**Transition Discussion Template**

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Father’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardian(s) Name(s)/Relation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Does this student have an IEP? \_\_\_ Yes \_\_\_ No

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| **Classroom Structure and Routines** |
| **Classroom Routine/Rules:**  **Following Directions:**  **Independent Functioning Skills:**  **Emotional and Behavioral Regulation Skills:** |
| **Behavioral Strategies and Techniques** |
| **What strategies and techniques work with this child?** |
| **Play and Interactive Skills** |
| **Interactions with Teachers:**  **Interactions with Peers:**  **Child’s Play is (choose one): Isolated Parallel Follows others Self-directed**  **Needs Prompts/Modeling from adults** |
| **Physical/Motor Skills** |
| **Gross Motor Skills:**  **Fine Motor/Writing Skills:** |

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| **Language Skills** |
| **Receptive Language Skills:**  **Expressive Language Skills:**  **Social-Language Skills:** |
| **Cognitive/Concept Development Skills** |
| **Literacy Skills (letter id, phonemic awareness, rhyming):**  **Early Math Skills (number id, rote count, 1:1 count, concepts, patterns):** |
| **Science & Technology Skills** |
| **Science/Exploration Skills:**  **Technology/Computer Skills:** |
| **The Arts- Child Enjoys:** |
| **Dramatic Play Music/Song Music/Instruments Music/Dance Art: Paint/Color** |
| **Child’s Health History** |
| **Any significant physical or mental health issues?** |
| **Hearing and Vision** |
| **Did this child pass: Hearing: \_\_\_ Yes \_\_\_ No (Follow-up?)**  **Vision: \_\_\_ Yes \_\_\_ No (Follow-up?)** |
| **Family History and Strategies to Work with Family** |
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