

## SAMPLE Preschool - Kindergarten Transition Plan

Student has an IEP. See IEP for complete list of services and supports.

Spring LID score: 16/54

**The following areas currently require additional supports.** Areas that are checked include a description of supports and strategies that have been effective in the preschool classroom.

### **Academics**

*Current academic concerns and support strategies:*

- Provide visual model    Shorten length of tasks    Extra time to complete work  
 Repeated directions

Provide visual model broken down by steps for novel activities. Responds well to peer modeling and partner work.

### **Communication**

*Current communication strategies used (i.e. visuals, repeated directions, processing time)*

- Shortened verbal directions    Repeated directions    Visual supports (please specify)  
 Additional processing time

### **Transitions**

*Current transition strategies used (i.e. warning prior to the end of activity, first/then)*

- First/Then    Review class schedule    Individual schedule    Timer  
 Warning prior to end of activity

Review class schedule regularly early in the year. Once he understands the schedule and routine, he is able to follow it with occasional verbal reminders.

### **Self-Regulation** (Including attention, and sensory needs)

*Current self-regulation strategies used (i.e. opportunities for movement, sensory breaks, visuals)*

- Opportunities for movement    Sensory breaks (please specify)    Modified seating (please specify)  
 Fidgets (please specify)    Pair with peer model    Visuals for attending (please specify)  
 Defined work space    Break area in classroom (please describe)

Loves Pop-See-Ko in GoNoodle. Prefers to stand to complete table work. Occasionally uses a cube chair.

**Fine Motor**

*Current fine motor strategies used (i.e. visual sample, trace name, thick lines for cutting)*

Visual sample  Trace name  Thick lines for cutting  Adapted scissors  Broken crayons to support grasp

**Social/Emotional Development** (Including family involvement)

*Current social/emotional strategies used (i.e. breaks, peer models, behavior plan)*

Pair with peer model  Social stories (please specify)  Token economy (please specify)

Behavior plan (please specify)  Needs breaks (please specify)  Sensitive Family Information

Please reach out to the Kindergarten Transition Facilitator for family information.