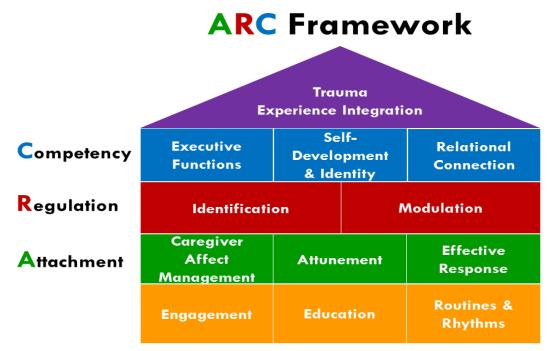
		Induction				6 weeks	;	12 weeks			
Stage	Engagement Levels	Not Met	Partially Met	Met	Not Met	Partially Met	Met	Not Met	Partially Met	Met	
1	Not attending									•	
	Communication and Interaction: No engagement, possibly no communication about attending.										
	<b>Social Understanding and Relationships:</b> No interaction with staff or peers.										
	Interests, Routines, and Processing: May be rigidly adhering to routines that exclude school attendance.										
2	Open to attending / may attend an initial visit										
	Communication and Interaction: Expresses some willingness to discuss attending.										
	Social Understanding and Relationships:  Beginning to understand the social context of the support unit.										
	Interests, Routines, and Processing: Showing some flexibility in routines.									$\boxtimes$	
3	Arrival at destination but may remain in vehicle		1						•	•	
	Communication and Interaction: Communicates willingness to be on site but not yet ready to enter.										
	Social Understanding and Relationships: Acknowledges presence of staff, though from a distance.										
	Interests, Routines, and Processing: Increased flexibility, showing initial steps in changing routines.									X	

4	Leaving vehicle at destination but unable to enter the building										
	Communication and Interaction: Willing to communicate and follow steps out of the vehicle.										
	Social Understanding and Relationships: Starting to engage with the environment and staff, even if minimally.										
	Interests, Routines, and Processing: Further flexibility in routine adaptation.									$\boxtimes$	
5	Entry into the building										
	Communication and Interaction: Engages in basic communication upon entry.									$\boxtimes$	
	Social Understanding and Relationships: Recognition and basic interaction with staff.										
	Interests, Routines, and Processing: Adapting routines to include entering the building.									$\boxtimes$	
6	Entry into the classroom	I	I								
	Communication and Interaction: More willing to communicate within the classroom setting.										
	Social Understanding and Relationships: Beginning to understand classroom dynamics and expectations.										
	Interests, Routines, and Processing: Routine now includes entering and staying in the classroom.										
7	Task initiation and completion										

	Communication and Interaction: Communicates about tasks and follows instructions.						
	Social Understanding and Relationships: Participates in classroom activities, starting to interact with peers.						
	Interests, Routines, and Processing: Routine involves initiating and completing tasks.						
8	Interacting with staff and other students						
	Communication and Interaction: Engages in meaningful communication with staff and peers.						
	Social Understanding and Relationships: Builds relationships, understands social cues better						
	Interests, Routines, and Processing: Includes social interactions in daily routines.						$\boxtimes$
9	Attending for agreed hours					•	
	<b>Communication and Interaction:</b> Regular communication throughout the school day.						
	Social Understanding and Relationships:  Maintains and develops relationships.						
	Interests, Routines, and Processing: Routines are stable, involving regular attendance.						
10	Attending full time						
	Communication and Interaction: Fully engaged in all aspects of communication throughout the school day.						

Social Understanding and Relationships: Fully integrated into the social fabric of the school.						
Interests, Routines, and Processing: Established routines that include full-time school attendance.						



Graphic by Jeremy Karpen, 2017; Adapted from: ARC, Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005