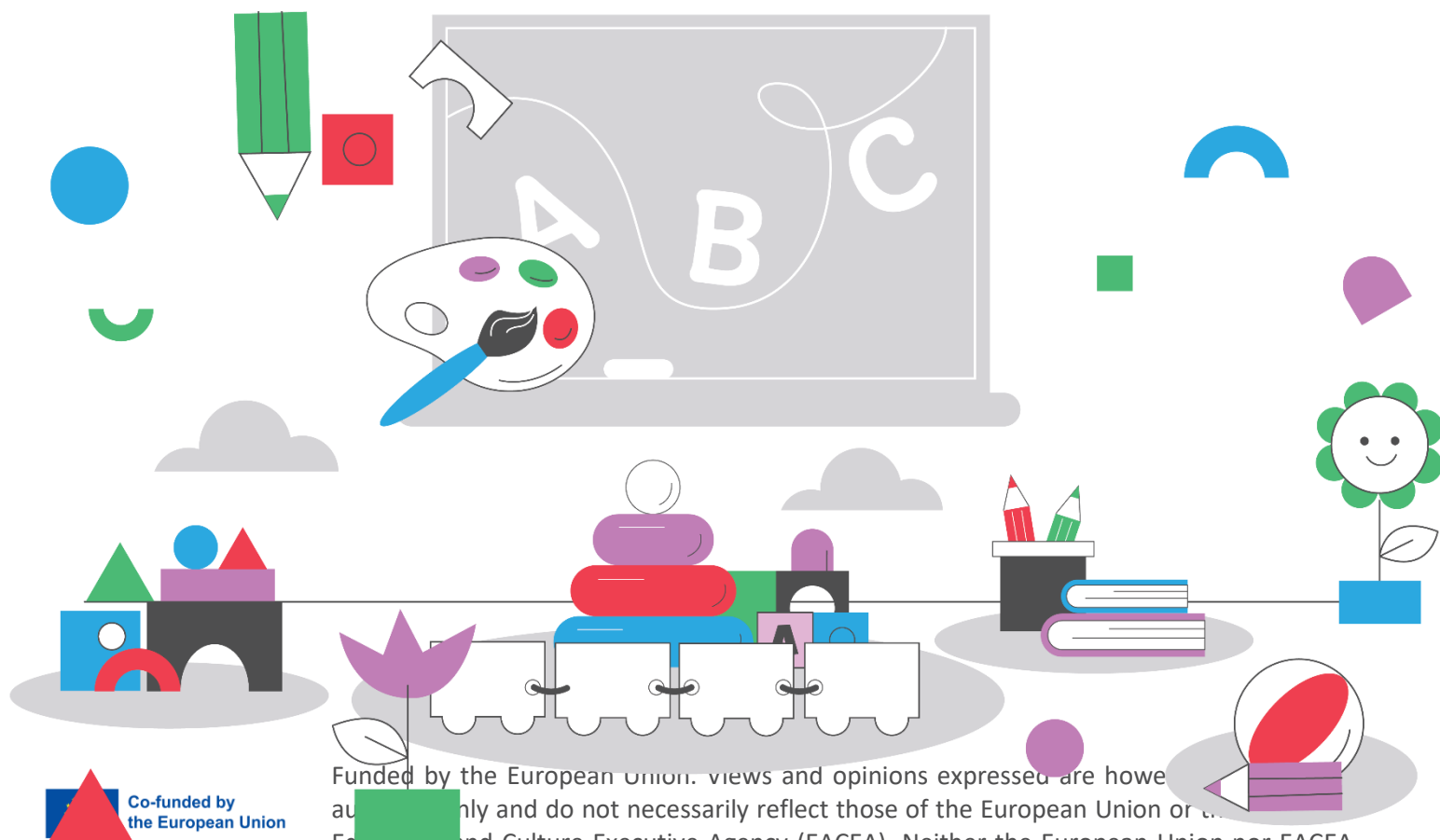




A4.3 – Roadmap for Integration

Practical guidance for integrating
ASDinPreschool resources into everyday
preschool practice



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1 Introduction and Purpose

1.1 What this Roadmap helps you do

This Roadmap helps preschool teams put ASDinPreschool resources into everyday use. It provides a practical route from identifying a need and selecting suitable resources to introducing changes, reviewing their usefulness and maintaining effective practices over time.

It addresses a straightforward question:

Our preschool wants to use ASDinPreschool. Where do we start, which resources should we use, who needs to be involved, and how do we know whether implementation is working?

The Roadmap forms part of **ASDinPreschool – Supporting early childhood professionals in detecting early signs of Autism Spectrum Disorders**, an Erasmus+ cooperation partnership in school education, project number **2024-1-ES01-KA220-SCH-000248296**.

The project has developed an Educators' Curriculum, a Guide for Educators and a Toolbox, alongside work on parent-oriented resources. This Roadmap connects those resources to the decisions preschool teams make about staff learning, classroom organisation, everyday routines, family collaboration and educational support.

Its purpose is to make integration manageable. A preschool can begin with two or three priorities, use the relevant parts of the resource package and build on what it learns. Staff do not need to complete every module or read every resource before making a carefully planned start.

1.2 Who should use it

The Roadmap is intended primarily for:

- **Preschool educators and support staff**, who introduce and adapt resources in everyday practice.
- **Preschool leaders and administrators**, who establish responsibilities, make time available and support continuity.
- **Staff coordinating inclusion or professional development**, who help colleagues select resources, reflect on practice and agree next steps.

Families and relevant professionals contribute to implementation through their knowledge of the child, shared planning and feedback.

The approach can be used by a small preschool with one designated implementation lead or by a larger setting with a small team. Responsibilities should reflect the setting's existing organisation and available capacity.

1.3 How the Roadmap fits within the project

The Roadmap is the output of Activity A4.3, led by Deutsche Schule Athen, with KMOP as co-lead and contributions from all project partners. It belongs to Work Package 4 — ASDinPreschool Pilots and pathways to impact. The approved project design connects the activities as follows. The Roadmap supports both integration within a setting and replication in other settings. Replication means transferring a purposeful approach while adapting its practical arrangements to the new context.

Activity	Role within WP4	Connection to the Roadmap
A4.1 — Train-the-Educator Workshops	Develop educators' practical capacity to use the project resources.	Workshop feedback should inform the learning and preparation needed for implementation.
A4.2 — ASDinPreschool Pilots	Apply and evaluate resources in preschool settings.	Documented experiences should identify practical barriers, useful adaptations and lessons for other settings.
A4.3 — Roadmap for Integration	Provide clear, practical guidance for integrating resources into preschool practice and curricula.	Connect the resource package to a structured implementation process.
A4.4 — Policy Recommendations	Translate project findings into recommendations for policymakers and stakeholders.	Integration experiences can help identify organisational and systemic conditions requiring attention.

1.4 What integration means in practice

Integration goes beyond making resources available to staff. It means that selected resources have an agreed purpose, are used within ordinary preschool activities and are reviewed as part of the setting's work.

For each initial priority, the preschool should be able to explain:

- What it wants to improve and why.
- Which ASDinPreschool resources it has selected.
- Who will introduce and use them.
- Where they will fit into existing routines.
- What preparation or adaptation is needed.
- What staff will observe and when they will review implementation.

For example, a team concerned about difficult transitions might combine the Curriculum's guidance on visual and predictable structures with classroom strategies from the Educators' Guide and a sequencing activity from the Toolbox. The team would agree how to introduce the support, use it consistently and review children's participation and staff experience.

1.5 How to use the six-step cycle

The Roadmap organises implementation into six connected steps.

Step	Main question	Practical result
1. Prepare	Who will support and coordinate implementation?	Agreed responsibility, staff involvement and time to begin.
2. Assess	What is already working, and where is support most needed?	Two or three initial priorities grounded in the setting's experience.
3. Build Capacity	What do staff need to learn or practise first?	A focused learning pathway using relevant project resources.

