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## ABSTRACT

A transitional model is put forth to facilitate the placement of preschool children with disabilities in their first elementary school environment. After an introductory chapter and conceptual overview, chapters cover planning, intervention, and follow-up, with program evaluation incorporated into each component. Appendices contain two transition skills assessment forms, instructional strategies, an environmental planning outline, transition timeline, child summary form, and various other survey and administrative forms. (Five references) (PB)

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PROJECT

# ENTRANS

A MODEL FOR TRANSITION  
OF PRESCHOOL CHILDREN  
WITH HANDICAPS INTO PUBLIC SCHOOL

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Teaching Research Division  
Oregon State System of Higher Education

**PROJECT ENTRANS:**  
**A Model for Transition of Preschool Children**  
**with Handicaps into Public School**

**Teaching Research Division**  
**345 N. Monmouth Avenue**  
**Monmouth, OR**  
**1986**

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## **ACKNOWLEDGEMENTS**

The authors wish to thank the many sending and receiving teachers who helped with the development of the EnTrans model and contributed to its usefulness. We especially want to acknowledge the input given us by the Marion County Early Intervention staff and the special education teachers in Salem Public Schools.

In the writing of this manual, the authors have chosen to refer to all children as "he" and all parents and school personnel as "she." This is done, not from a gender bias, but to avoid awkward word formations such as he/she or (s)he. We hope that the reader will accept this style for the purpose for which it was intended — the reader's comfort.

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## INTRODUCTION

### What Is The EnTrans Model?

The EnTrans Model is a transition model; and by its nature, a model with a process orientation. The design of that process is intended to facilitate the placement of preschool children with disabilities in their first elementary school environment.

What is transition? Transition has been defined as movement from one activity or environment to another. In the EnTrans Model, we refer specifically to the movement, or transition, which occurs from a special preschool classroom to the first elementary school environment. Why is it important to focus on transition? For some people, transition may occur so smoothly as to go virtually unnoticed. For many, including the preschooler with handicaps, moving from familiar and secure surroundings to his next classroom environment is but one more obstacle to overcome in his attempt to gain the best education available. Project EnTrans has developed a systematic approach to this transition process; one which is specific to the needs of the preschool child with handicaps.

### For Whom Was the Model Developed?

The Project EnTrans Model is designed to assist preschool children with disabilities, their parents, school administrators, and the sending and receiving teachers. Special emphasis has been placed in this model on the senders - the preschool teachers, and the receivers - the elementary teachers (including severely handicapped resource, kindergarten, and regular education teachers) who will be receiving the preschooler in their classrooms.

### How Was the Model Developed?

Project EnTrans was funded at Teaching Research with a model demonstration grant through the Handicapped Children's Early Education Program, Special Education Programs, the United States Office of Education during 1983-1986. Since numerous validated models exist for basic intervention for the early childhood population, it was decided that this project would address the issue of transition and be superimposed on a validated preschool model. Please see A Data Based Classroom (Fredericks et al., 1982) for a description of the Teaching Research Data Based Classroom Model.

A review of the literature was conducted to determine what procedures dealing with the issue of transition had been documented in the field of special education. This review, classroom observations and discussions with school personnel substantiated the need for focusing on intervention during the final preschool year. It was felt that there were good models already developed to deal with the paperwork aspects of transition (see Gallaher, Maddox, & Edgar, 1984) and aspects of that process have been incorporated into the Project EnTrans Model.

The original preschool site for developing the model is located at Teaching Research in Monmouth, Oregon. Because there were only a small number of children making transitions each year, it was decided to broaden our piloting of the project to include the preschool program for children with mental retardation and developmental disabilities in Marion County, Oregon. This increased the numbers of children to be worked with, of parents and of sending and receiving staff.

During the first year of the project time was spent visiting potential receiving sites. These schools were of various sizes and located in both urban and rural settings. The information gained from these numerous classroom visits helped to focus on the reality of classroom life for teachers. Consequently, the EnTrans Model was not intended to replace a classroom model; it assumes that there is a model in place, that learning is occurring, and that Individual Program Plans (IPP) are being written. The EnTrans Model is flexible and, in that respect, is meant to enhance existing classroom structures.

Three instruments were developed during the developmental stage of the project. They are: Transition Skills Assessment I, Transition Skills Assessment II, and Environmental Planning Outline (EPO).

The Transition Skills Assessment (TSA) has proven to be the major instrument developed by Project EnTrans. The following paragraphs describe its development and validation to date.

A literature search was conducted to examine existing instruments dealing with readiness skills for kindergarten. Project staff observed many receiving classrooms. These included kindergartens, first grades, resource rooms, and programs for children with severe handicaps. In the initial draft, items were included from Hill Walker's "Student Behavior Skills Checklist," Lisbeth Vincent's Out of the Nest, and the Early Childhood Interagency Transition Model's "Entry Skills Checklist for 5-Year Olds." These items were validated through observations in receiving classrooms, feedback from pilot site teachers and through project staff use.

It became apparent quite early that the Transition Skills Assessment I, Appendix A, was not going to be sufficient for preschoolers with multiple handicaps. Therefore, the Transition Skills Assessment II, Appendix B, was developed to better meet the needs of this population. It is directed at persons who use alternative communication systems or have multiple disabilities. The TSAs were piloted in five early intervention sites and ten different receiving classrooms. Other teachers also gave input on the items through a structured interview format. The Instructional Strategies Outline and the Strategies/Change Form (Appendix C) were piloted during this same process.

The Environmental Planning Outline (EPO) is intended to be used as a checklist of features found and considered to be significant in the receiving environment. See Appendix D. It is suggested that parents fill out the EPO when they visit classrooms where their child may be placed. Teaching staff may also complete it when they make reciprocal visits. The information collected may be used to stimulate discussion during transition planning meetings. Although the instrument is a simple checklist format, its value lies in the level of awareness.

During the second year of the project, the demonstration year, instruments that had been developed were field tested. Based on staff input from pilot receiving sites and observations made by EnTrans staff, final revisions were made. Data that indicated significant child change were collected. These data further supported the use of TSA I, TSA II and the subsequent intervention strategies. (These strategies are outlined in Phase II - Intervention.)

During the third year of the grant the model was replicated in three other sites, including a large Head Start center in the Portland area. The information used for the model was drawn from rural, suburban and urban communities. The children who have been served by the model range in the severity of their impairments from mild to severe.



## **Use of This Manual**

The contents of this manual provide a framework for the EnTrans transition process. After reviewing these materials and evaluating your current transition activities, you may want to alter the forms and processes to meet your transition needs.

**Overview of the Model** provides a description of the model and is designed to be read by teachers, parents and administrators.

**Phase I - Planning** is primarily designed for preschool and elementary school administrators. The chapter is especially pertinent to those who have the responsibility of coordinating the transition between sending and receiving agencies.

**Phase II - Intervention** is primarily directed toward preschool teachers and their intervention strategies used with the children. However, parents may also find the chapter helpful. In addition to strategies for teaching skills necessary for the next school environment, it discusses parent needs assessments and parent groups. Intervention for sending and receiving staff is also suggested.

**Phase III - Follow up** is directed toward the receiving teachers and administrators. This chapter also has important information for parents regarding the maintenance of the transition skills acquired by their child.

**Appendices.** Transition forms and processes developed by Project EnTrans are included in this manual, and are available to the reader for his own use. Appendices referred to within the text may be found at the back of the manual. Project staff have compiled lists of available resources and suggested reading. These, too, are at the back of the manual.

**Evaluation** is a major and underlying component of the three phases of the model. Sections describing the evaluation of each phase are included in Phase I, Planning; Phase II, Intervention; and Phase III, Followup. An overall timeline for evaluation activities is included in the section entitled, Overview of the Model.

Feedback from parents, preschool teachers, receiving teachers and administrators contributed to the development of the model. The information gained from these sources comprises an important element of the evaluation plan. This feedback was obtained through the use of structured interviews as well as written questionnaires.

The EnTrans Model provides an evaluation plan that is intact yet adaptable to individual classroom programs. It is the hope of the project staff that due to this overall flexibility of the model, as well as in the evaluation plan, the EnTrans Model proves workable in a variety of preschool and elementary school settings.

## OVERVIEW OF THE MODEL

### Rationale

This chapter will describe the model that has been developed by Project EnTrans to facilitate a smooth transition from early intervention programs to the first elementary school placement. EnTrans is a process model and relies heavily on the use of common sense. Project EnTrans has coupled that common sense aspect with the formulation of guidelines and activities that work toward facilitating a smooth transition for children, parents, sending (preschool) and receiving (elementary) school personnel.

For parents of preschool children with handicaps, leaving a familiar preschool classroom and moving to the unknown elementary school environment can be extremely difficult. Often times the preschool teacher has been the first professional to work with their child and has assumed a very important role in the parent's view. Recognition of this special relationship by both the senders and the receivers will help facilitate a smoother "hand off." Sending staff should be aware that their opinions and preferences may take on increased value in the parents' eyes as a result of this relationship. Care should be taken by the sending staff to remain objective and to base their comments on facts rather than biases in making placement decisions. If receiving staff recognize the likelihood that there is a special relationship between the preschool teacher and the parent, they can be more patient in developing their own relationship with their new families.

In looking at the transition process, one may focus on working with the senders, the information sharing span, or the receivers. The senders may affect their environment and the hand-off process. The receivers may affect the hand-off and their environment. Still, there exists little direct impact of the senders on the receiving environments, or the receivers on the sending environment. (E. Edgar, personal communication, 1984).

Project EnTrans has focused on the senders and the hand-off process with less emphasis placed on the receivers. Project EnTrans is comprised of three distinct but not discrete phases; they are planning, intervention, and follow-up. Each of these three phases is directed toward students, parents, and teachers. Figure 1 shows a graphic representation. The definition of a clear and workable transition process is the underlying principle of the specific model described in this manual. It is not so important that the model as described is adapted or altered by the agencies who use it, but that those involved in the transition of a preschool child with handicaps work cooperatively in order to clearly define their transition process, and ultimately develop a model that provides a systematic framework for that process.

### Phase I - Planning

The Project EnTrans Model suggests that there are planning activities which involve the child, his parents, and the sending and receiving staff. The planning phase impacts on these individuals in different ways and to varying degrees.

The focus of the planning phase, pertinent to the child, involves the teacher's assessment of the child's current developmental level. Together, the teacher, the child's parents, and other members of the Individual Program Plan (IPP) team then set objectives on the IPP for intervention during the final preschool year. This plan, tailored to his individual needs, lays the ground work for the child's transition.

During this initial planning meeting, parents gain an overall picture of the transition process and make plans to obtain additional information. As described above, the child's parents participate in planning for the intervention phase.

**Elements Addressed within Phases**

	<b>Students</b>	<b>Parents</b>	<b>Senders/Receivers</b>
<b>I. Planning</b>	<ul style="list-style-type: none"> <li>-Administer initial TSA</li> <li>-Administer other assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Environmental planning outline</li> <li>-Planning meeting</li> </ul>	<ul style="list-style-type: none"> <li>-Timelines</li> <li>-Timely exchange of records</li> <li>-Conduct planning meeting</li> </ul>
<b>II. Intervention</b>	<ul style="list-style-type: none"> <li>-Conducting TSA (both settings)</li> <li>-Develop IEP</li> <li>-Develop instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct Needs-assessment</li> <li>-Develop individual/group goals</li> <li>-Assemble parent</li> <li>-Assemble parent support group</li> <li>-Implement activities to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>-Share information from TSAs and instructional strategies</li> </ul>
<b>III. Follow-Up</b>		<ul style="list-style-type: none"> <li>-Conference between teacher and receiving teacher</li> <li>-Parents meet with preschool teacher</li> <li>-Positive feedback to siblings from receiving teachers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>-Share post transition communication contact history</li> <li>-Review targeted items on TSA</li> </ul>

 Focal elements of each phase

Figure 1. Elements Addressed within Phases

Agency level planning may involve the development of formal interagency agreements dealing with transition from a special education preschool program into a public school system. One alternative to a formal agreement may be the development of common transition timelines for transition activities. Figure 2 is an example of transition timeline items to be negotiated between the sending and receiving agencies.

Child's Name _____		Beginning Date _____	
PROJECT EN TRANS TRANSITION TIMELINE FORM			
Sending Agency _____		Receiving Agency _____	
Transition Events		Transition Events	
1. Parents are informed by _____ (sending staff) of a potential placement change by _____ (Spring of next to last pre-school year).		11. _____ (receiving staff) coordinates transfer of records information by _____.	
2. _____ (sending staff) sends IPP notice to receivers including a letter introducing the child.		12. Pre-placement evaluation is reviewed by _____ (date).	
3. Initial transition conference is held in conjunction with Fall preschool IPP meeting by _____ (date).		13. Transition Planning Conferences are held among senders, receivers and parents by _____ (date).	
4. Parents observe receiving programs using EPO by _____ (October 4 day).		14. A tentative placement decision is made in cooperation with parents by _____ (date).	
5. Reciprocal visits by staff occur by _____ (date).		15. Parents are given instructions regarding starting date, transportation, program hours, teacher's name by _____ (date).	
6. Joint in-service for staff conducted by _____ (date).		16. Records are transferred to receivers by _____ (date).	
7. Senders complete a Child Summary Form in cooperation with parents and send to receivers for review by _____ (date).		17. Child begins new placement by _____ (date).	
8. Parents complete Location of Information Form by _____ (date) and submit to _____ (receiving staff).		18. Receiving teacher completes TSA by _____ (date).	
9. _____ (sender staff person) completes Assessment Data Survey by _____ (date) and submits to _____ (receiving staff).		19. _____ (receiving staff) completes Post Placement Communication Contact List by _____ (date) and returns to sending teacher.	
10. _____ (receiver staff person) completes Records Transfer Survey by _____ (date) and submits to _____ (sending staff).		20. Follow up phone call is made by _____ (staff name) by _____ (date).	
		21. Receiving teacher completes second TSA by _____ (date).	

Figure 2. Items from Project EnTrans Transition Timeline

One pilot site modified the transition timeline to include all the student services forms which are used within their district. This enabled the monitoring of a student's flow of transition. It also allowed the parents to see how the different forms were used and where they fit into the process.

The planning phase, for the sending teacher, involves assessing the child's developmental level and planning an inservice with the receiving teacher(s). Fostering positive relationships between receiving staff and parents is an important function of the sending teacher.

The planning phase occurs somewhat later - the spring of the final preschool year - at the receiving site. At that time, the receiving staff ensures that the timely exchange of records takes place and that appointments for parents to visit various classrooms are made.

### **Phase 2 - Intervention**

The intervention phase focuses on teaching the child those skills which will allow him to be successfully integrated and maintained in the receiving classroom. While in preschool, the child may also be integrated into a preschool classroom for children without apparent handicaps. The goal of this integration is to: 1) provide opportunities for social interaction among children with and without handicaps; and, 2) to increase skills used in regular classrooms.

During the intervention phase parents make observations in receiving sites, gather information about potential sites, and work through some pertinent activities with other parents.

Sending teachers design and implement the strategies which will facilitate intervention for the preschool child with handicaps. The teachers also gather information about potential receiving sites during this phase.

Staff at the receiving site increase their awareness of and gather information about the sending site during this phase. They also observe the preschool child, if possible, in his existing environment. The receivers may also want to have an inservice with the senders to plan for certain behaviors and skills unique to the child's new school environment.

### **Phase 3 - Follow-up**

The focus of the follow-up phase is three fold: maintenance of the child in the receiving environment; frequent parent contact by receiving staff; and post-placement check on the transition process between senders and receivers.

Maintenance of the child in the receiving environment is the ultimate indicator of success of the EnTrans Model. Within the receiving environment, staff conduct periodic probes for the generalization of skills in the new setting, as well as measure continued progress in all curricular areas.

Post transition follow-up to parents should also include frequent contact by the receiving staff. Administrators and teachers who check with parents frequently may help to resolve quickly any problems that occur either at home or in the new environment.

Follow-up by the senders includes checking with the receiving staff to make sure that all records were received and to see if there are any additional questions that could be answered to assist the receiving teacher. Follow-up from the receivers to the senders should include a process-check: how might things be improved the next time around?

### **Evaluation Considerations**

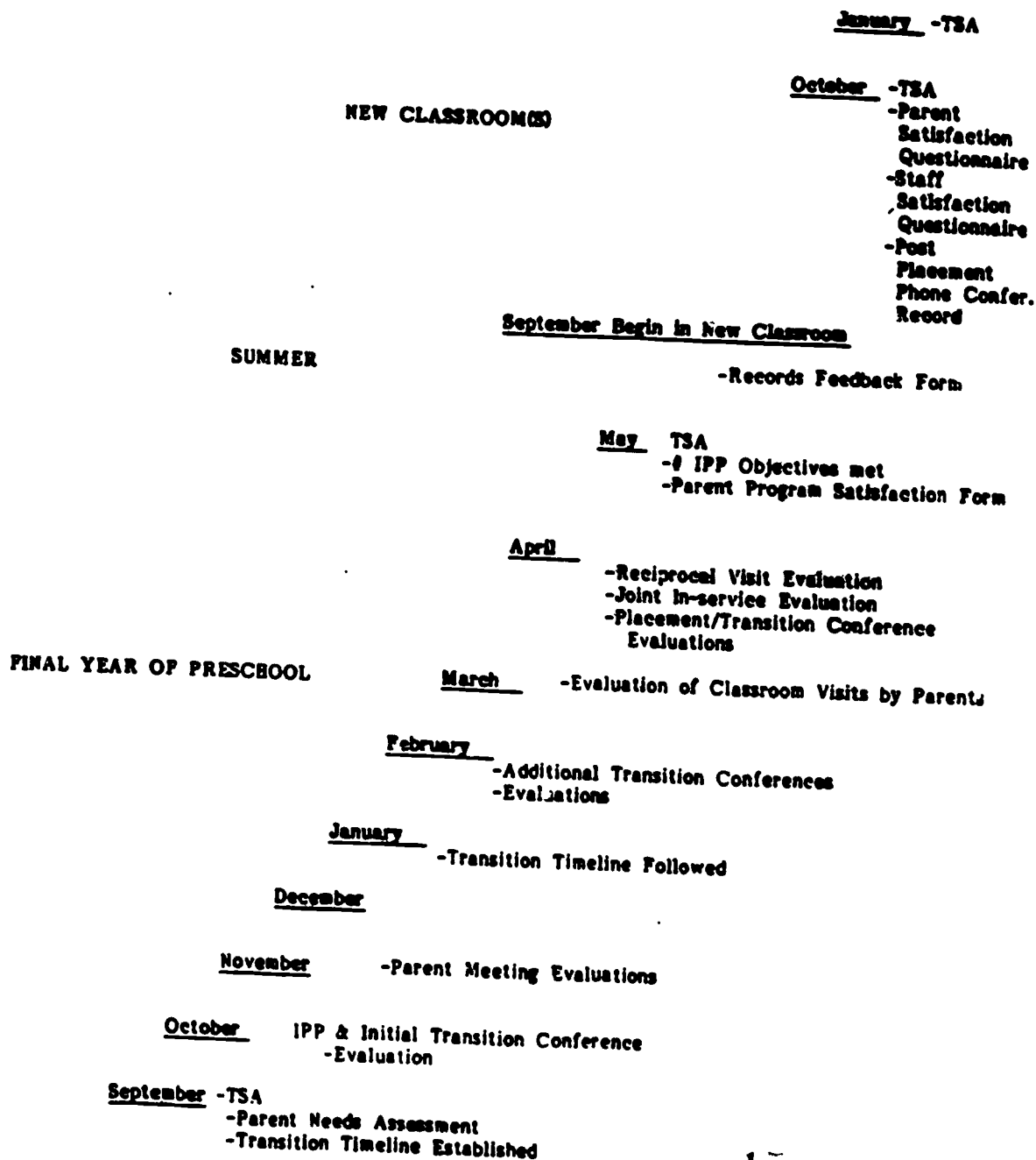
The evaluation activities for the Project EnTrans model are practical in nature. Since the model has a process orientation, the evaluation activities are designed to provide feedback, and thereby improve the process.

Figure 3 provides an overall timeline for evaluation activities. In each of the next chapters, additional information about these activities pertaining to specific phases will be provided.

### **Summary**

The structure of the Project EnTrans model for transition has been described above. The three phases - planning, intervention, and follow-up, are designed to meet the needs of the target audiences: preschool children, their parents, sending and receiving staff. Additionally, each phase focuses to varying degrees on the target audience.

**PROJECT ENTRANS  
EVALUATION ACTIVITIES TIMELINE**



**Figure 3. Evaluation Activities Timelines**

## PHASE I - PLANNING

### Introduction

This phase addresses activities related to planning for transition of the child into his first elementary school setting. Although the child and his parents are involved in some of these activities, the primary focus of this phase is on those planning activities and responsibilities which involve both the sending and receiving staff.

The aspects of transition and the activities important to the process are categorized by those individuals involved in the planning phase. In addition, those items of the Transition Timeline (Appendix E) pertinent to each group of individuals are outlined.

This phase lays the foundation on which the intervention and follow-up phases are built. The Planning Phase, through the use of the Transition Timeline, establishes the entire process of transition and provides for the timely transfer of records from the sending agency to the receiving agency.

The Transition Timeline is the major planning instrument developed and implemented by Project EnTrans. Each item of the timeline and its use will be described within its relevant section. Although the activities described in these items are not accomplished at the time the form is filled out, the terms of their completion are agreed upon by those who coordinate the child's transition into elementary school during the Planning Phase.

### The Child

Planning for the child's transition includes assessing his current developmental level and preparing an intervention plan tailored to his individual needs.

Included in the assessment of the child should be an appropriate Transition Skills Assessment (TSA) to examine those skills which facilitate transition into kindergarten, first grade and special education placements. (The "Intervention Phase" provides a complete description of how to administer the TSA I and II, and gives suggestions for intervention.)

