

Start Early

1

Visit School

- Tour the school and meet the teachers and AED.
- Prepare an 'All About Me' summary of your child's strengths, challenges, triggers, calm down strategies

Likes and Dislikes:

What I like (motivators):

I enjoy drawing and colouring my favourite cartoon characters such as Lightning McQueen as well as construction vehicles (e.g. excavators). I also like building different things with Lego. For example, building a rocket or a tall tower. I enjoy social games (e.g. What time is it Mr. Wolf?, Traffic light game, Duck Duck Goose) and board games (e.g. Order's up!, Spot It).

What I like to spend time doing by myself:

When I am by myself, I like to sit and draw.

What I don't like / don't like doing:

I do not like it when I am not chosen for a turn to do something, e.g. answering a question. I also do not like new and unfamiliar activities as they make me feel anxious and I am not sure if I will be able to do it accurately.

All About Me summary of Julia's son

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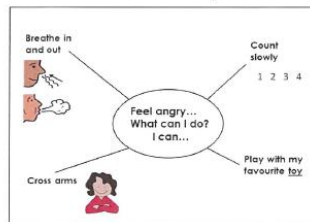
What triggers me (risks, stressors, sensory needs):

Stressors

- When I do not get a turn to answer a question or to do a task, I feel anxious and upset. I might cry or put my head down on the table.
- When I lose in a game, I get upset. I might cry or walk away from the situation.
- When I am presented with an unfamiliar activity (e.g. a new game), I might walk away or say that 'my body is painful' or 'I am tired'.

What calms me:

- When expectations are clear and consistent (e.g. written instructions on a chart to remind me of the behaviours that I have to show when I am ready for class- sit, look, listen to teacher), I am calm as I understand what I have to do.
- When an unpleasant situation has occurred (e.g. a friend pushed me), drawing out the situation using stick figures and describing the event by writing it down sequentially will help me to calm down and understand the situation better too. For example, "I was upset because my water bottle was leaking. I cried and screamed loudly. Some friends do not like loud sounds. My friend pushed me because he was scared and I was shouting too loudly. I can tell him not to do that. Another teacher will help my friend".
- When a problem has occurred, writing down the options I have helps me to process my thoughts better and to calm down (refer to Picture 1).



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When I am Working:

I am good at:

- Following instructions that have been listed out visually (e.g. During Art and Craft, I am able to independently follow a list of up to 12 steps after the teacher has modelled the activity for me).
- Organizing materials that are required for an activity (e.g. collecting different materials needed for a particular activity) and organizing my own stationery (e.g. keeping my pencil and eraser back into the pencil case after I have completed my worksheet).

I have problems with:

- Understanding some social situations especially since different people react and behave in different ways. Sometimes, I find it difficult to read the expressions of people and to understand what their body language means. I would need help from an adult to model how to respond appropriately and explain the situation to me by writing it out on a piece of paper. For example, when a friend drops a stack of paper, I might laugh very loudly because I find the situation amusing. I will need help from another teacher to highlight that my friend is actually feeling upset that the papers are on the ground and it is not nice of me to laugh at my friend. Instead, I can help to pick up the pieces of paper.
- Controlling the volume of my voice when I am very excited or agitated. Sometimes, I might shout very loudly when I am very excited about something. I need a teacher to point back to the volume thermometer to remind me of the voice volume that I need to use in different situations.

I work best when YOU HELP ME in the following ways:

- When I am learning a new concept, it helps to break down the steps and write them down for me.
- Draw out social situations with stick figures and thought bubbles as you talk to me about the different scenarios that I may get confused about. It also helps me to take perspective of another person.
- Help me to pay attention to what is important by highlighting the situation to me and redirecting me to what I have to do if situations around me get too confusing. For example, when a friend is crying near me and I am distracted, help me by explaining that another teacher is already helping my friend and I can continue to attend to the teacher that is in front of the classroom.

All About Me summary of Julia's son

EIPIC/Preschool to Mainstream, Julia Chan

Start Early

2

Familiarise

- Introduce your child to the school, toilets, canteen, hall, front gate, back gate, meeting points etc
- Share the teachers' names, typical daily routines etc



<https://www.wecaneip.com/>

EIPIC/Preschool to Mainstream, Julia Chan











Start Early

3

Socialise

- Connect with parents of EIPIC/preschool classmates if they attend the same primary school.
- Find support groups to ask questions and exchange tips.

Ten Things Every Child with Autism Wishes You Knew

<p>1. I am first & foremost a Child</p> <p>No Choice.</p>  <p>What you choose to believe about Autism affect how you treat me. I just need some accommodations to achieve my fullest potential.</p>	<p>2. My sensory perceptions are disordered</p>  <p>Everyday sights, sounds, smells, tastes & touches can be so painful to me. I need help to adjust to the surroundings.</p>	<p>3. Distinguish Won't & Can't</p>  <p>I can't do what I don't understand. Speak to me directly in simple words. I won't do something when it's unpleasant to me.</p>	<p>4. I'm a concrete thinker. Interpret language literally</p>  <p>Say exactly what you mean. Idioms, phrasal verbs & inferences confuse me.</p>	<p>5. Be patient with my limited vocabulary</p>  <p>When I don't know the words to describe how I feel, I will throw tantrums. Sometimes I may sound so talkative but actually I'm echoing what I heard or read previously.</p>
<p>6. Because language is so difficult for me, I am very visually oriented</p>  <p>I understand better when you show me. Visual schedules with photos or simple drawings help me to know what to do & what comes next.</p>	<p>7. Focus & build on what I can do rather than what I can't</p>  <p>There are many things that I can do. Focus & build on them. Don't be disheartened by what I can't do.</p>	<p>8. Help me with social interactions</p>  <p>I don't know how to socialize with others. Teach me how to read facial expressions, body language & others feelings. Help me by building on my self-esteem.</p>	<p>9. Identify what triggers my meltdowns</p>  <p>When one of my senses is overwhelmed I will get very upset. Please find out what causes them & help me to avoid them or prevent them from happening.</p>	<p>10. Love me Unconditionally</p>  <p>I didn't ask to be born with Autism. Accept me for who I am & with your support I can grow up to be a Successful & Independent person.</p>

<https://ellennotbohm.com/ten-things-every-child-with-autism-wishes-you-knew/>

EIPIC/Preschool to Mainstream, Julia Chan

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EIPIC/Preschool to Mainstream, Julia Chan

Involve Your Child in Your Planning

1 School Preparation

- Let them choose their backpack and supplies.
- Prepare uniforms and shoes. Reduce inconvenient materials such as buttons and shoelaces.

2 Visual schedule and recces

- Do a visual schedule of routines required at 'My Day at School'
- Set several dates for recces (home to school, school to home)

3 Discuss expected behaviour

Use visuals and social stories

4 Comfort Item

Bring a favourite item for comfort.

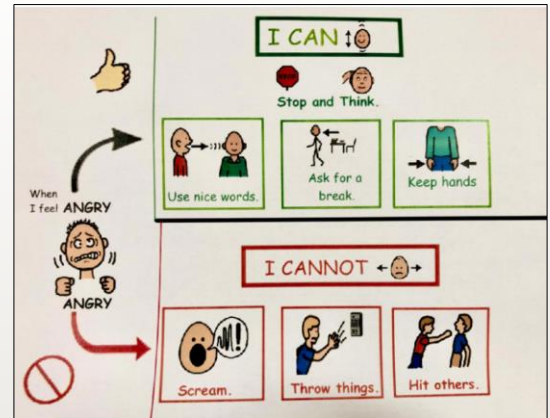


Photo from a diagram in Julia's son's ARC file

EIPIC/Preschool to Mainstream, Julia Chan

Practise Actual Routines

Wearing and Taking Off, Where to Store

School uniform, student care shirt, socks and shoes

Pack and Unpack

Pencil case, school bag, snack box, wallet

Recce

Route to and from school, walk / bus / MRT / car / taxi, who fetches?

Classroom Setting

Practise sitting and doing tabletop activities in a classroom environment.

