

# Pre-K Functional School Skills and Support Transition Planning Document

(circle child's score on each target area)

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Completed By: \_\_\_\_\_

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| <b>A</b> | <b>Pre-Academic Skills: Letters, #'s, Colors, 1:1 , Shapes, Basic Concepts.</b> |
| 1        | Skills estimated to be at age level at this time.                               |
| 2        | Skills are mildly delayed at this time.   |
| 3        | Academic skills require more repetition and are slow to mastery.                |
| 4        | Early academic skills are markedly delayed.                                     |
| 5.       | <b>Child not yet working directly on many academic skills</b>                   |

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| <b>B</b> | <b>Circle/Group Time Skills:</b>   |
| 1        | Appropriately and fully participates in all group circle activities.     |
| 2        | Sits during circle time but participation requires occasional prompting. |
| 3        | Requires some support/adaptations to participate fully.                  |
| 4        | Significant support needed to remain in a group circle situation.        |
| 5        | Child is not yet sitting for group/circle activities.                    |

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| <b>C</b> | <b>Independent Table Work</b>  |
| 1        | Sits and completes work with steady attention and progression.                     |
| 2        | Requires minimal verbal cues to remain on task.                                    |
| 3        | Requires ongoing verbal prompts to remain on task.                                 |
| 4        | Constant verbal prompt and some physical facilitation needed to stay on task.      |
| 5.       | Total Physical prompts and facilitation to start, persist and complete table work. |

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| <b>D</b> | <b>Transitions Between Activities and Locations</b>                   |
| 1        | Transitions many times during session with no difficulty.             |
| 2        | Transitions with verbal prompt needed on occasion.                    |
| 3        | Requires verbal prompts for most transitions.                         |
| 4        | Requires verbal prompt and visual/physical prompt for all transitions |
| 5        | Requires maximum prompts paired with reinforcers for transitions.     |

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| <b>E</b> | <b>Early Art Project Skills</b>  |
| 1        | Independently completes age level art project with demonstration/model only          |
| 2        | Completes age level art project with verbal prompts for steps.                       |
| 3        | Completes age level art project with physical prompts and some assistance for steps. |
| 4        | Requires moderate assistance for steps and sequence for projects.                    |
| 5        | Requires maximum assist for starting, persisting and completing                      |

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| <b>F</b> | <b>Free Play/Leisure Skills</b>  |
| 1        | Plays productively, cooperatively and appropriately in all areas of the classroom.   |
| 2        | Plays in a symbolic manner with wide range of toys; but w/ limited peer interaction. |
| 3        | Play is somewhat restricted due to limited skills or interests.                      |
| 4        | Play is highly limited and requires adult facilitation.                              |
| 5        | Play limited to self-stimulatory activities,/non-engagement.                         |

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| <b>G</b> | <b>Group Motor Play</b>  |
| 1        | Participates fully in early motor games (duck, duck goose).                                  |
| 2        | Participates with minimal verbal prompts.  |
| 3        | Participates with moderate verbal prompting and some physical assistance or visual supports. |
| 4        | Requires ongoing prompting and facilitation from an adult to participate.                    |
| 5        | Requires maximum assistance and facilitation for all group motor activities/play.            |

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| <b>H</b> | <b>Self Help Skills/ Toileting</b>                                     |
| 1        | Independent in all aspects of toileting and initiates need to go.      |
| 2        | Initiates need to go, but requires some stand by monitoring.           |
| 3        | Does not initiate going, but independent doing so once prompted to go. |
| 4        | Requires adult direction, assistance for toileting.                    |
| 5        | Toileting on a schedule with full assistance.                          |

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| <b>I</b> | <b>Self Help Skills/ Dressing (shoes, coat, boots, etc.)</b> |
| 1        | Independent in all dressing tasks required at school         |
| 2        | Requires minimal verbal prompts to persist.                  |
| 3        | Requires physical assistance on occasion with fasteners.     |
| 4        | Moderate assistance (verbal or physical) needed often.       |
| 5        | Maximum assistance required throughout all tasks.            |

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| <b>J</b> | <b>Self Help/ Snack/Eating skills</b>                           |
| 1        | Drinks readily from a container and uses utensils appropriately |
| 2        | Requires help only to open containers.                          |
| 3        | Requires verbal cues to initiate appropriate utensil use.       |
| 4        | Requires physical assistance to use utensils effectively.       |
| 5        | Requires maximum assistance and/or adaptive equipment           |

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| <b>K</b> | <b>Fine and Visual Motor Skills</b>                   |
| 1        | Fine motor skills at age level.                       |
| 2        | Fine motor skills are mildly delayed.                 |
| 3        | Fine motor skills are moderately delayed.             |
| 4        | Fine motor skills are significantly delayed.          |
| 5        | Requires adaptive equipment for all fine motor tasks. |

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| <b>L</b> | <b>Language Comprehension Skills</b>                              |
| 1        | No delay in understanding language concepts.                      |
| 2        | Mild delay in processing/understanding language.                  |
| 3        | Moderate delay in comprehension.                                  |
| 4        | Requires some visual supports to assist with direction following. |
| 5.       | Severe delays in language comprehension                           |

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| <b>M</b> | <b>Language Expression</b>   |
| 1        | No delay in expressive language skills.                            |
| 2        | Mild delay in language expression.                                 |
| 3        | Moderately delay in expressive language skills                     |
| 4        | Significantly delayed language impacts communication skills.       |
| 5        | Verbal Expression skills highly limited/ relies on signs/pictures. |

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| <b>N</b> | <b>Speech Intelligibility/Articulation Skills</b>                     |
| 1        | No speech articulation errors.  |
| 2        | Mild articulation errors do not impact speech intelligibility         |
| 3        | Moderately articulation delay. Effort needed to understand .          |
| 4        | Significantly reduced speech intelligibility due to multiple errors.  |
| 5.       | Child is limited to spontaneous vocalizations and word approximation. |

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| <b>O</b> | <b>Social Communication Skills:</b>   |
| 1        | Social Communication commensurate with peers.                                     |
| 2        | Limited conversational skills with peers.   |
| 3        | Reduced pragmatic skills for negotiating, responding, eye contact and or prosody. |
| 4        | Markedly reduced communication for social purposes.                               |
| 5        | Does not communicate to request even for basic needs.                             |

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| <b>P</b> | <b>Sensory Processing Profile:</b>                               |
| 1        | Sensory Processing does not impact learning experiences.         |
| 2        | Sensory Processing has minimal impact on learning.               |
| 3        | Sensory Processing limits learning experiences often.            |
| 4        | Sensory Processing difficulty has major impact throughout day.   |
| 5        | Child requires many adaptations to environment in order to learn |

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| <b>Q</b> | <b>Behavioral Concerns</b>  |
| 1        | Child rarely/never engages in negative behaviors.                 |
| 2        | Child demonstrates occasional need for redirection.               |
| 3        | Child's behavior requires monitoring and response plan.           |
| 4        | Child has ongoing negative behaviors that impact learning.        |
| 5.       | Child needs Behavior Plan in place at all times (SIB/aggression). |

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| <b>R</b> | <b>Response to Program/Instruction</b>                          |
| 1        | Child makes steady progress in all targeted areas.              |
| 2        | Child makes good progress in most areas addressed.              |
| 3        | Child's rate of progress is inconsistent across areas.          |
| 4        | Child's progress is slow with limited generalization of skills. |
| 5        | Child has not made measurable progress last six months.         |