The assessment information may then be brought to the Initial IPP/Transition Planning Conference. It is important that the transition skills targeted as a result of the administration of the TSA be attended to within the final preschool year. Failure to plan for those transition skills may cause them to be ignored and a valuable opportunity for intervention lost. "Notification by teachers of new placement for child", Item 17 on the Transition Timeline, should also be addressed at this conference in the fall of the last preschool year.

### Parents

Parents play a vital part in the planning for their child's transition into elementary school. Below are listed, along with a few comments, those items on the Transition Timeline which pertain to parent involvement in the transition process.

Item 1, "Parents are informed by (sending staff) of a potential placement change by spring of next to last preschool year."



Item 3, "Initial transition conference is held in conjunction with Fall preschool IPP meeting by (date)."

Item 4, "Parents observe receiving programs using EPO by (October-May)." During the Planning Phase, parents may wish to schedule visits to potential future classrooms. The Environmental Planning Outline (EPO) is designed to help in that process. See Appendix D. Reviewing it prior to making observations contributes to more productive visits.

Item 7, "Senders complete a Child Summary Form in cooperation with parents and send to receivers for review by (date)." See Appendix F.

Item 8, "Parents complete Location of Information Form by (date) and submit to (receiving staff)." See Appendix G. This form is to help the parents identify where sources of information regarding their child may be located. The receiving school district along with the parents, can then decide which of that information should be obtained. Once that is determined, parents will sign release of information forms.

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Item 13, "Transition Planning Conferences are held among senders, receivers, and parents by (date)."

Item 14, "A tentative placement decision is made in cooperation with parents by (date)."

Item 15, "Parents are given instructions regarding starting date, transportation, program hours, teacher's name by (date)."

### **Senders/Receivers**

The Transition Timeline Form is designed as a negotiated document that specifies the sequence of transition events and allows for the assignment of responsibility for those events. The result is a planned, systematic transition process which benefits sending and receiving staff, children and their parents.

The staff persons from both the sending and receiving agencies who are responsible for facilitating transition should plan to work through the timeline for senders together. This person may be the director of a special preschool program, the Head Start coordinator of programs for children with handicaps, or the preschool teacher. From the receiving agency, this person may be the director of special education, coordinator of student services, the school psychologist, a principal or the special education teacher. Additional steps may be included or activities delegated based on the needs of the agencies. It also may be beneficial for senders and receivers to meet annually for the purpose of refining the timeline and the process based on feedback from parents and staff.

Once the interagency timeline has been established, it may be modified for individual students. Salem Public Schools has modified the Transition Timeline. Their format incorporated all the student services forms necessary for enrollment and placement in that district. The format also allowed parents and teachers to predict the flow of transition activities.

Item 1 on the timeline form was included to recognize the importance of beginning the awareness of potential change very early with parents. It is also logical to have the beginning of transition start with someone who is familiar to the student, i.e. the preschool teacher. The preschool teacher in the second to the last preschool year can begin by explaining to the parents that, next year, the final preschool year, will have a different orientation for their child. A greater emphasis will be placed on acquiring skills that will be helpful in future environments.

"Sending the IPP notice", Item 2, is perhaps the first formal communication between the sending agency and the receiving agency regarding the preschool child. Staff of receiving agencies felt that a brief description of the child would be helpful in knowing who to send to the final preschool year IPP meeting.

The "Initial Transition Conference", Item 3, held in conjunction with the fall preschool IPP meeting, is a major planning event. It incorporates the efforts of all elements of this phase. Item three is really the beginning of the Planning Phase for a specific child. Figure 4 provides a sample agenda for the IPP and Initial Transition Conference.

The first item on the agenda, introduction of conference participants, is very important. Because the sending agency hosts this meeting, it is natural for them to make the introductions. This gives parents the impression that the senders know the receivers and that there is cooperation and cohesiveness between the two agencies.

## **PROJECT ENTRANS**

### **IPP and Initial Transition Conference**

#### **AGENDA**

**Sending Agency:** \_\_\_\_\_

**Receiving Agency:** \_\_\_\_\_

The following topics are suggested for inclusion in this conference:

- I. Introduction of Conference Participants**
- II. Overview of Conference Agenda**

Outline the Agenda: The purpose, structure and outcome of the conference.
- III. Review of Parents Rights**

Parents are provided information on their rights under P.L. 94-142 and HB 20-21.
- IV. Review of Child's Current Level of Functioning**

Early intervention staff review previous IPP, and current assessment data including the Transition Skills Assessment.
- V. Goals for Final Preschool year**

Discussion to include service needs and priorities.
- VI. Overview of Available Services**
- VII. Observation of Programs**

Parents are given contact person's name and telephone number to arrange a visit to potential programs(s).

Discussion to include environmental planning outline as an observational tool for parents.
- VIII. Informal Exchange**

Informal exchange of information among parents, senders and receivers.
- IX. Conclusion**

Signing of IPP when appropriate. Identification of next steps; completion of Transition Timeline Form.
- X. Conference Evaluation**

IPP and Transition Conference Evaluation Form completed by parents, senders and receivers.

#### **Figure 4**

It is suggested that the agenda be outlined to include the purpose, structure and outcome of the conference. A review of the parents' rights is pertinent at this point. In Oregon those rights are stipulated under House Bill 2021, yet, nationally, parents' rights under Public Law 94-142 are still the most appropriate.

Some time should be spent reviewing the child's current level of functioning including the previous IPP and current assessment data. The Project EnTrans model does not prescribe what type of assessment instrument should be utilized, but assumes that assessment data should be included. There should be additional time spent talking about the goals for the final preschool year, keeping in mind the potential change that

will be occurring at the end of the year. The representative from the receiving agency should take a few minutes to give an overview of available services through their agency. Parents should be given the contact person's name and telephone number for arranging visits to potential programs. This would also allow time for an informal exchange of information among the parents, senders and receivers. Again, this time is an important one for parents to see the mutual respect and cooperation that may develop between senders and receivers.

At the conclusion of the IPP meeting should be the signing of the IPP, when appropriate, and the identification of the next steps in the transition process. This may include a review of the Transition Timeline form with specific notes for this child for all participants. It is suggested that the IPP and Initial Transition Conference Evaluation form, Appendix H, be completed by parents, senders and receivers. "Additional transition planning meetings", Item 13, may be necessary later in the year as a follow-up to this meeting.

"Planning for the timely exchange of records", Item 16, is critical to a successful transition process. A number of forms have been designed to facilitate this frequently cumbersome process. Item 7 on the Transition Timeline form refers to a "Child Summary Form" to be completed by senders in cooperation with the parents. The idea behind this form is to give pertinent information to the receiving teacher about the preschool child. Items such as health concerns and certain behavioral issues can be addressed quickly and easily on this form. Usually the receiving agency has been provided with so much information that it is difficult to sift through and find those things that are critical to a child's successful functioning in a new classroom from the beginning. So the purpose of this form is to incapsulate information that is critical to a classroom teacher in a format that is readable and workable.

To facilitate the exchange of records between the two educational agencies involved with the preschool child, some communication needs to occur. "The Assessment Data Survey" Item 9, and "the Records Transfer Survey", Item 10, are designed to facilitate that communication. The Records Transfer Survey, Appendix I, is to be completed by the receivers. Staff indicate what type of information is needed, how it will be used, by whom, and the desired format for that information. The Assessment Data Survey, Appendix J, is the reciprocal form for this transfer of records. This is to be completed by the senders explaining what information is available, what tool was used, who conducted the assessment, and how frequently that assessment occurred. These forms then need to be sent from sender to receiver, and from receiver to sender; and, an individual needs to be identified as the coordinator of this information. "(Receiving staff) coordinates transfer of records information by (date)", Item 11.

"The Records Feedback Form", Appendix K, was designed to evaluate the transfer of records process. This form should allow senders and receivers to improve this flow as more children complete the transition process.

The culmination of planning by senders and receivers is establishing the groundwork for follow-up. This planning includes Item 19, the Post Placement Communication Contact List, Appendix L, and Item 20, the Post Placement Communication Log, Appendix M. Plans also need to include the administration of the second TSA by the receiving teacher.

### Evaluation Considerations

The evaluation of planning activities is crucial to improving the transition process between agencies or programs. With the information, problems are identified and can therefore be resolved. Without a feedback loop no systematic changes can be made. The evaluation forms which pertain to planning activities include:

	<u>Responsible Party</u>
1. IPP and Initial Transition Conference Evaluation	Sending staff
2. Evaluations of Any Additional Transition Conferences	Receiving staff
3. Records Feedback	Receiving staff
4. Parent Satisfaction Questionnaire	Receiving staff
5. Staff Satisfaction Questionnaire	Sending and receiving staff

A plan for sharing the evaluation information must be made between sending and receiving administrative staff. Teaching staff want to know how well the planning process worked and so the summarized information should be shared with them also.

### Summary

This section emphasized the need for planning in order to have a systematic transition process. The main focus of this phase is on the sending and receiving staff. Parents and children are involved in preparation for the next phase, intervention. With a systematic plan for transition in place, the way has been prepared for all parties to address intervention.

## **PHASE II - INTERVENTION**

### **Introduction**

The Intervention Phase focuses most heavily on the child. This section, specifically, deals with the administration of the Transition Skills Assessment (TSA), and the subsequent development of instructional strategies. A basic outline for the development of those strategies is provided. In addition, the role of a parent support group in the intervention of transition skills is discussed. Also, for the sending and receiving teachers, some suggestions for appropriate inservice are included.

### **The Child**

To promote the smoothest transition from preschool to the next school placement(s) the Transition Skills Assessment or (TSA), as discussed in the Overview and Planning sections, may be administered during four different time periods. Each assessment period has its own benefits which will be discussed within this section. In response to the assessment results, and the Individual Program Plan (IPP) meeting, preschool teachers develop instructional strategies. These strategies are intended to teach students the transition skills determined to be appropriate for their potential placement(s).

**Assessment Periods.** Each of the four recommended assessment periods have benefits to both the sending and receiving teachers, as well as the student. The first assessment is conducted during the fall of the final preschool year, prior to the development of the child's IPP. The assessment information is utilized in determining IPP objectives and in the development of instructional strategies. These strategies are implemented during the student's final preschool year in order to prepare him for his next school environment(s).

The second assessment occurs during the spring of the final preschool year. The results may serve as a posttest and/or may provide current information to the receiving teacher. Sharing this information promotes a smoother transition, as well as open no lines of communication between the sending and receiving teachers. Additionally, the receiving teacher obtains the most current and accurate assessment following the intervention of the student's skills which was given in a familiar classroom setting, with known staff and routine.

The third assessment occurs during the fall of the first elementary classroom placement(s), after the child has spent a couple of weeks adjusting to his new school. Its purpose is to develop goals for the student's IEP. The TSA also helps the receiving teacher compare spring and fall results for discrepancies. The receiving teacher can communicate back to the sending or preschool teacher if she has any concerns regarding strategies utilized to either promote or prevent particular skills or behaviors. In essence, to provide a situation for appropriate behaviors to occur rather than setting the occasion for inappropriate behaviors to occur. If a student is placed in more than one classroom; i.e., resource room and self-contained classroom, one may want to assess him in both settings to facilitate a smoother transition.

The fourth and final assessment period, which usually occurs in January of the first elementary classroom placement(s), is to further assist in pinpointing potential problem areas, and to facilitate continuation in the student's current placement. This information may also be used to prepare him with skills needed in a potential less restrictive environment; i.e., resource room or first grade classroom.



**Assessment.** At the initial assessment, or during the fall of the student's final preschool year, the preschool teacher conducts either TSA I or TSA II depending upon the student's abilities and projected needs. The TSA I will be appropriate for the majority of children with delays while the TSA II is designed for use with children who have multiple disabilities or who use an augmentative communication system. If the child is a returning student, the preschool teacher can assess as soon as school begins, whereas a new student will need a couple of weeks to adjust to the new staff, setting and routine. The teacher will need time to observe the student's behaviors within her classroom. The TSA is conducted by teacher report. It takes approximately 20 minutes to complete. If the behaviors have not been observed then situations will need to be set up in order to facilitate an observation. As can be noted on the TSA, columns have been provided for no, inconsistent, and yes responses. A "no" should be scored when the child does not have the skill. "Inconsistent" should be marked when the skill is emerging or when it is being maintained by artificial reinforcement. "Yes" is reserved for well-established skills. One additional column has been added to TSA II, NA, which is reserved for those skills which are not applicable to a particular student based on his handicapping condition, rather than simply not having the opportunity to perform a skill in his current educational placement. A comments section has been included which teachers can use to track slight increases in behaviors that remain within the inconsistent column and to give information which may be helpful for intervention.

After assessment has been completed the next step is for the teacher, along with parents and other IPP committee members, to rank order the skills to be taught. Usually between five and eight goals are chosen to be included in the student's IPP because many of the skills can be easily incorporated into existing classroom activities. Their selection will be based on those skills critical to the maintenance of the student in any future elementary classroom sites, such as self-help and behavioral skills. These behaviors will facilitate the child's placement in a variety of instructional settings. Later in the year goals may be added to the IPP that are specific to a projected placement. Skills from the TSA can often be incorporated into existing IPP categories and objectives such as self help, behavior, and socialization skills. A change in format may be all that is necessary to insure that the skill is addressed.

### **Development of Instructional Strategies**

Once assessment has been conducted and goals have been ranked and incorporated into the students IPP, then the preschool teacher needs to develop instructional strategies to facilitate the teaching of those skills. Teachers at five field test sites have developed instructional strategies for their student's IPP goals and the staff of Project EnTrans have developed additional strategies for all the skills. The strategies which have been developed can easily be incorporated into existing classroom schedules, activities and interactions. Appendix C includes an Instructional Strategies Outline to help teachers develop intervention methods. An example of a form used to track strategies and subsequent changes in those strategies for each skill currently being addressed is also included. Strategies are recorded in a short narrative format which should mesh with the teacher's instructional approach. The form was designed to be used for one skill and any changes that are made can be recorded and dated on the same page(s).

Many strategies follow a basic outline of elements that facilitate learning of transition skills. As can be noted within Figure 5, there are six elements of strategy development. The first is to develop classroom rules or expected classroom behaviors. Many preschool teachers are not aware that they have an established set of rules for their classroom, but they do have specific behaviors they consistently expect from their students. In most regular first grade classrooms, a written list of classroom rules is

posted. Examples of these class rules may include: student needs to raise his hand to gain teacher's attention, walk rather than run when indoors, line up and wait before leaving the classroom. Other examples of expected behaviors teachers may have for their preschool students include: keeping their hands to themselves; not taking other student's toys; and, staying in their seat during group time. Making a list of classroom rules is the first step in strategy development. It may be necessary to post separate sets of rules for different settings in the classroom to provide a visual prompt close to the area where the behaviors are to occur. This would also allow establishing different rules for different settings. For students who cannot read, international symbols may be used, for example a child running, with a red line drawn across him, indicating to walk rather than run when indoors.

The second element of strategy development is to inform students of these classroom rules both verbally and through the visual posting. Students can be informed verbally either daily or weekly as part of an existing group activity; for example, during opening circle time, good morning time, or calendar time. Students can individually be prompted, if needed, prior to a specific scheduled activity. Students should also be informed by drawing attention to the posted rules for different instructional settings.

The third element of strategy development is to provide opportunities for the behaviors to occur. Often by simply providing the opportunity in your classroom for the student to perform a new behavior, new skills will be attained. Situations and activities can be arranged to promote new behaviors. The teacher may want to rearrange the physical setting if the student is currently seated in only a traditional aide station (half-round table to accommodate one adult to four or six students) and it is projected that in the student's next school environment they will be expected to sit independently at their own desk. The teacher can make changes in the types of activities that are scheduled, interactions and/or rate of interactions, amount of assistance which is provided, the ratio of reinforcement a particular student receives, and types of peer interactions. Many of the strategies that have been developed focus on this third element; providing opportunities in the classroom. It is a way for teachers to promote the learning of skills which enhance transition without creating a need for additional individual instruction time. The preschool teacher can set up situations likely to be encountered in the next environment(s) and provide the support necessary for the child to learn the skill or behavior. That assistance can then be systematically faded so that the child can function most independently in that next environment.

The fourth element of strategy development is to promote discrimination by teaching students the appropriate versus inappropriate settings in which to perform certain behaviors. For example; student needs to walk when indoors versus run when outdoors, use an inside voice versus outside voice, etc. Often, discrimination of these behaviors can be discussed during story time as you point out activities of the characters. Many discriminations are extremely subtle and they may not be generalized to other conditions without specific teaching.

The fifth element of strategy development is to reinforce new behaviors as they occur using individually determined schedules and intensity levels. Reinforce new behaviors demonstrated by the group as well as by individual students while attempting to keep reinforcers as natural as possible.

The final element of strategy development is to model the correct response or correct as needed. Follow through on both individual and group requests is necessary to build new skills. Use natural consequences whenever possible, keeping in mind that the goal is to prepare the student for the least restrictive environment possible for them in the future.



These are only suggested elements of strategy development. Not all strategies follow this outline completely nor is it sequential in nature. It is meant to be used as a guide and to provide helpful hints for the teacher in determining events and methods for rearranging classroom situations to promote learning of these skills which will facilitate transition.

**Examples of Instructional Strategies.** Elements for developing instructional strategies for the intervention of skills from both Transition Skills Assessments I and II can be found in Figure 7. Figures 6, 7 and 8 are examples of three strategies shown on the Instructional Strategies tracking form. They incorporate elements from Figure 5.

**Project EnTrans**

**T.S.A. INSTRUCTIONAL STRATEGY OUTLINE**

- I. **DEVELOP "CLASSROOM RULES"** or expected classroom behaviors. (Perhaps separate rules for each group setting).
- II. **INFORM STUDENTS**
  - A. Verbally
    1. Daily or weekly as part of existing group schedule, i.e., opening circle-time, good morning time, calendar time, etc.
    2. Individually prompt as needed, prior to specific scheduled activity.
  - B. Visually
    1. Post within visual range of group instructional setting(s) where behaviors are to occur.
- III. **PROVIDE OPPORTUNITIES** for the behavior(s) to occur. Set up situations and activities in which the student has opportunity to perform: may include rearrangement of physical setting, schedule of activities, teacher interactions, peer interactions.
- IV. **PROMOTE DISCRIMINATION** - Teach students appropriate vs. inappropriate settings to perform certain behaviors; e.g., walk/run, inside/outside voice, etc.
- V. **REINFORCE NEW BEHAVIORS** as they occur, on an individually determined schedule and intensity. Reinforce new "group behaviors" as well as individual students. Attempt to keep reinforcers as natural as possible.
- VI. **MODEL CORRECT RESPONSE OR CORRECT AS NEEDED**. Follow through on both individual and group requests. Use natural consequences whenever possible.

**Figure 5. Examples of Instructional Strategies**

The first example, Figure 6, is from TSA I, Workskills category, skill number 2 "Displays appropriate levels of independence, e.g. does not need excessive amounts of supervision to complete simple tasks."

#### PROJECT EN TRANS

NAME: Julie

TEACHER: Sally

TSA I X or II   

CATEGORY: Workskills

SKILL: #2 - Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.

DATE	STRATEGY/CHANGES
Feb. 11	Once given a task, leave Julie's immediate work area. State your attention to her frequently but only visually, without letting her know. Occasionally, give her a neutral comment about staying on task. When she needs help, tell her to stop and think, and ask her what she was supposed to do.

Figure 6

This particular intervention strategy only utilized element III of the Strategy Development Outline previously discussed in which the teacher provided opportunity for this to occur.

#### PROJECT EN TRANS

NAME: Lisa

TEACHER: Sally

TSA I X or II   

CATEGORY: Classroom Rules

SKILL: #1 - Follows established class rules

DATE	STRATEGY/CHANGES
Feb. 4-8	Inform Lisa of class rules both verbally and by posting in a frequently viewed place in the classroom. Set up occasions for her to follow the class rules, and cue her to perform specific rule when appropriate. For example, Lisa is trying to gain teacher's attention by calling out teacher's name. Tell her "You need to raise your hand," and follow through with a mild social reinforcer or model if needed.
Feb. 11-15	Same as above. Also, socially reinforce all students in group setting who comply with class rules frequently via a group discussion at the end of each day.

Figure 7 20

The second example is also from TSA I, Classroom Rules, category skill number 1 "Follows established class rules."

The first intervention strategy utilized was started the week of February 4-8. The following week, a change in intervention strategy was made. This was signified by a line drawn underneath the existing intervention strategy and by writing a new one below. This strategy built upon the first one which is an example of starting simple and adding complexity when and if necessary. The suggested example for this particular skill utilizes phases I, II, III, V and VI, of the strategy outline shown in Figure 5.

The third example is from TSA II, the category of Communication, skill number 11, "Requests assistance from adult or peer; e.g., help in the cafeteria, bathroom, mobility."

#### PROJECT IN TRANS

NAME: Tami  
 TEACHER: John  
 TSA I.     or II X  
 CATEGORY: Communication  
 SKILL: #11 - Requests assistance from adult or peer, e.g., help in cafeteria, bathroom, with mobility.

DATE	STRATEGY/CHANGES
Feb. 4	<p>Tami is able to obtain teacher's attention by manipulating the buzzer on her tray. She needs to increase use of it, however, as she usually just waits until the teacher comes over to her and sees that she needs assistance, and does not use it at all outside of the classroom setting.</p> <p>An adult will always go with Tami to the cafeteria, etc. and set up opportunities for her to need something. For example, do not offer to open a door for her, turn the water on in the sink, etc. Wait for a response from Tami. If you do not get a response within 60 seconds, ask her if she needs help. If she nods yes, ask her what she needs to do. Wait 30 seconds for her response. If still no response, tell her she needs to push her buzzer. Wait 30 seconds - if no attempt, model it for her. Use physical assistance as necessary. Reinforcement is the natural consequence that the door is opened, water turned on, etc.</p>
Feb. 18	<p>Same as above plus set up reinforcing individual activity for 5 minutes for Tami, when she does request your attention as needed through an entire situation, e.g., using the bathroom.</p>

The instructional strategy developed includes a short narrative of the child's existing behaviors. Because Tami normally waits for the teacher to attend to her, and does not use the buzzer outside the classroom at all, the goal was to encourage her to increase the use of the buzzer. The strategy utilized then, was to have an adult always accompany Tami to the cafeteria, and other places, and set up opportunities for her to need something. The following week a change was made that utilized the same strategy procedure as described above. In addition, the teacher set up a reinforcing individualized activity for five minutes with Tami, when she requested her attention as needed through an entire situation; for example, using the bathroom. This particular example utilized phases III, V and VI from the TSA Instructional Strategy Outline.

