Individual Transition Support Planning Tool

Student: _____

School Year: _____

Sending Teacher: _____

Receiving Teacher: _____

INITIAL CONSIDERATIONS:
What are student strengths?
How do students communicate during academic and social opportunities?
How will sharing of available resources (IEP, BIP, Health Care plan, previous evaluations) be communicated with the new school team?
Are there any environmental challenges or supports that need to be addressed (i.e. environmental arrangement, or physical structure for the student)?
What are expectations for all students in each activity/routine?

ROUTINES/PROCEDURES:	
Typical Activities & Routines	**Adaptations and support needed for independence (consider communication and behavior supports, visual aids, adult support)**
Arrival	
Toileting	
Meal times	
Recess	
Departure	
Transition between activities	
Transition between settings/locations	
Unstructured times	

ACADEMIC INSTRUCTION:

Developed by Antle, Gentry, Lovett, Miller, & Williams (2020)

Type of instruction	Setting (i.e., resource, general education)	Adaptations and support needed for independence (consider communication and behavior supports, visual aids, adult support)
Whole Group		
Small Group		
1:1 Learning		
Independent Learning		
Homework		
Specials/Related Arts		
Other considerations		
Adaptations, Accomodations, and Supports Required:		
Motivators/preferences/reinforcers: (Schedule of reinforcement)		
Level of prompting needing for various activities:		

HEALTH AND WELLBEING	
Medical needs (e.g., healthcare plan, medication, etc.)	
Motor concerns	
Feeding concerns	
Allergies (e.g., environmental, food, medication)	
Emergency drills support	
Transportation needs	
Family communication: preferred method (e.g., text, email, call, face to face, written logs, etc.)	
Sensory needs (please include need and student response)	
Special factors (i.e., custody, trauma history, mental health)	

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BEHAVIOR/COMMUNICATION:

What events, actions, and individuals are supportive or present challenges to the student?	
What is the students targeted behavior(s) of concern?	
When, where, and with whom are behaviors most likely to occur?	
Describe the things that your student really enjoys. For example, what makes him/her happy? (*Tickle, jumping, hide and seek, chase, trains, balls, water play (any type), computer, books, videos.*)	
What kinds of things have you or your child's care providers done to try and change the problem behaviors? (i.e. *Being silly to distract; Avoid behavior; avoid situation of cause; More sleep; Give him food to calm or distract*)	
Describe the student's Social/Peer Interaction (consider positive peer supports, social skill supports)	
Describe the student's escalation cycle. What does it look like? (i.e. rumbling, defensive behaviors…)	
Describe the student's calming routines/strategies	

FUNCTIONAL COMMUNICATION:

What are the general communication strategies used by or available to the student? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)	
Does the student follow verbal requests or instructions? If so, approximately how many? (List, if only a few)	
Is the child able to imitate someone demonstrating how	

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to do a task or play with a toy? *Lead, grab, gesture*	
How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?	

RELATED SERVICES:			
	No	Yes	If yes, please provide details:
Speech-Language			
OT			
PT			
ELL			
Outside Agencies			
School based mental Health services			
Other			

ACTION PLAN: Guided Questions

How will cross visits be structured (e.g., school to school, classroom to classroom)?

Will you need peers to support visit?

Will visit be done during school hours, after school or in the summer? (who, when, what setting)

Will we need to pre-determine staffing?

How will resources be transitioned to new staff (e.g., visual supports, AAC, etc.)?

What staff training should be considered (e.g., communication, behavior, sensory, EBP's, etc.)?

What other transition resources need to be developed or disseminated (e.g., All About Me, video tour of the new building, preference assessment, etc.)?

How will progress, IEP, accomplishments, personal growth be shared (e.g., communication, social, on task behavior, adaptive skills, etc.)?

ACTION PLAN:

Activity to complete	Who will do it (and share information)?	By when?	Who needs to know?