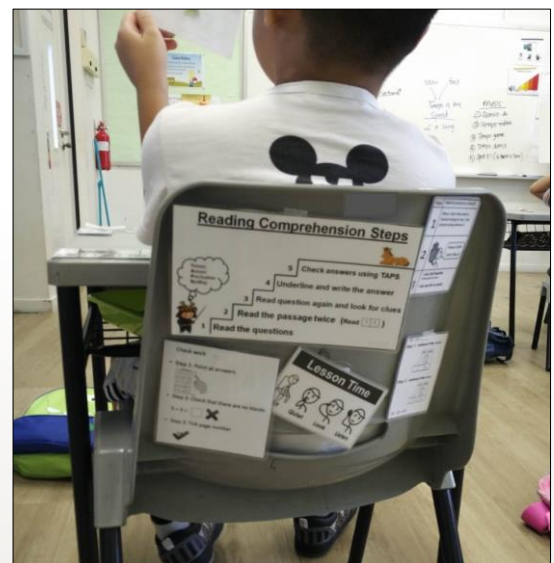


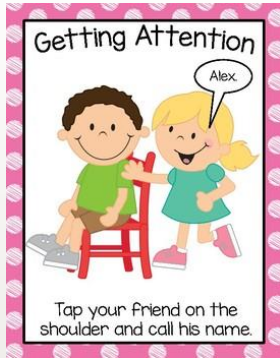
Photo of Julia's son in a classroom simulation exercise in ARC

Read more about his transition journey at <https://dollarsandsense.sg/child-diagnosed-autism-heres-early-intervention-programme-infants-children-eipic-can-help/>

EIPIC/Preschool to Mainstream, Julia Chan

Classroom Support

Sensory Challenges: Buddy System



<https://www.teacherspayteachers.com/Product/Social-Skills-Post>

Visual learner: Visual cues, front of class

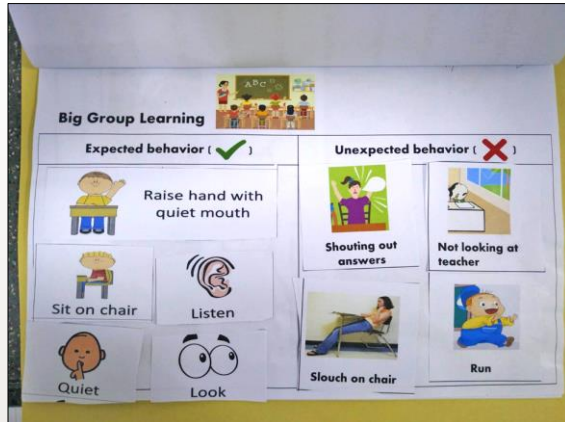
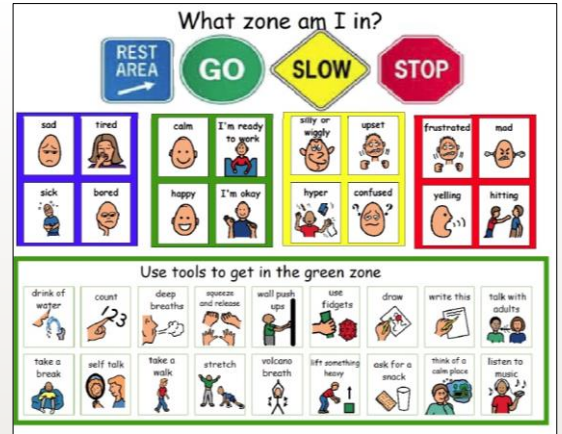


Photo from Julia's son's ARC file

Anticipate Triggers: Zones of Regulation



<https://www.amphi.com/Page/16817>

EIPIC/Preschool to Mainstream, Julia Chan

Making Primary School a Happy Experience



Small Victories

Celebrate every achievement, big or small.



Positive Reinforcement

Cultivate expected behaviours with positive reinforcement



Continuous Feedback

Follow up closely with teachers and school for any issues that arise

EIPIC/Preschool to Mainstream, Julia Chan

Checklist

The graphic is a checklist titled "Caregiver Checklist" with the subtitle "Transition from EIPIC / preschool to primary school". It features the CaringSG logo in the top right corner. The checklist items are arranged in three columns, each preceded by an empty checkbox. The items are: "Meet teachers", "Build routines", "Rece school", "Social stories", "Try on uniform", "Practise packing school bag", "Prep calm down tips for your child", and "Do a test run of a usual school day". At the bottom center, there is a small illustration of a caregiver and a child, and a yellow button with the text "Read more at caring.sg/blog" and a hand cursor icon.

Caregiver Checklist
Transition from EIPIC / preschool to primary school

- Meet teachers
- Build routines
- Rece school
- Social stories
- Try on uniform
- Practise packing school bag
- Prep calm down tips for your child
- Do a test run of a usual school day

Read more at [caring.sg/blog](https://www.caring.sg/blog)

<https://www.caring.sg/transition-preschool-eipic-primary-school/>