As mentioned previously, the above are only suggested examples of instructional strategies. Teachers will need to individualize strategies to each student's particular needs and may refer to the outline of elements for strategy development previously discussed. For additional suggestions of strategies for both TSA I and TSA II, please refer to Appendix C.

## Parents

The intervention for parents has two levels. The first concerns general information needs and the second deals specifically with issues surrounding transition. One method to promote general awareness and to assist in meeting parents' information needs is to conduct a Parent Needs Assessment during the fall of their child's final preschool year. Appendix N is an example of a Parent Needs Assessment, developed by Western State Technical Assistance Resource (WESTAR) in Seattle, Washington. It can be administered to a group of parents at a parent meeting, or individually at an IPP or other meeting time. It is a comprehensive list of possible concerns and modifications will be necessary to suit each parent program.

Often by the final preschool year teachers and parents have already addressed many of these concerns and are communicating on a less formal basis. Another method to facilitate parent awareness, and therefore intervention, is to develop a list of needs and concerns by simply asking parents, either in a group or individual setting. Using the formal assessment can serve as a basis for discussion if parents do not yet have questions formulated. EnTrans' project classroom at Teaching Research has chosen this method to develop their own personalized list of needs. Figure 9 is a sample list of needs determined by this group of preschool parents. As noted, some of these needs are directly related to the transition process and community awareness. Others are more general in nature.

Often by simply bringing parents together and determining that they do indeed have similar needs, parents themselves get excited about addressing these issues and will volunteer to lead a Parent Support Group. This group may be led by an individual, a small group of parents, or the classroom teacher. The role of the Parent Support Group could be to schedule presenters who will address particular needs on their list, organize co-ops or committees, plan awareness activities and otherwise be an advocate for the classroom, support group, community and their child. The more responsibilities a teacher hands over to interested parents, the more excited and involved those parents may become in leading and generating support for the group.

Examples of the types of activities that this Parent Support Group has scheduled include: a distinguished guest speaker in the field of Special Education, who discussed available educational, vocational and living options for persons with severe disabilities, both in their community and the nation; presentations by parents of students who have

**PARENT NEEDS ASSESSED AT SEPTEMBER  
PARENT MEETING - PRESCHOOL**

1. Behavior management techniques
2. How to work with their children at home
3. Babysitting and transportation co-op established
4. Respite care options in the community
5. Regular scheduled meetings with teachers regarding their child's progress throughout school year
6. Flyer sent out quarterly regarding classroom/school activities
7. Information regarding variety of handicapping conditions
8. How to inform the community about handicapping conditions and to become more "visible" in the community
9. School options available in community placement as well as educational, vocational and living environments for high school students and young adults
10. Support from each other (parents)
11. Experiences and support from parents who have gone through the transition process
12. Sharing of materials, books, toys, clothes, etc. between families
13. Parent and student rights according to PL 94-142 and HB 20-21.

**Figure 9**

already been through the process of making the transition into their next school placement(s); scheduling social interaction training sessions with Project EnTrans staff; small group outings to restaurants, grocery stores, parks, etc. in their community; tours of nearby elementary schools; and many other informal gatherings and activities.

One reason for the success of the Parent Support Group in Project EnTrans' classroom at Teaching Research is that the group was developed by and for parents; it continues to answer the individual needs of specific parents on both a formal and informal basis. Appendix O is an evaluation form for the parent support group's identified needs for one year.

An area of concern which is frequently targeted for additional information by parents is the transition to future environments. As the prospect of their child leaving preschool and the reality of transition into a new school environment approaches, parents are faced with many concerns, questions and decisions. In an attempt to work through some of those decisions prior to the transition, it is recommended that parents be aware of their child's rights, options in their community, and the timelines surrounding the transition process, as described within Overview of the Model.

Planned opportunities for parents to focus on the emotional aspects of transition are helpful in lessening common stresses of change. A group meeting may be held or the information may be exchanged individually or in small groups. Appendix P, Transition Guidelines for Parents is included as a format for discussion of these emotional issues. Appendix Q is an evaluation to check the degree of helpfulness which these items provide.

Making visits to potential programs is an intervention strategy for parents which has proven helpful to many. Actually seeing different classrooms with their various staffing patterns, instructional approaches and curricular emphases helped prepare

parents for giving informed input in the placement process. The Environmental Planning Outline (EPO), Appendix D, was designed to assist parents in the observation process. It may be used to contrast four different classrooms one of which can be their child's current preschool placement. An evaluation of the visits (Appendix R) should be completed by parents involved in this process.

### **Senders/Receivers**

In order for the preschool staff to be supportive to children and parents, it is necessary for them to be aware of and understand the issues of transition which will be confronted by children and their parents. It is also essential that they are aware of their own feelings in this process. Appendix S, Transition Guidelines for Staff, provides an outline to be used in an inservice training session with sending and or receiving staff. The purpose of the inservice is to increase awareness and understanding of the emotional issues which may come to play during the transition process. This may be used by sending or receiving staff or with both staffs together. Both senders and receivers should work through the entire list of common experiences. Possible solutions for these issues are included.

Many problems in transition are founded on misinformation or misconceptions. Making reciprocal visits to sending and receiving programs is a great communication aid. Using video tapes of programs may be an alternative if actual visits are not feasible. The EPO provides a structure for teachers to use in making visits to other programs. Appendix T is an evaluation for feedback on the value of the visits.

Receiving teachers increase awareness of and gather information about the sending site during this phase. They also observe the preschool child, if possible, in his existing environment. A joint inservice with the senders to focus on program information with some time for discussion of specific children has been evaluated favorably by participants. A sample agenda (Appendix U) and an evaluation form (Appendix V) have been included.

### **Evaluation Considerations**

Tools for evaluation of intervention with children, parents and staff have been designed to demonstrate growth in skills for children and satisfaction with specific intervention activities for parents and staff.

The evaluation forms which pertain to intervention activities include:

	<u><b>Responsible Party</b></u>
1. TSA I and II	Sending teacher
2. Completed IPP Objectives	Sending teacher
3. Parent Needs Assessment	Sending staff
4. Parent Program Satisfaction	Sending staff
5. Transition Guidelines for Parents Meeting Evaluation	Sending or receiving staff
6. Parent Visit Evaluation Form	Receiving staff
7. Transition Guidelines for Staff Meeting Evaluation	Sending or receiving staff
8. Reciprocal Visit Evaluation	Sending and receiving staff
9. Program Information Joint Inservice Evaluation	Sending and receiving staff

The purpose of collecting the evaluation data is to improve the intervention activities and to ensure their relevance to the transition process.

## **Summary**

This chapter has focused on the Intervention Phase in the process of transition. Intervention is important for staff, children, and parents. Benefits of conducting the Transition Skills Assessment were discussed, as well as the development of instructional strategies for intervention of those skills. An outline of elements for strategy development was discussed and examples provided. Finally, the chapter included a discussion of intervention for parents. The role of a Parent Support Group, in conducting a Parent Needs Assessment, and ideas for meeting identified needs were highlighted. Finally, the chapter concluded with a discussion of intervention suggestions for staff which involved an inservice to help with the emotional aspects of transition, reciprocal visits and a joint program related inservice.



## **PHASE III - FOLLOW-UP**

### **Introduction**

The Follow-up Phase is critical to the success of transition as defined in the Project EnTrans model. The initial planning and subsequent intervention will go unnoticed or have little impact unless there is a follow-up component to the transition process. Emphasis in the Follow-up Phase is fairly well distributed across the sending and receiving staff, parents, and children; however, the information in this chapter will be most useful to receiving teachers and school administrators.

### **The Child**

The goal of the receiving teacher is to integrate the new child into her classroom as smoothly as possible. Some of the ways that facilitate this integration and maintenance of the child are described below.

The Transition Skills Assessment (TSA) is an assessment tool which the receiving teacher may find helpful in making the transition a smooth process. With the information derived from the TSA, the teacher can help the new student to maintain the skills that have been learned in the preschool classroom. After the child has adjusted to the new setting, usually one or two weeks, it is time to assess him using TSA I or TSA II, depending on his level of functioning. The results of this assessment determine whether the student has maintained skills as stated on the TSA conducted at the end of the preschool year. The main purpose for assessing at this time, is to provide the teacher with information from which to develop goals for the student's IEP in the areas of classroom rules, workskills, self management, communication, and social behaviors. The beginning of the school year is a time when all the professionals involved with a student may compare strategies for bringing about desired skills or behaviors, for creating a positive environment in order to foster appropriate behaviors, and for nurturing new behaviors that are developing. It is important that the information from the sending teacher is passed on to all the teachers who work directly with the child in his new environment. This might include the resource teacher, regular education teacher, P.E. teacher or music teacher. The discussion that a transition skills assessment generates can provide a communication link for dealing with a new child in a number of environments.

The final TSA assessment should occur in January of the first elementary school year. The results of this assessment provide the receiving teacher with information that reflects the progress the child is making on those skills which were identified as IEP goals. The information also helps to locate problem areas before they become serious and help better maintain the student in his present placement. This information could also be used to support a move to a less restrictive environment. A complete description of administering the TSA and how to develop a priority list of skills for students is described in the intervention phase. Discussion of the instructional strategies outline for developing and implementing intervention strategies for these skills may also be found in Phase II.

### **Parents**

During the student's first few days in a new placement, parents are likely to be anxious about how their child is doing and what their child's day is like. Many children with severely handicapping conditions will not be able to describe their classroom or their daily routine to their parents; which is usually the way parents learn about



what their child is doing at school. Even the student with more mild handicaps may not be able to describe this situation clearly enough to provide the parents with a clear picture of the routine. Often parents cannot draw from their personal experience - what it was like for them when they were a child - as a reference for what school is like for their child who is handicapped. Also, since their child may be riding a special bus and have a different schedule, they cannot rely on other parents or neighbors for common knowledge or for information about the school. Therefore, the parents of children with special needs are dependent on the school administration and receiving teachers for information on these issues.

Arranging a conference for the parents and the teacher to meet before the school year starts, or very soon after, can be a benefit to both the receiving teacher and the parents. This provides an opportunity for the receiving teacher to learn more about the new student from persons who know that student very well. Many times parents can act as a resource for the teacher in describing the abilities and limitations of the individual child and give general information concerning children who have the same handicapping conditions. For the parents, this conference can be a time to discuss their concerns, and their hopes for their child in the new environment. It may also provide an opportunity to hear what a typical day for their child is like. A brief meeting such as this with the parents can make the transition smooth and can help avoid many misunderstandings. This also creates a communication link between the teacher and parent that can be built on as the year progresses.

This special conference should not replace any school orientation meetings which are held for the parents of all incoming students. Feedback from parents indicated that they are often not invited to general orientation meetings. This creates unnecessary feelings of discrimination and isolation. Also, parents are then not given important information about the school such as cafeteria and absence procedures.

Parents should also feel free to contact their child's former teacher for support during this transition time. Occasionally children will regress in a new placement and the parent may not be able to distinguish what is a natural regression versus what is a sign of serious problems. Often times the preschool teacher may be able to suggest to the parent ways of handling difficult situations.

The arrival of a student with handicaps into the same school where a non-handicapped sister or brother attends may create a stressful situation for the siblings without handicaps. Siblings of students with handicaps must have answers for their friends questions and responses to the teasing they may receive somewhere in their school years because they have a brother or sister with a handicap. Much of how a brother or sister deals with this situation is a reflection of how the family has accepted their child with handicaps and the place that that child holds in their family (Schmalz 1982).

As professionals, whether a teacher, principal, or counselor, we can act as a support person, acknowledging that other children may tease the sibling and then discussing this concern with the student. This professional may show them how they might respond to teasing, possibly using role playing. In the article "Is that your brother? Our families response," (Schmalz, 1982) Nancy, the mother of a child who is severely handicapped explains very well the situation that, at one time or another, probably all siblings have faced. Another helpful technique is to provide them with positive feedback on what their brother or sister is accomplishing in school so that they may point out successes and gains to their friends; and so that they themselves can appreciate their brother's or sister's accomplishments.

Many parents of children with handicaps have recommended going into their other children's classrooms and explaining their child's handicap to his peers, answering questions factually and honestly. As an administrator, it is important to inform the sibling's teacher that the child might be feeling some stress or possibly even guilt for not wanting to share with their brother or sister the school that has been theirs. Encouraging a teacher or counselor to spend some extra time with the sibling to explore this situation would be time well spent. It is important to see whether or not the child is comfortable answering questions pertaining to his brother or sister with handicaps, and also to check with the parents to see whether or not they have concerns about their child without handicaps' feelings that might be addressed at home.

### **Senders and Receivers**

The "Post Transition Communication Contact List" which was described in Phase I-Planning, should have been shared with the receiving and sending staff. Based on the information on that form and on the timeline form, a staff person has the responsibility for the follow-up conference on the telephone. Some agencies chose to have that person be the sending preschool teacher while other agencies felt that the receiving teacher had a greater interest in the process and should therefore have the responsibility of contact. It makes no difference who the person is, as long as that link is in place. Issues to be covered in the post transition conference include such things as: "Did the records get there? Are there specific problems that you are having with the child that the preschool teacher might be able to help with?" Often times positioning for feeding or use of adaptive equipment are issues that pose problems for new teachers and can be resolved quickly over the telephone.

Another issue that is frequently addressed during this time has to do with inappropriate behaviors. The Transition Skills Assessment provides a common tool for discussing these adaptive behaviors and reviewing the transition skills targeted earlier.

### **Evaluation Considerations**

The evaluation of post placement satisfaction for both parents and staff is essential to the model. The "Satisfaction Interview" should be used with parents to get their feedback on specific issues of the transition process. The corresponding satisfaction evaluation for staff also provides important information for improving the entire process. See Appendices W and X for a copy of those forms. Documenting post placement telephone conferences and carry over of the transition of skills targeted on the TSA will prove beneficial to all.

The evaluation forms which pertain to follow-up activities include:

#### **Responsible Party**

- |                        |                             |
|------------------------|-----------------------------|
| 1. TSA I and II        | Receiving teachers          |
| 2. Parent Satisfaction | Sending staff               |
| 3. Staff Satisfaction  | Sending and receiving staff |

The satisfaction information for both parents and staff should be summarized and shared with the appropriate staff persons. Again, the point of gathering this information is to use it to improve the transition process. Too often valuable information is lost year to year because transition is typically an annual event. Since the parents who are impacted move on, it is easy for agencies to repeat the same mistakes year after year. It is only through obtaining and acting upon evaluation data that the system will change and benefit future families, children and staff.

## **Summary**

This chapter has described follow-up for children, parents, and sending and receiving staff. The Follow-up Phase provides evidence for successful Planning and Intervention phases. Follow-up of the three elements is very important and necessary to improve the transition process. The Follow-up Phase addresses some initial issues for the child once the transition has been made, however, success in the new environment will be an ongoing process.

## **USE OF THE APPENDICES**

The following appendices (A through Y) contain all the forms, information sheets, and assessments that are needed to put the EnTrans transition model into effect in your school setting.

For each appendix the title of the material is stated; the purpose of the material is briefly stated; the procedures for the use of the material is explained; and the reference page of the manual is given where more detailed information can be obtained.

## **APPENDIX A**

### **Transition Skills Assessment I**

- PURPOSE:** To assess enabling skills for school placement.
- PROCEDURE:** Sending Teacher administers to determine skills for intervention during final preschool year. Receiving Teacher administers to use in IEP goals for elementary school.
- REFERENCE:** See page 17 for detailed instructions.

## **PROJECT ENTRANS**

### **GUIDELINES FOR ADMINISTERING THE TRANSITION SKILLS ASSESSMENT I**

**Purpose:** To assess enabling skills for transition from a special preschool program to the first public school placement.

**Who Administers:** a. The sending preschool teacher to determine priorities for intervention during the last preschool year.

b. Receiving elementary school teachers to quickly pinpoint areas of concern for maintaining/improving current placement.

**How Long:** Approximately 10 minutes per child.

**Procedure:** Read each item on the checklist.

Mark "no" when the behavior has not been observed or is not believed to be within the child's usual repertoire of skills.

Mark "inconsistent" when the behavior is being maintained through the use of tangible reinforcers, is unpredictable or needs refining.

Mark "yes" when the behavior is well established and is maintained through self-reinforcement or mild, infrequent social reinforcers.

Use the "comments" section to explain special circumstances, to give examples, or to clarify.

**PROJECT EN TRANS**  
Transition Skills Assessment I

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Recorder \_\_\_\_\_

Type Classroom \_\_\_\_\_

	No	Incon- sistent	Yes	Comments
<b>CLASSROOM RULES</b>				
1. Follows established class rules.				
2. Moves through routine transitions smoothly.				
3. Walks rather than runs when indoors.				
4. Controls voice in classroom.				
5. Can "line-up" and stay in line.				
6. Raises hand and/or gets teachers attention when necessary.				
7. Waits appropriately for teacher response to signal (raised hand).				
8. Helps with clean-up of a group activity when given a direction by an adult to assist with clean-up.				
9. Replaces materials and "cleans-up" own workspace.				
10. Stays in "own space" for activity.				
<b>WORKSKILLS</b>				
1. Refrains from disturbing or disrupting the activities of others.				
2. Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.				
3. Produces work of acceptable quality given her/his skill level.				
4. Asks questions to get information about assigned tasks when did not understand initial instructions.				
5. Follows a three part direction related to task.				
6. Works independently on a developmentally appropriate activity assigned by an adult.				
7. Finds materials needed for task.				
8. Selects and works on a table activity independently.				
9. Recognizes completion of a task, indicates to adult that he/she is finished and stops activity.				
10. Works on assigned task for 15 minutes.				
11. Self-corrects errors.				
12. Recalls and completes task demonstrated previously.				
13. Uses classroom equipment independently, e.g. pencil sharpener, language master.				
14. Uses crayons and scissors appropriately without being destructive.				
<b>SELF-MANAGEMENT</b>				
1. Monitors appearance, e.g. keeps nose clean, adjusts clothing, uses napkin.				
2. Locates and uses a public restroom with minimal assistance in the school, a store, or a restaurant.				
3. Comes to an adult, when celled or signaled by a bell or whistle, and lines up.				
4. Will put on/take off outer clothing within a reasonable amount of time.				
5. Eats lunch or snack with minimal assistance.				
6. Comes into the classroom or house independently from the bus or car.				
7. Goes from classroom to bus or car independently.				

	No	Incon- sistent	Yes	Comments
<b>SELF-MANAGEMENT continued</b>				
8. Knows way around school and playground.				
9. Responds appropriately to fire drills.				
10. Seeks out adult for aid if hurt on the playground or cannot handle a social situation e.g., fighting.				
11. Follows school rules (outside classroom).				
12. Stays with a group when outdoors according to established school routine.				
13. Aware of obvious dangers and avoids them.				
<b>COMMUNICATION</b>				
1. Comes to an adult when called.				
2. Listens to and follows three-part directions given to a group.				
3. Communicates own needs and preferences (food, drink, bathroom).				
4. Refrains from asking irrelevant questions which serve no functional purpose or are not task related.				
5. Stops an activity when given a direction by an adult to "stop."				
6. Attends to peer who is speaking to large group.				
7. Answers questions about self and family (personal information).				
8. Responds appropriately when comments are directed to him/her.				
9. Answers questions about stories, films, etc.				
10. Relates experiences and ideas to others.				
<b>SOCIAL BEHAVIORS</b>				
1. Uses social conventions: greetings, please and thank you, excuse me, etc.				
2. Complies with teacher commands.				
3. Separates from parents and accepts school personnel.				
4. Follows specified rules of games and/or class activities.				
5. Makes choice between preferred items or activities.				
6. Initiates interaction with peers and adults.				
7. Plays cooperatively.				
8. Respects others and their property.				
9. Defends self.				
10. Expresses emotions and feelings appropriately.				
11. Responds positively to social recognition and reinforcement.				
12. Interacts appropriately at a snack or lunch table.				
13. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.				
14. Uses appropriate degree of cooperation with other children in order to get his/her way, e.g., is not overly manipulative.				
15. Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.				
16. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.				
17. Uses language which is not obscene.				
18. Discriminates between edible and non-edible toys and objects.				
19. Uses outdoor equipment in a developmentally appropriate manner during unstructured activities with limited (1:30) adult supervision.				



## **APPENDIX B**

### **Transition Skills Assessment II**

- PURPOSE:** To assess enabling skills for school placement for children with multiple handicapping conditions or who use alternative communication systems.
- PROCEDURE:** Sending Teacher administers to determine skills for intervention during final preschool year. Receiving Teacher administers to use in IEP goals for elementary school.
- REFERENCE:** See page 18 for detailed instructions.

## PROJECT ENTRANS

### GUIDELINES FOR ADMINISTERING THE TRANSITION SKILLS ASSESSMENT II

**Purpose:** To assess enabling skills for transition from a special preschool program to the first public school placement. The TSA II is designed for use with students who use alternative communication systems and/or have multiple handicaps.

**Who Administers:**

- a. The sending preschool teacher to determine priorities for intervention during the last preschool year.
- b. Receiving elementary school teachers to quickly pinpoint areas of concern for maintaining/improving current placement.

**How Long:** Approximately 10 minutes per child.

**Procedure:** Read each item on the checklist.

Mark "no" when the behavior has not been observed or is not believed to be within the child's usual repertoire of skills.

