

Portland Public Schools:
Individual Student Transition Process
Developed by Autism Services
Adapted from Columbia Regional Transition Notebook



Student: _____

Date: _____

Current School: _____

Case Manager: _____

Incoming School: _____

Future Case Manager: _____

5 *Tips or Tricks* you've discovered that "make it or break it" for this student.

1	
2	
3	
4	
5	

*Use additional pages if needed.

Environmental/ Sensory Adaptations

Environmental adaptations needed	Descriptions/ Comments
<p><i>Please note any difficulties related to the environment or setting that you have observed: e.g., sensitive to noise, lights, movement, crowding, touch, odors, etc.</i></p>	
<input type="radio"/> Lighting	
<input type="radio"/> Seating	
<input type="radio"/> Color Coding/ Labeling	
<input type="radio"/> Limiting Distractions	
<input type="radio"/> Physical Boundaries (e.g. carpet square)	
<input type="radio"/> Sensory Integration	
<input type="radio"/> Adaptive Equipment (e.g. pencil grip, weighted objects)	
<input type="radio"/> Quiet environment or earphones	

Self-Management Needs

Needed for Self Control/ Self-Management	Descriptions/ Comments
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Please note any difficulties related to self control or self-management that you have observed.

<input type="radio"/> Prepare ahead	
<input type="radio"/> Gradually introduced to new situations	
<input type="radio"/> Reinforced for good behavior in the presence of triggers	
<input type="radio"/> Transition schedules (charts, pictures, photos) * attach sample	
<input type="radio"/> Relaxation Routine	
<input type="radio"/> Regularly scheduled breaks and break area	
<input type="radio"/> Cognitive picture rehearsal/ guided imagery	
<input type="radio"/> Social Stories	
<input type="radio"/> Best time of day for teaching new skills or working on challenging activity	

Schedules & Visual Structure

Knowledge of Expectations Needed	Descriptions/ Comments
<i>Please note any difficulties related to scheduling and transitions that you have observed</i>	
<input type="radio"/> Visual Schedule: written/ pictures *attach sample	
<input type="radio"/> Same routines daily	
<input type="radio"/> Same language of instruction	
<input type="radio"/> Planned motivating sequence of activities	
<input type="radio"/> Transition Cues	
<input type="radio"/> Contingency Management (e.g. First . . . Then)	
<input type="radio"/> Concrete methods to demonstrate (e.g. order, amount, what finished looks like)	
<input type="radio"/> Templates	
<input type="radio"/> Timers/ clocks	

Curriculum Adaptations

Curriculum Adaptations Needed	Descriptions/ Comments
<i>Please note any difficulties in participating in class and completing assignments</i>	
<input type="radio"/> Computer	
<input type="radio"/> Shortened or simplified assignments	
<input type="radio"/> Offer choices	
<input type="radio"/> Use strengths/ interests often	
<input type="radio"/> Organization system for materials & assignments	
<input type="radio"/> Visual instruction	
<input type="radio"/> Finished model/ match sample	
<input type="radio"/> Mapping/ Webbing	
<input type="radio"/> Rehearsal	
<input type="radio"/> check off list with order of procedure	
<input type="radio"/> Social Stories	
<input type="radio"/> How often to review materials	

Receptive Communication

Receptive Communication Needs	Descriptions/ Comments
<i>Do any of the following apply to your student? If so, check and explain.</i>	
<input type="radio"/> Words with unpredictable or idiosyncratic meaning	
<input type="radio"/> Words that set her/him off?	
<input type="radio"/> Literalness	
<input type="radio"/> Time concepts	
<input type="radio"/> How many steps can be followed?	
<input type="radio"/> Processing Time	
<input type="radio"/> Does s/he understand who/what/ where questions?	
<input type="radio"/> Does s/he need visuals for obtaining information (i.e. augmentative communication system? * please attach copy.	

Expressive Communication

Expressive Communication	Descriptions	What helps
<i>Do any of the following apply to your student? If so, check and explain.</i>		
<input type="radio"/> Asks for things/ actions or attention		
<input type="radio"/> Asks for help		
<input type="radio"/> Protests/ refusal		
<input type="radio"/> Answers questions (e.g yes/no; “wh”)		
<input type="radio"/> Asks questions: How does s/he keep an interaction going?		
<input type="radio"/> Does s/he use words with idiosyncratic meaning?		
<input type="radio"/> Does s/he need visuals to express her/himself (i.e. aug. com. System)		

Social Skills

Social Skills Needs	Example	Descriptions/ Comments
<p><i>Please note any difficulties related to social skills that you have observed, including how student perceives self/others & how others perceive student. Which intervention strategies have been successful (for example: social stories, comic strip conversations, reminder cards)?</i></p>		
<input type="radio"/> Social Skills Training	Social expectations, social cues, classroom rules, etc.	
<input type="radio"/> Ongoing class meetings	Circle of Friends, structured practice, problem solving, etc.	
<input type="radio"/> Buddy systems	Recess, lunch, part-time, 1 activity, etc.	
<input type="radio"/> Group Participation	Social scripts, assign roles, etc.	
<input type="radio"/> Leisure Skills	1:1 instruction on specifications, add structure to leisure time, etc.	

Meaningful Strategies

FAMILY COMMUNICATION	CURRENTLY SUCCESSFUL STRATEGIES	TOOLS/ASSISTANCE NEEDED FOR SUCCESS (i.e., interpreter, transportation)
Notebook (attach sample)	<input type="radio"/>	<input type="radio"/>
In-person school visit w/teacher	<input type="radio"/>	<input type="radio"/>
In-person school visit w/team	<input type="radio"/>	<input type="radio"/>
Home visit	<input type="radio"/>	<input type="radio"/>
Best time of day to call or visit	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>

REINFORCEMENT	LIKES	DISLIKES
Work	<input type="radio"/>	<input type="radio"/>
Leisure	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>
Food	<input type="radio"/>	<input type="radio"/>
School Subject	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>

Adult Support Needs

BEHAVIOR NEEDS: What support from staff does the student need in the following settings? Please check the appropriate box.

WITHIN THE CLASSROOM	1:1	MODERATE	MONITOR	INDEPENDENT
Instructional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure time (See Social/Leisure Section)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WITHIN THE SCHOOL	1:1	MODERATE	MONITOR	INDEPENDENT
Regular classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assemblies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WITHIN THE COMMUNITY	1:1	MODERATE	MONITOR	INDEPENDENT
Bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adult Support Continued . . .

TRANSITIONS	1:1	MODERATE	MONITOR	INDEPENDENT
Within the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PERSONAL MANAGEMENT	1:1	MODERATE	MONITOR	INDEPENDENT
Toileting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

One Minute Behavior Reference

Preferences/ Reinforcers	Dislikes/ Triggers	Emergency Procedures (Behavior Plan)
ALWAYS Needed (Strategies for Success)	Warning Signals	