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Information Advice  
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# My Preschool Passport

Communication Toolkit for Parents and Early Years Educators

This booklet belongs to



Teach me **As** | **Am**

EARLY YEARS PROGRAMME





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# All About Me

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**This is a picture of me**



**This is my family**



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A large, empty rectangular box with a thin green border, intended for a drawing or illustration.

**My preschool is called:**

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**My teacher(s) is/are called:**

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**This is a picture of them**



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A large, empty rectangular box with a green border, intended for a drawing or illustration.

**If I ever need any help in my preschool, my teacher(s) will always be there to help me.**

**My special interests are...**

\*1

An empty rectangular box with a green border, intended for writing about special interests.

**I also like...**

\*2

An empty rectangular box with a green border, intended for writing about other likes.



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**I am really good at...**

\*3

**My routine before school is...**

\*4

**I don't like it when...**

\*5



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**This can be helped by...**

\*6

**I find the following situations or sensory inputs difficult:**

\*7

**You will know I am uncomfortable if/when I do the following:**

\*8

**My teacher can help to calm me down or feel better by:**

\*9



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A large, empty rectangular box with a green border, intended for a drawing or response.

**Sometimes when I am trying to play, I might...**

\*10

A large, empty rectangular box with a green border, intended for a drawing or response.

**If I am upset or finding things hard, I might...**

\*11



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A large, empty rectangular box with a thin green border, intended for a user to provide additional information.

**It is ok for me to be upset. I am still learning how to manage my feelings. This is an important part of learning!**

**Any other information you need to know about me:**

\*12



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**Now that you know all of these important things about me, you will be able to understand me better, and help me learn to the best of my ability!**

## Parent's Guide to Filling in "All About Me"

This Communication Toolkit is a resource which you can use to give your child's preschool all the information they might need for a smooth transition from home to preschool. Below you will find a guide to assist in answering the questions.

### **1 - What special interests do I have?**

All children are unique and therefore can have a very individual list of interests. For some it may be dolls or dinosaurs and for others it may be flags or collecting things. The more information the teacher has on this, the better they will be able to communicate with your child.

### **2 - What do I like?**

This could be a television show, a cartoon character or a favourite food. There may also be certain activities I like such as jigsaws or playing on a trampoline.

### **3 - What am I good at?**

Often interests and likes lead children to develop strengths in areas associated. By letting your child's teacher know their strengths, it will enable them to teach your child through a strengths-based approach.

### **4 - What is my routine before bed?**

What do I do when I wake up until I go into preschool? The more your child's teacher knows about their morning routine before they come into preschool, the more they will understand your child – For example, if your child wakes up very early they may be tired or hungry earlier than other children.

### **5 - I don't like it when...**

This can be anything at all that your child dislikes, from food to a toy or even certain songs or activities.

### **6 - This can be helped by...**

Any information you may have which helps your child with things or activities they dislike will be very useful.

### **7 - What situations or sensory inputs do I find difficult?**

Do I dislike loud noises, bright lights or certain smells? Do I find it difficult to play when other children are in my personal space? Is sharing or turn taking difficult for me?

### **8 - How will my teacher know if I'm uncomfortable?**

What might I do if I am unhappy, uncomfortable or overstimulated? This information will help your child's teacher understand when they may need a break or some quiet time.

### **9 - How can my teacher help me to feel calmer?**

Please provide any information or coping strategies you may have that has worked with your child in the past.

### **10 - Sometimes when I play I might...**

Does your child engage in any unconventional means of play as an attempt to communicate? For example, take a toy from another child so they will chase them, or pull a child's hair as a means of interaction.

### **11 - What do I do when I am upset?**

Some children when they are upset may communicate their feelings physically or cry, whereas other children may withdraw or want to be on their own. What way does your child communicate their feelings of upset?

### **12 - Any other information?**

What else do you feel it is important that your child's preschool knows about them? It is important to give as much background as possible so your child will see their teacher as a person that they can trust and that understands them.



Take opportunities as they arise to sing songs, rhymes and read stories together

Practice tidying up books and activities when finished with them. This will help your child to understand that another activity begins after the previous one is finished, and will make for smoother transitions in preschool.

Label your child's belongings with symbols or a sticker to accompany their name. Most preschool children can't recognise their names and

Here are a few examples of fun things you can do at home to help prepare your child for preschool!

Help your child to practice opening and closing their own lunch bag. Role play self-care tasks like feeding or putting a coat on teddy bears or dolls. "It's time for teddy to go home from preschool, let's help him put on his coat!"

Tell stories of positive, happy memories you might have of preschool (or early primary school). Talk about your favourite games, friends you made and your favourite teacher.

Play games about going to preschool, putting their lunch box and drink in and out of their bag and zipping it up. Make it fun by making up a song or rhyme about it! "Open up, in it goes. Use the zip, it's time to close!"

Area Based Childhood Programme (Limerick) (2018) *Ambitions for Transitions: A Guide to Support Every Child's Progression from Early Years' Services to Primary School*, Limerick: Area Based Childhood Programme.

## Dear Teacher,

As you are aware, effective communication is vital in the early years and makes up one of the four themes of the Aistear framework for curriculum.

Communication is also a very important part of life in general and can be of particular importance to children in your class with developmental or language delays, where what happens at home and before preschool can directly impact how a child learns in your setting. As young children, particularly those with a diagnosis of autism or a developmental delay may find it difficult to communicate feelings and worries to you directly, communicating with their parents and guardians is of paramount importance for the child's well-being and development.

Within this Communication Toolkit for Parents and Early Years Educators, you will find some tools and templates which can be used, printed or adapted for your individual setting. The purpose of this resource is to provide feedback to the parents of children in your class regarding daily and monthly learning experiences, goals, strengths interests and areas of development.

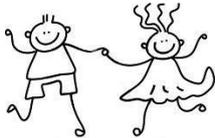


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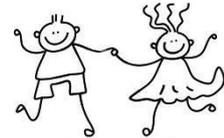


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### Monthly Template



**How is your child doing in  
preschool this month?**





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**Areas of strength**

**Areas for development**

**What we will work on in  
preschool (for both)**

**What you can do at  
home to help**

**Weekly Template (if possible, include child's voice and/or artwork)**







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|               |                                                                                                              |                                                                                                                                                                                       |
|---------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friday</b> | <b>A little bit about my day!</b><br><br><b>I had fun when I...</b><br><br><b>Teacher's note to parents:</b> | <b>Links to Aistear</b><br>(eg Aim 1, learning goal 1)<br><b>Well-being:</b><br><br><b>Exploring and Thinking:</b><br><br><b>Identity and Belonging:</b><br><br><b>Communication:</b> |
|---------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Strengths observed this week:</b><br><br><b>Areas of development observed this week:</b><br><br><b>What is the next step?</b> |
| <b>Further notes/planning:</b>                                                                                                   |



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