Step	Main question	Practical result
4. Implement	How will we introduce the selected approaches into everyday practice?	Manageable changes with clear responsibilities and opportunities for use.
5. Monitor & Adapt	Are the approaches usable, consistent and supporting participation?	Brief evidence and agreed adjustments.
6. Sustain & Scale	How will useful practices continue and reach other groups?	Arrangements for ownership, staff induction, resource access and regular review.

The cycle is flexible. Teams may return to an earlier step when new needs emerge or when an approach requires adjustment.

Begin with the preparation and assessment steps, then use the Resource Crosswalk in Chapter 2 to select the relevant modules, chapters and tools. The 30/60/90-day plan offers an example of how to organise an initial implementation period. Settings can adjust the pace to their staffing, calendar and priorities.

1.6 Scope and professional boundaries

The Roadmap supports inclusive educational practice, participation and the organisation of support. It does not provide a diagnostic procedure or a clinical intervention programme.

The project's observation resources can help educators describe what they notice, identify educational support needs and communicate with families and relevant professionals. The Roadmap's readiness and monitoring tools focus on the preschool's implementation process.

These are distinct purposes. Reviewing whether staff consistently use agreed communication support is an implementation question. Determining whether a child meets diagnostic criteria requires appropriately qualified professionals.

Implementation should respect children's strengths, preferences and communication, involve families meaningfully and reflect the setting's local professional responsibilities.

2 The ASDinPreschool Resource Package

2.1 What each resource is for

The ASDinPreschool resources serve complementary purposes. Together, they support staff learning, practical classroom decisions, activities with children and collaboration with families.

Use the table below to identify the resource that matches your immediate task.

Resource	Main purpose	When to use it
Educators' Curriculum	Develop staff understanding and practical skills through six modules, learning activities and supporting tools.	When staff need to understand an approach, practise a skill or reflect together before and during implementation.
Guide for Educators	Translate inclusive approaches into everyday preschool practice through	When deciding how to respond to a classroom need or adapt the

Resource	Main purpose	When to use it
	classroom strategies, examples, checklists and observation tools.	environment, teaching or peer participation.
Toolbox	Provide tools, activity plans and guidance for preparing materials across five developmental domains: social, emotional, physical, cognitive, and language and communication development.	When selecting or adapting a concrete activity, visual support, game or classroom material.
Parent Guide and parent-oriented resources	Support families in everyday home routines, play, communication and collaboration with preschool staff.	When agreeing suitable connections between home and preschool, taking account of family priorities and circumstances.
Templates and checklists within the resources	Support observation, reflection, planning and communication.	When a short record or structured conversation would help staff understand needs and coordinate support.
Roadmap implementation tools	Organise responsibilities, priorities, resource selection, actions and review.	When planning and monitoring how the preschool introduces and maintains the project resources.

2.2 Select resources around a practical need

Start by describing the situation the team wants to improve. For example:

- Children find the transition from outdoor play to lunch difficult.
- Some children have limited opportunities to communicate choices.
- Staff use different approaches when a child becomes distressed.
- Families and educators need a more manageable way to exchange information.

Then select resources for three purposes:

1. **Learn:** Which Curriculum section will help staff understand and practise the approach?
2. **Apply:** Which Guide section or Toolbox item will help introduce it into a real routine?
3. **Review:** Which observation or reflection tool will help the team decide what to maintain or change?

A setting does not need an item from every resource for every priority. Choose the smallest useful combination and identify any preparation required.

2.3 Resource Crosswalk

The crosswalk provides entry points into the project materials. It is organised by implementation need so that teams can find relevant content without reading the full package.

How to read the references

- **M** means a module in the Educators' Curriculum.
- **Ch** means a chapter in the resource named at the top of the column.
- Section and tool titles provide the main navigation reference; page numbers may change between versions and translations.
- The suggested combinations are an editorial synthesis of project content. They do not imply that each combination has been tested in the pilots.

2.3.1 Understanding needs and adapting everyday practice

Implementation need	Educators' Curriculum	Guide for Educators	Toolbox
Understanding autism and the support paradigm	M1: <i>What is the support model? How to support ASD and early signs; Understanding ASD from a strengths-based perspective.</i>	Ch2: <i>Identification of Autism Spectrum Disorder; The Role of Preschool Educators.</i>	Introduction: <i>The Purpose of This Toolbox, for its practical approach to adapting activities and materials.</i>
Physical and sensory environment	M2: <i>Structuring the Physical Environment; Creating a Sensory-Responsive Setting.</i> M4: <i>Environmental Trigger Checklist.</i>	Ch3: <i>Physical Environment – Setting the Stage for Participation; Checklist for an inclusive classroom space.</i>	Ch2, Tool 3: <i>Sensory Calming Toolkit; Activity 4: Calm zone and Regulation Plan.</i>
Predictability, routines and transitions	M2: <i>Embedding Visual and Predictable Structures.</i> M3: <i>My day in pictures.</i>	Ch3: <i>Instructional Environment – Making Learning Accessible for All.</i> Ch4: <i>Visual Scaffolding.</i>	Ch4, Tool 1: <i>“First–Next–Last” Sequencing & Routine Builder; Activity 1: “Mini-Recipe Sequencing”.</i>
Communication	M3: <i>Support for Communication in the Classroom; Use of Visual Elements and Gestures.</i>	Ch3: <i>Instructional Environment – Making Learning Accessible for All.</i> Ch4: <i>Visual Scaffolding.</i>	Ch5, Tool 1: <i>Picture-Based Flashcards and Communication Boards; Implementation Guidelines.</i>
Social participation and peer interaction	M2: <i>Designing for Inclusive Participation.</i> M3: <i>Promoting Social Interaction; Interaction Facilitators in Play.</i>	Ch5: <i>Peer buddies; Group & structured play.</i>	Ch1, Tool 2: <i>Collaborative art project; Tool 4: “Cooperation construction kit”.</i>
Emotional regulation	M4: <i>Self-regulation tools and sensory supports; ‘Get to know</i>	Ch3: <i>Social and Emotional Environment – Building a Sense of Belonging.</i>	Ch2, Tool 1: <i>Emotion Flashcards and Emotion Wheels; Activity 4: Calm zone and Regulation Plan.</i>

	<i>my student' Observation Journal.</i>		
Positive behaviour support	M4: <i>Understanding Behaviour through an ASD Lens; Tools for Identifying Factors: ABC Chart; Proactive and Respectful Behaviour Strategies; My Behavior Response Plan.</i>	Ch2: <i>Documentation and Observation, including the ABC Observation Chart. Ch3:</i> environmental and communication adaptations.	Ch2, Tool 3: <i>Sensory Calming Toolkit; Activity 4: Calm zone and Regulation Plan.</i> These support selected aspects of classroom practice.
Differentiated and flexible teaching	M1: <i>Tailoring Lessons to Diverse Support Needs. M6:</i> <i>Adapting strategies.</i>	Ch4: <i>Differentiated and Flexible Instruction, including Choice-Based Learning and Universal Design for Learning (UDL) in Preschool.</i>	Ch4: <i>Implementation Guidelines, including adaptations for different ability levels. Ch5:</i> <i>Supporting Different Communication Levels.</i>

