

Student _____

School _____

Autism Transition Checklist

	<p>Directions: Complete the transition checklist with the student's team in the early spring. Mark the small box with an X for the steps determined by the team to be necessary in a successful transition to the next grade. As each step is completed, the person(s) responsible will write the date completed in the larger box.</p>
<p>Plan for Gr. _____ Year:</p>	<p>Spring</p>
<input type="checkbox"/>	<p>Principal and staff consider regular education teacher for the upcoming school year. (staff) Comments:</p>
<input type="checkbox"/>	<p>Hold a meeting including parents to discuss current modifications and student's abilities/skills. (staff and parents) Comments:</p>
<input type="checkbox"/>	<p>At the meeting, give the parent an opportunity to share information to new staff about their child. (staff and parents) Comments:</p>
<input type="checkbox"/>	<p>Using the digital camera take pictures of visual systems the student is currently using that work. Add pictures to the ME book. (Case Manager) Comments:</p>
<input type="checkbox"/>	<p>Determine social skill strengths and needs. Record social skills worked on current year and progress. (Staff) Comments:</p>
<input type="checkbox"/>	<p>List assistive technology devices student uses. Consider setting up training for the fall. Take pictures of equipment and set up that the student currently uses. (Casemanager) Comments:</p>
<input type="checkbox"/>	<p>Outline role of the EA in the daily routines of the child. (Staff and Autism Facilitator) Comments:</p>
<input type="checkbox"/>	<p>Collect materials (visual schedules, modified curriculum, communication resources, and social stories) that were used during the school year. (Staff and Autism Facilitator) Do this in May. Comments:</p>
<input type="checkbox"/>	<p>Consider assigning the student to a classroom with at least one student he/she knows well. Also consider students to avoid. (Staff) Comments:</p>
<input type="checkbox"/>	<p>Document transition cues that are successful with student. (Staff and Autism Facilitator) Comments:</p>

<input type="checkbox"/>	Have next year's teachers (general education, life skills, or resource room) visit the classroom this child is in. (Staff and Autism Facilitator) Comments:
<input type="checkbox"/>	Current and next year's teachers talk about classroom rules and roles. (Staff and Autism Facilitator) Comments:
<input type="checkbox"/>	Review modifications page from current IEP. (Staff, Parents, and Autism Facilitator)
<input type="checkbox"/>	Review the student's behavior intervention plan and update for transition if necessary. (Staff and Parents)
Summer	
<input type="checkbox"/>	Invite parents and students to visit their classrooms and building during the summer. (Staff) Comments:
Before School Begins	
<input type="checkbox"/>	Discuss the importance of the visual schedule and plan to use it. Start the routine on the first day of school. (Staff and Autism Facilitator) Comments:
<input type="checkbox"/>	Talk with classroom teachers and assist him/her to prepare individual schedules/packets of pictures so that the student's routine and programming begin on the first day of school. (Staff and Autism Facilitator) Comments:
<input type="checkbox"/>	Have an inservice for receiving staff on the behavior intervention plan and visual schedules before school begins. (Staff and Autism Facilitators) Comments:
<input type="checkbox"/>	Parents and student visit school environments and teachers. (Staff, Parents, and Student) Comments:
<input type="checkbox"/>	Planning for logistics (where will the student sit at lunch, clearly marked spot to sit on the floor during circle time, preferential seating in the classroom). (Staff and Autism Facilitator) Comments:
<input type="checkbox"/>	Make social story of classroom rules. (Staff and Autism Facilitator) Comments:
As School Begins	
<input type="checkbox"/>	Check to make sure schedules are in place and being used correctly. (Autism Facilitator) Comments:
<input type="checkbox"/>	Take photos of classmates and staff to introduce and teach the child their names. (Staff and Autism Facilitator) Comments:

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Autism Transition Checklist

	Directions: Review this checklist at the beginning of 5th grade to see what you can start working on. Then review this with the other checklist in the spring time.
Plan for Gr.____ Year:	Elementary to Middle School Transition
<input type="checkbox"/>	Plan for student orientation to the building; moving from class to class. (Staff) Comments:
<input type="checkbox"/>	Determine consistent rules between teachers for clear understanding. Communicate those rules to the student in an understandable way. (written or picture symbols) (Staff) Comments:
<input type="checkbox"/>	Consider using middle school assignment book during 5th grade. (Staff) Comments:
<input type="checkbox"/>	Use color coded materials (folders, book covers, course listing on schedule) so student can easily organize materials. (Staff) Comments:
<input type="checkbox"/>	Preferential seating. Have the student sit in the same general location in each class. Comments:
<input type="checkbox"/>	Use key locks rather than combination locks for lockers. (Case Manager)
<input type="checkbox"/>	Keep an extra set of books in class and possibly at home for the student. (Case Manager) Comments:
<input type="checkbox"/>	Using a social story explain lunch routines (going through the line, planning ahead for lunch choices, where to sit, etc.) (Case Manager or Autism Facilitator) Comments:
<input type="checkbox"/>	Using a social story, explain moving from class to class in the hallway, noise in the hallway, and people moving through the hallway. (Case Manager or Autism Facilitator) Comments:
<input type="checkbox"/>	Consider allowing the student to leave class 2 minutes before the bell to avoid hallway issues. (Staff) Comments: