Connections for Students

January 20, 2010

Our vision

A prepared student
A prepared family
A prepared educator
A prepared environment

What is Connections?

An initiative between EDU and MCYS

Enhancing existing transition practices	**Improving supports during transitions**
Supports the implementation of PPM 140	**A multidisciplinary, student-specific school-based team**

Historical Perspective

Minister's Autism Spectrum Disorders Reference Group
"Making a Difference" Feb 2007

34 Recommendations from the Minister's ASD Reference Group
(Many have been implemented already – PPM 140, Resource Guides

Provincial Advisory Team
Ministry of Education, Ministry of Children and Youth Services, Parents

Collaborative Service Delivery Model – Phase 1
7 models in 8 school boards – SCCDSB co-terminous with LKDSB
Identify and build on successful delivery models for students with ASD

Collaborative Service Delivery Model – Phase 2
16 Boards and 9 Regional Autism Intervention Providers
Phase 1 Boards to Mentor Phase 2 Boards – Connections for Students

Collaborative Service Delivery Model – Phase 2

- 16 boards and 9 regional Autism Autism Intervention Program Program providers

- Develop promising practices for for all boards

- Sustainable practices

- Evaluation

Phase 2 – London Region

School Boards

- Hamilton-Wentworth Catholic District School Board
- Hamilton-Wentworth District School Board
- Thames Valley District School Board
- *Lambton-Kent District School Board*
- *St Clair Catholic District School Board*

Regional Autism Providers

- McMaster Children's Hospital - Hamilton Health Sciences
- Thames Valley Children's Centre

Parent Representation from AIP & Autism Ontario

Ministry of Education

Ministry of Children & Youth Services

Logic Model Goals

Every student with Autism Spectrum Disorder transitioning transitioning from an Intensive Intensive Behaviour Intervention Intervention Program into and and through school will have a have a collaborative transition transition plan.

Each transition plan will be seamless and represent *a prepared student, a prepared family, a prepared educator a prepared environment*

Logic Model Standard Standard Outcomes

- Parents as Partners

- Communication

- Multi-disciplinary teams

- Child-specific and Individualized Individualized

- Building capacity

- Environment

- Accountability

Implementation 2010 2010

- Implementation of Connections For Students: Students:

- All boards to implement Supporting Seamless Transitions (memo dated Feb Feb 17/09)

- Year long process from AIP to AIP to school

- Has implications to be used used with other

Role of Autism Intervention Program

- Facilitate referrals to SSP and board ABA staff

- Collaborate with parents and school around skills to support a successful transition to school

- Attendance at Transition Team Meetings prior to school entry

Role of SSP

- Provide support to transition transition teams

- Key point of contact for principals/ABA experts

- Supporting ABA practices practices into teaching practices

- Enhance educator's knowledge of ASD, environmental supports etc etc

Role of ABA Experts

- Plan with AIP/SSP for school entry

- Support transition team

- Provide and coordinate resources

- Facilitate communication communication between AIP AIP providers and school

- Provide support to principals principals and teachers

Principal Responsibilities

- Implementation of Supporting Supporting Seamless Transitions (Connections)

- Lead multidisciplinary teams teams

- Ensure sustainability of process

Resources

- Principal's Package

- Ministry Resources

- Board Personnel with ABA Expertise

- School Support Program (SSP) (SSP) Provincial Resources

- School Support Program-ASD ASD Consultants

In closing

- Prepared student

- Prepared families

- Prepared educators

- Prepared environments environments