Mark "inconsistent" when the behavior is being maintained through the use of tangible reinforcers, is unpredictable or needs refining.

Mark "yes" when the behavior is well established and is maintained through self-reinforcement or mild, infrequent social reinforcers.

Mark "NA" only if the child will never have an opportunity to use the skill. First think of adaptations which are possible to the environment, the skill or with a device. Use "NA" as seldom as possible.

Use the "comments" section to explain special circumstances, to give examples, or to clarify.

**PROJECT EN TRANS  
Transition Skills Assessment II**

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Recorder \_\_\_\_\_

Type Classroom \_\_\_\_\_

\*Please use comments with each NA.

	No	Incon- sistent	Yes	*NA	Comments
<b>CLASSROOM RULES</b>					
1. Follows established class rules.					
2. Moves through routine transitions smoothly.					
3. Controls voice in classroom.					
4. Uses appropriate signal to get teacher's attention when necessary.					
5. Waits appropriately for teacher response to signal.					
6. Replaces materials and "cleans up" own work space.					
7. Recognizes and stays within area boundaries in classroom.					
<b>WORKSKILLS</b>					
1. Refrains from disturbing or disrupting the activities of others.					
2. Produces work of acceptable quality given her/his skill level.					
3. Signals to get information about assigned tasks when did not understand initial instructions.					
4. Follows one direction related to task.					
5. Occupies self with a developmentally appropriate activity assigned by an adult.					
6. Recognizes materials needed for a specific task.					
7. Selects and works on an activity independently.					
8. Recognizes completion of task/activity, indicates to adult that he/she is finished and stops activity.					
9. Works on assigned task for 5 minutes.					
10. Self-corrects errors.					
11. Recalls and completes task demonstrated previously.					
12. Uses crayons and scissors appropriately without being destructive.					
<b>SELF-MANAGEMENT</b>					
1. Monitors appearance, e.g. keeps nose clean, adjusts clothing, uses napkin.					
2. Locates and uses a public restroom with minimal assistance in the school, a store, or a restaurant.					
3. Will put on/take off outer clothing within a reasonable amount of time.					
4. Eats lunch or snack with minimal assistance.					
5. Comes into the classroom or house independently from the bus or car.					
6. Goes from classroom to bus or car independently.					
7. Knows way and can manipulate around school and playground.					
8. Responds appropriately to fire drills.					
9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.					
10. Follows school rules (outside classroom).					
11. Stays with a group when outdoors according to established school routine.					
12. Aware of obvious dangers and avoids them.					

	No	Incon- sistent	Yes	PNA	Comments
<b>COMMUNICATION</b> (Includes gesture, sign, communication board, eye pointing, speech)					
1. Attends to adult when called.					
2. Listens to and follows directions given to a group.					
3. Communicates own needs and preferences (food, drink, bathroom).					
4. Refrains from asking irrelevant questions which serve no functional purpose or are not task related.					
5. Stops an activity when given a direction by an adult to "stop."					
6. Attends to peer in large group.					
7. Responds to questions about self and family (personal information).					
8. Responds appropriately when comments are directed to him/her.					
9. Responds to questions about stories.					
10. Protests appropriately.					
11. Requests assistance from adult or peer, e.g., help in cafeteria, bathroom, mobility.					
12. Responds without excessive delay.					
13. Uses intelligible communication (speech, sign or gesture).					
14. Has sufficient communication system.					
<b>SOCIAL BEHAVIORS</b>					
1. Uses social conventions: greetings, please and thank you, excuse me, etc.					
2. Complies with teacher commands.					
3. Takes direction from a variety of adults.					
4. Separates from parents and accepts school personnel.					
5. Follows specified rules of games and/or class activities.					
6. Makes choice between preferred items or activities.					
7. Initiates interaction with peers and adults.					
8. Plays cooperatively.					
9. Respects others and their property.					
10. Defends self.					
11. Shows emotions and feelings appropriately.					
12. Responds positively to social recognition and reinforcement.					
13. Interacts appropriately at a snack or lunch table.					
14. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.					
15. Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.					
16. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.					
17. Uses language which is not obscene.					
18. Discriminates between edible and non-edible toys and objects.					
19. Uses play equipment in a developmentally appropriate manner during unstructured activities with limited adult supervision.					

## **APPENDIX C**

### **Instructional Strategies: Outline, Strategy/Change Form and Strategies**

- PURPOSE:** To assist teachers in the development of instructional strategies for improving skills from the TSAs, and to monitor changes in strategies.
- PROCEDURE:** Read through examples of strategies provided for the specific skill. Implement one of those strategies or use the Outline to develop a separate strategy. Fill out top portion of the Strategy/Changes form. Enter the date and the first strategy plan. Review the strategy periodically. Enter the new date and subsequent changes.
- REFERENCE:** See page 18 for detailed instructions.

## Project En Trans

### T.S.A. INSTRUCTIONAL STRATEGY OUTLINE

- I. DEVELOP "CLASSROOM RULES" or expected classroom behaviors. (Perhaps separate rules for each group setting).
- II. INFORM STUDENTS
- A. Verbally
    - 1. Daily or weekly as part of existing group schedule, i.e., opening circle-time, good morning time, calender time, etc.
    - 2. Individually prompt as needed, prior to specific scheduled activity.
  - B. Visually
    - 1. Post within visual range of group instructional setting(s) where behaviors are to occur.
- \*III. PROVIDE OPPORTUNITIES for the behavior(s) to occur. Set up situations and activities in which the student has opportunity to perform: may include rearrangement of physical setting, classroom routine, schedule of activities, teacher interactions and/or peer interactions.
- IV. PROMOTE DISCRIMINATION - Teach students appropriate vs. inappropriate settings to perform certain behaviors; e.g., walk/run, inside/outside voice, etc.
- V. REINFORCE NEW BEHAVIORS as they occur, on an individually determined schedule and intensity. Reinforce new "group behaviors" as well as individual students. Attempt to keep reinforcers as natural as possible.
- VI. MODEL CORRECT RESPONSE OR CORRECT AS NEEDED. Follow through on both individual and group requests. Use natural consequences whenever possible.

**PROJECT EN TRANS**

**NAME:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

**TSA I** \_\_\_\_ **or II** \_\_\_\_

**CATEGORY:** \_\_\_\_\_

**SKILL:** \_\_\_\_\_

DATE	STRATEGY/CHANGES



**INSTRUCTIONAL STRATEGIES  
FOR TRANSITION SKILLS ASSESSMENT I**

**These strategies may also be used  
with TSA II for certain skills**

**ENTRANS**  
**INSTRUCTIONAL STRATEGIES FOR INTERVENTION**  
**TRANSITION SKILLS ASSESSMENT I**

**CLASSROOM RULES**

1. Follows established class rules.

- A. Inform students of class rules both verbally and by posting in a frequently viewed place in the classroom. Reinforce all students who comply with class rules frequently; perhaps as a group discussion at the end of the day.
- B. Set up occasions for students to follow class rules. Cue student to perform specific rule when appropriate, e.g., student is trying to gain teacher attention by calling out her name, teacher cues "you need to raise your hand" and follows through with a reinforcer or model as needed.
- C. Discuss the meaning of "rules" and why it is important to have them, i.e., safety, kindness, consideration.

2. Moves through routine transitions smoothly.

- A. Post daily classroom schedule within visual range of students' desk/work area. This may be a picture clock with a pointer that can be moved at the right time. Walk through schedule and activities each morning initially so that students are familiar with classroom routines. Inform students a few minutes before the end of an activity that they have a certain amount of time left before they go on to something else. Reinforce students for completing and/or cleaning up an activity and preparing to begin another.
- B. Inform students of upcoming change in activity by signaling with a timer, verbally informing of time, pointing out the posted schedule, or by a group song about the current/next activity, i.e., "This is the way we clean up our things," and/or a song about the weather prior to opening calendar time.
- C. Break large group into small groups by requesting "all children wearing red go to . . . ", then "all children wearing blue" etc.

3. Walks rather than runs when indoors.

- A. Inform students that they need to walk when indoors and that they can run when outside. Build into your daily schedule a time each day that they are able to run outside or in a gym and point this out to them.
- B. If student has run indoors, tell them to stop and go back to where they started running, then have them walk instead. Follow through by reinforcing, modeling or providing physical assistance as necessary.
- C. Using a metronome or music, set two different distinct speeds. Explain that one is an inside/walking speed and one is an outside/running speed. Then play the different speeds and have students walk/run to the speed. Remind them that when inside they always use the inside speed except for during P.E.

4. Controls voice in classroom.

- A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
- B. Emphasize that they can use an "outdoor" voice when outside or in the gym and need to use an indoor voice while in the classroom, hallway, lunch room, library, etc. Be sure to allow opportunity each day for them to use their outdoor voice in the appropriate place.
- C. Conduct activities that teach discrimination between quiet and loud, and indoor and outdoor voices, such as a song where everyone sings loud, then soft, etc.

5. Can "line-up" and stay in line.

- A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
- B. Give specific verbal directions during transition from one activity to another following through with consequences individually.
- C. Provide opportunities for groups of students to line up, i.e., movement from one physical setting in classroom or school to the next. Follow through with individual consequences.
- D. Use a string to hold onto when walking from place to place.

6. Raises hand and/or gets teacher's attention when necessary.

- A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
- B. When student attempts to get your attention, help him through the process, i.e., "When you need my attention you need to raise your hand and wait until I call on you."
- C. Set up the classroom to provide more opportunities for students to need your attention in order to continue their working. Do not anticipate all their needs. Reinforce or model as needed.

7. Waits appropriately for teacher response to signal (raised hand).

- A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
- B. Cue student "You need to wait until I call on you." Drag it out, e.g., make the student keep waiting after you have acknowledged him for a few minutes. Gradually increase the waiting time.
- C. Provide additional opportunities within the classroom setting for this to occur. Reinforce or model as needed.

8. Helps with clean-up of a group activity when given a direction by an adult to assist with clean up.
  - A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
  - B. Provide opportunities for this to occur within the classroom setting. Arrange the classroom to allow for child access to materials. Keep this orderly to encourage.
  - C. Structure your classroom schedule to provide for a reinforcing group activity to occur once clean up has been conducted and you are ready to go on to the next activity.
9. Replaces materials and "cleans-up" own work space.
  - A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
  - B. Provide opportunities for this to occur within the classroom setting. Arrange the classroom to allow for child access to materials. Keep things orderly to encourage.
  - C. Structure your classroom schedule to provide for an individually reinforcing activity to occur once clean up has been conducted and you are ready to go on to the next activity.
10. Stays in "own space" for activity.
  - A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
  - B. Promote discrimination between different activities, i.e., working independently at your own desk or work area and being in a group free play situation where it is appropriate to get closer to someone during play and so forth.
  - C. Use carpet squares or tape to designate each child's space.

#### **WORKSKILLS**

1. Refrains from disturbing or disrupting the activities of others.
  - A. Include as one of the classroom rules. Discuss, post visually and reinforce those students that comply.
  - B. Position desks or individual work areas so they're not within students reach of each other. Reinforce working independently, while gradually moving desks closer together.

- C. Mark off individual work areas with tape, use carpet squares, placemats, etc. Teach discrimination of yours vs. his toys or materials and reinforce students for keeping hands to self.
- 2. Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.
  - A. Provide opportunities for students to work independently, initially on simple rewarding activities.
  - B. Gradually increase the amount of time between any reinforcement given, i.e, reinforce after one minute of independent work, then increase to two minutes, until finally they only receive reinforcement at the end of a work session. Reinforcement could range from tangible rewards such as stickers to points to social praise.
  - C. Visually monitor independent seat work activities. If student stops working or is distracted, ask them what they were supposed to be doing and then reinforce for getting back on task. If help is needed, ask student to "stop and think," then follow through with assistance as necessary.
- 3. Produces work of acceptable quality given his/her skill level.
  - A. Provide opportunities for students to complete work at their level of expertise. Provide challenging activities yet individualized to their abilities or limitations.
  - B. Display acceptable work on a "good work" bulletin board as a visual reinforcer to students.
  - C. Teach students to check their own work, e.g. "Are all the puzzle pieces together?", "Are all the rows completed on the worksheet?", etc.
- 4. Asks questions to get information about assigned tasks when did not understand initial instructions.
  - A. Provide opportunities for students to work independently. Initially watch for error then say "Stop and Think. What did I say?" Model as necessary.
  - B. Eventually leave some information out of instructions to promote needing to ask for more information.
  - C. Reinforce students who ask questions and therefore complete a task successfully, in front of the group.
- 5. Follows a three part direction related to task.
  - A. Establish "follow directions" as a classroom rule. Post visually and verbally inform students daily or weekly as needed. Reinforce those students who comply.

- B. Illustrate simple pictures of task step. Display on chalkboard ledge while giving directions verbally.
  - C. Initially expect compliance to one step commands, then two, then three, asking students to repeat the directions as they perform task or activity. Reinforce as necessary.
6. Works independently on a developmentally appropriate activity assigned by an adult.
- A. Provide opportunities for students to work independently, initially on simple rewarding activities. Increase amount of time between teacher/student interactions.
  - B. Visually monitor independent seat work activities. If student stops working or is distracted, ask him what he was supposed to be doing and then reinforce for getting back on task. If help is needed, ask student to "stop and think," then follow through with assistance as necessary.
  - C. Have materials organized before hand, i.e., all materials needed in one bin so that student can gather quickly and begin working. Make sure student understands materials completely. Walk through each step with him before requesting he do it on his own. Reinforce or model as needed.
7. Finds materials needed for task.
- A. Provide opportunities for students to gather their own materials. Initially place all needed materials for a specific task or activity in one bin or location. Cue the student to get his materials and reinforce or model as needed.
  - B. Eventually have materials spread out in two, then increasingly more locations, and teach student to gather each material needed. Reinforce or model as needed.
  - C. Make a checklist along with the student of what materials are needed for a specific activity and their location. Walk through gathering each material with the student and reinforce at the completion.
8. Selects and works on a table activity independently.
- A. Have options of two or more different activities that the student is motivated to work on. Provide him the opportunity to select the one he would like to work on and reinforce for making a choice.
  - B. Have materials organized into bins for a variety of table activities to decrease the amount of time needed to begin and complete working.
  - C. Be sure student understands that he does have a choice. Be specific, i.e. "You can work with the legos or the beads. You choose," rather than just presenting materials in front of him.

9. Recognizes completion of a task, indicates to adult that he/she is finished and stops activity.
  - A. Inform students of classroom rule to raise their hand if they need help or when they are finished, both by visually posting in the classroom and by verbally reminding the group daily or weekly.
  - B. Point out what steps the task involves and their sequence, emphasizing the last step. Remind student to let you know when he is finished with the last step. Reinforce or model as necessary.
  - C. Give students task that have obvious visual cues when complete, i.e., a simple worksheet that is complete at the bottom of the page. Reinforce student for stopping and waiting for you to respond.
10. Works on assigned task for 15 minutes.
  - A. Provide opportunities for independent seat work activities. Reward students who have worked an entire 15 minute session on an assigned task with an upcoming reinforcing task or activity, i.e., free play.
  - B. Use a timer to gradually increase the amount of time from one or five minutes to ten then fifteen. Use a token system of reinforcement at the completion of each interval which can be turned in for a more powerful reinforcer at the completion of fifteen minutes, i.e., three stickers earns them ten minutes of free play.
  - C. Develop activities that would naturally take approximately 15 minutes for that specific student to complete. Natural consequence would be that the task would be completed at the end of 15 minutes.
11. Self-corrects errors.
  - A. Provide opportunities for student to recognize errors before you step in and point it out to them. Cue them to check their work
  - B. Provide student with materials to self-correct, i.e., eraser, extra paper.
  - C. When an error is noticed or recognized, verbally prompt student to think through error, i.e., "What do you need to do?" If no response, "You need to circle all the b's" or "Were you supposed to circle all the letter b's or n's?" Model and physically assist then mildly reinforce.
12. Incorporates acquired skill(s) in new task.
  - A. Provide opportunity for routine tasks or activities to be done daily.



- B. Teach specific skills (cutting, folding) as part of a meaningful sequence, with an end product.
  - C. Walk through sequence of a particular task if needed, reinforcing when they recall what comes next. Remind them of skills they will need.
13. Uses classroom equipment independently, e.g., pencil sharpener, language master.
- A. Inform students that when their pencil lead breaks there is a way to fix it, point out its location and model the correct use of it.
  - B. Provide opportunities for the student to use the equipment, rather than providing an unbroken pencil.
- Perhaps at the end of the day, a student who enjoys using a particular piece of classroom equipment, e.g. the pencil sharpener, can, as a reward for good work or behavior, sharpen the teacher's pencils.
14. Uses crayons and scissors appropriately without being destructive.
- A. Teach students the appropriate way to use crayons (stay on paper/in lines) and scissors (how to hold correctly, only cut paper, keep away from others).
  - B. Provide opportunities for students to work with crayons and scissors in the classroom independently and reinforce, model or assist as necessary.
  - C. Post completed coloring or cutting activities on a "good work" bulletin board when student used these items without being destructive.
15. Imitates other children's appropriate behavior.
- A. When a child is not following the group have him watch another child and copy what that child is doing.
  - B. Play "Simon Says" or other imitation game.
  - C. Help child discriminate which children to copy.

#### **SELF-MANAGEMENT**

1. Monitors appearance, e.g. keeps nose clean, adjusts clothing, uses napkin.
- A. Teach students the appropriate ways to dress, e.g., shirt tucked in, shoes tied, nose wiped, hair clean and combed, zipper up, etc.
  - B. Point out how others are dressed and have student monitor their appearance in a mirror on a specific schedule, i.e., once each hour, after snack, recess, toileting, etc. Bring attention to areas which need attention posting pictures of other children around the classroom and in the bathroom.
  - C. Place mirrors and kleenex boxes within students reach at various locations around the classroom.

2. Uses public restroom with minimal assistance in the school, a store, or a restaurant.
  - A. Teach specific related skills in the classroom, i.e., flushing the toilet, washing and drying hands, dressing, then provide opportunities for the student to use these skills outside of the classroom.
  - B. Teach discrimination of boy/girl, men/women and a variety of universal symbols that various establishments may post on their restroom doors.
  - C. Go on field trips to restaurants and a variety of stores and provide opportunity for the student to use the restroom, initially with an adult and gradually with a visual check only and then independently.
3. Comes to an adult, when called or signaled by a bell or whistle, and lines up.
  - A. Include as one of classroom rules. Remind students of the procedure before using signal.
  - B. Provide opportunities in the classroom by using timers, a whistle, a bell or a verbal cue, as well as on the playground by the school bell or a whistle.
  - C. Role play different situations as a group and reinforce those students who comply. Model or assist as necessary.
4. Will put on/take off outer clothing within a reasonable amount of time.
  - A. Teach student related skills, i.e., zipping, buttoning, tying and allow him the opportunity to perform these skills on his own clothing, using velcro when appropriate.
  - B. Make it a part of the regular classroom routine that each student will remove their own coat or sweater when they arrive and after recess, and to put on coat or sweater before recess and leaving school. Provide only as much assistance as necessary and reinforce when complete.
  - C. Use a timer to help student become aware of amount of time taken. Use natural contingencies for slow dressers, i.e. "You can go out for recess if your coat is put on before the timer goes off".
5. Eats lunch or snack with minimal assistance.
  - A. Teach student related skills such as choosing between preferred and nonpreferred items, opening a milk carton, using silverware, carrying a lunch tray, throwing garbage away when done.

- B. Provide opportunities for each of these skills to be used in role play situations (set up play areas in classroom, expect skills at snack) as well as in the school cafeteria.
  - C. Provide as much assistance as necessary to do each step in sequence of getting, eating and cleaning up after snack or lunch, then gradually fade your amount of assistance.
6. Comes into the classroom or house independently from the bus or car.
- A. Teach students the correct route and sequence for getting off the bus (or out of car), walking the correct direction to the door, opening door and entering building. Include traffic safety.
  - B. Initially only expect the student to get out of seat independently, then gradually expect more in the sequence of activities, especially the distance walked between auto and building.
  - C. Model and assist as necessary, reinforcing each step in the process. Set up a reinforcing activity when the student enters school or home. May need to use timer to demonstrate amount of time taken. Reinforce consistently decreased amounts of time taken.
7. Goes from classroom to bus or car independently.
- A. Teach students the correct route and sequence for opening door, leaving classrooms, walking the correct direction to the bus or car, getting into the bus or car and sitting down, as well as traffic safety.
  - B. Initially only expect the student to open the door and leave the classroom, then gradually expect more in the sequence of activities, especially the distance walked between the classroom and auto.
  - C. Model and assist as necessary, reinforcing each step in the process. Provide tangible reinforcer (sticker or stamp) when sequence is complete, as needed. May need to use timer to demonstrate amount of time taken. Reinforce consistently decreased amounts of time taken.
8. Knows way around school and playground.
- A. Use simple illustrations to show different areas or rooms within the school and on the playground. Label and discuss different activities that occur in these different locations.

- B. Develop individual schedule of activity sequence for a student, noting where within school each activity will occur. Color code the different group areas or hallways (with colored tape) if possible.
  - C. Tape sounds while touring the school (kitchen, playground, front office, gym, music room, bathroom, etc.). Have students identify locations from listening to sounds on the tape, to help if they're lost in the building.
9. Responds appropriately to fire drills.
- A. Discuss fire drill procedures with all students at the beginning of the school year and periodically (once a month).
  - B. Invite the local fire chief to your classroom to discuss fire safety and fire drill procedures. Let students hear the fire drill.
  - C. Set up role play fire drills so students can practice procedures (lining up, waiting, walking with the group to designated area, waiting for signal to return to classroom, etc.)
10. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.
- A. Inform students of appropriate person to seek in different situations (recess monitor, etc.). Also teach students about different community helpers, i.e., policeman, fireman and which situations they can help with.
  - B. Role play different situations with the student having an opportunity to play both the person being hurt and the helper.
  - C. Talk about feelings and when it's appropriate to cry, yell, etc. Teach student that it's OK to express his feelings. Also teach student to communicate to peer who may have hurt them to "Stop" or "Don't do that," rather than always seeking an adult to intervene.
11. Follows school rules (outside classroom).
- A. Develop school rules (walking in hallway, staying in line or at table in cafeteria, etc.) and inform students of those rules.
  - B. Provide opportunities for students to follow school rules and model or correct as necessary.
  - C. Discuss various locations around the school and what their rules include and why (safety, quiet so people can work, etc.).

