Creating Transition Forms for Multihandicapped Infants and Preschool Children

By Joy Fleming, TVI

Transition:

- The process of changing from one state to another
FIRST TRANSITIONS

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

Transition Information
From Home to Preschool or Preschool to Kindergarten

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

“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
Responses to need for individualized concise transition forms

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

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

- **Video Communication Passports**: Western Australia

- **Student Snapshot**: 2015 - Joy Fleming

- **Mini Passport**: CALL Centre in Scotland
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?

What Do You Want to Know about a New Student?

What are Passports?
They are forms that:
“Present the person positively as an individual, not as a set of ‘problems’ or disabilities;
• A place for the person’s own views and preferences to be recorded and drawn to the attention of others;

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

• 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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1. The most important things you must know
2. How you can communicate with me
3. My family
4. My name
5. My friends
6. Things I really like
7. Things I am not so keen on
8. Sports
9. Home
10. Eating and drinking
11. The physical stuff
12. Medical information
13. Important contact numbers
14. Keeping up to date
15. Communication index
16. Sports

Why Use Personal Passport?
To Share Student Information
- With Student’s Teachers and Therapists
- With Medical Personnel

Advantages of Personal Passport
- Provides Needed Student Information
- Templates Provided Online
- Easily Updated
Disadvantages of Personal Passport
- Too long
- Time consuming to make

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

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?
Communication Passports

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

Disadvantage
- Too long
- Time consuming to make

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
Pintrest Passports

• Keyring Passport

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
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

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

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
Guidelines for making a Video

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

Student Snapshots

Essential Student Information on 1 Page

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

Using pictures –
- With family's permission, provider takes pictures
- Family provided pictures
- Clip Art
  (https://images.google.com)
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My Favorite Things:
- I love my little blue place. My mom helps me push it behind. I look at it and listen to the music.
- I love my big yellow lights up or when I'm happy.
- I especially love it if they do both.
- I love looking at books and watch videos.
- I love feeling textures.
- I love it when people talk to me.

I Don't Like:
- I don't like swinging or loud music. They make me uncomfortable.

Special Help:
- I wear hearing aids in both ears.
- I wear a watch for food.
- I wear a bracelet on my arm.

Strengths:
- I can see in my lap. I can close my hand and turn it all.
- I love to work with people.
- When placed on my stomach, I will hold my hand up to reach around.
- I am learning to reach out for toys.

Challenges:
- I prefer to look to my left but am learning to look to my right.
- I have a lot of things all over the bed and have trouble locating all at times.
- I have trouble understanding what background is unclear.
- I have a short visual attention span.
- My vision changes and varies.

I think all things better if I am in a clean, quiet room with lights on.

Hi! My name is Amy!

I love music and feeling soft textures.

When I am happy, I smile.

I cry when I am unhappy or need something.

Important Info:
- I can feel all kinds of liquids, too much worrying about spills.
- I have insurance. They are sometimes triggered by loud noises or when I'm ill.
- I like to sleep for 8 to 10 hours, I need wake support.
- I am a little missing my mom, my sister, brother, and other family members.

Family:
- I have 3 grown kids.

Medications:
- I take sodium valproate, hydralazine, oxcarbazepine, and carbamazepine.
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Student Snapshots
Advantages
- Provides Needed Student Information
- Easily Updated
- Short and easy to read
- Created by Family with Provider's help

Student Snapshots are helpful for
- Large IFSP or IEP teams
- For students who are in and out of hospitals
- To inform family members of student's strengths and challenges
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

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/face/eye signals to communicate, at a pre-intentional but pro-active level. He can sometimes make a simple choice (from 2 or 3) if real objects or a 'list' 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 touch switch and enjoys a variety of simple 'cause and effect' computer software, but he can't scan yet.

Keep Up To Date
It's really important that this leaflet is kept up to date with relevant information to help new 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 or try 0131 651 6235/6 (CALL Centre, Sally Millar)

About communication
This leaflet was made by Bobby and his Mum, with help from Sally Millar, CALL Scotland, April 2012.
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

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

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.

- 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.

“I’m going to Preschool!”
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-TUlM193MWN6a00/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/