2.3.2 Collaboration, observation and planning

Implementation need	Educators' Curriculum	Guide for Educators	Toolbox
Family collaboration	M5: <i>Engaging Families as Partners; Home-School Communication Templates; Strengths-Focused Family Questionnaire.</i>	Ch3: <i>Collaborative Environment – Working with Families and Staff; Quick communication tools.</i>	Ch3: <i>Optional home link. Ch5:</i> <i>Collaboration Recommendations.</i>
Professional collaboration	M5: <i>Partnering with External Professionals; Resource Mapping Worksheet; Team Communication Log Template.</i>	Ch2: <i>Communicating with Families and Specialists.</i>	Ch4: <i>Collaboration recommendations. Ch5:</i> <i>Collaboration Recommendations.</i>
Observation and documentation	M1: <i>Observation sheet in natural contexts. M6:</i> <i>Observation & Developmental Monitoring; annex Observation log and Child profile worksheet.</i>	Ch2: <i>Documentation and Observation; Daily Behaviour Observation Sheet; Frequency Recording Chart.</i>	Ch2 and Ch3: <i>Monitoring Progress. Ch4:</i> <i>monitoring suggestions within Implementation Guidelines.</i>
Goal setting and planning	M6: <i>Individualised Planning and Evaluation; How educators can set goals based on observed</i>	Ch4: <i>Quick Reference Table – Choosing a Strategy and Rate Your Practice – Self-Reflection</i>	Ch1–5: <i>learning objectives and adaptation guidance</i>

	<i>needs; Goal writing practice (SMART goals).</i>	<i>Checklist, as supporting planning resources.</i>	<i>within the relevant Activity Plans.</i>
Monitoring progress and reviewing practice	M6: <i>Weekly progress tracker; Adjusting approaches over time; Observation log.</i>	Ch3: <i>Self-Assessment for Educators. Ch4:</i> <i>Rate Your Practice – Self-Reflection Checklist.</i>	Ch2 and Ch3: <i>Monitoring Progress. Ch4:</i> <i>monitoring suggestions within Implementation Guidelines.</i>

Keep the purpose of monitoring clear. Some resources above support observation of individual children; others support educator reflection. When reviewing the preschool’s implementation, focus on how staff use the resources, consistency across the team, preparation time and practical barriers.

2.3.3 Selecting developmental activities

The Toolbox provides the most direct starting point for activity selection. Curriculum and Guide references help staff prepare and adapt the activity.

Implementation need	Educators’ Curriculum	Guide for Educators	Toolbox
Social development activities	M3: <i>Cooperative Play Activities; Creating Social Story Scripts.</i>	Ch5: <i>Peer buddies; Social stories; Group & structured play.</i>	Ch1: <i>“Pass the sparkle” game; Waiting hands; Activity plan 1, “The mailbox exchange”.</i>
Emotional development activities	M4: <i>Positive Behaviour Supports; Self-regulation tools and sensory supports.</i>	Ch3: <i>Social and Emotional Environment – Building a Sense of Belonging.</i>	Ch2: <i>Emotion Clock; Bouquet of Emotions; Emotion Box (Feelings Jar); “Emotion Path” Cooperative Game.</i>
Physical development activities	M2: <i>Designing for Inclusive Participation, for accessibility and adaptation. There is no dedicated motor-development module.</i>	Ch3: <i>Physical Environment and Instructional Environment. Ch4:</i> <i>Flexible Teaching Methods.</i>	Ch3: <i>Gross Motor “Move Circuit” Cards + Floor Markers; Fine Motor Stations Toolkit “Hands Ready”; Pre-Writing & Two-hand Coordination Pack; activity Animal Walk Adventure.</i>
Cognitive development activities	M6: <i>Adapting strategies, for adapting learning activities. There is no dedicated cognitive-development module.</i>	Ch4: <i>Differentiated and Flexible Instruction.</i>	Ch4: <i>Memory & Attention “Match and Find” Card Set; Categorization & Concept Sorting Trays (“Sort It!”); Early Numeracy Manipulatives & Mini-Games (“Count, Build, Compare”).</i>
Language and communication activities	M3: <i>Practicing Sign-Based Instructions; My day in pictures; Guess the Action.</i>	Ch3: <i>Instructional Environment. Ch5:</i> <i>Social stories.</i>	Ch5: <i>Storytelling Cards and Story Cubes; Role-Play Communication Games; Music, Rhyme, and Rhythm-Based Language Activities; activity</i>

			"What's in the Bag?" Vocabulary Game.
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2.4 Check what needs preparing

Before selecting a resource for immediate use, check its format. The package contains a mixture of embedded forms, worked examples, instructions for making materials and links to external templates.

Resource format	Examples in the reviewed materials	Preparation needed
Embedded forms and checklists	Curriculum M1 <i>Observation sheet in natural contexts</i> ; M4 annex <i>ABC Chart</i> ; M6 annex <i>Observation log and Child profile worksheet</i> ; Guide Ch3 <i>Self-Assessment for Educators</i> .	Copy the relevant tool, select appropriate fields and agree how it will be used.
Guidance and sample structures	Curriculum M5 <i>Resource Mapping Worksheet</i> and <i>Team Communication Log Template</i> ; M6 <i>Weekly progress tracker</i> .	Use the instructions or sample fields to prepare a manageable local record. A separate printable sheet should not be assumed.
Linked templates	Curriculum M6 annex links labelled <i>SMART GOALS Canva template</i> and <i>Weekly planning Canva template</i> .	Check access and suitability before including them in staff planning.
Materials to assemble or adapt	Toolbox card sets, communication boards, sequencing strips, games and activity materials.	Read the component list, identify what is already available and allow time for preparation.

Choose materials that suit the children, the setting and the intended activity. A resource may need simpler language, different pictures, fewer steps, alternative materials or a different way for children to participate.

When introducing communication or regulation supports, coordinate with the family and relevant professionals where appropriate, particularly when the child already uses an established approach.

2.5 Keep the selected resources easy to find

Create one shared location for the resources the team has chosen. This can be a digital folder, a printed classroom folder or a combination of both.

For each selected resource, record:

- Its title, module or chapter, and version or date where available.
- The classroom priority and routine it supports.
- Any local adaptation.
- The person responsible for preparing and maintaining it.
- The agreed review date.

Keep local adaptations clearly identified so colleagues can distinguish them from the original project resource. Include the selected materials in staff handovers and induction.

The practical outcome of this chapter is a focused resource selection: staff know **what they will use, where to find it, what needs preparing and how it connects to an agreed preschool priority.**

3 Principles for Successful Integration

The ASDinPreschool resources share an emphasis on understanding individual support needs, creating accessible environments and working collaboratively. The principles below translate that emphasis into practical decisions about implementation.

Use them when selecting resources, adapting activities and reviewing whether an approach remains appropriate.

3.1 Principles and their practical implications

Principle	What this means in practice	Main project resource
Start with the child's strengths, interests and preferences	Identify what the child enjoys, how they communicate and what helps them feel comfortable. Use this knowledge to select activities and supports. Respect differences in communication, movement and self-regulation, including harmless autistic traits.	Curriculum M1 and M4 .
Make participation and belonging the goal	Look beyond whether a child is physically present. Consider whether they can understand, choose, contribute and connect with others. Review barriers in the environment, instructions and activity before deciding what additional support is needed.	Curriculum M2 ; Educators' Guide Ch3 .
Provide predictability with flexibility	Make routines, spaces and transitions understandable through consistent cues and visual supports. Prepare children for changes while allowing flexibility in timing, materials and ways of participating.	Curriculum M2 ; Educators' Guide Ch3–4 .
Adapt resources to observed needs	Select approaches according to the child, group and situation. Adjust language, task length, sensory demands and response options. Offer different ways to work towards a shared learning goal.	Curriculum M6 ; Educators' Guide Ch4 ; Toolbox adaptation guidance.
Work with families as partners	Ask families about strengths, preferences, routines and approaches that help at home. Agree manageable ways to exchange information and shared priorities that respect family language, culture, availability and circumstances.	Curriculum M5 , <i>Engaging Families as Partners</i> ; Educators' Guide Ch3 .
Coordinate professional contributions	Clarify what educators, support staff and external professionals contribute. Agree responsibilities, communication arrangements and next steps. Draw	Curriculum M5 , <i>Partnering with External Professionals</i> .

	on specialist expertise when a support need requires it.	
Build consistency through shared understanding	Ensure colleagues know which supports are being used, why and how. Coordinate relevant cues and approaches with families and professionals, adapting their use to each environment. Include these agreements in staff handovers.	Curriculum M5 ; Educators' Guide Ch3 ; Toolbox Ch5 .
Observe, reflect and adjust	Record concrete observations, including strengths and successful participation. Combine these with staff and family feedback. Review whether the strategy was used as intended and whether it needs adjustment before drawing conclusions about its usefulness.	Curriculum M6 ; Educators' Guide Ch2–4 ; Toolbox monitoring sections.
Make implementation fit the setting	Select changes that staff can prepare, use and review within existing routines. Adapt materials to local language, curriculum and available resources. Begin with a manageable scope and expand when the team can maintain the approach.	Curriculum M2 and M5 ; Toolbox <i>How to Use This Toolbox Effectively</i> .