12. Stays with a group when outdoors according to established school routine.

- A. Develop a buddy system, assigning perhaps an older student to one or two younger ones. When signaled to come in, or on a class walk inform "buddy" they are responsible for specific students.
- B. Be sure students understand boundaries on playground. Use chalk or paint lines to help students visually recognize boundaries.
- C. On field trips, or when students are combined with other classes, color code class with arm bands, tags or ribbons. Emphasize safety concerns of getting lost if separated from group and reinforce students for staying with the group, either as a group or individually.

13. Aware of obvious dangers and avoids them.

- A. Teach students to discriminate between hot/cold, fast/slow, as well as concepts of "no," "don't touch," etc. Discuss examples of situations, i.e., hot fire, fast car, etc.
- B. Teach recognition of sight words and symbols for poison, caution, do not enter, walk/don't walk, etc. Discuss and role play different situations when these words or symbols may be helpful and some possible dangers associated with each.
- C. Discuss when it is appropriate to say no to an adult or peer, making your own decision about doing something, and when to tell an adult about something that has happened that made him feel "funny" or bad.

14. Discriminates between edible and inedible toys and objects.

- A. When a child puts an inedible object in his mouth, use a negative consequence consistently.
- B. Contrast edible vs. inedible objects in class discussion.
- C. Initially allow child to only manipulate objects which are too large to put in his mouth. Reinforce appropriate manipulation of toy or object and gradually reintroduce smaller objects.

**COMMUNICATION**

1. Comes to adult when called.

- A. Provide opportunities for student to respond, i.e., teacher positions self in front of classroom and asks student to come here, or to the chalkboard, etc.

- B. Reinforce student with stickers or stamps when he comes to the teacher or set up a reinforcing activity to occur following the student's compliance.
- C. Gradually increase the distance between you and the child before giving the cue.
- 2. Listens to and follows three-part directions given to a group.
  - A. Be sure student understands each specific direction given. Provide opportunities for the student to perform three-part directions, expecting first only compliance with one, then two and finally three directions, reinforcing after each, initially.
  - B. Design activities which require students to follow a series of directions in order to complete the activity.
  - C. Teach terms "many," "everyone," "all," etc. so students learn to respond to group cues rather than only individually delivered cues.
- 3. Communicate own needs and preferences (food, drink, bathroom).
  - A. Do not anticipate a student's needs. Set up situations where he needs an item in order to complete a task, e.g., give him a cup at snack but let him pour juice into it, creating a situation where he needs to initiate communication before receiving the item.
  - B. Allow student to make choices between preferred and non-preferred items and activities. Reinforce him for choosing, point out that it's OK to want something different than the other students at the group.
  - C. Provide student with the skills needed to communicate needs, i.e., if student does not use verbal language, teach gestures or signs.
- 4. Refrains from asking irrelevant questions which serve no functional purpose or are not task related.
  - A. Remind student that we are working on a specific task right now and that he needs to wait until we're done before talking about that.
  - B. Be sure to follow through with allowing time at the completion of the task to talk individually with the student. Teach discrimination between different times that it is/is not OK to talk.
  - C. Ask student "What were we talking about?" or "What are we doing right now?" Model correct answer if needed, pointing out that it is not time to talk about that. Reinforce understanding or recognition.

5. Stops an activity when given a direction by an adult to "stop."
  - A. Provide timers, bells or some cue to the group, to signal when to start or stop an activity. Model or assist as necessary and reinforce those that comply.
  - B. Establish a classroom schedule that becomes routine to the student. Teach him that when a particular activity is over, a different scheduled activity begins.
  - C. If student does not respond to verbal or nonverbal cue to stop, remove his materials and lead him into the next scheduled activity, pointing out that it's time to stop and move on to something different.
6. Attends to peer who is speaking to large group.
  - A. Build "sharing time" into classroom schedule, where peers have brought something interesting from home or have something interesting to talk about.
  - B. For other group activities, have peer hold pictures or objects he is discussing. Gradually fade this extra visual stimulation and have student attend to just peer talking (with no pictures or objects).
  - C. Start with 1 child having a turn and then gradually increase the number of students who talk cooperatively. Ask questions to encourage other students to listen.
7. Answers questions about self and family (personal information).
  - A. Encourage students to bring in pictures of family members and themselves to share during sharing time, as well as items from home. Other students can ask him questions about these items.
  - B. Teach specific skills, i.e., first and last name, address, phone number, using flash cards.
  - C. Role play situations where the students would need to use this information, e.g., when lost, when calling 911.
8. Responds appropriately when comments are directed toward him/her.
  - A. Provide opportunities for students to respond to adult or peers' questions rather than answering for him.
  - B. Model or role play looking at someone when speaking to him and responding before leaving, or changing topic.
  - C. Model correct answer to question and have student repeat after you. Reinforce for any appropriate response with model provided and eventually independently.



9. Relates experiences and ideas to others.

- A. During sharing time have students recall one thing they did last night or over the weekend and have them tell the other students something about it.
- B. Build into your classroom routine a time when each student is asked specific questions regarding what they had for breakfast that morning, how they got to school, etc. and write their answers on the chalkboard.
- C. Provide opportunities for a student to discuss how he liked/felt/what he learned from a story or experience. Encourage speaking to peers and relating his own ideas or version of what happened.
- D. Tell student before story or film that they are to listen carefully and remember something specific, e.g., the name of the girl's dog, then stop part way through and ask that question. Reinforce all correct answers, perhaps by letting that student turn the next couple of pages in the book.

**SOCIAL BEHAVIORS**

1. Uses social conventions: greetings, please and thank you, excuse me, etc.

- A. Develop classroom rule that students be "courteous to their classmates," "nice to their friends" or more specifically that they "say please and thank you, etc." Inform students by visually posting in classroom and discussing as a group on a daily or weekly schedule with individual prompts as needed.
- B. Provide a model to your students, using social conventions naturally and consistently.
- C. Develop routine situations in and out of the classroom, i.e., all students greet each other prior to beginning morning group time, students bring classroom materials to other students to promote "please and thank you," etc. Model correct use of social conventions when not used spontaneously and correct or reinforce as appropriate.

2. Complies with teacher directions.

- A. When an instructional or environmental cue is delivered (student asked to do something), expect compliance and reinforce either socially and/or with tangible reinforcers if needed. If the student does not comply, follow through with a correction at once, e.g., "Wait, put an X through all the 6's on your worksheet." Physically prompt or assist student to perform task correctly and then praise him (mildly) for doing it correctly.

- B. Set up natural contingencies within the classroom routine and follow through with consequences. For example, a cue is given to the group to put away their materials before going out to recess. If a student does not comply, he loses his recess time.
  - C. Be sure to also make requests that the student is motivated and capable of complying to, so that he receives a larger ratio of positive consequences than he does negative ones.
  - D. Make reasonable requests, ones that you are willing to follow-up with actions.
3. Separates from parents and accepts school personnel.
- A. When possible, allow student to observe/spend time in classroom prior to enrollment.
  - B. Reinforce not crying, etc. by a token system on an individual schedule of reinforcement, allowing student to turn tokens in for more powerful reinforcer at the end of the day or week.
  - C. Encourage student to find a friend in the classroom, as well as becoming familiar with toys, materials, schedule and routine. Also, do not pamper or encourage crying but rather redirect student to an activity or other student.
4. Follows specified rules of games and/or class activities.
- A. Be sure students are made aware of rules and what they mean. Also discuss why they are important, i.e., safety, consideration, fairness, etc.
  - B. Emphasize established school or classroom rules that are posted in group areas and relate game and activity rules to these.
  - C. Develop and plan simple games with only one or two rules and reinforce students who comply to these rules while playing game or while involved in specific classroom activities.
5. Makes choice between preferred items or activities.
- A. Allow student opportunities to make choices on their own. Present options during free time as well as during group by presenting two or more activities and allowing student to make choice of preferred activity.
  - B. Initially limit choices to one of two items or activities so student discriminates either/or.

- C. Reinforce decision and choice making and follow through with natural contingencies whenever possible, i.e., if student changes mind once involved in chosen activity, follow through with initial choice and later offer him the choice again.
6. Initiates interaction with peers and adults.
- A. Set up situations in the classroom, lunchroom, recess, etc. which promote peer interactions, i.e., cooperative play, sharing of work materials, etc.
  - B. Involve students in games and movement activities that require verbal interactions to be made in order for game to progress.
  - C. Structure classroom setting and activities to facilitate student interactions by requiring them in order to get needs met, e.g., at snack place empty cup in front of student and wait for them to initiate asking for milk or juice, rather than always anticipating and meeting needs.
7. Plays cooperatively.
- A. Provide opportunities for students to play together in structured activities that require cooperation, i.e., sharing crayons, dress up clothes, blocks, etc.
  - B. Model appropriate and fun sharing activities, i.e., two people both playing with blocks can build something bigger and faster and perhaps more creatively.
  - C. Structure role play activities which have specific roles for each student, i.e., "You be the mommy and she'll be the baby" or "You be the policeman and he'll be the lost child."
8. Respects others and their property.
- A. Develop as a classroom rule, post visually around the classroom and verbally inform students as a group daily or weekly, with individual reminders as needed.
  - B. Discuss each student's personal belongings in the classroom, i.e., Johnny's coat, desk, pencil, file folder, chair, crayons, scissors, as well as clothes he's wearing, glasses, etc. and why they belong to him. Discuss why certain things in the classroom belong to everyone and can be shared, while others belong to certain students.
  - C. Label items with owner's name. If a student attempts to use item, point out name on label and redirect him to his own personal belongings.

9. Defends self.

- A. Teach students that it's OK to say no to a friend or relative or someone they don't know, if that person is asking or making them do something that they don't want to do.
- B. Inform students of people that can help them, i.e., policeman, teacher, parent, another student. Role play situations ranging from being hit or verbally abused on the playground to being grabbed by a stranger and discuss who they might seek and what they would say to helper.
- C. Teach child to say no or stop to another student who is hurting them without always seeking an adult to assist. Discuss possibilities that sometimes there will be no adult around and they'll have to stop the other child on their own. Set up situations where two children want to play with the same toy and observe. If grabbing or hitting occurs and the victim seeks you, redirect him to "Say no. That's mine. Give it back please."

10. Expresses emotions and feelings appropriately.

- A. During group instruction present pictures, stories, puppets, etc. that display a variety of emotions and discuss how it is OK to feel these different feelings and it's OK to tell your friends and family about them.
- B. Role play different situations that may make you feel a certain emotion. Have students practice making different facial expressions and body movements and have other students guess which feeling they're expressing and something that might make them feel that way.
- C. When a student is expressing a true emotion, acknowledge it and take time to sit aside to discuss what they are feeling and what made them feel that way. A natural reinforcer for a student who has expressed a feeling to someone is recognition and comfort.

11. Responds positively to social recognition and reinforcement.

- A. Build into school schedule a routine for students to greet each other each morning and to respond to greeting received.
- B. When given a compliment by another student or adult, encourage and model if necessary for the student to respond by saying thank you and looking at the person.

- C. Role play giving compliments and have students practice responding appropriately. Create a reinforcing environment in the classroom where natural, genuine compliments are often given regarding work performed as well as individual dress or thought expressed. Allow opportunities for student to also receive tangible reinforcers in front of a group, i.e., class awards, posted work on "good work" bulletin board, etc.
12. Interacts appropriately at a snack or lunch table.
- A. Set up situations where the student is required to interact with peer or adult in order to get something he desires, i.e., "pass the crackers please."
  - B. Emphasize class rules of using an inside voice, keeping hands to self, staying at your seat during group, as well as specific mealtime rules, i.e., chew with your mouth closed, don't talk with your mouth full, etc. Reinforce or model and assist when necessary.
  - C. Generate appropriate mealtime conversations and encourage students to talk to their neighbors or person across from them yet not directly to person sitting three chairs down on their side.
13. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.
- A. Develop as a classroom rule that all students and adults will greet each other when they arrive to school or when starting morning group time, by saying hi or hello and perhaps hugging each other. Then emphasize that they've all said hello to each other and now it is time to start school.
  - B. When occasions arise where a student hugs or kisses another later in the day remind them that they've already said hello and now it's time to work/play. Be careful not to discourage genuine spontaneous expression of happiness, etc. however. Be sensitive to other student's reaction. If offended or uninterested redirect student to a different activity or action.
  - C. Teach and role play different situations during group time when it is appropriate to show affection and to whom. Help student discriminate between showing affection towards a good friend or a family member vs. a stranger who enters the classroom or a student they barely know on the playground. Reinforce appropriate expression of emotions to appropriate people and point out why it was appropriate, e.g., "You are proud of the good work your friend Sally did so gave her a little hug. That was nice."

14. Uses appropriate degree of cooperation with other children in order to get his/her way, e.g., is not overly manipulative.
  - A. Encourage cooperation of students by setting up games and activities where completion depends upon the cooperation of a peer. Reinforce cooperative play.
  - B. Monitor play or other classroom activities which involve cooperation and reinforce those students who do cooperate. Model or assist those students who do not.
  - C. When a student is manipulating another to get their way, model an appropriate way of asking for what they want, for taking turns, sharing, etc. Reinforce or model as necessary.
15. Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.
  - A. Stop the behavior from occurring by taking the student's hands and redirecting him into an appropriate, incompatible behavior, e.g., involve the student in appropriately manipulating a toy or object in front of him, thereby making it impossible that their hands be used for self-abusive behavior while manipulating the object.
  - B. Structure the student's environment and provide motivating activities and objects for interaction.
  - C. Use an individualized schedule of reinforcement to periodically reinforce the student for working nicely, quiet hands, etc.
16. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.
  - A. Develop as classroom rule(s), visually post in group areas and verbally inform daily or weekly with individual prompts as necessary.
  - B. Remove student from situation or group for an individually determined amount of time so he can calm down and also miss out on ongoing activity for a short period of time (time out). Be sure the student's learning environment is reinforcing to him so that he perceives time out as a negative consequence.
  - C. Within group time, discuss various feelings and emotions and appropriate ways of expressing them, i.e., a student grabs a toy or material from another student. Rather than that student hitting him, it is appropriate to say "That's mine. Give it back." Model and reinforce appropriate ways of expressing anger, frustration, etc.

17. Uses language which is not obscene.

- A. Provide appropriate role models and both use and discuss alternative phrases when angry or upset, i.e., "darn," "fiddlesticks," etc.
- B. Ignore obscene language and encourage other students to also ignore it, so the student is not receiving any attention for using it.
- C. Reinforce all appropriate use of language when student is angry or upset, as well as periodically throughout day for "talking nicely."

18. Uses outdoor equipment in a developmentally appropriate manner during unstructured activities with limited (1:30) adult supervision.

- A. Discuss appropriate ways to climb and use slide, jungle gym, swings, etc. by showing storybooks of children playing and pointing out correct use of equipment.
- B. Help student learn to discriminate high/low, fast/slow, up/down, start/stop. Discuss reasons for playing appropriately on equipment, i.e., possible safety hazards, sharing, taking turns.
- C. Provide opportunities for students to use a variety of outdoor equipment during closely monitored situations. Model or reinforce as needed. Gradually decrease the amount of supervision to include only periodic visual checks and reminders.

**INSTRUCTIONAL STRATEGIES  
FOR TRANSITION SKILLS ASSESSMENT II**

**These strategies may also be used  
with TSA I for certain skills**



**ENTRANS  
INSTRUCTIONAL STRATEGIES FOR INTERVENTION  
TRANSITION SKILLS ASSESSMENT II**

**CLASSROOM RULES**

**1. Follows established class rules.**

- A. At the beginning of the school year students may need a rule to be stated each time the rule is to be used. Some students may then need help to follow the rule with additional gestures and physical assistance. This is especially true if a child is easily distracted.
- B. As soon as possible stop physically assisting the child to follow rules; as in lining up and standing and sitting. Instead, give verbal reminders: "Where do you need to be?" or "Remember what we are going to do now." Use gestures as an added clue. For example, point to the door when it is time to line up by the door.
- C. Make sure you have the child's attention. This means you have eye contact with the child when you are giving a direction.
- D. If a child does not begin to follow the expected classroom rule when the other child's begin, have the child watch other child's. If the child is able, have him tell you what the other child's are doing. Help the child learn to watch his peers for clues on what is expected, especially when the child has difficulty understanding verbal directions or group directions, in particular.

**2. Moves through routine transitions smoothly.**

- A. Break the transition into smaller directions for the child so you can give clear short directions and will have more opportunities to praise the child for succeeding. For example: instead of "Time to line up" use 4 short directions: "Stand up"; "Push your chair in"; "Walk to the door"; "Line up."
- B. Build an actual routine around your transition times. Have the same rules and expectations everyday for a transition. In this way the child can learn the routine and not be so dependent on directions from adults.
- C. Have child's go through transitions in pairs.
- D. Plan transition times so the child's do not spend much time waiting between activities.

**3. Controls voice in classroom.**

- A. Reinforce child for using a "quiet voice" and ignore (and have other child's ignore) inappropriate or loud vocalizations or talking.

- B. Use a touch on the shoulder or a signal to remind a child to be more quiet. Remember to praise child when he is quiet.
  - C. Check to see if the child is using his voice to gain attention or get some other message across. Does he have an appropriate way to make his need known or does an appropriate skill need to be taught?
4. Uses appropriate signal to get teacher's attention.
- A. A nonverbal child will need to be taught an appropriate means of gaining attention. This could be through gestures: raising hand or waving, or prelanguage: tapping a person on the arm. For a child who has limited movement they may use a device: bell, buzzer or blinking light.
  - B. Set up opportunities for the child to gain your attention. Do not do everything for the child before he has a chance to call you.
  - C. A child may use an appropriate vocalization to gain people's attention, but this would not include a cry, scream or whine.
5. Waits appropriately for teacher response to signal.
- A. If a child is just learning to use some type of signal to gain attention, the quicker the child receives attention the better. After the child learns the purpose of signaling then the responding may be faded back to a normal range.
  - B. Let the child know that you have seen or heard his signal even though you can't attend to him at that moment. At first the amount of time between the signal and gaining attention will need to be short. The time can then be increased gradually.
  - C. If the child begins to act inappropriately while waiting for attention instead of using an appropriate signal, cue the child to use the signal and/or have someone assist him to use the signal before you attend to him.
6. Stays in designated area where activity is taking place.
- A. When first teaching a child to stay within an area, the physical environment must be arranged so that success for the child is possible. In this way the teacher can praise and reinforce the child for staying in the area. Gradually the boundaries can be less defined.
  - B. Reinforce child for being in area. Set up a schedule of reinforcing child every so many minutes. Have a determined consequence for when the child leaves the area. Be consistent.
  - C. Make sure a child does not receive more adult attention for leaving an area than when he stays in the correct area.

## **WORKSKILLS**

### **1. Refrains from disturbing or disrupting the activities of others.**

- A. Praise a child for doing activities that are not disruptive. When the child is trying to disturb others, praise child who are not being disruptive and ignore the disruptive child if possible.
- B. Really look closely at how the physical environment is arranged. Does it contribute to opportunities to be disruptive. For example: Are desks too close together? Are there too many child at one activity?
- C. Set up a consistent consequence that occurs when a child disturbs others. Teach other child if possible, to ignore the child or move away when he begins to be disruptive.

### **2. Imitates other child's appropriate behavior.**

- A. This is a very important skill. If a child has not heard or does not understand the directions for what he is to do, he should know he can watch the other child and imitate what they are doing. Many times the child can then figure out what he is to do. Tell a child to watch another child, rather than just repeating the directions to the child.
- B. When a child is confused on what he is to do direct him to watch a particular child that you name. Praise him when he observes the child and attempts to do the activity.
- C. For a small group activity play "Simon Says" and have child take turns being the leader. Children can practice their imitation skills.

### **3. Follows one direction related to task.**

- A. Call child's name so child is attending to you. Stand close to the child when giving the direction. Keep the direction short and at first include a gesture to make the direction even more clear.
- B. When you are sure the child is attending to you, give the direction only ONE time, then give the child a chance to follow the direction. If the child doesn't, repeat the direction only once as you lead him through the actions.
- C. When you give a direction be ready to follow through until the direction has been followed and remember to praise a child when he follows a direction the first time.

4. Occupies self with a developmentally appropriate activity assigned by an adult.
  - A. For child with limited abilities it is important for the teachers and parents to provide activities that are within the ability range of the individual child. This may include the use of switches to activate toys or a tape recorder.
  - B. Many children need to be taught how to play. Teach a child step by step how to interact with objects and toys. How to push, pull, dump and shake toys when appropriate. Shape the child's skills by praising him for making attempts.
  - C. After the child is occupying himself for a short amount of time, then work on extending the amount of time. Praise the child every so often for playing.
5. Selects and works on an activity independently.
  - A. Provide opportunities for the child to make a choice of which activity he would like to do and reinforce child for working independently.
  - B. The use of a token reinforcement may be used to increase length of time spent on activities.
  - C. If the child is in a mainstreamed classroom have the same consequences apply to the child as applies to all the children for being on and off task.
  - D. Provide the child the opportunities to get his own materials. Have the materials set out so that they can be easily reached. It may be necessary to start with a limited number of choices and then gradually add others.
  - E. For a child with limited movement have the child look at the materials to show which ones are needed.
  - F. Teach the child the signs needed to request materials for various common tasks.
6. Recognizes completion of task/activity, indicates to adult that he/she is finished and stops activity.
  - A. Recognizing that a task is completed is a skill of its own. At first the child may need to be told that he is finished. Tell him why he is finished.
  - B. Provide the child opportunities to tell you that he is finished. Try to provide enough time for tasks that the child has an opportunity to finish the task. Do not rush a child from one activity to another.
  - C. Provide the child with a means of communicating the concept of "finished". The child may use the sign, or a symbol in a communication board. A simple prelanguage way to show "finished" is by pushing the object away.

