

A transition profile to assist in supporting a child with ASD (Draft version 1)

Child's name:

Date completed:

Current Year level:

Form completed by:

Does the child have additional funding?

Medical or allied health professionals who work with the child:

Parent/Carer names:

How much communication and involvement do parents/carers prefer?

Describe any medical issues that may need management at school.

List relevant medications the child takes. Is the child compliant with medication?

Instructions: Teachers should draw on senior staff, parents and other school professionals involved with the child when completing this profile. This template is currently being trialled across schools until early to mid 2020. To provide feedback please email info@psych4schools.com.au
Use this profile in conjunction with other school reports, individual learning plans and behaviour support plans.

A. Background

1. Co-existing conditions

- List any complex or challenging behaviours or diagnosed disorders that affect the child.
- Is it difficult to build a trusting relationship with the child? What strategies help build trust?
- Is food an issue? If so, how?
- Are supports required for tasks related to self-care e.g. eating, dressing, toileting, mobility or other?

2. Emotion and behaviour regulation at school

Tick	Emotions and behaviours that can apply	Under what circumstances?
	Heightened anxiety	
	Sadness or unhappiness	
	Withdrawn behaviour	
	Anger	
	Aggression or violence	
	Other:	

- What strategies work best to assist the child?

B. Teaching and learning

3. Curriculum profile

- Is the child working at expected levels? Briefly describe the child's current learning/curriculum standards and profile ratings spread.
- What subjects does the child like and dislike at school?

4. Interests and likes

- List specific interests, hobbies and passions.

5. Learning needs

- Briefly describe any additional learning needs that require a differentiated curriculum.
- How does the child react to new learning?

- What are the child's cognitive strengths?
- Do cognitive assessments indicate difficulties with processing speed and /or working memory? (See resources on the Psych4Schools website).
- List any learning challenges e.g. attention, concentration, getting started, staying on task, remembering or applying new learning?

C. Capacity to cope

6. Informed knowledge

- Have parents informed the child and consented to peers being informed of the ASD diagnosis?

7. Sensory sensitives

Describe any sensory sensitivities, and any strategies to assist the child with these sensitivities?

- In the classroom?
- In the corridors, stairs and moving between classes?
- In the playground?
- In assemblies or large groups?

8. Triggers for agitated behaviour

List known triggers or overwhelming situations to avoid.

- In the classroom

- In the school yard and other school spaces e.g. assemblies

List any strategies that help to deescalate any agitated behaviour.

9. Arguments and grudges

- Are there specific topics that can create arguments? Please explain, if needed.
- Is the child likely to hold grudges against peers, teachers? If so, please explain.

10. Self-belief and self-calming

- How does the child feel about themselves?
- List current strategies the child can use to calm themselves, if needed.
- Describe any maladaptive calming behaviours that may need modifying?

D. Social skills

11. Friendship making

- Does the child have the social skills to form and maintain friendships?
- What strategies assist the child to make and keep friends?

12. Conversational skills

- Describe the child's conversational skills.
- What key topics does the child engage with?

13. Working with others

- Does the child mind someone such as a peer or an integration aide, working with them?
- What types of students does the child work best with? Specify groups or one-to-one.
- Has the child used a mentor successfully in the past? Briefly describe.

14. Building social skills

- List 1 – 3 social skills that need support.
- Does the child use social stories to assist them? Please explain.

E. Attitudes, behaviour and co-operation

15. Attitude to school and co-operation

- How does the child feel about school?
- Briefly describe the child's usual level of co-operation and compliance.

16. Rules, safety and authority

- Describe the child's attitudes to rules, safety and authority.
- What rules work at home? What words or strategies are useful to gain cooperation?

17. Behaviour support and play

- Does the child require regular behaviour support? What strategies work best?

- Does the child play outside at school?
- What strategies encourage outdoor activity?
- Are lunchtimes too long or too unstructured?

F. Capacity to attend and complete work

18. Attentional skills and concentration

- Describe the child's attention and concentration skills.
- How long can the child be on task before a 'brain break' or rest is needed?
- Does the child tire in the afternoons?

19. Inclusive adjustments and accommodations

- What adjustments, accommodations, assistive and digital technologies, specific seating, noise-cancelling headphones, visual timers/timetables/aids etc work best to assist learning and concentration?

20. Learning goals

- List three key learning and/or behaviour goals.

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