These principles guide professional judgement. They should be applied together: consistency needs to remain responsive to the child, and a well-organised routine still needs to offer meaningful choices and accessible participation.

3.2 Use the principles when making decisions

Before introducing or continuing an approach, briefly discuss:

- **Purpose:** What participation or support need are we addressing?
- **Fit:** How does the approach reflect the child's strengths, communication and preferences?
- **Shared understanding:** Have the relevant staff, family members and professionals contributed, and are responsibilities clear?
- **Review:** What will help us decide whether to continue, adapt or stop using it?

A resource's inclusion in the project package is a starting point for selection. Its continued use should be guided by how well it serves the children and the setting in practice.

4 Step 1 — Prepare

Purpose: Establish who will coordinate implementation, how staff will contribute and what time and resources are available.

Preparation should give the team a clear, manageable starting point. In a small preschool, the setting leader and one educator may coordinate the work together. Larger settings may use an existing inclusion or staff-development team.

The arrangements and tools below are proposed for this Roadmap. Adapt them to the preschool's existing organisation.

4.1 Agree the starting arrangements

Secure practical leadership support. The preschool leader should agree the purpose and initial scope of implementation, designate a responsible person and make time available for preparation and review. Identify who can approve changes to shared spaces, routines or spending.

Choose a manageable starting scope. Decide whether to begin with one classroom, a shared routine or several groups. Record the concerns or opportunities that prompted the decision. Confirm the initial two or three priorities after completing Step 2.

Identify the people involved. Include the educators and support staff who will use the selected resources. Agree how families' perspectives will inform the work and who will coordinate with relevant professionals when needed. One person may hold several responsibilities.

Allocate time and identify existing resources. Set aside time for a brief staff introduction, the starting-point assessment, preparation of materials and a first review. Check what is already available: staff expertise, visual supports, classroom materials, printing facilities and access to the project documents. Record any additional needs and who will decide how to address them.

Connect the work to existing planning. Add the initial actions to the preschool's current improvement plan, classroom planning or staff-meeting agenda. Use established communication channels to explain the purpose, starting scope, responsibilities and opportunities for staff feedback.

4.2 Implementation Team and Roles Sheet

Use this sheet to agree responsibilities.

Preschool: _____

Date: _____

Initial classroom, group or routine: _____

Reason for starting: _____

Responsibility	Main task	Named person or people
Leadership support	Agree scope, allocate time and resources, and resolve organisational barriers.	_____
Implementation coordination	Organise assessment and reviews, maintain the action plan and keep selected resources accessible.	_____
Classroom implementation	Prepare and use selected approaches, coordinate daily practice and contribute observations.	_____
Family communication	Gather family perspectives and agree suitable ways to exchange information.	_____
Professional liaison, where needed	Coordinate advice and agreed actions with relevant internal or external professionals.	_____

These responsibilities can be combined. Record who will provide cover when the implementation coordinator is absent.

Coordination cover: _____

Agreed staff time for preparation and review: _____

Materials already available: _____

Additional resources or decisions needed: _____

Person responsible for resolving these needs: _____

Shared resource location and staff communication channel: _____

Date for the starting-point assessment: _____

First implementation review date: _____

4.3 Preparation Checklist

Use this checklist before moving to Step 2.

- ☐ The preschool leader has agreed the purpose and initial scope.
- ☐ An implementation coordinator and arrangements for cover are identified.
- ☐ The staff involved understand the purpose and know how to contribute.
- ☐ Responsibilities for classroom use, family communication and professional liaison are clear.
- ☐ Time is available for assessment, focused staff learning, preparation and review.
- ☐ Staff can access the project resources and know where selected materials will be kept.
- ☐ Existing materials and additional resource needs have been identified.
- ☐ The work is included in an existing planning or meeting process.
- ☐ Dates have been agreed for the assessment and first review.

Outstanding preparation task: _____

Responsible person: _____

Completion date: _____

An unchecked item identifies something to organise. It does not rate the preschool's quality. Assessment can begin while practical arrangements are being completed, provided responsibility and staff involvement are clear.

4.4 Project resources that support preparation

Use **Curriculum Module 5 — Collaboration with Families and Professionals** to support discussions about roles, communication and available support networks. Its *Resource Mapping Worksheet* and *Team Communication Log Template* provide useful starting structures.

The Educators' Guide, **Chapter 3 — Collaborative Environment – Working with Families and Staff**, offers practical ideas for staff coordination and communication with families.

Ready for Step 2: The preschool has a named coordinator, an agreed starting scope, staff involvement and time to assess its current situation.

5 Step 2 — Assess Your Starting Point

Purpose: Identify what already supports inclusion, where barriers remain and which two or three priorities the preschool will address first.

This assessment examines the setting's practices and capacity for implementation. It is a reflection tool developed for the Roadmap, with no overall score or ranking of preschools.

5.1 Build a shared picture

Combine a short team discussion with a walkthrough of the environment and observations during ordinary routines. Include different situations, such as arrival, free play, group activities and transitions.

Draw on:

- Educators' and support staff's experience.
- Existing classroom plans, visual supports and observation records.
- Children's choices, communication and signs of comfort, engagement or distress.
- Families' knowledge of their children and experience of communication with the preschool.
- Relevant professional advice already available to the setting.

Record what is working as well as what needs attention. Where experiences differ between classrooms, staff members or children, note the difference rather than forcing one judgement for the whole preschool.

5.2 Needs and Priorities Assessment

Use the following tool.

Preschool or group: _____
Date and participants: _____
Routines or situations considered: _____

For each area, record one of these positions:

- **In place:** Used consistently and currently meeting the needs considered.
- **Partly:** Available or used in some situations, with gaps to address.
- **Not yet:** An approach or arrangement still needs to be established.
- **Check:** More information is needed before deciding.

Add a brief example. An unchecked assumption is a reason to gather information, not evidence that practice is ineffective.

Area	Guiding question	Position	What works or needs attention?
Physical and sensory environment	Are spaces, materials and sensory conditions accessible, with suitable options for quiet or movement?	_____	_____
Predictability and routines	Can children understand what happens next, and are changes and transitions clearly supported?	_____	_____
Communication supports	Can children understand information and express needs, choices or refusal through accessible communication?	_____	_____
Staff knowledge and confidence	Do staff understand the approaches they use and know where they need further learning or advice?	_____	_____
Social participation	Do children have supported opportunities to join play, contribute and connect with peers in ways comfortable for them?	_____	_____

Behaviour and regulation support	Do staff recognise distress, consider its context and use agreed, respectful responses?		
Differentiated teaching	Are instructions, materials and participation options adapted to different strengths and support needs?		
Family collaboration	Is communication accessible and two-way, with families contributing to priorities and support decisions?		
Observation and planning	Do concrete observations, including strengths and successful moments, inform planning and review?		
Interdisciplinary support	Do staff know whom to consult, how to coordinate advice and who follows up agreed actions?		
Leadership, time and resources	Are responsibilities, preparation time, resource access and review arrangements sufficient for the proposed work?		