7. Works on assigned task for 5 minutes.

- A. Reinforce child once every minute for staying on task.
- B. See suggestions from #4 in this section.
- C. Provide a reinforcing activity that follows the assigned task. If child works on task the appropriate length of time, he can then participate in the next activity.

8. Self-corrects errors.

- A. Give the child the opportunity to correct the error. Let him know there is an error but do not tell him what the error is. At first praise the child for trying to find the error.
- B. Give the child clues for correcting the error.
- C. Reinforce the child for correcting errors by himself.

**SELF-MANAGEMENT**

1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.

- A. Rank order skills the child will need to monitor his appearance. Choose a skill, break it into small steps and begin teaching the skill daily.
- B. Make sure there is a mirror for the child to use.
- C. Reinforcement charts can be used to help a child to remember the skills being worked on.
- D. Use a signal to remind the child to check his appearance and tie this into reinforcement system.

2. Uses a public restroom with minimal assistance in the school, a store, or a restaurant.

- A. Teach the recognition of the various restroom signs beginning when the child is young.
- B. Provide opportunities for the child to use school restrooms even if the classroom has its own restroom. By doing this the teacher can see what skills the child needs to work on for using public restrooms.
- C. Provide opportunities for the child to locate the restroom on his own. Decrease gradually the amount of assistance provided in locating the restroom.

3. Will put on/take off outer clothing within a reasonable amount of time.

- A. Teach the child to remove/put on coat at the routine times. This will provide daily practice and will be at functional times.
- B. Have a reinforcing activity occur after the child arrives at school. Child may not participate until his coat is off.

3. Will put on/take outer clothing within a reasonable amount of time (continued).
  - C. Break these skills into small steps when teaching. Example: first help the child take off his coat except for the last sleeve. He then pulls coat rest of the way off.
4. Eats snack with minimal assistance.
  - A. Make sure the child has equipment and utensils that are appropriate so he has the opportunity to be as independent as possible.
  - B. Choose snack items that child can eat independently and that are very well liked to increase motivation to eat independently.
  - C. Do not assist or do not let peer assist child to open containers, baggies, or thermos until the child has made a true effort to do so on his own. Provide only the amount of assistance needed.
  - D. Teach the social skills that are a part of eating in social settings, such as using a napkin, staying in a chair, not touching others or their food and keeping food in appropriate place.
5. Eats lunch with minimal assistance.
  - A. Make sure child has equipment and utensils that are appropriate so the child has the opportunity to be as independent as possible.
  - B. Do not assist or do not let peers assist child to open containers, baggies, or thermos until child has made a true effort to do so on his own. Provide only the amount of assistance needed.
  - C. Teach the social skills that are a part of eating in social settings, such as using a napkin, staying in chair, not touching others and keeping food in appropriate place.
6. Responds appropriately to fire drills.
  - A. Have the class practice fire drill procedures more frequently, between the usual all-school fire drills.
  - B. Many childs are frightened of the alarm. Practice fire drills at first using a small bell or whistle. Have the child ring the bell or blow the whistle to begin the practice fire drill.
  - C. If the child is able to understand, show the child where the alarm is located in the building and explain why it must be loud. Make sure the child understands there is not a fire every time there is a fire drill.
7. Stays with a group when outdoors according to established school routine.
  - A. Reinforce the child on a set time schedule for staying with the group. Make sure there is a consequence for not staying with the group.

7. Stays with a group when outdoors according to established school routine (continued).
  - B. Give a child attention for staying in the group. If child receives more adult attention by leaving the group, he will continue to leave the group.
  - C. Establish a clear outdoor routine for all the child's with clear limits and expectations.
8. Aware of obvious dangers and avoids them.
  - A. Talk about dangers and have child's point out dangers that exist in the classroom, i.e., sharp scissors, electric outlets.
  - B. Praise a child for avoiding dangers and provide strong consequences if child begins to engage in a dangerous activity. The child may not have an understanding of danger, but will probably understand you do not want him to do the activity.
9. Discriminates between edible and inedible toys and objects.
  - A. When a child puts a non-edible item in his mouth tell him "No," and briefly show him what the object is for.
  - B. Reinforce the child for using objects appropriately.

#### **COMMUNICATION**

1. Attends to adult when called.
  - A. When calling a child's name include a gesture if appropriate. Expect to gain eye contact with the child unless the child has a visual impairment in which case the child would need to orient toward you rather than look at you.
  - B. Especially when beginning to teach this skill, make sure when you call the child's name the child has a true purpose for looking at you and that it will be a reinforcing reason to look. For example, call the child's name to show him how to receive an item or show him something that he likes.
  - C. Call the child's name from about 10 feet away, if the child does not attend go within three feet and call one more time and then if the child still is not looking go up and use a tap on the shoulder and then expect eye contact. Make sure you praise the child and provide a reinforcing situation when the child does look.
2. Listens to and follows simple directions.
  - A. Provide opportunities to practice the listening and following of directions. Make the directions very simple, you can even model what the direction is. Reinforce child's for both the listening skill and following the directions correctly.
  - B. After you give a simple direction have one or two child's say what the direction is, repeating it back to you so you can check their understanding.



7. Listens to and follows simple directions (continued).
  - C. Have the child watch his peers if he doesn't know what the direction was. Teach the child to use his peers as models for what is expected.
3. Communicates own needs and preferences.
  - A. Provide many opportunities throughout the day for the child to use his communication system whatever that might be. For a child who is very physically involved, the teacher should become aware of body movement, facial expressions, and gestures specific to that child as their way of telling their needs and preferences. Students with severe handicaps many times have become used to having things done for them. This is known as learned helplessness. If all of their needs are taken care of, there will be no reason for a child to learn to communicate. It cannot be stressed enough that the child must be given opportunities to communicate and there must be a reason to communicate.
  - B. Set up opportunities and purposely arrange the physical setting so that communication can take place. For example, during snack or lunch time, have the items in view and expect the children to make their own needs known in whatever manner they can. This might also be an area where much teaching takes place in the natural environment; where you teach the children the communication skills they need so that their preferences can be known.
  - C. Be direct with the child letting him know verbally and using whichever system he might understand, that you do expect him to communicate to express his needs. Also, make sure that you reinforce communication attempts either by acknowledging them or by having the child receive what he requests. If the child is just beginning to communicate his needs and preferences then make sure he is reinforced for this behavior, even though it may not be convenient for the teacher.
4. Has a sufficient communication system.
  - A. Every child has a right to communicate to the best of his ability. Design a communication system (gestures, signs, pictures, switches) for each child that takes advantage of his strengths and mental abilities. Have a specialist assist or design the system if needed.
  - B. Remember to keep expanding the child's communication system as he grows and learns.
  - C. Make sure the signs or pictures are functional and important to the individual child.



5. Stops an activity when given direction by an adult to stop.

- A. Tell the child to stop. Give him a few seconds to do so. If he does not stop, walk over and redirect the child or physically help the child to stop the activity.
- B. Make sure the child knows the difference between stop and start or stop and go. Work on the discrimination of opposites. Some children have a very difficult time stopping an activity once they have begun. The child may perseverate on certain activities.
- C. Some children understand the word "no," but do not understand the word "stop," so you may have to use "no" and include the word "stop" so that they also learn what "stop" means.
- D. Have other children model the appropriate skill of stopping when asked to do so. Have the child learning the skill observe the children stopping an activity and receiving praise.

**SOCIAL BEHAVIORS**

1. Uses social conventions: greetings, please, thank you, and excuse me.

- A. Do not respond to a child's request until the appropriate word is used. At first, prompts will be needed to remind the child. Prompts should include using the sign or asking the question, "What do you say?".
- B. Greetings can be practiced each day at school in the natural setting both with the teacher and other children. Assist the child if necessary to help him respond to other's greetings.
- C. Build a greeting time into the daily routine.

2. Separates from parents and accepts school personnel.

- A. Many times difficulty with separation is more of a problem for the parent than the child. Determine what your routine is for parents bringing their children to school. Explain the routine to the parents. Help parent and child make the separation by following your established routine.
- B. Be consistent with how you deal with separation times.
- C. Make sure children have an interesting activity to do when they first arrive at school.

3. Takes direction from a variety of adults.

- A. Provide opportunities for other adults to give directions. Make sure the other adults know how to follow through on the directions they give.

3. Takes directions from a variety of adults (continued).
  - B. Only give directions you are ready and willing to help the child accomplish. This includes: watching to make sure the direction is followed; modeling what is expected; or physically assisting the child to accomplish the direction.
  - C. Remember to notice if the child complied with what you asked and then praise the child for doing what you asked.
  - D. Be consistent and clear with your expectations for the children.
4. Makes choices between preferred items or activities.
  - A. Provide choices.
  - B. If the child has difficulty choosing from a variety of choices, have him choose from only two activities at first. Gradually increase the number of choices provided.
  - C. Once the child has made a choice, help him to stay involved in the activity for an appropriate amount of time.
5. Interacts appropriately at a snack or lunch table.
  - A. Snack and lunch times are very good times for teaching social and communication skills. Use these times to help children practice manners. For example: passing foods, offering foods to one another, talking to each other.
  - B. If a child is disruptive, remove him from the table and have him watch the other children acting appropriately. After several minutes have the child return to the table so he has another opportunity to act appropriately.
  - C. Have children take turns passing out food items and asking each other for items, so they learn to interact with peers rather than only adults.
6. Initiates interaction with peers and adults.
  - A. Many times a child must be able to respond to interactions before he will be able to initiate interactions. So make sure a child can or will respond to other's interactions before expecting him to initiate activities.
  - B. Provide opportunities for a child to initiate interactions. All the child's time must not be directed by an adult.
  - C. At first, provide assistance to the child if needed when he is attempting to begin an interaction. The help may consist of: explaining to a peer what the child is trying to say and providing interesting activities to keep the interactions going.

7. Plays cooperatively.

- A. The meaning of playing cooperatively, of course, depends on the age of the child. For a young child this may mean playing beside someone and not taking toys. For an older child this may mean adding play ideas when pretending with a group of children. Start with simple cooperative skills for a child with severe handicaps.
- B. Simple cooperative activities could be: taking turns putting puzzle pieces in a puzzle, or taking turns stirring while the other child holds the bowl during a cooking activity.
- C. Teaching turn-taking can lead to much greater cooperative play. Many activities can have a turn-taking component, just be sure the time between turns is not too long or the child will become frustrated or disinterested.

8. Refrains from damaging own or peers' possessions.

- A. Praise a child when they touch another child gently or handle a toy that belongs to another child carefully. Let the child know when he is behaving the way you like.
- B. When a child is aggressive or destructive have an immediate consequence. This could be telling the child firmly "no" and removing him from the activity for a few moments.
- C. Provide opportunities for the child to practice interacting with peers when an adult is there to supervise, correct and praise the children.

9. Defends Self.

- A. If the child has the physical ability teach him to push people away that are threatening. This can be used as a means to protest for children who do not have a formal language.
- B. Have children tell another child "no" or "go" when they are being bothered by a peer.
- C. Do not step in and solve all disagreements between peers. Give the children a chance to defend themselves or assist them to defend themselves.

10. Shows emotions and feelings appropriately.

- A. Acknowledge the child's feelings by describing to them how they must feel. For example: You feel mad because she took your toy, or you are happy because you see your Mom.
- B. Help children notice other children's facial expressions and how they feel.
- C. Have a mirror available to show children their expressions and describe what they might be feeling.

11. Responds positively to social recognition and reinforcement.
  - A. Provide opportunities for children to practice receiving social recognition from peers or adults.
  - B. A child who is not accustomed to receiving praise may not accept it easily at first. Continue praising the child so that he becomes accustomed to the praise.
  - C. Encourage children to praise each other for accomplishments.
12. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.
  - A. Some children do not know when to stop a greeting and will continue for too long. Have the child use his greeting once, if he continues to wave or say "Hi," tell him he is finished greeting and do not give him additional attention. Tell other people to only acknowledge his first greeting.
  - B. If a child is overly affectionate, teach the child to use socially appropriate greetings and ways of gaining attention. When he begins to be overly affectionate have him instead shake hands or wave "Hi."
  - C. At the beginning of the day or during a group time, have children practice appropriate ways of showing affection towards each other. Observe peers to determine what is appropriate.
13. Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.
  - A. Self abusive behaviors must be dealt with firmly and consistently. The child should be given attention and praise when he is not involved in abusive behaviors. When he is being abusive, stop him and tell him "No" and give as little attention to the child as possible. For some children more formal behavior programs will need to be created.
  - B. Is the child being self abusive out of boredom? Make sure the child has activities to keep him busy and interested in his environment.
14. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.
  - A. Praise children individually and as a group when they are playing nicely together.
  - B. Have a consistent plan for when a child is physically aggressive towards another person. Make sure the child does not receive more attention for misbehaving then for when he behaves nicely.
  - C. Have the child sit away from the group for a short amount of time if he is aggressive. Give him another opportunity then to rejoin the activity so he will have the chance to practice behaving correctly.

## **APPENDIX D**

### **Environmental Planning Outline**

- PURPOSE:** To provide a structure for observing possible classrooms or to compare important elements of different placements.
- PROCEDURE:** Parents or staff review this outline prior to making a classroom visitation. Check points of particular interest. Use form itself during visit if desired or make notes shortly following if more convenient.
- REFERENCE:** See page 24 for detailed instructions.

**Project EnTrans  
Environmental Planning Outline  
Guidelines for Use**

**Purpose** - To provide a framework for comparing different potential receiving sites and/or to compare the current educational placement with future ones.

**Who Administers** - The EPO is designed to be used by parents as a checklist or guide while observing different classrooms, programs and schools. Professionals may also use this form for gathering comparative information.

**How Long** - Ten to fifteen minutes should be set aside for familiarization of the items. Classroom observation time of  $\frac{1}{2}$  hour to 2 hours per site usually provides enough time to complete the form and get an accurate picture of the setting.

**Procedure** - Prior to visiting any classrooms, the user should become familiar with the items on the EPO. Put a ✓ next to items which are a priority for your child. These will be items you will definitely want to find out about during your observations.

**Filling out the form** - Write in the name of the school and type of classroom, for example, resource room, kindergarten, developmental learning center, or first grade, in the spaces provided at the top of each page. The spaces next to each item are for quantitative or qualitative comments. Jot down what strikes you about each item for the different environments. Remember that when you are observing in any classroom, the teacher's job is to teach. Write down lengthy questions in Section V so you will be able to get them answered later (outside of class time).

**Reviewing the completed EPO** - Think about your child's current level of functioning. How well would he or she fit into the classrooms you observed? How could an environment be changed to better meet your child's needs? Are there specific skills that your child could acquire to better prepare him or her for an environment? Where do you feel your child would be most comfortable and have his/her educational needs best met? Should yet another placement be considered or designed?

**PROJECT EN TRANS**  
**ENVIRONMENTAL PLANNING OUTLINE**

If Priority Concern	School Option #1		School Option #2	
	*Setting 1	Setting 2	Setting 1	Setting 2
<b>I. ACCESSIBILITY</b> Are there ramps, stairs or long distances involved in getting around the building? Will my child have special needs getting to or using the following?				
A. Bus Stop				
B. Classroom				
C. Bathroom Location				
D. Lunchroom				
E. Playground				
F. Library				
G. Other				
<b>II. STAFF/SERVICES</b> Are there differences across settings in staff training/certification? Is the availability and frequency of special services equivalent across settings?				
A. Teacher (name/certification)				
B. No. of Instructional Assistants				
C. No. of Students				
D. Staff/Student Ratio				
E. Availability/frequency of Special Services				
1. Speech/Language				
2. Physical Therapy				
3. Occupational Therapy				

\*Please indicate type of classroom

If Priority  
Concern

School  
Option #1

\*Setting 1

Setting 2

School  
Option #2

Setting 1

Setting 2

4. Music

5. P.E. (Adaptive?)

6. Counselor

7. Other

### III. INSTRUCTION

Are there differences in the type  
and orientation of instruction?

A. Format - What percentage  
of time (approx.) is spent in the  
following instructional formats?

1. Large group (7 or more)

2. Small group (2-6)

3. Individual

4. Peer tutor

B. Directions - Are there differ-  
ences in how directions are  
given to students?

1. Oral

2. Written

3. Sign Language

4. Copy from blackboard

5. Other

C. Evidence of Student  
Performance - Are there differ-  
ences in how the teacher  
measures student progress?

1. Oral

2. Written

3. Sign or other alterna-  
tive communication  
system



✓ If Priority  
Concern

School  
Option #1  
\*Setting 1      Setting 2

School  
Option #2  
Setting 1      Setting 2

4. Product expectations (name, date, neatness)

5. Self-paced materials

6. Other

D. Feedback to Students - Are there differences in the amount and types of feedback given to students to increase learning?

1. Praise

2. Tangible reinforcers (stickers, food)

3. Tokens or points

4. Group reinforcers (popcorn parties, etc.)

5. Other

E. Curriculum - Are there differences in emphasis on curricular areas? How is the curriculum chosen? What is the curriculum for the following?

1. Reading

2. Math

3. Language Arts

4. Other

F. Materials - Are there differences in materials used routinely in the classrooms? How often are the following used?

1. Workbooks

2. Chalkboard

3. Language Master

4. Tape Recorder

5. Computer

6. Other

If Priority Concern	School _____ Option #1	School _____ Option #2
	*Setting 1 _____	Setting 2 _____
<b>IV. COMMUNICATION WITH PARENTS</b> What are the differences in type and frequency of communication with parents? Indicate how often contact is made by the teacher (daily, weekly, monthly, quarterly, annually).		
<u>Note</u>		
<u>Phone Call</u>		
<u>Conference</u>		
<u>Other</u>		
<b>V. QUESTIONS TO ASK LATER</b>		

## **APPENDIX E**

### **Transition Timeline**

- PURPOSE:** To outline the transition process, assign responsibilities and identify dates for completion of specific transition events.
- PROCEDURE:** Receiving and sending agencies review the Transition Timeline Form to determine if those 21 transition events are applicable. Receivers indicate preferred month for completing each item in the comments/necessary action column. Receiving and sending agency administration then meet to determine responsibilities and specific completion.
- REFERENCE:** See page 11 for detailed instructions.

Child's Name \_\_\_\_\_

Beginning Date \_\_\_\_\_

**PROJECT EN TRANS  
TRANSITION TIMELINE FORM**

Sending Agency \_\_\_\_\_

Receiving Agency \_\_\_\_\_

Transition Events	Comments/Necessary Action
1. Parents are informed by _____ (sending staff) of a potential placement change by _____ (Spring of next to last pre-school year).	
2. _____ (sending staff) sends IPP notice to receivers including a letter introducing the child.	
3. Initial transition conference is held in conjunction with Fall preschool IPP meeting by _____ (date).	
4. Parents observe receiving programs using EPO by _____ (October-May).	
5. Reciprocal visits by staff occur by _____ (date).	
6. Joint in-service for staff conducted by _____ (date).	
7. Senders complete a Child Summary Form in cooperation with parents and send to receivers for review by _____ (date).	
8. Parents complete Location of Information Form by _____ (date) and submit to _____ (receiving staff).	
9. _____ (sender staff person) completes Assessment Data Survey by _____ (date) and submits to _____ (receiving staff).	
10. _____ (receiver staff person) completes Records Transfer Survey by _____ (date) and submits to _____ (sending staff).	

Transition Events	Comments/Necessary Action
11. _____ (receiving staff) coordinates transfer of records information by _____.	
12. Pre-placement evaluation is reviewed by _____ (date).	
13. Transition Planning Conferences are held among senders, receivers and parents by _____ (date).	
14. A tentative placement decision is made in cooperation with parents by _____ (date).	
15. Parents are given instructions regarding starting date, transportation, program hours, teacher's name by _____ (date).	
16. Records are transferred to receivers by _____ (date).	
17. Child begins new placement by _____ (date).	
18. Receiving teacher completes TSA by _____ (date).	
19. _____ (receiving staff) completes Post Placement Communication Contact List by _____ (date) and returns to sending teacher.	
20. Follow up phone call is made by _____ (staff name) by _____ (date).	
21. Receiving teacher completes second TSA by _____ (date).	

## **APPENDIX F**

### **Child Summary Form**

- PURPOSE:** To provide receiving agencies with information that will be helpful in making an appropriate placement decision about specific children.
- PROCEDURE:** Sending agency staff complete the Child Summary Form in cooperation with the parents and give a completed copy to the receiving agency. Receivers review the completed Child Summary Form in preparation for placement decision meetings.
- REFERENCE:** See page 12 for detailed instructions.

**PROJECT EN TRANS**  
**Child Summary Form**

Date \_\_\_\_\_ Form Completed By \_\_\_\_\_  
Child's Name \_\_\_\_\_ Name Child Called \_\_\_\_\_  
Birthdate \_\_\_\_\_ Chronological Age \_\_\_\_\_  
\_\_\_\_\_ years, months  
Address \_\_\_\_\_ Home School District \_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_ Projected Grade Level \_\_\_\_\_  
(Preschool, Kindergarten,  
1st Grade)

Mother's Name \_\_\_\_\_ Father's Name \_\_\_\_\_  
Address \_\_\_\_\_ Address \_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_ Telephone \_\_\_\_\_  
Sibling Names \_\_\_\_\_;  
\_\_\_\_\_;

Sending Teacher's Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Support Staff's Name/Position \_\_\_\_\_ Telephone \_\_\_\_\_  
Support Staff's Name/Position \_\_\_\_\_ Telephone \_\_\_\_\_  
Support Staff's Name/Position \_\_\_\_\_ Telephone \_\_\_\_\_

Child's Disabilities and Degree of Involvement: \_\_\_\_\_

Medical Precautions: \_\_\_\_\_ Physical Precautions: \_\_\_\_\_

Medical Management: \_\_\_\_\_ Physical Management: \_\_\_\_\_

Behavior Precautions: \_\_\_\_\_ Other Concerns & Management: \_\_\_\_\_

Behavior Management: \_\_\_\_\_

Child's General Developmental Levels: Please indicate developmental age, date of test administration, and assessment tools that were used.

