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**Disclaimer**

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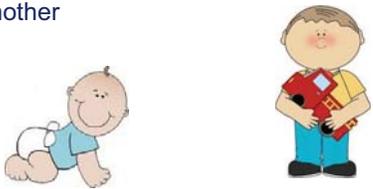
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**Transition:**

- The process of changing from one state to another



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**FIRST TRANSITIONS**

- Home to Preschool
- Preschool to Kindergarten
- Home to Hospital
- New Teachers or Therapists



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**Transition Information  
From Home to Preschool or  
Preschool to Kindergarten**

- IFSPs or IEP
- Medical Records
- Evaluation Reports
- Progress Reports
- Recommendations
- Correspondence regarding meetings, etc.



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“If assessment recommendations are not picked out and organized in a clear and accessible way, and also translated into practical current advice on how to behave with the child, then they will be of little or no help to unfamiliar people who need to interact with the child in new settings.”

– Dr. David Brown

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**Responses to need for individualized concise transition forms**

- Personal Passport
- Communication Passport
- Video Communication Passport
- Student Snapshot or Mini Passport

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**History of Transition Forms**

- Personal Passport: 1990s - Sense Centre in England
- Communication Passport: 1991 – Scotland – Sally Millar with CALL (Communication Aids for Language and Learning) Centre , University of Edinburgh

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- Video Communication Passports: Western Australia
- Student Snapshot: 2015 - Joy Fleming
- Mini Passport: CALL Centre in Scotland

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**Transition Forms**  
A Way to Communicate  
a Student's Strengths & Needs

What are the most essential bits of  
information that anyone working with  
this child should know?

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**What Do You Want to Know  
about a New Student?**

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**What are Passports?**  
They are forms that:  
“Present the person positively as an  
individual, not as a set of 'problems' or  
disabilities;



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- A place for the person's own views and preferences to be recorded and drawn to the attention of others;



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- Describe the person's most effective means of communication and how others can best communicate with, and support the person;



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- Draw together information from past and present, and from different contexts. . .
- Place equal value on the views of all who know the person well, as well as the views of the specialist professionals.”

- from Communication Passports website



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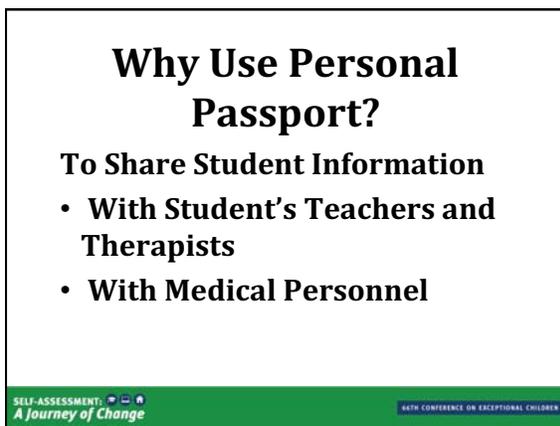
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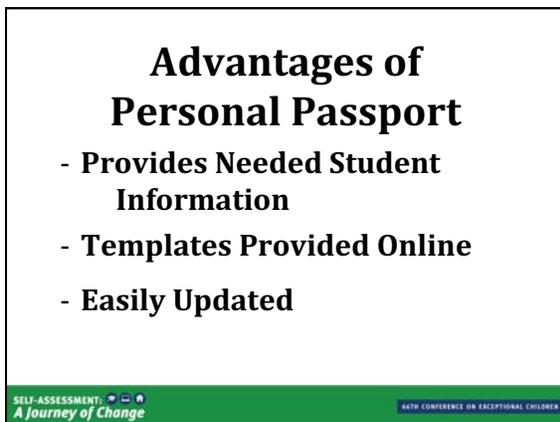
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## Disadvantages of Personal Passport

- Too long
- Time consuming to make

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## Communication Passports

“Passports are a way of pulling complex information together and presenting it in an easy-to-follow format.”

- [communicationpassports.org.uk](http://communicationpassports.org.uk)

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### Communication Passport

**Page Index:** 

1. All about me
2. You need to know
3. My Family
4. My Friends
5. Special people, special things
6. Things I like to talk about
7. How I communicate
8. How I communicate (2)
9. You can help me communicate
10. Fun things I like to do
11. Places I like going
12. Things I don't like
13. I'm working on this...
14. Help!
15. Eating and Drinking
16. What's my eyesight like?

