

## Vignette – Transition – High and Low Intensity Strategies



### Mrs. Simmons

It is early August and Mrs. Simmons has received her class list for her special education preschool class. She will have three returning 4-year-old children and two new 3-year-old children in her mixed-age class. All the children in her class are diagnosed with autism spectrum disorder or non-specific developmental delays and require a lot of classroom support. Her class list includes the following information (see table): Child's name, age, sex, IEP date, disability classification and whether they are a returning student.

Sommerville Elementary School - Teacher: Mrs. Simmons					
Name	Age	Sex	IEP Date	Disability Classification	Returning?
Heather Blake	4	Female	10-30-13	Autism	Yes
Robert Cushman	3	Male	9-2-13	Developmental Delay	No
Selma Fowler	4	Female	11-2-13	Autism	Yes
Eli Martinez	3	Male	3-10-14	Autism	No
Peter Robinson	4	Male	2-1-14	Developmental Delay	Yes

She has also received transition plans from the local Early Intervention services office for her two new children: Robert and Eli.

Some of the identified classroom supports for children are:

- Close attention and contact from a trusted adult
- Assistance for climbing stairs or other tricky physical movements
- Adult-facilitated peer interactions
- Assistive technology for communication purposes

Mrs. Simmons is familiar with some students and families from last year, but she doesn't know her new students at all. She knows she will need to use a mixture of high-intensity and low-intensity strategies to ensure a successful transition for all students in her class.

**Question 1.** What high-intensity strategies would you select to support these children and their families before, during, and after their transition to the new class or new school year?

**Question 2.** What low-intensity strategies would you select?