Social	_____	_____	Fine Motor	_____	_____
	Age (year/month)	Date/Tool		Age (year/month)	Date/Tool

Cognitive/ Academic	_____	_____	Gross Motor	_____	_____
	Age (year/month)	Date/Tool		Age (year/month)	Date/Tool

Receptive Language	_____	_____	Self-Help	_____	_____
	Age (year/month)	Date/Tool		Age (year/month)	Date/Tool

Expressive Language	_____	_____	Adaptive Behavior	_____	_____
	Age (year/month)	Date/Tool		Age (year/month)	Date/Tool

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Child's Current Program: Please indicate the time per day/week as appropriate.

<u>Service Type</u>	<u>Time Per Day/Week</u>	<u>Service Type</u>	<u>Time Per Day/Week</u>
Classroom Program	_____	Physical Therapy	_____
Home-Based Program	_____	Speech/Language Therapy	_____
Occupational Therapy	_____	Other _____	_____
<u>Needed Related Services:</u>			

Communication/Language Therapy \_\_\_\_\_

Occupational Therapy \_\_\_\_\_

Physical Therapy \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

Projected Program Change Date: \_\_\_\_\_

Recommended Placement Type: \_\_\_\_\_

Projected Placement: \_\_\_\_\_

Agency, Program

Location

Contact Name, Position

Telephone Number

Agency, Program

Location

Contact Name, Position

Telephone Number

Date Parents to Visit Program: \_\_\_\_\_

Actual Placement: \_\_\_\_\_

Agency, Program

Location

Date New Placement Begins: \_\_\_\_\_

Child Summary Form - Page 3 of 3

## **APPENDIX G**

### **Location of Information Form**

- PURPOSE:** The purpose of this form is to help parents identify where information about their child is located and to help the school district obtain permission for the most pertinent information.
- PROCEDURE:** The parent completes this form with the help of the Early Intervention staff, if necessary. It is given to the receiving school district. They will then obtain release forms for the specific records they need.
- REFERENCE:** See page 12 for detailed instructions.

## PROJECT EN TRANS

### Location of Information Form (Parents)

In order to ensure that all pertinent medical and evaluation information is obtained by \_\_\_\_\_, they need to know what information is available. You will be asked to sign for release of any information which is considered to be helpful for your child's transition:

Please list on this form all sources of medical and evaluation information for your child. Please return the form to \_\_\_\_\_ by \_\_\_\_\_. Thank you.

Child's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Agency/Doctor	Type of Evaluation	Date(s)
1. Crippled Childrens Division		
2. Pediatrician: _____ _____ _____		
3. Diagnosis & Evaluation Center		
4. Education Evaluation Center (W.O.S.C.)		
5.	Hearing	
6.	Vision	
7.		

## **APPENDIX H**

### **IPP/Initial Transition Conference Evaluation Form**

- PURPOSE:** The purpose of this strategy is to bring parents, senders and receivers together in a pre-placement meeting to discuss the child's current IPP, and his/her anticipated needs, and the services that will be available through the receiving agency.
- PROCEDURE:** The IPP and Initial Transition Conference should be held in conjunction with the time agreed upon on the transition timeline. The conferences are held at the sending program because both parents and sending staff will be most comfortable in this setting.
- REFERENCE:** See page 15 for detailed instructions.

## PROJECT EN TRANS

### IPP AND INITIAL TRANSITION CONFERENCE EVALUATION

Parent _____	Administrator _____	Language Consultant _____
Early Intervention Staff _____	Teacher _____	PT _____
School District Staff _____	Psychologist _____	OT _____
ESD Staff _____	MR/DD Case Manager _____	Other _____

1. Was the purpose of the conference made clear to you?
2. Which aspects of the conference did you find most helpful? e.g. review of child's current level of functioning, goals for final preschool year, Transition Timeline Form.
3. Which aspects of the conference did you find least helpful?
4. What questions do you have now?
5. Should discussion of transition be included in next year's preschool IEP meetings?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. Comments/Recommendations:

Thank you!

## **APPENDIX I**

### **Records Transfer Survey**

- PURPOSE:** To prepare the sending and receiving agencies to transfer records. The information needs of the receiving agency are compared with data available from the sending agency.
- PROCEDURE:** The Records Transfer Survey is routed among receiving staff, rather than have each member of the receiving staff complete an individual copy of the survey.
- REFERENCE:** See page 15 for detailed instructions.

PROJECT EN TRANS

Records Transfer Survey

In order to ensure that children's records from \_\_\_\_\_ will meet our program's needs, we must know what information we will need from that agency.

Please list on this form any records you will need. Base your needs on your perspective as a teacher, occupational therapist, physical therapist, communication disorders specialist, psychologist, nurse, program coordinator, or director. Please route the form to \_\_\_\_\_ by \_\_\_\_\_.

Note: Sample forms would be appreciated. Please attach them to this survey. Thank you.

INFORMATION NEEDED	HOW IT WILL BE USED	BY WHOM	DESIRED FORMAT
--------------------	---------------------	---------	----------------

## **APPENDIX J**

### **Assessment Data Survey**

- PURPOSE:** To prepare sending agencies to transfer records to receiving agencies. Sending agencies must specify the type of assessment, tools used, who assesses and how frequently.
- PROCEDURE:** The Assessment Data Survey can be routed among sending agency staff. This will eliminate the need to summarize the results from several copies of the survey. After agency administrators identify what assessment data are available, they must negotiate the information exchange.
- REFERENCE:** See page 15 for detailed instructions.



## PROJECT EN TRANS

### Assessment Data Survey

In order to ensure that all pertinent assessment information is transferred to \_\_\_\_\_, they need to know what records are available, for \_\_\_\_\_.

Please list on this form all assessment information that you have. Please route the form to \_\_\_\_\_ by \_\_\_\_\_. Thank you.

ASSESSMENT TYPE	TOOL USED	WHO ASSESSES	ASSESSMENT FREQUENCY
--------------------	-----------	--------------	-------------------------

## **APPENDIX K**

### **Records Feedback Form**

- PURPOSE:** To evaluate the information exchange that occurred as a result of Appendices H and I. The evaluation results can be used to refine and improve the process for future transitions.
- PROCEDURE:** The responsibility for the transfer of pertinent information is shared by both the sending and receiving agencies. Receivers will complete the Records Feedback Form one or two months following the placement of children into the new program.
- REFERENCE:** See page 15 for detailed instructions.

# PROJECT EN TRANS

## Records Feedback Form

In order to assess the usefulness of the records sent to \_\_\_\_\_ from \_\_\_\_\_, we have been asked to provide feedback to their staff. Please complete this form and return it to \_\_\_\_\_ by \_\_\_\_\_. Thank you for your thoughtful responses.

1. Were the following records useful for carrying out the activities that are listed below?  
Y (yes) or N (no)

RECORD TYPE RECEIVED	DETERMINE ELIGIBILITY	RELATED SERVICES	DECIDE ON PLACEMENTS	DEVELOP IEP	DEVELOP INSTRUCTIONAL PLANS
Standardized Test Results					
a. academic/ cognition	Y N	Y N	Y N	Y N	Y N
b. language/ communication	Y N	Y N	Y N	Y N	Y N
c. physical	Y N	Y N	Y N	Y N	Y N
d. social/ adjustment	Y N	Y N	Y N	Y N	Y N
Medical Records	Y N	Y N	Y N	Y N	Y N
Child Summary Form	Y N	Y N	Y N	Y N	Y N
Individualized Education Plan	Y N	Y N	Y N	Y N	Y N
Other _____ (please specify)	Y N	Y N	Y N	Y N	Y N

2. What recommendations would you make for improving the records for the determination of eligibility for children?

**Records Feedback Form - Page 2 of 2**

3. What recommendations would you make for improving the records for the determination of placements and related services needs?
4. How could the records be improved for developing written individualized plans and instructional programs?
5. Additional comments:

4. How could the records be improved for developing written individualized plans and instructional programs?

- 5. Additional comments:**

**'Thank you!**

## **APPENDIX L**

### **Post Placement Communication Contact List**

- PURPOSE:** The goal of postplacement communication is for direct service staff to exchange follow-up information and records for specific children after the child has arrived at the new placement. The purpose of the CONTACT LIST is to facilitate postplacement telephone calls between direct service providers.
- PROCEDURE:** Receivers complete the CONTACT LIST and send it to senders. Sending agency staff then schedule telephone conferences with their receiving agency counterparts, who are listed on the CONTACT LIST.
- REFERENCE:** See page 29 for detailed instructions.

# PROJECT EN TRANS

## Postplacement Communication Contact List

Sending Agency \_\_\_\_\_ Receiving Agency \_\_\_\_\_ School Year \_\_\_\_\_

Receivers complete this form and submit it to senders. The sending agency staff use this form to make follow-up phone calls.

Child's Name \_\_\_\_\_ Sending Teacher \_\_\_\_\_ Phone \_\_\_\_\_

	Phone #	Best Time to Call
Program Supervisor _____	_____	_____
School/Principal _____	_____	_____
Teacher _____	_____	_____
Teacher _____	_____	_____

### Support Personnel

Name	Position	Phone #	Best Time to Call
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## **APPENDIX M**

### **Post Placement Communication Log**

- PURPOSE:** The purpose of the CONFERENCE RECORD is to facilitate postplacement telephone calls between direct service providers. Suggested topics for the telephone conferences include: the transfer of equipment, the arrival of records, and answering receivers' questions.
- PROCEDURE:** Senders document each telephone conference held with receivers by completing the CONFERENCE RECORD. The CONFERENCE RECORD is designed to be completed in a short answer format.
- REFERENCE:** See page 29 for detailed instructions.

# PROJECT EN TRANS

## Postplacement Telephone Conference Record

Sending Agency \_\_\_\_\_ Receiving Agency \_\_\_\_\_ School Year \_\_\_\_\_

This form is designed to help senders keep a record of follow-up telephone calls to receivers. Suggested topics for calls are included with space to record short answers. The Postplacement Communication Contact List provided to you by your transition partner will help you schedule and conduct the telephone conferences.

DATE	CHILD'S NAME	STAFF MEMBER CALLED	EQUIPMENT TRANSFERRED?	RECORDS ARRIVED?	QUESTIONS FROM RECEIVER	COMMENTS
------	--------------	------------------------	---------------------------	---------------------	----------------------------	----------



## **APPENDIX N**

### **Parent Needs Assessment**

- PURPOSE:** To help Early Intervention staff or parents focus on inservice topics of interest to them.
- PROCEDURE:** This form can actually be distributed to parents involved in an Early Intervention program or it can be adapted to better suit the needs of the program. The information could also be collected informally at a meeting or individually. Common areas for inservice can be identified and then evaluated after intervention has occurred.
- REFERENCE:** See page 23 for detailed instructions.

## Parent Needs Assessment

## SECTION 1: KNOWLEDGE

**Do you have questions about:**

## **I. Community Resources.**

- A. Diagnostic, evaluation and treatment sources**
  - 1. Physician
  - 2. Physical therapist
  - 3. Occupational therapist
  - 4. Speech/hearing therapist
  - 5. Counseling
  - 6. Vision testing
  - 7. Orthopedics
  - 8. Public health care
  - 9. Genetic counseling
  - 10. Dental health
  - 11. Advocacy groups
- B. Educational programming**
  - 1. Attending a parent group meeting
  - 2. First aid procedures
  - 3. Sex education
  - 4. Laws relating to special education
  - 5. School programs available for your child
  - 6. Reports from your child's teachers, therapist, etc.
- C. Support services**
  - 1. Respite care
  - 2. Transportation
  - 3. Supplemental Security Income
  - 4. Recreation
  - 5. Aid to Dependent Children

[illegible]



## **APPENDIX O**

### **Sample Parent Program Evaluation**

- PURPOSE:** To evaluate the success of a parent program.
- PROCEDURE:** This list of needs was generated using the Parent Needs Assessment (Appendix M). At the end of the year it was given to the parents who participated in the program. The information could then be used to improve it for the next year.
- REFERENCE:** See page 24 for detailed instructions.

## Project EnTrans

### Parent Program Evaluation

Please take a few minutes to complete this form so that our program can continue to improve services to parents.

#### Identified Parent Needs (from fall 1984)

1. Behavior management techniques
2. How to work with their children at home
3. Babysitting and transportation co-op established
4. Respite care options in the community
5. Regular scheduled meetings with teachers regarding their child's progress throughout school year
6. Flyer sent out quarterly regarding classroom/school activities
7. Information regarding variety of handicapping conditions
8. How to inform the community about handicapping conditions and to become more "visible" in the community
9. School options available in community placement as well as educational, vocational and living environments for high school students and young adults
10. Support from each other (parents)
11. Experiences and support from parents who have gone through the transition process
12. Sharing of materials, books, toys, clothes, etc. between families
13. Parent and student rights according to PL 94-142.

More Than Adequate	Adequately Met	Addressed, But Still a Need	Not Addressed No Longer A Need

Superior	Good	Fair	Less Than Fair	Poor

Overall, I consider the parent program in my child's preschool

## **APPENDIX P**

### **Transition Guidelines for Parents**

- PURPOSE:** Transition experiences of other parents and concrete suggestions for addressing each experience are described in Transition Guidelines For Parents. The purpose of the strategy is to prepare parents for transition. The Guidelines also help parents understand how staff often feel about children moving between programs.
- PROCEDURE:** Parents whose children are moving to a new program and parents who recently moved from the sending agency's program are invited to attend a parent group meeting. One of the activities at such a meeting is problem solving; parents are divided into small groups and using the problems described on the Transition Guidelines form, they generate potential solutions. The small groups are followed by a large group discussion where participants share the solutions they've developed. The solutions provided on the Transition Guidelines form have been collected from other parents and staff who have participated in transition. These solutions are intended for discussion following the problem solving activity.
- REFERENCE:** See page 24 for detailed instructions.

## Project EnTrans

### TRANSITION GUIDELINES FOR PARENTS

The **Transition Guidelines** are designed to help you and your child as your child moves into a new program. On one side of the page are common transition problems that parents have had. The other side of the page has been filled out with suggestions written by other parents and by staff. Advance planning for transitions helps make the changes smoother for everyone concerned — the child, parents, and staff. **Transition Guidelines for Staff** are also available.

COMMON EXPERIENCE	POSSIBLE SOLUTION
<p>1. The transition is often difficult for the staff that has been working with you and your child. They have to accept "letting go" of the close contact with you and your child. Although the staff want to be positive about the new placement, the "letting go" feelings and their (sometimes) limited knowledge about the new program may interfere. They care about you and your child and might be overly protective, though well-meaning.</p>	<p>Assure the current staff that you realize the new placement will provide new experiences and learning opportunities that will benefit your child.</p>
<p>2. A change in program for your child requires adjustment; for some parents it is one of the most difficult changes. Perhaps you have been participating in your child's program on a regular basis. It is likely that you will miss the regular involvement with your child's program as well as the contact with the staff and other parents.</p>	<p>Meet with the new staff to discuss and establish your child's program. Let them know how you would like to be involved.</p>
<p>If a staff member has been coming to your home, you may miss both the active involvement with your child's program and the staff member with whom you have been working so closely.</p>	<p>By meeting with the new staff, you will be able to plan together how you will be involved in the new program.</p>
<p>As your child becomes older, his/her program will change. More emphasis will be placed on independence and on social interaction with peers. Individual physical therapy or language therapy for your child is likely to change to small group therapy or consultation between the classroom staff and the therapist. It may be most practical for your child to ride the bus to school or for you to carpool with other families.</p>	<p>As with any maturing child who is gaining independence, you will need to accept changes as your child gets older.</p>
<p>3. If the length of your child's program day and the number of days that your child attends a program is longer than you have been accustomed to, this will require adjustment. Your child may do very well with the longer program day but you may feel a certain sense of loss, of not being with your child as much. Sometimes the program day may be shorter than your child's present program.</p>	<p>Observe the new program to familiarize yourself with the new staff so that you will feel confident about your child's program. It is okay to take a day off occasionally to be with your child or to pick your child up early for extra time together.</p>

COMMON EXPERIENCE	POSSIBLE SOLUTION
<p>4. <b>Parents sometimes feel that they are not being informed of all of the details of their child's program in time to plan for the change.</b> Information that you will need as your child begins a new program includes: the date that school begins, how to make transportation arrangements, the teacher's name, the program's hours, what to do if your child is ill or needs to leave early on a given day, and when the Individualized Educational Plan (IEP) conference will be held.</p>	<p>Be sure to ask the new staff your questions. They want to provide all the information you need to know, but may overlook some details unless you ask.</p>
<p>5. <b>The staff in your child's new program want to fulfill your expectations.</b> It is frequently an anxious time for both you and the new staff. You will need to build a new partnership with the staff which takes mutual trust, respect, understanding, and, most of all, time.</p>	<p>Know that the partnership takes time and that everyone is anxious to establish the trust and security necessary to provide the best learning environment for your child.</p>
<p>6. <b>There are individual differences in how children adjust to a change in programs.</b> Some children have a difficult time making the transition. It may appear as if your child actually is losing skills that he/she demonstrated in the old program, particularly in the communication/language and social interaction areas. Toileting skills may lapse for a period as your child adjusts to the new staff, the new children, and the change in routine. You may find that your child is behaving differently at home. Your child may need time to adjust and you and the new staff may need patience during the child's adjustment. Then again, your child may adjust rapidly to the new program.</p>	<p>Changes are upsetting to all of us. Parents can help by being positive about the "new" school.</p>
<p>7. <b>The first few weeks of the new program may be the most difficult for you.</b> Frequently, parents state that their child is doing just fine and loves the new program. However, the parent feels left out. The new staff have their hands full getting to know your child and all of the other children. It is frustrating for parents and for staff not to have time to talk during these first weeks, except for fleeting moments.</p>	<p>Offer to help in the classroom on a specific day for a specific activity.</p> <p>Take some time to write a personal note to the teacher in a positive tone that encourages him/her to respond.</p> <p>Join the new program's parent group.</p>
<p>8. <b>Some staff members feel that it is important to get to know a child before reading the reports and recommendations from a previous program.</b> You may find that the new staff are asking questions about your child's former program that you know have been answered in detail in the reports that were sent. This may cause you some concern about the continuity in your child's program. However, many professionals prefer to obtain some of this crucial information first from you or from direct involvement with your child.</p>	<p>Talk willingly with the new program staff about your child's past program.</p>



## **APPENDIX Q**

### **Evaluation of Parent Group Transition Meeting**

- PURPOSE:** To evaluate a parent group transition meeting.
- PROCEDURE:** Parents complete the Meeting Evaluation at the end of the group meeting. Agency administrators can use this information to plan activities for the following year.
- REFERENCE:** See page 24 for detailed instructions.

## **Project EnTrans**

### **Parent Group Transition Meeting Evaluation**

1. What did you like the most about the meeting?
  
  
  
  
  
  
  
  
  
  
2. What did you like the least?
  
  
  
  
  
  
  
  
  
  
3. What questions do you have now?
  
  
  
  
  
  
  
  
  
  
4. Should this meeting be held next year for parents whose children are moving to a school district program?  
  
Yes \_\_\_\_ No \_\_\_\_
  
5. Comments/Suggestions:

**Thank You!**

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Used with permission from: Single Portal Intake Project, Networking and Evaluation Team, University of Washington.

## **APPENDIX R**

### **Evaluation of Parent Visits**

- PURPOSE:** Classroom visits help parents learn more about different programs and help them be a more informed decision maker. This form is used to evaluate visits.
- PROCEDURE:** The parents making visits complete the evaluation form and return it to the receiving school special education staff. They review the evaluations to improve the experience for future parents and to respond to any questions or concerns.
- REFERENCE:** See page 24 for detailed instructions.

## Project EnTrans

### Parent Evaluation of Visits

1. How many classrooms did you visit? \_\_\_\_\_

**2. What did you like best about the visits?**

**3. What did you like least about the visits?**

**4. Did you use the Environmental Planning Outline (EPO)?**

5. How helpful was it (not very helpful=1; very helpful=4)

**1                      2                      3                      4**

6. Would you recommend that other parents make a similar visit? Yes \_\_\_\_\_ No \_\_\_\_\_

**7. COMMENTS:**

## **APPENDIX S**

### **Transition Guidelines for Staff**

- PURPOSE:** The purpose of this strategy is to prepare staff to help parents and children with moving to a new program. Transition Guidelines For Staff describe common experiences and concrete suggestions for assisting with each experience. Transition Guidelines also make sending and receiving staff aware of how their counterparts in other agencies may feel about children moving between programs.
- PROCEDURE:** Inservice meetings are conducted, either jointly with other agencies or separately. The problems listed on the Transition Guidelines form are intended to stimulate discussion at the inservice. Staff break into small groups and generate solutions to the problems provided. The small groups are followed by a large group discussion. At this time the solutions provided on the Transition Guidelines form can be shared.
- REFERENCE:** See page 25 for detailed instructions.

