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| TRANSITION CHECKLIST | | | | |
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| This checklist is intended to be used by the team receiving an incoming student to interview the team currently providing services about the student’s skills, primary needs and strategies that work. These items can be considered talking points for establishing current skills, evidence-based practices that have been effective in the past, and potential goals for the student in the future. The checklist can also be used as a tool for the receiving team to observe the student in the current placement. NOTE: The term “peers” in the document refers to same-age students without a disability. | | | | |
| Student Name (DOB): | | | Date: | |
| Current School (Sending Team): | | | | |
| Transitioning to (Receiving Team): | | | | |
| Personal Completing Checklist from Receiving Team (Title): | | | | |
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| Yes | Needs Support | INDEPENDENCE | | Priority |
|  |  | Follows a daily schedule independently | |  |
|  |  | Is independent in daily routines (with visuals, if needed) as expected for grade level | |  |
|  |  | Independently gathers materials for tasks / activities as expected for grade level | |  |
|  |  | Lines up, waits in line, and walks in line without prompting as expected for the class | |  |
|  |  | Independently organizes and carries own belongings as compared to peers | |  |
|  |  | Navigates locker routine (and lock if appropriate) independently as expected for grade | |  |
|  |  | Navigates hallway independently as expected for grade level | |  |
|  |  | Is independently in lunch procedures including making lunch choices & cleaning up | |  |
|  |  | In independently in self-care (e.g. dress / undress, wash hands, toilet) | |  |
|  |  | Participates in own IEP as appropriate for grade level | |  |
| Tools to Support Independence:  * Paraprofessional Planning Tool * Independence Data Form | | | | |
| Primary Needs Related to Independence | | | | |
| Strategies that Work: | | | | |
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| Yes | Needs Support | ENGAGEMENT / ACADEMIC | Priority |
|  |  | Participates in general education (core & specials) with special education supports |  |
|  |  | Demonstrates an understanding that the teacher is the instructional leader in the classroom |  |
|  |  | Attends & participates during large & small group instruction as needed for grade level |  |
|  |  | Uses down time appropriately; has identified activities to fill these times |  |
|  |  | Independently attends to and completes paper / pencil and other individual assignments |  |
|  |  | Independently organizes and completes long-term assignments as expected for grade level |  |
|  |  | Independently uses technology as needed for grade level |  |
|  |  | Independently asks for help when stuck or confused |  |
|  |  | Completes homework at home as expected for grade level (participates in homework lab) |  |
|  |  | Demonstrates grade-level academic skills or completes assignments with differentiation |  |
|  |  | Participates in state and local assessments with needed accommodations |  |
| Tools to Support Engagement:  * Differentiation Output Hierarchy * Academic Plan / Grading Matrix * Engagement Data Form * Literacy Checklist & Profile | | | |
| Primary Needs Related to Engagement | | | |
| Strategies that Work: | | | |
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| Yes | Needs Support | SOCIAL | Priority |
|  |  | Initiates and responds to peers during structured times (e.g. classroom, during work) |  |
|  |  | Initiates and responds to peer during unstructured times (e.g. free time, hallway) |  |
|  |  | Initiates and responds to peers during recess and other social leisure activity times |  |
|  |  | Demonstrates turn-taking and other behaviors related to manners |  |
|  |  | Plays with peers as expected for age level (toys for elementary, games/sports for middle/high) |  |
|  |  | Follows the lunch room routine with peers (or peer supports) and eats lunch with peers |  |
|  |  | Participates in community outings / fields trips with peers or peer supports |  |
|  |  | Has an identified Medium of Exchange (activity enjoyable to both student and peer) |  |
|  |  | Demonstrates behaviors that interfere with social engagement (e.g. thumb sucking) |  |
|  |  | Is assigned peer support when needed for engagement, independence, or social learning |  |