The same practice may work well in one situation and require adaptation in another. Use the notes to identify those specific situations.

5.3 Select two or three initial priorities

Discuss the assessment and apply three questions:

1. **Where is the need most significant?** Identify situations where access, comfort, communication or participation is most restricted.
2. **What change would be useful in everyday practice?** Look for a clear connection between an observed barrier and something the preschool can change.
3. **What is needed to act?** Consider staff learning, preparation time, materials, family input and professional advice.

Select two or three priorities that the team can address coherently. A useful combination may include a classroom change and a supporting organisational action—for example, introducing accessible choices and agreeing how all staff will offer them.

Do not select priorities simply because an area is marked “Not yet”. Consider the importance of the need and the evidence behind it. If an important change requires additional resources or expertise, record who will seek that support. Keep other identified needs for a later review.

Where information is insufficient, the first action may be a focused observation or conversation with the family.

5.4 Record the agreed priorities

Describe each priority as a change in the preschool’s practice. Be specific about the routine or context.

Illustrative example

Priority: Make choices during snack time accessible to children who use different forms of communication.

Starting point: Staff mainly offer choices verbally, and the team has not agreed how to support responses through objects, pictures or gestures.

Intended change: Staff use agreed communication options and provide time for each child to respond, including declining a choice.

This example illustrates planning; it is not a reported pilot finding.

Priority and routine	Starting point or evidence	Intended change in practice	Responsible person and review date
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. Optional _____	_____	_____	_____

Other needs to revisit: _____

5.5 Use the project resources to deepen the assessment

The Educators' Guide, **Chapter 3 — Self-Assessment for Educators**, and Curriculum **Module 4 — Environmental Trigger Checklist** can help the team examine classroom conditions.

Use **Curriculum Module 5** for family and professional collaboration, and **Module 6** for observation and planning. Select the relevant sections through the Resource Crosswalk rather than completing every available checklist.

Ready for Step 3: The team has recorded its starting point, agreed two or three priorities and identified the learning or support needed to begin.

6 Step 3 — Build Staff Capacity

Purpose: Give staff the understanding and practical skills needed to address the preschool's selected priorities.

Use the Educators' Curriculum as the main professional-development resource. Select relevant sections according to the assessment in Step 2, staff experience and the changes being planned.

Staff can begin with a focused learning pathway and extend it through practice. Completing the entire Curriculum is not a prerequisite for starting implementation.

6.1 Follow a practical learning pathway

Orientation → Priority learning → Practice and application → Team reflection → Further learning

1. **Establish a shared starting point.** Introduce the resource package and the agreed preschool priorities. Use relevant parts of Curriculum Module 1 to discuss strengths, support needs and the role of the environment. Connect this discussion to the principles in Chapter 3.

2. **Select the relevant learning.** Choose the module sections and activities that address the priorities. Agree what staff should be able to do afterwards—for example, prepare and use a visual transition support or record an observation objectively.
3. **Practise before and during use.** Work through a Curriculum activity, rehearse an approach with a colleague or prepare a resource together. Use the Educators' Guide to connect the learning to classroom decisions and the Toolbox to select suitable materials or activities.
4. **Reflect together.** After initial classroom use, discuss what staff tried, what they observed and what remained difficult. Consider whether difficulties relate to understanding the approach, preparing materials, using it consistently or adapting it to the situation.
5. **Extend learning according to need.** Revisit a section, practise again, consult a colleague or seek relevant professional advice. Introduce further modules as new priorities emerge.

6.2 Match learning to implementation priorities

The table below offers focused starting points. The practice tasks are suggestions for organising staff learning; they are not additional course requirements.

Implementation priority	Curriculum starting point	Suggested staff practice
Accessible environments and predictable routines	M2: <i>Structuring the Physical Environment; Creating a Sensory-Responsive Setting; Embedding Visual and Predictable Structures.</i>	Review one space or transition. Prepare an adjustment and rehearse how staff will introduce and use it.
Communication and peer participation	M3: <i>Support for Communication in the Classroom; Promoting Social Interaction.</i>	Practise offering accessible choices or facilitating a shared-play activity with different ways to participate.
Regulation and positive behaviour support	M4: <i>Understanding Behaviour through an ASD Lens; Environmental Trigger Checklist; Proactive and Respectful Behaviour Strategies.</i>	Discuss an anonymised classroom situation. Separate observation from interpretation and agree proactive supports and staff responses.
Family and professional collaboration	M5: <i>Engaging Families as Partners; Partnering with External Professionals.</i>	Rehearse a strengths-focused family conversation or use the <i>Team Communication Log Template</i> to clarify a shared action.
Observation, goals and review	M6: <i>Observation & Developmental Monitoring; Goal writing practice (SMART goals); Weekly progress tracker.</i>	Compare brief observation notes, identify factual descriptions and agree a meaningful goal and review method.
Differentiated and flexible teaching	M6: <i>Adapting strategies, supported by Educators' Guide Ch4 — Differentiated and Flexible Instruction.</i>	Adapt one existing activity by changing its instructions, materials or participation options while retaining its learning purpose.

Use the detailed Resource Crosswalk in Chapter 2 to identify complementary Guide sections and Toolbox items.

6.3 Make learning manageable and shared

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Build learning into existing staff meetings, preparation time and classroom collaboration. Short sessions can focus on one skill, followed by an opportunity to practise and discuss it.

Include the support staff who will use the approach. Staff with relevant experience can demonstrate a practice or work alongside a colleague. Where staff have participated in A4.1 workshops, draw on that experience and identify what further preparation is needed for the selected classroom priorities.

Record four things in the staff learning plan:

- The selected resource section.
- What staff should be able to do.
- How and when they will practise.
- When they will reflect and identify further support.

6.4 Check readiness for initial implementation

Before introducing an approach, ask participating staff to:

- Explain its purpose and connection to the agreed priority.
- Demonstrate how they will use the selected support or activity.
- Identify adaptations that may be needed.
- Explain what they will observe and whom they will consult if difficulties arise.

This is a practical discussion, not a formal test. Confidence is useful feedback, but should be considered alongside staff's ability to use the approach.

Ready for Step 4: Staff understand the selected approach, have practised its use and know how they will support one another during implementation.

7 Step 4 — Implement in Everyday Preschool Practice

Purpose: Introduce selected ASDinPreschool resources into ordinary preschool routines, with clear responsibilities and opportunities to review their use.

Begin with the priorities agreed in Step 2. The domains below provide a menu of implementation options; a preschool does not need to address all of them at once.

The actions and examples in this chapter illustrate how to organise implementation. They do not represent reported pilot results.

7.1 Physical and sensory environment

What are we trying to improve?

Children's access to spaces and materials, their comfort and their ability to participate with appropriate sensory support.

What can we do?

- Examine one area where participation is difficult, such as the entrance, group space or a crowded play corner. Observe when difficulties occur and which environmental features may contribute.
- Introduce a manageable adjustment: clarify activity zones, reduce clutter, move noisy activities away from quiet ones or make materials easier to locate.
- Offer an accessible quiet space and familiar supports. Explain their use to staff and children, and keep the space available as a supportive choice.

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- Observe responses before adding further changes. Prepare children when familiar layouts or materials will change.

Which resources should we use?

Curriculum **M2 — Structuring the Physical Environment** and **Creating a Sensory-Responsive Setting**; Educators' Guide **Ch3 — Physical Environment – Setting the Stage for Participation**. Where relevant, consult Toolbox **Ch2, Tool 3 — Sensory Calming Toolkit**.

Who should be involved?

Classroom educators and support staff, with leadership involvement where shared spaces or resources are affected. Families can help identify individual preferences and sensitivities.

What should we review?

Can children locate and use the space or materials? Is the support available when needed? Observe comfort, participation and any new barriers created by the adjustment.

