

First Steps to School Success



Leanne Forrest
Dr. June Pimm
Ottawa Carleton District School Board

Autism is a medical diagnosis



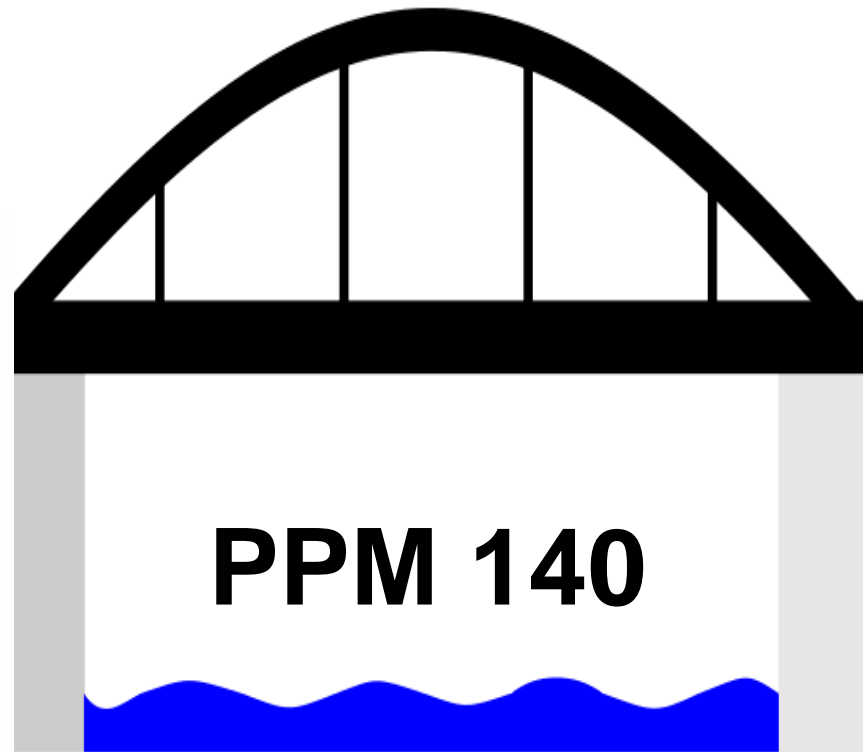
DSM-5

Schools are based on an educational model



Everyone at the same level

The OCDSB **Intake Model** forms bridge between the two



Kindergarten Registration takes place in January



Intake occurs prior to school entry



April

May 2015

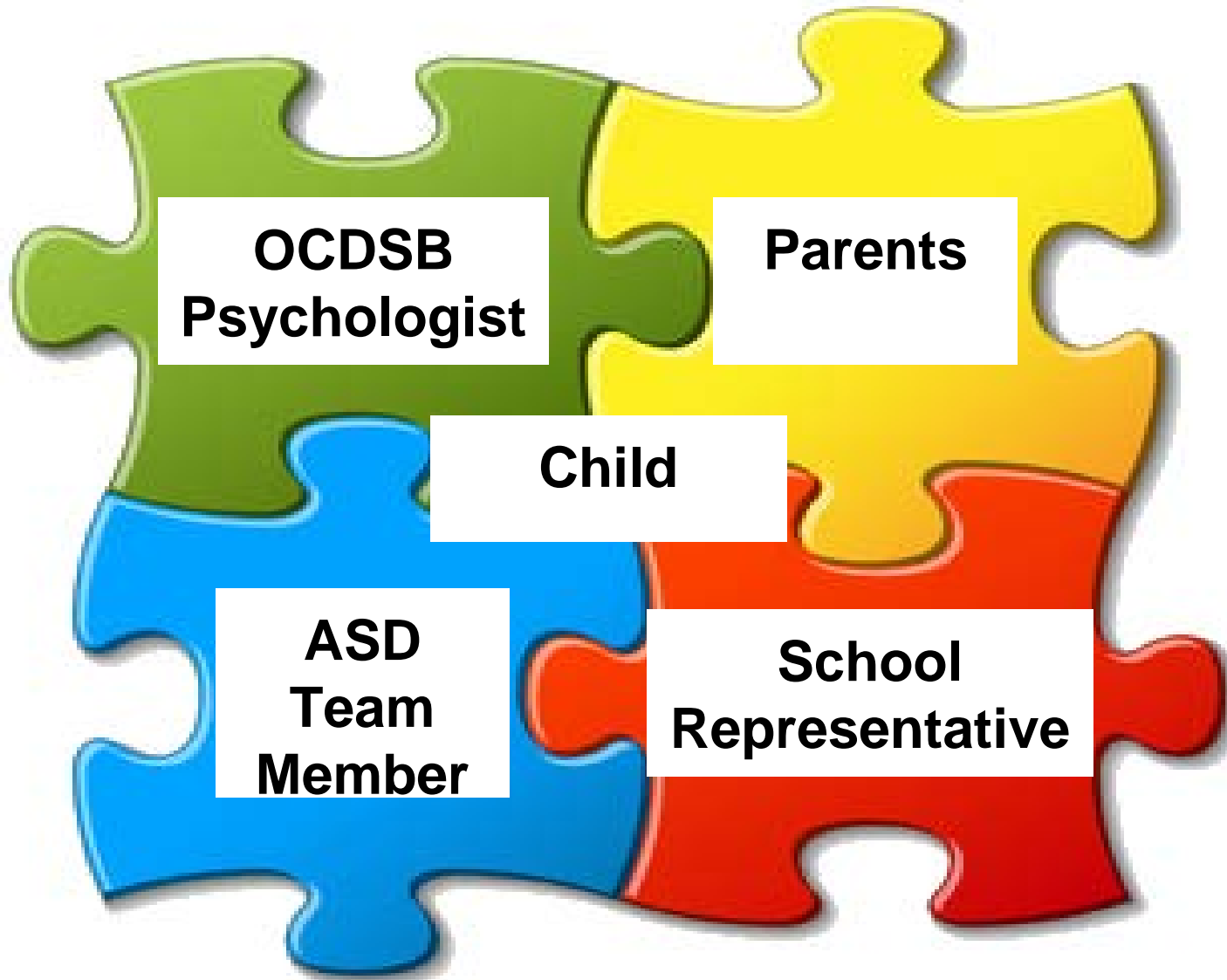
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5 <small>Easter Sunday</small>	6	7	8	9	10	11
12	13 <small>Thomas Jefferson's Birthday</small>	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

A specially designed environment similar to a kindergarten with a viewing area



The Intake Process brings together





Intake Process



Psychologist fills out developmental scale while interviewing parent





Intake Process

ASD team member
interacts with child





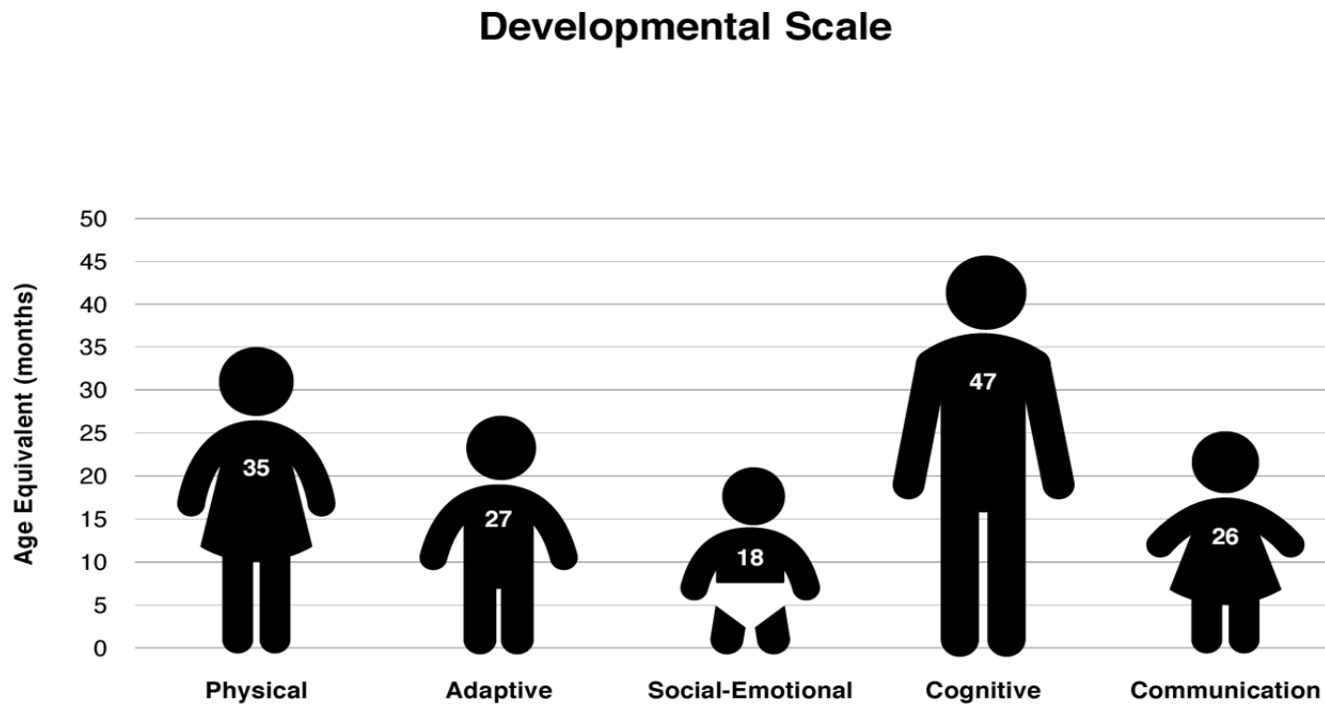
Intake Process

School representative watches play session and hears parent discuss child's skill level



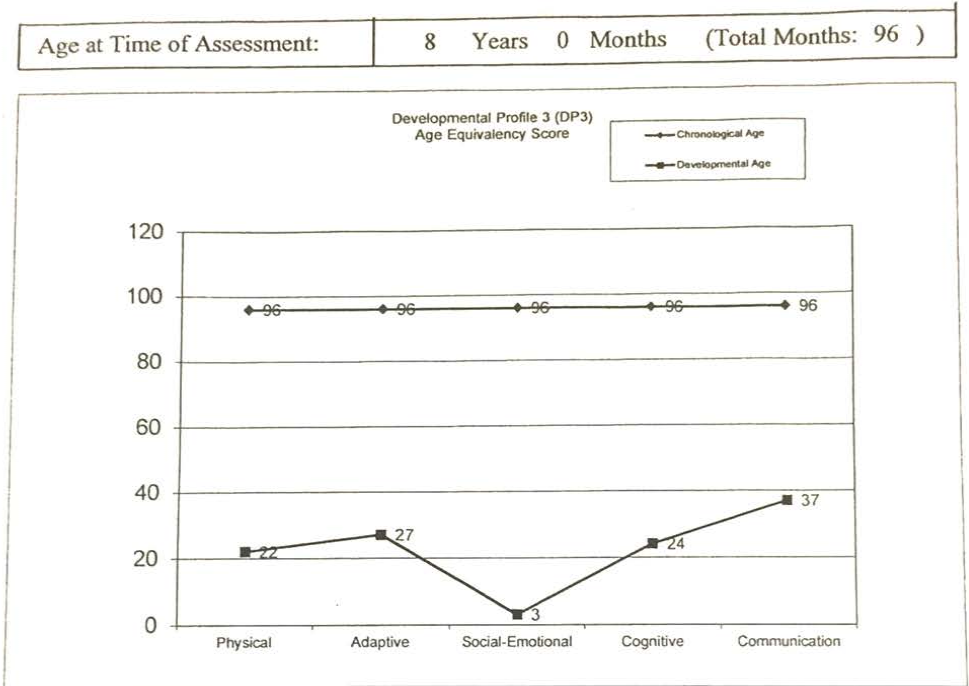


Developmental checklist obtained from parents to determine child's developmental level





Developmental checklist is electronically scored and shown in graphical form



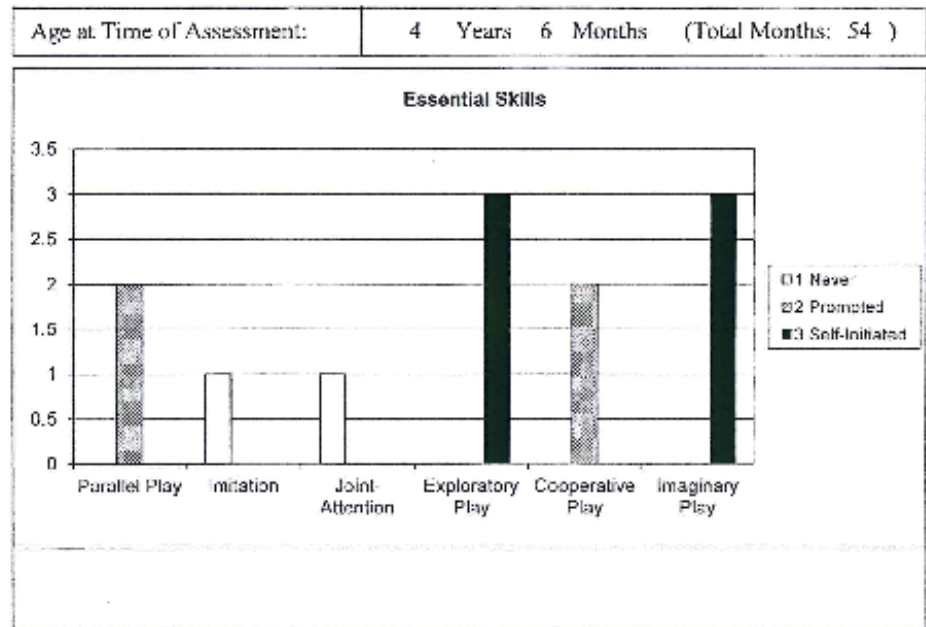
Based on the information provided by : Parent
This student's current developmental level is:

- 1 years 10 months (22 months) in Physical Development
- 2 years 3 months (27 months) in Adaptive Skills
- 0 years 3 months (3 months) in Social-Emotional Development
- 2 years 0 months (24 months) in Cognitive Skills and
- 3 years 1 months (37 months) in Communication Skills

June Pimm, Ph.D., C.Psych
Autism Coordinator



Pivotal skills for learning are assessed through interactive play session



For further information see attached.

Examples of Essential Learning Skills

- Parallel Play** - side-by-side play without interaction
- Imitation** - child imitates actions of others
- Joint Attention** - shares activities and experiences with observer spontaneously
- Exploratory Play** - explores environment in a meaningful way
- Cooperative Play** - engaged interaction
- Imaginary Play** - communicative intent to create pretend environment



Connecting the Pieces

Feedback meeting
and
individualized goal
setting



Outcomes



Teacher
confidence and
understanding



Outcomes



Parent satisfaction
and smooth
transition to school





Long Term Outcomes