|  |  | Participates in peer discussion meetings (e.g. case conferences) |  |
|  |  | Is aware of and participates in extra-curricular activities (e.g. tech club, sports, video game clubs) |  |
|  |  | Is invited to social events outside of school with peers (e.g. bowling, movie, birthday party) |  |
| Tools to Support Social:  * Peer to Peer Elementary Checklist * Peer to Peer Secondary Checklist * Peer to Peer Fidelity Tool | | | |
| Primary Needs Related to Social | | | |
| Strategies that Work: | | | |
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| Yes | Needs Support | COMMUNICATION | Priority |
|  |  | Has functional communication (i.e. is understandable to a stranger) using (identify 1 or more below): \_\_\_\_Spoken word  \_\_\_\_Picture / written word communication system  \_\_\_\_Augmentative / voice output method  \_\_\_\_American Sign Language  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  | Independently makes choices using preferred communication mode |  |
|  |  | Responds to verbal instructions as compared to peers |  |
|  |  | Responds to written instructions as compared to peers |  |
|  |  | Independently advocates for basic needs and wants as appropriate for age level |  |
|  |  | Initiates and responds to greetings from peers and adults |  |
|  |  | Participates in discussions during class and social times using preferred mode of communication |  |
|  |  | Expresses emotional states and needs as expected for age |  |
|  |  | Communicates sorrow and remorse as compared to peers |  |
|  |  | Can provide personal information (e.g. name, address) as expected given age |  |
|  |  | Is able to share information about the school day to family using communication system |  |
| Tools to Support Communication:  * Communication Form & Function Checklist | | | |
| Primary Needs Related to Communication | | | |
| Strategies that Work: | | | |
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| Yes | Needs Support | BEHAVIOR | Priority |
|  |  | Exhibits learner behaviors (e.g. sits in chair/on floor) as required for grade level |  |
|  |  | Attends to peer’s behavior & demonstrates peer modeling |  |
|  |  | Can take a break independently and as expected (e.g. when frustrated) |  |
|  |  | Expresses frustration or needs without verbal or physical aggression |  |
|  |  | Keeps appropriate personal space as expected for grade level |  |
|  |  | Demonstrates comfort with crowds, physical contact and / or noise |  |
|  |  | Has self-stimulatory behavior that interferes with engagement, independence or social learning |  |
|  |  | Exhibits behaviors that interfere with learning or social engagement (identify below) |  |
|  |  | Is on a behavior plan (review for transition implementation) |  |
| Tools to Support Behavior:  * Behavioral Response Script Development Guide * Schedule Matrix | | | |
| Primary Needs Related to Behavior | | | |
| Strategies that Work: | | | |
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| Yes | Needs Support | BUILDING NORMS / HIDDEN CURRICULUIM | Priority |
|  |  | Participates in the school-wide positive behavior support system |  |
|  |  | Self-monitors voice volume and tone appropriate for setting |  |
|  |  | Demonstrates recognition of authority figures (e.g. principal) |  |
|  |  | Demonstrates appropriate hallway behavior for building (e.g. not holding hands with adult) |  |
|  |  | Participates in health / sexual health education as expected for age (e.g. wash hands, use of pads, skin care / acne) |  |
|  |  | Understands fire drill & lock down procedures |  |
|  |  | Understands expectations of the building (e.g. hallway pass procedures, leaving campus for lunch) |  |
|  |  | Demonstrates recognition of authority figures (e.g. principal) and their roles |  |
| Tools to Support Building Norms / Hidden Curriculum: | | | |
| Primary Needs Related to Building Norms / Hidden Curriculum | | | |
| Strategies that Work: | | | |
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| Yes | No | HEALTH | Priority |
|  |  | Takes medication (list) |  |
|  |  | Has food / nutrition needs (list) |  |
|  |  | Has allergies (list) |  |
|  |  | Has visual, hearing, or physical / mobility needs (list) |  |
|  |  | Has seizures or other health needs (list) |  |
| Tools to Support Building Health: | | | |
| Primary Needs Related to Health | | | |
| Strategies that Work: | | | |
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