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**Communication Passports  
Advantages**

- Easy to Read
- Informative
- Useful
- Fun
- Highly Personal
- Templates online

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**Disadvantage**

- **Too long**
- **Time consuming to make**

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**Special Passports**

“Passports are usually little booklets, but they do not have to be – they can be laminated sheets, wall charts, a card case clipped to a belt, a mealtime place mat, a folding leaflet etc.”

- Personal Communication Passports website

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### Pintrest Passports

- Keyring Passport



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### This is my Communication Passport

Please place your photo here

Hello,  
My name is:

I like to be called:

Please read!  
My communication passport will tell you the best way to communicate with me.

To be reviewed on:

Date reviewed:

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### Video Communication Passport

“Videos, although immensely valuable, should be used to supplement - and perhaps, on occasion, to substantiate - Passports, **not to replace them.**”

– Sally Millar

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**Why Videos cannot replace Passports**

- Not as easily accessible or practical as booklets
- A video records a particular activity in a moment in time – may not show synthesis of child’s activities

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- May not involve multidisciplinary collaborative process
- May need to add captions or commentary so that viewer understands what is on video.

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**Advantages of Using Video as a supplement to a Passport**

- ‘A picture is worth a thousand words.’
- Videos are quick to make
- Several people can view it at one time
- Can show how a student communicates

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**Guidelines for making a Video**

- Short (10 – 20 minutes)
- Selective – stick to essential information

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**Student Snapshots**  
**Essential Student Information**  
**on 1 Page**

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**Information for Student Snapshot:**

- **My Favorite Things**
- **I Don't Like**
- **Special Helps**
- **Strengths**
- **Challenges**

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**Information cont.**

- Medications
- Medical History
- Important Notes
- Family

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**Using pictures –**

- With family's permission, provider takes pictures
- Family provided pictures
- Clip Art  
(<https://images.google.com>)

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<ul style="list-style-type: none"><li>- the object I'm looking at.</li><li>- I can't sit up independently.</li><li>- I need to wear my vest to support my back and prevent curvature of the spine.</li><li>- I wear splints to open up my hands.</li><li>- I am sleepy after I get my seizure medications for about 10 - 15 minutes.</li><li>- I stick my tongue out all of the time.</li></ul> <p><b>Medications:</b> I take a lot of medications including: triamcinolone topical, albuterol with nebulizer as needed, baclofen, butaxone, omfi, clobazam, diazepam when a seizure is more than 5 minutes, lamisoprazole, Kepra, Lorazepam, Miralax, Sodium Sclerotide as needed.</p>	<p>Triamcinolone topical for G tube site</p> <p><b>Medical History:</b> I have cerebral palsy, feeding difficulty, hearing loss, history of fundoplication, hypoxic-ischemic encephalopathy, impaired vision, infantile spasms and premature closure of sutures.</p> <p><b>IMPORTANT NOTES:</b></p> <ul style="list-style-type: none"><li>- NOTHING BY MOUTH</li><li>- NO Food or Drink</li><li>- I have seizures. They are sometimes triggered by loud noises or by me being overheated.</li><li>- When sleeping put me on my side, because if I'm on my back, I might choke.</li></ul> <p><b>Family:</b> I live at home with my mother and 2 big sisters - Mariana and Ivyana.</p>	 <p>Hi! My name is Kiyana!</p> <p>I love to be talked to and I love Music.</p> <p>When I am happy, I smile. When I want a toy, I will look at it and smile and then look at mom so that she will give it to me.</p> <p>When I don't want something, I will look away from it and will not smile.</p>
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## Mini Passports

"Lots of people like a small Passport that all fits on to one page, though obviously you can't squeeze in as much information, and it is more of a 'taster' than a full Passport. This example is in the form of a 'tri-fold' leaflet, done in Microsoft Word. . ."

- [http://www.communicationpassports.org.uk/Creating-Passports/Templates/ Com](http://www.communicationpassports.org.uk/Creating-Passports/Templates/Com)

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**About communication**

Bobby has cerebral palsy, causing complex additional learning and communication support needs. He can hear normally and he understands a fair amount of what other people say, if they keep their language very simple and direct. He finds it difficult to concentrate. Bobby has expressive language in his head but he can't get it out because of his neurological & physical difficulties with coordinating breathing and moving his mouth to make speech sounds. He can use non-verbal body language signals to communicate, at a pre-intentional but pre-active level. He can sometimes make a simple choice (from 2 or 3) of real objects or a 'file' presented verbally (but not pictures). Bobby is having his functional vision assessed and is also working towards using pictures & symbols for communication. He can use his right hand to hit a light switch switch and enjoys a variety of simple 'cause and effect' computer software, but he can't walk yet.

