**Autism Spectrum Disorder**

**Early Childhood Education and Care Transition Statement**

**Introduction**

Starting in an early childhood education and care (ECEC) setting an important and exciting step for very young children and their families, but it can also be a difficult time for some. When a child has Autism Spectrum Disorder the transition may involve extra challenges and may be a source of stress and anxiety for parents/carers, professionals and the child. Successful transition requires careful planning, preparation and communication that lead to a shared understanding of each child and family’s needs and circumstances.

In 2010 the Victorian Government’s Department of Education and Early Childhood Development (DEECD) in conjunction with Monash University’s Autism Consultation and Training Strategy (ACT-NOW) launched its; *Planning a successful transition to school* initiative. The initiative introduced an *ASD Transition Learning and Development Statement* to encourage families and educators to share information as the child enters their first year of school.

The *ASD: Early Childhood Education and Care Transition Statement* builds on this initiative by providing a means for parents, educators and practitioners to work together. This additional information assists them to have a shared understanding of the child’s symptoms of ASD, profile of abilities and how these impact upon him/her. It includes a summary of previous assessments and reports. It also provides information on the child’s current learning profile. A child snapshot may be part of this statement to provide a summary of each child.

**Privacy and consent when sharing information**

ECEC settings (including kindergartens, child care and early education programs) must be reasonable and fair in their treatment of personal and health information, not only for the for the benefit of staff and students but also to maintain the service’s reputation.

Privacy laws provide a guide to information handling. The application of information privacy principles enables ECEC settings to bring their practices into line with community expectations and legal requirements. These principles will be particularly relevant to ECEC settings when implementing the ‘Autism Spectrum Disorders: Planning a successful transition to Early Childhood Education and Care’ Transition Statement.

**Privacy**

Victorian privacy legislation includes the *Information Privacy Act 2000*, the *Health Records Act 2001*, the *Public Records Act 2002* and the *Commonwealth Privacy Act 1988*.

These laws regulate the way ECEC services can collect, use, retain, secure and dispose of personal and health information. This includes information or opinion about an individual whose identity is apparent or can be reasonable ascertained from the information.

Personal information means recorded information or opinion, whether true or not, about an identifiable individual. Personal information can be almost any information linked to an individual, including name, address, sex, age, financial details, marital status, education, health information, criminal record or employment history.

Privacy legislation requires, among other things, that organisations advise individuals from whom they collect personal information:

* The purpose of collecting the information
* To whom the information would normally be disclosed
* How individuals access information the organisation holds about them
* Any consequences for not providing some or all of the information requested.

(Please note this obligation is complied with in the inclusion of the *Privacy and the ‘Autism Spectrum Disorders Transition to Early Childhood Education and Care Transition Statement’ Parent/ School Consent Form*).

When working with privacy issues, it is important for ECEC to consider these requirements:

* *Collect:* collect only the information that is needed and be clear about the purpose for which it is being collected.
* *Inform:* tell the person why the information is needed and how it will be handled.
* *Disclose:* disclose the information only as necessary for the primary purpose of collection. (Information collected can also be used for a secondary purpose if the secondary purpose is closely related to the primary purpose and the person reasonably expects that it can be used for a closely related matter).
* *Access:* provide the person with access to their information on request, unless there are concerns that information contained in the files may cause harm to the individual or others. They also must be provided an opportunity to rectify incorrect information.
* *Security:* keep personal information secure and safe from unauthorised access.

With limited exceptions, all public organisations must comply with the ten information privacy principles contained within the *Information Privacy Act 2000* and/or have an approved practice/policy identifying how staff will manage personal and health information. **This approved code of practice/policy must be made available to anyone who asks for it.**

Further information on the information privacy principles in the *Information Privacy Act is available at* [www.privacy.gov.au/materials/types/law/view/6892](http://www.privacy.gov.au/materials/types/law/view/6892) . Additional links are available on this site should you wish to read further.

**Privacy and your family**

All ECEC collect a range of information from all new students in times of transition to:

* Gain knowledge of a child’s developmental, social and emotional functioning
* Develop and implement appropriate programs for that child
* Identify additional support that may be required for that child
* Identify which services that the school provides can support a child
* Assist the child to make a successful transition.

All staff in all ECEC and staff employed by the Department are required by law to protect the personal and health information collected. More information is available at [www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm](http://www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm)

* The *Information Privacy Act 2000*, the *Health Records Act 2001*, the *Public Records Act 2002* and the *Commonwealth Privacy Act 1988*, provide for the protection of personal and health information.

**Your Child**

When your child is making the transition into ECEC settings and you are developing the ‘Autism Spectrum Disorders: Early Childhood Education and Care Transition Statement’ with professionals from your child’s ECEC and other professionals who you are currently involved in your child’s intervention, you will be asked to provide personal information about you, your family and your child. Information collected by the ECEC will determine the best way to support your child’s growth and development.

