>	<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>	
<b>Parent Communication</b>	<i>Parent communication format/frequency</i>	
	<i>Parent/family activities &amp; programs available</i>	

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

# MOVING UP TO MIDDLE SCHOOL

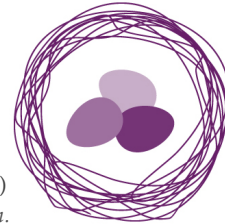
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## ASD Nest Parent Meeting

Presenter name here

Date here

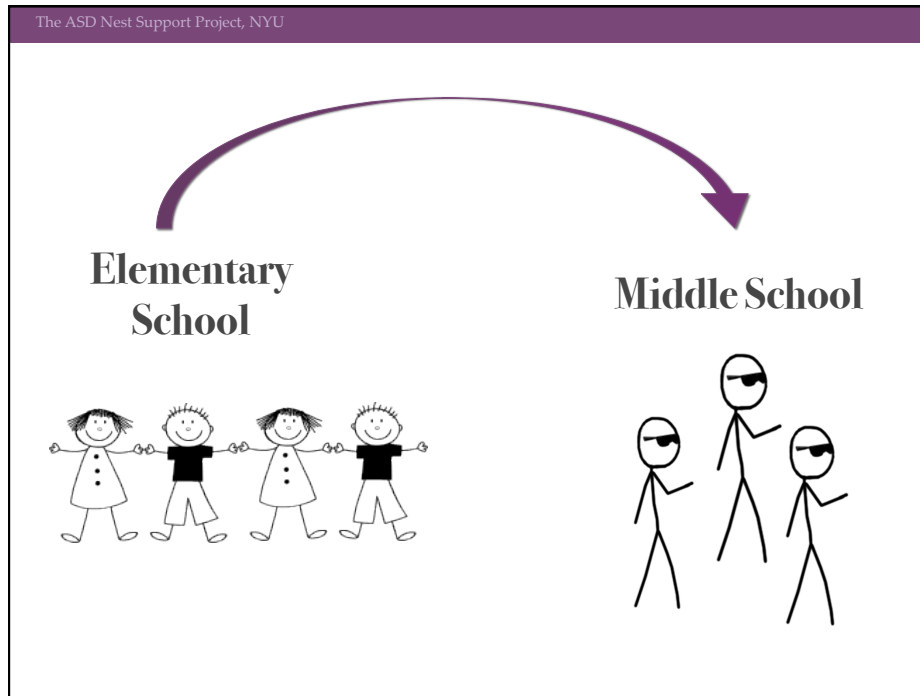
Location here



Presentation prepared by © Gizem Tanol, PhD (2013)  
*Created for use in the Nest Program - Not for distribution.*

## Agenda

- Articulation planning overview
- Available resources
- Q & A



- The ASD Nest Support Project, NYU
- ## 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

## Gathering Visuals!!!

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



MS 363, 6<sup>th</sup> grade

## Preparing for Middle School

### Our focus:

#### Build independence

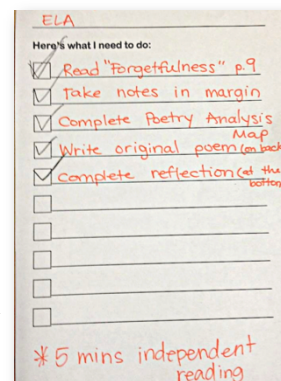
- Increase focus on **self-monitoring strategies**
- Independent use of relaxation/coping skills
- Independence with routines

#### Academic/Social/Behavior/Self-Regulation

- Current level, strengths, and supports needed

#### Gradually incorporating MS routines

- E.g. transitioning independently to lunch



MS 363, 6<sup>th</sup> grade

## 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.

## Priming for Middle School

*Priming Activities*

ADD SAMPLE  
PRIMING ACTIVITIES  
FROM YOUR SCHOOL HERE!

## 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

## 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 6<sup>th</sup> 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



## 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

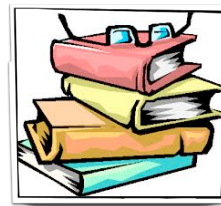
## Student Field Trip to Middle School

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

The ASD Nest Support Project, NYU

## MOVING UP TO MIDDLE SCHOOL

I am really good at \_\_\_\_\_  
\_\_\_\_\_

I know a ton about \_\_\_\_\_  
\_\_\_\_\_

Interesting facts:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I sometimes need extra help with \_\_\_\_\_  
\_\_\_\_\_

**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

**In the classroom, I wish I could sit**

<input type="checkbox"/> near the board	<input type="checkbox"/> by the window	<input type="checkbox"/> with one other student
<input type="checkbox"/> close to a teacher	<input type="checkbox"/> by the door	<input type="checkbox"/> with 3 to 4 students

© 2013 Gizem Tanol, PhD & School-to-School Articulation Team  
Special thanks to Melissa Grandner-D'Angelo (PS4 Coach Cluster)

The ASD Nest Support Project, NYU

## 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?



## Available Resources

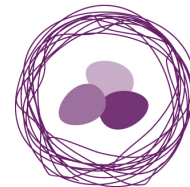
### *Adolescence & Transition to Middle School Workshop Series*

- 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>

# 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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