

ECSE to Kindergarten Transition Plan -Confidential-

Student Name: _____ Grade _____ School _____

Date of Birth: _____ Date of Completion: _____ by _____ Prim. Disability _____

Teacher _____ Special Ed. Teacher: _____

List approximate (independent) FUNCTIONING age levels:

reading _____ writing _____ social _____ self-care _____

spelling _____ math _____ behavioral _____

List any PHYSICAL LIMITATIONS that require classroom adaptations/modifications:

- vision _____
- hearing _____
- motor _____
- health _____
- other _____

Circle the student's preferred LEARNING STYLE(S):

- Visual
- Tactile (manipulation by hand)
- Auditory
- Kinesthetic (whole body involvement)

List type of related service provided, amount of time per week, and brief description of how service was provided (small group, 1:1, etc...)

- Occupational Therapy (OT) _____
- Physical Therapy (PT) _____
- Speech/Language (S/P) _____
- Adaptive P.E. (DAPE) _____
- Children's Mental Health (CMH) _____
- Social Worker (SW) _____
- Other _____

Will this student need assistance or monitoring of the following activities or skills?

- Academic _____
- Classroom routine _____
- Arrival _____
- Dismissal _____
- Transitions _____
- Recess _____
- Communication _____
- Behavior _____
- Health _____
- Mobility _____
- Eating _____
- Toileting _____
- Other _____
- Other _____

Which of the following instructional formats have proven successful with this student? (Check all that apply)

- 1:1 direct instruction
- Small Group
- Large Group
- Quiet desk/table to work at
- Alternative work table outside of the classroom
- Peer buddy
- Practice/Repetition
- Experiential lessons (real life activities)
- Activity-based instruction (games, simulations, role playing)
- Circle time/class discussion
- Computer assisted
- Use of Assistive Technology

Which of the following instructional adaptations/modifications have proven successful with this student? (Check all that apply)

- Extended time for completion of tasks
- Pre-plan and preview the activities
- Partial assignments/tasks
- Alternative assignments/tasks
- Use of computer
- Visual Aids
- Material modifications
- Alternate materials
- Provide a space for the student to work that decreases distractions
- Provide a daily schedule
- Provide picture cues for sequence of tasks within an activity
- Allow the student time for sensory break or having access to a quiet spot
- Require student to stay in group only for the activities that are meaningful to him/her
- Provide student with transition warning before activities begin and end
- Allow the student to leave the group before becoming frustrated

Which adaptations, modifications, or activities HAVE NOT proven successful in the past?

Does he/she require assistance from an Educational Support Professional? How is this support best used with this student?

List any behavior management considerations including reinforcers that you have used for this student: