

# PASSPORT





# Statewide Autism Resources & Training

Student's Name	
Parent's Name(s)	
Address	
City, State, Zip	
Phone	School District

## What is the Passport?

The passport is a guide to assist families and school personnel in ensuring that typical grade-appropriate opportunities are provided for students with ASD. The opportunity for students with ASD to engage in all circles of learning alongside their peers is fundamental, and once missed is difficult to recoup. Peers are utilized as the compass to identify typical experiences in order to establish a yearly plan to ensure that opportunities for these experiences are encouraged. These opportunities then become a set of expectations that families and schools provide. Expectations are not meant as milestones that must be passed on a rigidly-defined schedule, but rather as considerations at each grade level. For example, in some families, children have sleep-overs at a very early age while in others, this begins much later. However, for all students, the opportunity to have a sleep-over occurs at some point during the school years. What is important is that students with ASD have this same opportunity.

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## Why the Passport?

Efforts are underway throughout the country to redesign the school experience so that all students will benefit from school and graduate well-prepared for adulthood. Three important themes have emerged as guiding principles underlying these reform efforts: rigor, relevance, and relationships (Bill and Melinda Gates Foundation, 2004). When considering the needs of students with ASD, one way to apply these principles is to view “rigor” as referring to setting high expectations for students with ASD with experiences that are “relevant” because they are embedded within natural activities and everyday contexts. “Relationships” refers to the critical need for students with ASD to have strong, meaningful connections with peers, family members and school professionals, who all learn from one another. If one of these three areas is lacking, typical milestones for essential learning opportunities are more likely to be overlooked and outcomes are less likely to be positive.

## How is the Passport different from the IEP?

The Passport can and should be discussed at the yearly IEP planning meeting, and can be referenced in the special considerations section. However, Passport items typically address grade-level opportunities beyond those required for FAPE that have been identified in the student’s IEP goals and objectives. Passport items, like goals and objectives, should be addressed throughout the year.

## How does the Passport work?

For each grade level, there are two examples of home and school expectations. These expectations describe activities, opportunities, or skills that are typical of students at a particular grade-level. There is also a blank area to select an additional expectation or an alternative. A section at the top titled “List some typical [grade-level] experiences” also allows teams to identify specific skills or opportunities that are important or relevant within the culture of the specific school district. The idea is for teams to select at least one home and one school opportunity to target within that school year to ensure that typical grade-level experiences occur for students with ASD. The selected home and school target may be from the recommendations or may be written in the “Other” section by the team. Additional ideas for targeted skills or opportunities are available on the START website under Resources → Passport ([www.gvsu.edu/autismcenter](http://www.gvsu.edu/autismcenter)). The additional ideas are divided into three different sections: Elementary, Secondary and Post High School. This is not meant as an exhaustive list, but rather additional ideas the team may use for selection. For example, in some districts, attending overnight camp in 6th grade is a tradition for all students. As such, this might be an opportunity that is targeted for a 6th grade student with ASD.

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## How to use the Passport:

The Passport should be provided to the family when the student enters kindergarten and follow the child throughout their school years. However, parents of an older child may start using the Passport at any time...the sooner the better!

The family would keep track of the document and bring it to the IEP meeting each year.

During the IEP process, the Passport could be included as part of the discussion. The best place for this discussion to occur might be when teams are reviewing Special Considerations. In addition to reviewing the current expectations, teams might review the Family and School Expectations from previous grade levels to determine whether those expectations have been practiced and sustained or should be addressed again in the upcoming year. If there are past expectations that have not been accomplished that the team feels are important, they can be added to the “Other” column for the student's current grade level.

Teams should identify at least one school expectation and one home expectation to focus on for the year. The team who reviews and identifies the expectations would consist of family members and relevant school professionals, as well as typical peers (e.g., LINK students who know and support the student) and the student with ASD.

Teams might develop a plan to address these expectations and brainstorm ways to provide opportunities for the student to practice these skills throughout the school year.

Regular contact between team members should occur throughout the year to review progress on the expectations. As expectations are accomplished, the team can “stamp” the Passport to indicate the expectation has been achieved.





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## Kindergarten

Teacher's Name	School Year	Student Age	Building
List some typical kindergarten experiences:			
School Expectations	Carry own backpack to and from the bus	Stop moving when an adult says key word (i.e. stop or freeze)	Other:
Family Expectations	Eat at a restaurant with family	Play simple board games with family members	Other:

## 1st Grade

Teacher's Name	School Year	Student Age	Building
List some typical 1st grade experiences:			
School Expectations	Eat school lunch once a week, wait in line, select lunch choice, clean up	Ask for help independently using a help card or making verbal request	Other:
Family Expectations	Follow one visual or written checklist for an activity	Participate in an out of school activity (t-ball, soccer, scouts)	Other:

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## 2nd Grade

Teacher's Name	School Year	Student Age	Building
List some typical 2nd grade experiences:			
School Expectations	Request a break appropriately using a break card or raising hand	Independently dress for recess (boots, hat, etc.) using self-management system	Other:
Family Expectations	Overnight stay with a relative	Chores - dishes in sink, put clothes away (hamper/dresser)	Other:

## 3rd Grade

Teacher's Name	School Year	Student Age	Building
List some typical 3rd grade experiences:			
School Expectations	Navigate school building including recess, assemblies, specials, etc.	Follow visual schedule independently	Other:
Family Expectations	Use a cellphone (texting, calling). Know how to reach parent or sibling	Stay at home alone for 15 minutes. (Parent may be outside or next door)	Other:

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## 4th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 4th grade experiences:			
School Expectations	Participate in IEP meeting	Create own schedule and daily checklists	Other:
Family Expectations	Social activity with a friend (bowling, swimming, etc.)	Run errands with family members	Other:

## 5th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 5th grade experiences:			
School Expectations	Attend field trip/overnight trip with class	Lunch with peer support only	Other:
Family Expectations	Make own lunch	Know who to call in an emergency	Other:



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## 6th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 6th grade experiences:			
School Expectations	Review sexuality across the life span with student	Attend a school dance, extra-curricular activity with peers	Other:
Family Expectations	Review sexuality across the life span with child	Care for a pet	Other:

## 7th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 7th grade experiences:			
School Expectations	Navigate class changes independently	Attend after school activities with peer support	Other:
Family Expectations	Complete morning routing independently (brush teeth, dress, backpack, etc.)	Receive an allowance for something extra or additional responsibility	Other:

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## 8th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 8th grade experiences:			
School Expectations	Participate in a club or school activity	Complete and turn in assignments independently	Other:
Family Expectations	Complete homework	Prepare own meal (get dishes, utensils, preparation of simple meal, clean up)	Other:

## 9th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 9th grade experiences:			
School Expectations	Share driver's training information with family at IEP	Select peer to peer support students at IEP	Other:
Family Expectations	Obtain state ID	Obtain driver's permit	Other:

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## 10th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 10th grade experiences:			
School Expectations	Ride to and from school on regular school bus or with friends	Participate in after school activities with peers	Other:
Family Expectations	Stay at home without adult support for 3 hours or less	Participate in activities in the community (color runs, church, etc.)	Other:

## 11th Grade

Teacher's Name	School Year	Student Age	Building
List some typical 11th grade experiences:			
School Expectations	Participate in extracurricular activities independently	Take lead in IEP meeting	Other:
Family Expectations	After school or weekend employment	Drive or ride to school with friend and park in student parking	Other:

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## 12th Grade

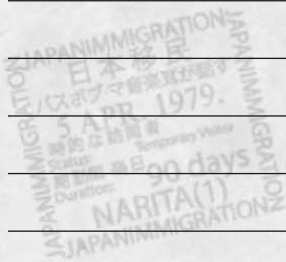
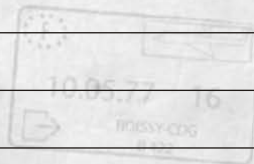
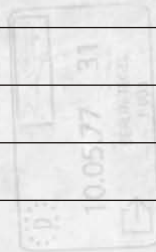
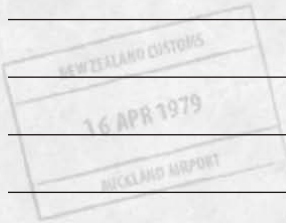
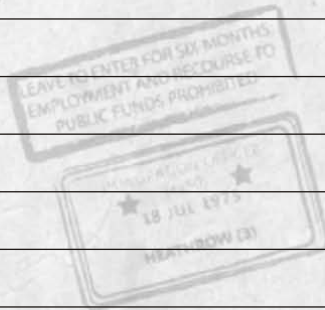
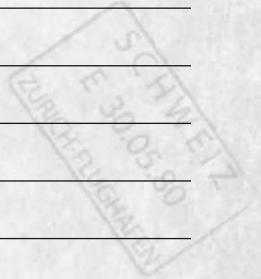
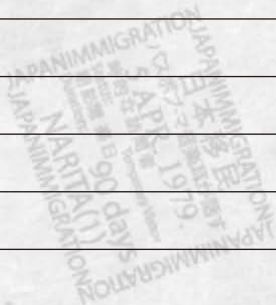
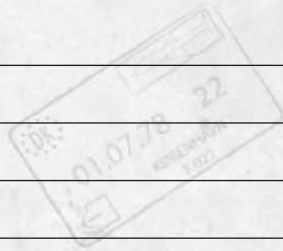
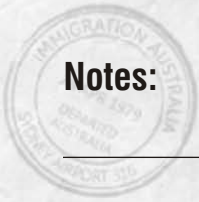
Teacher's Name	School Year	Student Age	Building
List some typical 12th grade experiences:			
School Expectations	Share senior information with family (prom, senior activities, etc.)	Organize peers to support a student with ASD at senior activities	Other:
Family Expectations	Schedule for senior activities	Participate in social media	Other:

## Ages 18-26

Teacher's Name	School Year	Student Age	Building
List some typical young adult experiences:			
School Expectations	Community college with support	Internship or paid position	Other:
Family Expectations	Plan for semi or independent living, apartment or rental house	Weekend job either paid or volunteer	Other:

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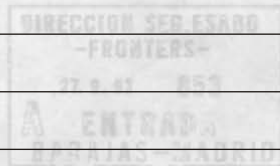
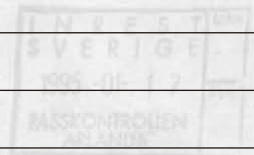
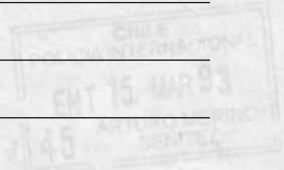
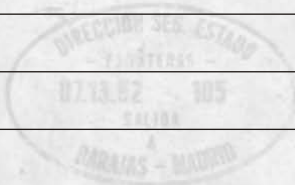
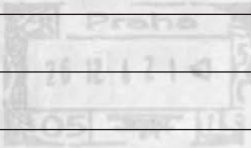
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