7.2 Daily routines and transitions

What are we trying to improve?

Children's understanding of what is happening, what comes next and how to move between activities.

What can we do?

- Choose one transition that regularly creates uncertainty, such as arrival, tidying up or moving to lunch.
- Identify its essential steps and prepare a simple visual sequence using objects, photographs or symbols meaningful to the children.
- Agree how staff will introduce the sequence, signal an approaching change and show that an activity has finished.
- Use the support consistently, allowing additional processing or transition time where needed. Update it when plans change.

Which resources should we use?

Curriculum **M2 — Embedding Visual and Predictable Structures** and **M3 — My day in pictures**; Educators' Guide **Ch4 — Visual Scaffolding**; Toolbox **Ch4, Tool 1 — "First-Next-Last" Sequencing & Routine Builder**.

Who should be involved?

All staff participating in the selected routine. Coordinate with families where an arrival or departure routine connects directly with home arrangements.

What should we review?

Was the support prepared and used before the transition? Could children understand and refer to it? Note where waiting, unclear instructions or inconsistent adult responses still create difficulty.

7.3 Communication

What are we trying to improve?

Children's opportunities to understand information and communicate needs, choices, ideas and refusal.

What can we do?

- Select a familiar routine with natural communication opportunities, such as snack time, choosing an activity or requesting help.
- Identify how participating children already communicate and which supports they understand.
- Keep relevant communication materials accessible within the routine. Pair clear spoken language with appropriate objects, pictures or gestures.
- Model their use, allow time for responses and recognise different communication attempts. Coordinate new materials with any established communication system.

Which resources should we use?

Curriculum **M3 — Support for Communication in the Classroom**; Educators' Guide **Ch3 — Instructional Environment – Making Learning Accessible for All**; Toolbox **Ch5, Tool 1 — Picture-Based Flashcards and Communication Boards**.

Who should be involved?

Educators, support staff and families. Involve the relevant communication professional when adapting an individual communication approach.

What should we review?

Are materials accessible and understood? Do staff provide opportunities and time to respond? Observe whether children can initiate communication as well as answer adults, and whether their messages receive a meaningful response.

7.4 Social participation and peer interaction

What are we trying to improve?

Accessible opportunities for shared play, contribution and relationships with peers.

What can we do?

- Begin with a familiar interest or activity that offers a natural opportunity to play alongside or with another child.
- Select a small-group or paired activity with understandable roles, such as contributing to a shared picture or construction.
- Model invitations, turn-taking and requests for materials. Help peers offer clear choices and allow time for a response.
- Adjust group size, language and duration. Respect signals that a child needs a different role, a break or another opportunity to join.

Which resources should we use?

Curriculum **M3 — Promoting Social Interaction and Interaction Facilitators in Play**; Educators' Guide **Ch5 — Peer buddies and Group & structured play**; Toolbox **Ch1, Tool 2 — Collaborative art project or Tool 4 — “Cooperation construction kit”**.

Who should be involved?

Classroom staff and participating children. Adults organise and support the activity, including helping peers understand their roles.

What should we review?

Can each child contribute in an accessible way? Are invitations and responses recognised? Observe enjoyment, voluntary engagement and the level of adult support needed, alongside barriers such as excessive waiting or unclear roles.

7.5 Emotional regulation and behaviour support

What are we trying to improve?

Staff understanding of children's support needs and consistency in preventing and responding to distress.

What can we do?

- Identify situations associated with distress and record what happens before, during and after them. Keep observations separate from possible explanations.
- Review environmental demands, communication, predictability and access to support. Introduce proactive adjustments where a barrier is identified.
- Agree how staff will recognise early signs of difficulty and offer familiar support, such as a break, reduced demands, a quieter space or an accessible way to request help.
- Coordinate responses with families and relevant professionals. Respect harmless self-regulatory behaviours and provide time and support for re-engagement.

Which resources should we use?

Curriculum M4 — **Environmental Trigger Checklist, ABC Chart, Proactive and Respectful Behaviour Strategies, 'Get to know my student' Observation Journal and My Behavior Response Plan.** Toolbox Ch2, Activity 4 — **Calm zone and Regulation Plan** provides a complementary activity structure.

Who should be involved?

Staff working with the child, the family and relevant professionals. Agree who provides immediate support and how additional assistance is obtained when needed.

What should we review?

Were agreed supports available and offered early? Were staff responses consistent? Examine the child's comfort and access to communication, alongside the context of any continuing distress. Use observations to refine support rather than assume a reason for behaviour.

7.6 Differentiated and flexible learning

What are we trying to improve?

Access to shared learning activities through suitable instructions, materials, levels of challenge and ways to participate.

What can we do?

- Choose an existing activity and identify its main learning purpose.
- Offer different ways to engage with that purpose—for example, responding through objects, pictures, movement or spoken language.
- Adjust the number of steps, amount of language, materials or duration. Use children's interests to support meaningful engagement.
- Prepare the adaptations within ordinary lesson planning and agree how staff will offer them.

Which resources should we use?

Educators' Guide **Ch4 — Differentiated and Flexible Instruction**; Curriculum **M6 — Adapting strategies**. Select relevant Toolbox activities, such as **Ch3 — Fine Motor Stations Toolkit “Hands Ready”** or **Ch4 — Categorization & Concept Sorting Trays (“Sort It!”)**, using their adaptation guidance.

Who should be involved?

The educator planning the activity and the staff supporting participation. Families and professionals can contribute knowledge of useful materials and approaches.

What should we review?

Could children access the learning purpose through the options provided? Which adaptations were used? Note whether preparation was manageable and whether any option unintentionally separated a child from shared learning.

7.7 Observation, planning and progress tracking

What are we trying to improve?

The connection between everyday observations, educational decisions and the review of support.

What can we do?

- Agree a focused question linked to the implementation priority, such as how children access choices during snack time.
- Select a brief observation format. Record the context, support offered and what happened, including strengths and successful moments.
- Compare observations across occasions and, where useful, with family perspectives. Avoid drawing conclusions from one isolated event.
- Use the information to agree a meaningful goal, an adjustment and a review date. Follow the setting's established arrangements when observations indicate a need for further professional consultation.

Which resources should we use?

Curriculum **M6 — Observation & Developmental Monitoring, Individualised Planning and Evaluation, Weekly progress tracker**. Educators' Guide **Ch2 — Documentation and Observation** provides additional formats.

Who should be involved?

The staff gathering observations, the person coordinating planning, and families or professionals contributing relevant information.

What should we review?

Are records factual, manageable and useful for a decision? Do they include the support provided? Keep the review of an individual child's support distinct from the preschool's implementation review.

7.8 Family collaboration

What are we trying to improve?

A manageable partnership in which families and educators contribute to priorities and share information that helps support the child.

What can we do?

- Explain the selected preschool priority and invite the family's perspective, including what the child enjoys and what helps in similar situations.

- Agree a practical communication method and frequency, taking account of language, access and availability.
- Choose a small amount of useful information to exchange, such as a successful support, a concern or a question requiring follow-up.
- Where the family wishes, share a relevant visual or activity for adaptation at home. Agree what is useful and feasible for them, then review the arrangement together.

Which resources should we use?

Curriculum **M5 — Engaging Families as Partners, Home-School Communication Templates and Strengths-Focused Family Questionnaire**; Educators' Guide **Ch3 — Collaborative Environment – Working with Families and Staff**.

Who should be involved?

The family and a clearly identified preschool contact, with other staff contributing when relevant.

What should we review?

Is communication two-way and accessible? Has family input informed a decision? Is the agreed exchange useful and manageable? Differences between home and preschool should prompt discussion about context and support needs.

7.9 Collaboration with specialists and external professionals

What are we trying to improve?

Coordination between preschool practice and relevant professional support.

What can we do?