More specific details about the information collected for the ‘Autism Spectrum Disorders: Early Childhood Education and Care Transition Statement’ is available in ‘Privacy and the Autism Spectrum Disorders Transition to Early Childhood Education and Care Transition Statement’ document.

**Concerns and contacts**

If you have any concerns about you, your family or your child’s privacy, the storage and/or use of personal information, or require further information, please first contact the principal of your child’s school, or refer to the ECEC centre’s Information Privacy Policy.

Should you have any other concerns or queries, it may be appropriate to contact the privacy officer in your region. Regional contact details are available at [www.education.vic.gov.au/about/contact/regions.htm](http://www.education.vic.gov.au/about/contact/regions.htm)

**Privacy and the ‘Autism Spectrum Disorders Transition to Early Childhood Education and Care Transition Statement’**

**Parent/School Consent Form**

**Consent**

The ‘Autism Spectrum Disorders: Early Childhood Education and Care Transition Statement’ (the transition statement) is a tool to ensure parents and professionals have a shared understanding of a child’s symptoms of Autism Spectrum Disorder (ASD), providing valuable information to support the continuity of a child’s learning.

Together with professionals from your child’s ECEC and other professionals currently working with your child you will develop the transition statement.

The transition statement gathers relevant information to build a shared understanding of your child’s strengths and abilities. The transition statement profiles your child’s abilities, summarises their previous assessments and reports and provides information on your child’s current learning profile. The transition statement will include information on some or all of the following:

* Diagnosis
* Current ASD symptoms
* Cognitive profile- thinking and learning
* Health/associated features
* A description of the child’s current emotional and behavioural profile.

Knowing this information about your child will enable your chosen ECEC to:

* provide tailored support for your child
* effectively plan and prepare a successful transition
* be informed of your family’s perspectives and concerns.

Once collected your child’s transition statement will be kept private, secure and safe from unauthorised access. It is the responsibility of the ECEC setting to ensure that the statement is stored securely and safely and viewed only by the professionals supporting your child’s transition, learning and development.

If you choose not to provide some or all of the information requested, or allow limited and appropriate information from the transition statement to be shared with relevant ECEC staff and other DEECD professionals working to support your child, it may affect the quality of support offered. Should you have any concerns about the information being collected or shared you can contact your ECEC setting directly to discuss.

In exceptional circumstances it may be deemed beneficial that your child’s transition statement is shared with external professionals to further support your child’s learning and development. If this is the case the ECEC setting must seek your written consent and may not pass on any part of the statement without explicit consent.

At any time you are able to request access to the personal information that the ECEC setting holds about you, your family or your child and/or to request that it be corrected or removed. Should you wish to access, remove or modify any information please contact the ECEC setting directly in the first instance.

**Consent**

Do you consent to your child’s transition statement being shared with professionals supporting your child during their time at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ECEC name) ECEC centre?

* YES 🞎 NO

Signature of Parent/ Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_/\_\_\_\_/\_\_\_

**ECEC centre/setting acknowledgement**

*I acknowledge the responsibilities of the centre in the use, storage and maintenance of this information appropriately*

Director/Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_\_/\_\_\_

**Date**

**Personal details**

**Child’s personal details**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DOB:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Postcode:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Family details**

Parents’ names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Siblings\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Early Childhood Intervention Services (ECIS) contacts**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Centre/Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Centre/Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other professionals currently involved**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Organisation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Transition Coordinator**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Diagnostic and assessment information**

**Diagnosis**

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**Developmental assessment**

Date of assessment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Communication assessment**

Date of assessment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Adaptive behaviour**

Date of assessment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Other**

Date of assessment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Your child and his/her ASD features**

Social\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Communication\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Special interests and activities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Routine/rituals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sensory sensitivities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Health and associated features**

General physical health

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Diet/Fussy eating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physical skills

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**Daily living skills**

Toileting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dressing

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Eating

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Sleeping\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Development, play and learning**

What does your child do best?

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What does your child find difficult?

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What motivates your child best?

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How does your child cope with change?

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Can your child generalise what s/he learns from one place/person to another?

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Has your child been in any play/learning groups before? (Describe)

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**Emotions and behaviour**

Can your child separate from you without distress? (Describe)

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Is there anything that makes your child anxious or worried? (Describe)

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Does your child have any particular behavioural difficulties at present? (Describe)

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Current successful strategies

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**Parent comments**

What else you would like to say about your child?

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How are you feeling about your child making the transition to ECEC?

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**Transition plan checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Checklist** | **Yes** | **No** | **Action** |
| Transition coordinator identified  |  |  |  |
| Diagnostic and assessment reports |  |  |  |
| Health and medical reports |  |  |  |
| Individual Program Plan |  |  |  |
|  ASD ECEC transition statement |  |  |  |
| Child snapshot written |  |  |  |
|  Methods of parent - ECEC communication |  |  |  |
| Specialist consultation (e.g. ECIS/PSFO/ISF) |  |  |  |
| ECEC familiarisation/orientation |  |  |  |
| Plans to support family |  |  |  |
| Plans to support ECEC staff (e.g. PD) |  |  |  |