## Project EnTrans

### TRANSITION GUIDELINES FOR STAFF

The **Transition Guidelines** will help you help children and their parents with the transition into the new program. The left-hand column consists of common transition problems parents and staff have had. The right-hand column has been filled in with suggestions written by other staff and parents who have gone through transition. Advance planning for transitions helps make the changes smoother for everyone concerned — the child, parents and staff. **Transition Guidelines for Parents** are also available.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
1. As a "sending" staff member, the transition of children and their families may be difficult for you. You have invested time, care and thought in the child and his/her family. It is hard to "let go," particularly when you do not have much information about the new program.	<p>Get to know the new programs and staff where you are referring families. Visit the programs and talk with the staff to gain confidence in their expertise and philosophies. Hold transition conferences with the new staff and parents. It is important to have an understanding of the array of services available to children and families.</p> <p>Talk to parents about your feelings related to the transition. Talk to parents about the new program. Let parents know that you are interested and would like to hear from them.</p> <p>Help parents become advocates for their children and themselves so that you will feel confident that they can succeed without your assistance. Alert other agencies who are serving the child about the upcoming transition. Knowing that you have done your best to help with the transition will ease your anxiety about the process.</p> <p>Encourage parents to have realistic expectations about both their child and the new program.</p> <p>Assign a transition case manager or transition team leader to work with the families and with the new program.</p> <p>Give the new staff clear information regarding the child's skill levels and needs. If you know that the new teacher has this information, then you will have more peace of mind.</p>

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**COMMON EXPERIENCE**

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**POSSIBLE SOLUTIONS**

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1. continued

Sometimes a closure event like a graduation party can help everyone feel positive and optimistic about the change.

After the child has entered the new program, check back with the new teacher for any follow-up information that is needed.

Begin planning early for the transition. Assure the parent that change does not mean regression. As long as the child makes progress they should accept the new program.

Arrange for the parents to talk with the new staff about the service delivery mode.

It is appropriate for the sending staff to remain actively involved for a time, decreasing as the child matures and the parent is comfortable with the new setting.

Plan for formal transition conferences between the present teacher, parents and the new program's staff.

Staff use outcome statements rather than strategies for achieving the outcome(s).

Be supportive of parents' feelings about the change. Remind parents that it is okay to take a day off occasionally to be with the child, or to pick the child up early for extra time together.

Observe the new program with parents, when possible.

Encourage parents to get answers to their questions. Once they have the answers, the worrying can stop.

2. A change in the service delivery model is frequently one of the most difficult adjustments for parents. Parents are most comfortable with the services and staff that they know. Parents who have regularly participated in their child's center-based or home-based program often miss the active involvement with their child's program and with the staff. Parents from center-based programs with regular parent participation also feel the loss of support they received from other parents. A change in related service delivery from individual physical therapy or language therapy to group therapy or classroom consultation is often distressing to parents. Parents need help as they try to establish a new role in their child's program, and accept the new program.

3. There is often an honest professional disagreement on the type of therapy or curriculum of instructional procedures to use with a child. Rather than putting the parents in the middle of an unresolvable professional debate, the staffs of both sending and receiving programs need to resolve these differences before the parent is included in the meeting.

4. Parents often find it difficult to deal with an increase in program length and frequency. This is particularly true for parents of three-year-olds. A longer program day means less time for the parents to spend with their children.

5. Parents are anxious to receive details about their child's program and feel ill-at-ease until their questions are answered. Initial concerns include: the date school begins, how to arrange for transpor-

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**COMMON EXPERIENCE**

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**POSSIBLE SOLUTIONS**

---

**5. continued**

tation, the program's hours, what to do if the child is ill, what is the teacher's name. Once the new program begins, parents want to know when they can observe, the specifics about their child's program, and when the Individualized Education Plan (IEP) conferences will be held.

Arrange for a meeting, telephone conference, or parent orientation between parents and the new staff before the new program begins.

It is important to give parents the information need without overwhelming them. Give parents information in a timely manner.

Provide written information to parents about the new program. Giving parents a handbook or fact sheet before school starts can help ease parents' anxiety.

**6. As a receiver, you want to fulfill the parents' expectations.** The transition can be an anxious time for both you and the parents as you get to know their child. With each child's parents, you will build a new partnership that takes mutual trust, respect, humor, understanding and, most of all, time.

It is important to establish an open, on-going communication with parents before the new program begins. Meet with parents before the child comes to the program.

A home visit before the child enters the new program gives the receiving teacher an opportunity to answer parents' questions in a comfortable setting and to see the child in his/her own home. The home visit makes the parent and the child feel very special. Encourage parents to observe the new program before their child begins.

Both receiving and sending staffs need to have a good understanding of each others' programs in order to be supportive of each other.

A telephone call to the past program can get you answers to questions about the child, the services he/she received, and parents' expectations for the new program.

Conduct an orientation for the parents and child where they can meet the new staff including the principal and observe the new program.

**7. The first few weeks of the transition are often the most difficult for parents and new staffs.** As a receiver, it is frustrating not to have time to talk to parents except for brief moments. You may feel overwhelmed by the many questions parents have. Frequently, parents feel left out and confused.

Hold a staffing with parents before the child enters the program, to describe services, meet the new teacher and to answer questions.

Encourage parents to visit the program.



**COMMON EXPERIENCE**

**POSSIBLE SOLUTIONS**

7. continued

Establish daily communication with parents (e.g., notes, telephone calls, "homework" activities, and sending art-work home). Periodically take polaroid pictures of the classroom to send home in order to tell what the child is doing during the day.

Introduce new parents to parents already in the program.

8. One source of conflict between receivers and parents or senders is when the child's records will be reviewed and the degree to which they will be used by the receiving staff.

A. As a receiver, you may feel that you first need to get to know a child before receiving his/her records. Time, length, and the content of the records may be other factors.

Take time to communicate with the former staff in order to understand the child. Sometimes diagnoses and labels need to be interpreted for a given program due to varied definitions of these. It is helpful to have school district administrators stress to their staff the value of previous records.

Make your expectations about needed information clear to the sender. Explain what types of information will be most helpful.

B. As a sender, you are concerned about the continuity in the child's program. You expect that the records will be carefully received and used for the benefit of the child and the new staff. A child with medical and physical involvement may be of particular concern. You may feel frustrated and perhaps angry when you find that the records have not been used.

Simplify final evaluation reports to make them easier to read. Practice selective transfer of information. Transfer records in a timely manner.

A personal letter that includes essential points about a child can be helpful. Include medical information, feeding guidance, child's personality, recent assessments, etc.

Send a questionnaire asking receivers if they received the information they needed.

C. Parents are deeply concerned when new staff do not read the records that contain important information about their child. New staff often ask parents detailed information that is contained in the records. Reassessment on the same tools within a brief period of time is seen by parents as a waste of their child's valuable program time.

Explore the possibility of having parents transfer their child's records to the new program and discussing them with the new staff. Records should also be transferred directly to the new program.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
<p>9. Parents whose children have a difficult time adjusting to the new program become frustrated. It is upsetting to parents when their child appears to lose skills both at school and at home during the adjustment period. It is important that parents are aware of this common lapse in skills and behavior so that they know what to expect. There are individual differences in adjusting both in children and parents. Some parents whose children are making an easy transition have a very difficult time adjusting to the change and, therefore, need extra support and reassurance.</p>	<p>Assure parents that all children need time to adjust, no matter what the situation. It is helpful for parents to hear this from someone with whom they are comfortable.</p> <p>The sending staff should let the children know that soon they will have new friends and a new teacher. Talk about the changes. Answer the children's questions.</p> <p>Senders should provide a packet of information from the new program to let parents know what to expect from the new school and what might happen.</p> <p>It is important to recognize that adjustments to change are often difficult for everyone. Time, trust, security and progress are key factors.</p>

## **APPENDIX T**

### **Evaluation of Staff Reciprocal Visits**

- PURPOSE:** Reciprocal visits between sending and receiving staff help them to learn more about each others' program. This form is used to evaluate a visit.
- PROCEDURE:** The person(s) making a reciprocal visit complete the evaluation form and return it to the program administration. The program administration summarizes the data and uses the information to improve the experience in subsequent years.
- REFERENCE:** See page 25 for detailed instructions.

**Project EnTrans**

**Evaluation of Visit**

Position: Administrator \_\_\_\_\_

Support Staff: \_\_\_\_\_  
please specify

Teacher \_\_\_\_\_

Other: \_\_\_\_\_  
please specify

1. What did you like the most about the program visits?
  
  
  
  
  
  
  
  
  
  
2. What did you like the least?
  
  
  
  
  
  
  
  
  
  
3. How useful were the visits for giving staff an understanding of one another's program? (1 = Not Very Useful; 4 = Very Useful)  
  
1            2            3            4
  
  
4. Do you want an opportunity to confer about specific children?  
  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
5. Should reciprocal visits be made by staff next year?  
  
Yes \_\_\_\_\_ No \_\_\_\_\_

Comments/Recommendations:

Thank you!

\_\_\_\_\_

## APPENDIX U

### **Sample Agenda of Sending/Receiving Staff Inservice**

- PURPOSE:** To offer a sample agenda for a meeting which will provide first-hand, up-to-date knowledge about one another's programs.
- PROCEDURE:** Receiving and sending agency administrators or their representatives first meet to determine: the purpose of the inservice, the participants, the presenters, hand-outs, the date(s), time, location, and evaluation procedures.
- REFERENCE:** See page 25 for detailed instructions.

**Project EnTrans  
Joint Awareness of Program**

**Agenda**

- 1. Introduction of presenters and participants - Name, position, program responsibilities, length of time with program, prior service experience**
- II. Overview of inservice agenda - Purpose and structure**
- III. Program overviews and questions**
  - Sending Agency**
  - Receiving Agency**
- IV. Legal issues**
- V. Transition timeline**
- VI. Evaluation**
  - Reciprocal visits**
  - Joint awareness of program inservice**

## **APPENDIX V**

### **Evaluation of Sending/Receiving Staff Inservice**

- PURPOSE:** To evaluate inservice conducted as a result of Appendix S.
- PROCEDURE:** All participants complete the form and return it to the agency hosting the meeting.
- REFERENCE:** See page 25 for detailed instructions.

**Project EnTrans**

**Evaluation of Inservice Training**

Position: Administrator \_\_\_\_\_

Support Staff: \_\_\_\_\_  
please specify

Teacher \_\_\_\_\_

Other: \_\_\_\_\_  
please specify

1. What did you like the most about the inservice?
  
  
  
  
  
  
  
  
  
  
2. What did you like the least?
  
  
  
  
  
  
  
  
  
  
3. How useful was the inservice for giving you a better understanding of the  
program(s)? (1 = Not Very Useful; 4 = Very Useful)  
\_\_\_\_\_

1            2            3            4

4. What questions do you have now?
  
  
  
  
  
  
  
  
  
  
5. Should this transition inservice be held for staff next year?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Recommendations/Comments

Thank you!



## **APPENDIX W**

### **Parent Satisfaction Questionnaire**

- PURPOSE:** To collect information about the parents' satisfaction with the transition process.
- PROCEDURE:** Parents are interviewed over the phone using this form by the sending staff. After the child has made the transition sending staff summarize the information and share it with receiving program staff to improve the process for future years.
- REFERENCE:** See page 29 for detailed instructions.

## PROJECT ENTRANS

### Parent Satisfaction Questionnaire

Interviewer: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_

1. Were you informed prior to September, of:

	Yes	No	Who informed you?
Program placement	_____	_____	_____
New teacher's name	_____	_____	_____
Starting date	_____	_____	_____
Program hours	_____	_____	_____
Transportation arrangements	_____	_____	_____
Available support services	_____	_____	_____

2. Were you satisfied with your control of the situation? E.g., Were you provided enough information to make decisions? Was your input sought?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. How helpful was the Transition Skills Assessment in determining IEP objectives? \_\_\_\_\_  
(1 = Not helpful at all; 2 = Somewhat helpful; 3 = Very helpful)

4. Looking back at the transition process, what information would you have liked to have had that wasn't made available to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What would you recommend to make the transition better?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **APPENDIX X**

### **Transition Process Evaluation for Staff**

- PURPOSE:** To evaluate the overall transition process from both sending and receiving staffs' perspective.
- PROCEDURE:** Each program administration staff distributes the evaluation form. Each staff person involved completes it and returns to program administrator. Sending and receiving program administration summarize the data and share it with their own staff and with one another. The information is to be used to improve the process for subsequent years.
- REFERENCE:** See page 29 for detailed instructions.

## Evaluation

**Other** \_\_\_\_\_

**Fall 198**

- ## 10. Post placement follow-up phone calls

[illegible]

**Comments/Suggestions:**

## **APPENDIX Y**

### **Evaluation of Skill Acquisition**

**PURPOSE:** To allow for individual preferences, four levels of evaluation of skill acquisition have been outlined. The levels increase in frequency and specificity to meet various monitoring needs.

**PROCEDURE:** The least complex level is to use the TSA as a pre and post measure of change. The next level would be to check progress on strategies on a monthly basis and to record that information on the TSA. See optional evaluation format on examples provided within this appendix.

Weekly reviews of strategies can be made including changing, adding or deleting skills. Specific data collection options include checklist, event recording, levels of assistance duration and interval recording. Some examples follow.

**EnTrans**  
**Evaluation of Skill Aquisition**

1. Pre-Post TSA - on TSA
2. Monthly Review of Strategies - on TSA
3. Weekly Review of Strategies - on Strategy Form
4. Specific Data Collection Options - Design Appropriate Form (See Examples)

**Checklist**

Daily/Weekly

**Event Recording**

$\frac{\text{\# of Times Behavior Occurs}}{\text{Total \# of Opportunities}}$

**Levels of Assistance**

Full - Partial - Independent

**Duration**

$\frac{\text{Time Behavior is Occurring}}{\text{Total Time}}$

**Interval Recording**

$\frac{\text{\# of Intervals in which Behavior Occurred}}{\text{Total \# of Intervals}}$

## Examples

### Checklists

#### Self-Management

4. Will put on/take off outer clothing

	Dates							
Names								

### Event Recording

#### Communication

1. Comes to adult when called

Came	MTT ///	=	$\frac{8}{10}$	=	80%
Did Not Come	//				

### Levels of Assistance

#### Workskills

7. Finds materials needed for task

	Date							
Level of Assistance								

0 = Complete assist  
 VP = Verbal Prompt  
 I = Independent

### Duration

#### Workskills

10. Works on assigned task for 15 minutes

Time on Task  
 15 Minutes

### Interval Recording

#### Social Behaviors

7. Plays cooperatively

10 minutes-30 second intervals


1 = Child is playing cooperatively  
 0 = Child is not playing cooperatively

## **GUIDELINES FOR ADMINISTERING THE TRANSITION SKILLS ASSESSMENT I**

**Purpose:** To assess skills which enhance classroom placement.

**Who Administers:** a. The sending preschool teacher to determine priorities for intervention during the last preschool year.

b. Receiving elementary school teachers to quickly pinpoint areas of concern for maintaining/improving current placement.

**How Long:** Approximately 10 minutes per child.

**Procedure:** Read each item on the checklist.

Mark 0 (no) when the behavior has not been observed or is not believed to be within the child's usual repertoire of skills.

Mark 1 (inconsistent) when the behavior is being maintained through the use of tangible reinforcers, is unpredictable or needs refining.

Mark 2 (yes) when the behavior is well established and is maintained through self-reinforcement or mild, infrequent social reinforcers.

Use the "comments" section to explain special circumstances, to give examples, or to clarify.

**When:** Nine columns are available for multiple administrations. Some teachers may want to use the entire assessment as a pre/post measure and check skills "in progress" more frequently. Use a highlighter to indicate which skills are IEP objectives for easy monitoring.



**Project ENTRANS  
Transition Skills Assessment I**

Child's Name \_\_\_\_\_

Recorder \_\_\_\_\_

School/Class \_\_\_\_\_

Recording Code: \_\_\_\_\_

No = 0  
Inconsistent = 1  
Yes = 2

	Dates	Pre									Post	Comments
<b>CLASSROOM RULES</b>												
1. Follows established class rules.												
2. Moves through routine transitions smoothly.												
3. Walks rather than runs when indoors.												
4. Controls voice in classroom.												
5. Can "line-up" and stay in line.												
6. Raises hand to get teacher's attention.												
7. Waits appropriately for teacher response to signal (raised hand).												
8. Helps with clean-up of a group activity when given a direction by an adult to assist with clean-up.												
9. Replaces materials and cleans up own workspace.												
10. Stays in "own space" for activity.												
<b>WORKSKILLS</b>												
1. Refrains from disturbing or disrupting the activities of others.												
2. Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.												
3. Produces work of acceptable quality given her/his skill level.												
4. Asks questions for information about assigned tasks when did not understand initial instructions.												
5. Follows a three part direction related to task.												
6. Works independently on a developmentally appropriate activity assigned by an adult.												
7. Finds materials needed for task.												
8. Selects and works on a table activity independently.												
9. Recognizes completion of a task, indicates to adult that he/she is finished and stops activity.												
10. Works on assigned task for 15 minutes.												
11. Self-corrects errors.												
12. Incorporates acquired skill(s) in new task.												
13. Uses classroom equipment independently, e.g. pencil sharpener, language master.												
14. Uses crayons and scissors appropriately without being destructive.												
15. Imitates other children's appropriate behavior.												
<b>SELF-MANAGEMENT</b>												
1. Monitors appearance, e.g. keeps nose clean, adjusts clothing, uses napkin.												

Transition Skills Assessment I, continued

Child's Name \_\_\_\_\_

	Dates	Pre									Post	Comments
<b>SELF-MANAGEMENT continued</b>												
2. Uses a public restroom with minimal assistance in the school, a store, or a restaurant.												
3. Comes to an adult, when called or signaled by a bell or whistle, and lines up.												
4. Will put on/take off outer clothing within a reasonable amount of time.												
5. Eats lunch or snack with minimal assistance.												
6. Comes into the classroom or house independently from the bus or car.												
7. Goes from classroom to bus or car independently.												
8. Knows way around school and playground.												
9. Responds appropriately to fire drills.												
10. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.												
11. Follows school rules (outside classroom).												
12. Stays with a group when outdoors according to established school routine.												
13. Aware of obvious dangers and avoids them.												
14. Discriminates between edible and inedible toys and objects.												
<b>COMMUNICATION</b>												
1. Comes to an adult when called.												
2. Listens to and follows three-part directions given to a group.												
3. Communicates own needs and preferences (food, drink, bathroom).												
4. Refrains from asking irrelevant questions which serve no functional purpose or are not task related.												
5. Stops an activity when given a direction by an adult to stop.												
6. Attends to peer who is speaking to large group.												
7. Answers questions about self and family (personal information).												
8. Responds appropriately when comments are directed to him/her.												
9. Relates experiences and ideas to others.												
<b>SOCIAL BEHAVIORS</b>												
1. Uses social conventions: greetings, please and thank you, excuse me.												
2. Complies with teacher directions.												
3. Separates from parents and accepts school personnel.												
4. Follows specified rules of games and/or class activities.												

Transition Skills Assessment I, continued

Child's Name \_\_\_\_\_

	Dates	Pre								Post	Comments
<b>SOCIAL BEHAVIORS continued</b>											
5. Makes choices between preferred items or activities.											
6. Initiates interaction with peers and adults.											
7. Plays cooperatively.											
8. Respects others and their property.											
9. Defends self.											
10. Expresses emotions and feelings appropriately.											
11. Responds positively to social recognition and reinforcement.											
12. Interacts appropriately at a snack or lunch table.											
13. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.											
14. Uses appropriate degree of cooperation with other children in order to get his/her way, e.g., is not overly manipulative.											
15. Refrains from self-abusive behavior, e.g., biting, bruising self, head banging.											
16. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.											
17. Uses language which is not obscene.											
18. Uses outdoor equipment in a developmentally appropriate manner during unstructured activities with limited (1:30) adult supervision.											

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## **GUIDELINES FOR ADMINISTERING THE TRANSITION SKILLS ASSESSMENT II**

**Purpose:** To assess skills which enhance classroom placement. The TSA II is designed for use with students who use alternative communication systems and/or have multiple handicaps.

**Who Administers:** a. The sending preschool teacher to determine priorities for intervention during the last preschool year.

b. Receiving elementary school teachers to quickly pinpoint areas of concern for maintaining/improving current placement.

**How Long:** Approximately 10 minutes per child.

**Procedure:** Read each item on the checklist.

Mark 0 (no) when the behavior has not been observed or is not believed to be within the child's usual repertoire of skills.

Mark 1 (inconsistent) when the behavior is being maintained through the use of tangible reinforcers, is unpredictable or needs refining.

Mark 2 (yes) when the behavior is well established and is maintained through self-reinforcement or mild, infrequent social reinforcers.

Use the "comments" section to explain special circumstances, to give examples, or to clarify.

**When:** Nine columns are available for multiple administrations. Some teachers may want to use the entire assessment as a pre/post measure and check skills "in progress" more frequently. Use a highlighter to indicate which skills are IEP objectives for easy monitoring.

## Project ENTRANS Transition Skills Assessment II

**Child's Name** \_\_\_\_\_

**Recorder**

**School/Class** \_\_\_\_\_

**Recording Code:**

**No = 0**

**Inconsistent = 1**

**Yes = 2**

[illegible]

Transition Skills Assessment II, continued

Child's Name \_\_\_\_\_

	Dates	Pre								Post	Comments
<b>COMMUNICATION continued</b>											
5. Stops an activity when given a direction by an adult to stop.											
6. Attends to peer in large group.											
7. Responds to questions about self and family (personal information)											
8. Responds appropriately when comments are directed to him/her.											
9. Protests appropriately.											
10. Requests assistance when needed from adult or peer.											
11. Responds without excessive delay.											
12. Uses intelligible communication.											
<b>SOCIAL BEHAVIORS</b>											
1. Uses social conventions: greetings, please and thank you, excuse me.											
2. Separates from parents and accepts school personnel.											
3. Takes direction from a variety of adults.											
4. Makes choice between preferred items or activities.											
5. Interacts appropriately at a snack or lunch table.											
6. Initiates interaction with peers and adults.											
7. Plays cooperatively.											
8. Refrains from damaging own or peer's possessions.											
9. Defends self.											
10. Shows emotions and feelings appropriately.											
11. Responds positively to social recognition and reinforcement.											
12. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.											
13. Refrains from self-abusive behavior, e.g., biting, bruising self, head banging.											
14. Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.											

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Monmouth, OR 97361

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