- Identify existing support relationships and the routes available when additional advice is needed.
- Formulate a focused question, supported by concrete observations and information about approaches already used.
- Discuss how advice can be translated into the preschool's routines, including materials, staff preparation and responsibilities.
- Record agreed actions, the person responsible and the follow-up date. Clarify recommendations that staff do not understand or cannot implement within their role or resources.

Which resources should we use?

Curriculum **M5 — Partnering with External Professionals, Resource Mapping Worksheet and Team Communication Log Template**; Educators' Guide **Ch2 — Communicating with Families and Specialists**.

Who should be involved?

The relevant educator or implementation lead, the family and the professional concerned. Involve leadership where decisions affect staffing, resources or organisational arrangements.

What should we review?

Is responsibility clear? Has advice resulted in an agreed practical action? Are staff and families receiving consistent information? Check whether unresolved questions or resource gaps need further discussion.

7.10 Turn a selected approach into a classroom plan

Keep the initial plan specific enough that another staff member could understand what to do. The example below continues the communication priority introduced in Chapter 5.

Illustrative classroom implementation plan

Planning field	Example
Priority and routine	Make choices during snack time accessible through different forms of communication.
Selected resources	Curriculum M3, <i>Support for Communication in the Classroom</i> ; Educators' Guide Ch3, <i>Instructional Environment</i> ; Toolbox Ch5, Tool 1, <i>Picture-Based Flashcards and Communication Boards</i> .
Preparation	Check existing communication approaches with staff and families. Prepare familiar objects or images representing available choices.
Agreed staff action	Present accessible options, model their use, allow response time and respond to the child's communication, including refusal.
Responsibility	The classroom educator prepares materials; all staff supporting snack time use the agreed approach.
What to record	Whether supports were available and used; examples of communication; difficulties with understanding, access or staff coordination.
Review	Hold a brief review after an agreed initial period—for example, two weeks—and decide what to continue or adapt.

Monitoring begins with the first use of the approach. Brief observations and staff feedback should inform adjustments throughout implementation; they do not need to wait until every planned action is complete.

Ready for Step 5: The selected approaches are being used in identified routines, responsibilities are clear and the team has practical information to review.

8 Step 5 — Monitor and Adapt

Purpose: Understand how implementation is working, identify practical barriers and agree what to continue or change.

Monitoring should help the team make decisions without creating unnecessary paperwork. Use brief observations, staff reflection and relevant family feedback, drawing on records already kept where possible.

Keep two questions distinct:

- **Implementation:** Are staff using the selected approach as planned, and is it practical and appropriate for the setting?
- **Participation and experience:** What do staff, children and families experience when the approach is used?

The tools in this chapter review implementation. They do not assess whether a child has autism or replace individual educational or professional assessment.

8.1 Establish a manageable review routine

Agree what information is needed for each priority and when the team will discuss it. For example, staff might make brief notes during selected routines, exchange observations weekly and complete a shared review after two to four weeks. Adapt this schedule to the setting and the change being introduced.

At each review:

1. **Check what was actually used.** Identify the resource, any adaptation, the routine and the staff involved. Note occasions when the approach was unavailable or not used.
2. **Review experience and participation.** Consider children's access, choices, comfort and engagement, alongside staff experience and relevant family feedback.
3. **Identify barriers and possible explanations.** Discuss preparation time, clarity of instructions, materials, coordination and the fit with children's needs. Separate observations from assumptions.
4. **Agree the next action.** Decide what to maintain, adjust or discontinue, who will act and when the team will review again.

Compare observations with the starting point recorded in Step 2. Note relevant contextual changes, such as different staffing or routines. Where information is missing, record that explicitly.

8.2 Implementation Reflection and Monitoring Sheet

Use this sheet for one priority at a time.

Preschool	or	group:	_____
Priority	and	routine:	_____
Resource,	section	and	version
Local	adaptation,	if	used:
Period		reviewed:	any:
Review participants: _____			_____

For each area, record a short observation or feedback point and its source. Write **"not observed"**, **"not yet used"** or **"feedback not available"** where appropriate.

Review area	Observation or feedback and source
Staff use: When and how was the selected approach used?	
Consistency: Did participating staff follow the agreed approach? Where did practice differ?	
Staff confidence and support: What can staff use confidently? Where do they need practice or advice?	
Child participation and experience: What did we notice about access, communication, choices, comfort and engagement?	
Usability: Were the instructions, materials and preparation demands manageable?	

Practical barriers: What difficulties arose with time, resources, environment or coordination?	
Family feedback, where relevant: What did families contribute, and what does this suggest for implementation?	

Record specific examples where available. For instance, “**the agreed visual was available during three of four observed transitions**” is more informative than “**visuals were used regularly**”. Such counts describe the occasions observed; they should not be presented as representing all classroom practice.

Team decision — select all that apply:

- ☐ Continue the approach.
- ☐ Adapt its use, materials or organisation.
- ☐ Pause or discontinue it.
- ☐ Obtain additional information, learning or professional support.

Reason for the decision: _____
 Agreed change or next action: _____
 Responsible person: _____
 Completion date: _____
 Next review date: _____

8.3 Use the findings to improve implementation

What the review indicates	Suggested next step
The approach has rarely been used.	Address access, preparation, staff understanding or coordination before judging its usefulness.
It is being used, but participation remains difficult.	Review the fit with the child, routine and environment. Agree a specific adaptation and observe its use.
It appears useful and manageable.	Continue, document what staff need to maintain it and consider the sustainability arrangements in Step 6.
It appears to increase discomfort or create barriers.	Adjust or pause its use, discuss relevant perspectives and seek additional advice where needed.
Information is insufficient or conflicting.	Agree a focused observation or conversation to clarify the next decision.

Record adaptations so colleagues know what changed and why. Describe findings proportionately: local observations can inform a decision, but do not by themselves establish that a strategy caused a developmental improvement.

8.4 Connect reflection to project learning

Curriculum **Module 6 — Weekly progress tracker** and **Adjusting approaches over time** provide structures for observation and reflection. The Educators’ Guide offers **Chapter 3 — Self-Assessment**

for Educators and Chapter 4 — Rate Your Practice – Self-Reflection Checklist. Use these selectively alongside the implementation sheet.

Ready for Step 6: The team can explain what it has used, what it has learned and which practices it intends to maintain, with responsibility and a further review date agreed.

9 Step 6 — Sustain and Scale

Purpose: Make useful practices part of the preschool’s ordinary work and transfer them to other groups or settings where appropriate.

Use the findings from Step 5 to decide which approaches to maintain. Sustainability means that staff can continue using and reviewing an approach when responsibilities, children or circumstances change.

The arrangements below offer practical ways to support continuity within existing preschool structures.

9.1 Embed useful practices in everyday organisation

Area	Practical arrangement
Responsibility and cover	Assign responsibility for maintaining the approach to a named role and person. Identify cover and update the Roles Sheet when staffing changes.
Annual preschool planning	Include agreed practices, staff learning and review dates in the existing improvement or annual plan. Account for recurring preparation time and material replacement.
Staff induction	Show new and temporary staff the supports they will use, explain their purpose and provide an opportunity to practise with a colleague.
Regular reflection and learning	Keep a short review point within staff meetings. Revisit relevant Curriculum sections when staff identify uncertainty or new needs.
Resource access and maintenance	Maintain a shared location for agreed versions, classroom materials and clearly labelled local adaptations. Assign someone to check access, replace materials and communicate updates.
Leadership review	Review whether staff have sufficient time, support and resources. Address recurring barriers and confirm responsibilities for agreed actions.
Family information	Keep families informed about relevant approaches, contact arrangements and changes. Continue inviting their perspectives as children’s needs and circumstances develop.

For a small setting, these arrangements may be recorded in a single action plan and discussed during existing meetings. Additional structures are only useful if they help staff maintain the work.