This leaflet was made by Bobby and his Mum, with help from Sally Milne, SALLS Scotland, April 2016.

**Keep Up to Date**

It's really important that this leaflet is kept up to date with relevant information to help any people get to know Bobby and how best to talk with him. You may decide that there's not enough room for important information and that Bobby needs a bigger Passport booklet. Speak to his Speech and Language Therapist or teacher about this.

If you want to find out more about Passports, look up [www.communicationpassports.org.uk](http://www.communicationpassports.org.uk) or 01753 851205 (CALL Centre, Sally Milne)

**Hi, I'm Bobby Brown**

- I'm 5 years old
- I live in Sauchie
- I have one big brother Jake
- I have two sisters, Ellidh and Soo
- I have a black cat called Sox
- I go to Sauchie Primary school
- I'm in P1

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**Things about Me**

- I am VERY NOISY and I listen to everything - you've been warned!
- I am generally very cheerful, so there's usually a good reason if I'm upset - up to you to find out what is wrong. I can sometimes answer Yes/No questions.
- I am not very good at waiting - I just don't understand 'later', if you tell me something is going to happen, I will expect it NOW!

**How I Communicate**

- I use my eyes and my face (& body) to show how I'm feeling.
- I can use my eyes to 'point' to things, or people. Ask me: Can you show me with your eyes?
- For 'NO' (or 'I don't like that') my face crumples up and I hang my head down. (Or I get very cross...)
- For 'YES' (or 'I like that'), I throw my head & eyes up and flash you a winning smile.

**Things I'm good at**

- I have a fabulous smile, and I'm good at using it to make friends and for 'flirting'.
- Swimming - I'm a water baby with no fear.
- Eating and drinking - bring it on!
- Playing - at the moment, it's going (on my bottom) on the trampoline (with someone).

**Things that help me**

- Get down to look me in the eye
- Say my name to make get me to look and listen.
- Speak slowly
- Don't say too much - one 'chunk' of information at a time is just enough for me.
- Then give me quiet time to take it in and think.
- Show me things or point to things to help show what you mean. Some simple gestures and signs can help too.

**My favourite things**

- Food! I love it all (except bananas).
- I like videos (not TV), Bob the Builder especially (the songs), & In the Night Garden.
- I love all music - especially singing Nursery rhymes I know and anything fast, loud and boomy.
- My favourite game is 'rough and tumble' & tickling with my Dad.

**Tricky Things**

- I don't like touching sticky stuff.
- People keep wanting to give me symbols to look at, but I can't make much sense of them - yet. Best to stick to real objects and clear photos of things I know well. (I like being in charge of taking photos)
- People are not sure how well I see (that may be why I'm better at listening and choosing from spoken).

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**Personal Passports,  
Communication Passports  
Student Snapshots and Mini  
Passports**

**Give Essential Student Information  
To Teachers, Therapists, Medical  
Personnel and Family Members  
In a concise way**

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**Use Transition Forms When:**

- A student turns 3
- Going to a new daycare or preschool
- A child has frequent hospital visits
- A student turns 5

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**When Creating a Transition  
Form**

- Write in the first person, from the child's perspective.
- It should be highly personalized to suit the child.
- Make it interesting so that people want to read and look at it.

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- Ask all the people close to the child for their contributions.
- Consider what information is important and essential for others to know.
- Pictures are a good way of providing a lot of information in a motivating way without lots of text.

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- The passport should remain with the child.
- Pages may be laminated to make them last longer (consider mat laminate to reduce glare from the page).
- Name a key person responsible for keeping the passport up to date and set a review date.
- Information from Sense Centre Website.

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**“I’m going to Preschool!”**

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## **Transition Forms Websites**

### **Personal Passports Templates**

<https://www.sense.org.uk/content/personal-passports>

### **Communication Passports & Mini Passports (under Special Passports)**

<http://www.communicationpassports.org.uk>

### **National Center on Deaf –Blindness – Example of Personal Passport**

<https://nationaldb.org/search/search/?sitesearch=Personal+Passport>

### **Example of Student Snapshot**

<https://drive.google.com/file/d/0B368qFoTH41-TUlmM193MWN6a00/view?usp=sharing>

California Deaf Blind Services- reSources Volume 11 No. 4 Fall 2004  
**“Knowing the Child” – Personal Passports by David Brown, CDBS**  
Educational Specialist

<http://www.cadbs.org/newsletter/>