9.2 Prepare for staff and group changes

Before a handover, record the essential information needed to continue the practice:

- **Purpose:** The participation or support need being addressed.
- **Practice:** What staff do, when they do it and which resources they use.
- **Adaptations:** What has been changed locally and why.

- **Experience:** What observations informed the current approach and what remains uncertain.
- **Next steps:** Outstanding actions, relevant contacts and the next review date.

Use the existing Classroom Implementation Plan and Monitoring Sheet where they already contain this information.

A handover should include a brief explanation or demonstration. Confirm that the incoming colleague can locate the resources and understands how to use them.

When a new group of children joins, review whether the approach still fits. Retain useful preparation and staff knowledge while adapting materials and routines to the current group.

9.3 Extend implementation gradually

Scaling may mean introducing an approach to another classroom, extending it to a different routine or supporting another preschool to begin.

Use four steps:

1. **Identify what is ready to share.** Select an approach with a clear purpose, a workable method and enough documented experience to explain its use and limitations.
2. **Share the conditions as well as the materials.** Explain the preparation, staff learning, time, coordination and adaptations involved. Include difficulties and unresolved questions.
3. **Assess the receiving context.** The new group or setting should consider its own children, routines, resources and priorities. Agree what can be retained and what needs adaptation.
4. **Introduce and review.** Begin within a manageable scope, identify responsibility and review actual use before extending further.

The receiving team can use the six-step cycle and the same Roadmap tools. Previous experience provides a starting point; it does not establish that an approach will work in every context.

For example, a visual transition support used in one classroom may provide a useful model for another. The receiving team still needs to check whether its children understand the images, whether the sequence matches their routine and how staff will introduce it. This is an illustrative transfer example, not a reported project result.

9.4 Schedule reassessment

Agree a recurring review point suited to the preschool's planning cycle—for example, once each term—and review sooner when staffing, routines or support needs change.

At reassessment, ask:

- Is the original priority still relevant?
- Is the approach still used consistently and accessible to those who need it?
- What do current observations and staff or family feedback indicate?
- Do materials, responsibilities or staff learning need updating?
- Should the approach continue, change, extend or end?

Curriculum **Module 5** supports continuing coordination, while **Module 6** supports review and adaptation over time.

Outcome of Step 6: The preschool has agreed which practices to maintain, who will support them, how staff and families will remain involved and when their continued usefulness will be reviewed.

10 Example 30/60/90-Day Implementation Plan

A preschool can use the following example to organise its first three months of ASDinPreschool implementation. The timetable is flexible: settings may need more or less time depending on staffing, existing practices, available resources and the priorities identified.

The six implementation steps overlap. Staff learning continues during implementation, monitoring begins when a strategy is first used, and practical arrangements for sustaining useful practices can be established from the beginning.

This is an illustrative planning example. It does not describe an ASDinPreschool pilot or report observed results.

10.1 Starting situation and priorities

In this example, a preschool begins with one classroom. Following a brief assessment and discussion with staff and families, the team selects two priorities:

- **Accessible communication at snack time:** offer children understandable ways to express choices, request help and indicate refusal.
- **Clearer transitions between activities:** help children understand what is happening now and what will happen next.

The preschool leader agrees time for preparation and brief team reviews. One educator coordinates implementation, while all staff working in the selected routines contribute.

10.2 The implementation timetable

Period	Main actions	Responsibility and involvement	Record to keep
Days 1–30: Prepare, assess and begin	Agree the initial classroom and routines. Assign responsibility and cover. Review current practice and select two priorities. Gather relevant family input. Introduce the resource package to staff and study the selected sections. Prepare or adapt a small set of materials. Begin trying the agreed approaches when staff and materials are ready.	Preschool leader confirms time and resources. Implementation coordinator organises the assessment and learning. Classroom staff contribute observations and prepare materials. Families share relevant communication preferences and familiar supports.	A short readiness and priorities record; named responsibilities; selected resources and versions; a classroom plan with a first review date.
Days 31–60: Use, reflect and adjust	Use the selected supports in the agreed routines. Help colleagues use them consistently while responding to individual children. Make brief notes on actual use, participation, accessibility and practical difficulties. Hold short team reflections. Adjust	Classroom staff implement and record brief observations. The coordinator brings the team's notes together. Families contribute feedback where relevant. Leadership helps resolve practical barriers.	Completed monitoring entries showing what was used, what was observed, what was changed and why.

	materials, timing or staff support where needed.		
Days 61–90: Review and consolidate	Review the available evidence for each priority. Decide which practices to continue, adapt or discontinue, and where further support is needed. Assign responsibility for maintaining materials and introducing the approach to new staff. Consider whether to extend one practice or address another priority.	The coordinator leads the review with classroom staff. Leadership confirms ongoing arrangements. Family perspectives inform decisions where appropriate.	An updated implementation plan; a brief review decision for each priority; responsibility for maintenance and staff induction; the next review date.

Suggested working rhythm: a brief weekly check during initial use, with a fuller review approximately every two to four weeks. Settings should adjust this rhythm to their circumstances and respond sooner when an approach creates difficulties.

10.3 Resources selected for this example

Priority	Focused staff learning	Practical support
Accessible communication at snack time	Curriculum, Module 3: “Support for Communication in the Classroom” and “Use of Visual Elements and Gestures.”	Educators’ Guide, Chapter 3: “Instructional Environment – Making Learning Accessible for All.” Toolbox, Chapter 5, Tool 1: “Picture-Based Flashcards and Communication Boards.” Select objects, images or other communication supports that fit children’s existing communication methods.
Clearer transitions between activities	Curriculum, Module 2: “Embedding Visual and Predictable Structures.”	Educators’ Guide, Chapter 3: relevant guidance on the physical and instructional environment. Toolbox, Chapter 4, Tool 1: “First–Next–Last Sequencing & Routine Builder.” Adapt the sequence and presentation to the actual classroom routine.

Staff can consult further sections as questions arise. Completing the entire Curriculum is not a prerequisite for beginning these selected practices.

10.4 What to review by Day 90

The review should establish whether implementation is workable and useful in this setting. For each priority, ask:

- Are staff using the agreed approach in the intended routine?
- Are materials accessible and practical to maintain?
- What do observations suggest about children’s opportunities to communicate, participate and understand the routine?
- What have staff and families found helpful or difficult?
- Which adaptations should continue?

- Who will maintain the practice, and when will it be reviewed again?

Record the evidence and any uncertainty. A strategy may need further adaptation before the preschool can decide whether to extend it.

The next step should follow the review findings. The setting may consolidate its two priorities, introduce one additional priority, or support another classroom to assess and try a selected practice.

11 Conclusion and Next Steps

Integrating ASDinPreschool means making selected resources part of everyday preschool practice. The starting point is the setting's own priorities: where children encounter barriers to participation, where educators need support, and which changes the team can realistically introduce.

The six-step cycle—**Prepare → Assess → Build Capacity → Implement → Monitor & Adapt → Sustain & Scale**—provides a practical structure for this process. Settings can revisit any step as their needs, staff or circumstances change.

A preschool can begin with two or three priorities, use the Resource Crosswalk to identify relevant materials, and agree who will introduce each change. Staff learning and practical application can develop together. Brief observations, team reflection and family feedback help the setting decide what to continue, adapt or reconsider.

To take the next step:

- **Agree a starting point.** Identify the classroom, routine or area of practice that needs attention.
- **Make a manageable plan.** Select the relevant resources, assign responsibility and set a first review date.
- **Use and review.** Introduce the selected approaches, document their use and consider children's participation alongside staff and family perspectives.
- **Build continuity.** Maintain useful materials, include established practices in staff induction and preschool planning, and reassess before extending them to other groups.

Sustainable integration depends on clear responsibility, opportunities for staff learning, collaboration with families and regular reflection. The aim is to establish practices that remain useful, accessible and responsive as the preschool community develops.

