

Fairfield Public Schools Transition Checklist

Students Name: _____	Date: _____
Current HS: _____	
Current case manager: _____	
D.O.B: _____	
Current grade: _____	

<p>1. Self-Care</p> <p>Key: 4: independent 3: needs minimal assistance (i.e. verbal reminder) 2: needs physical assistance for certain steps 1: needs assistance for most steps</p>	A. Can student go to the bathroom independently		
	B. Can the student independently get dressed		
	C. Can student brush their teeth		
	D. Can student care for their menstrual cycle		
	E. Can student brush their hair		
	F. Can student tie their shoes		
	G. Can student independently make simple meals		
	H. Can student independently pack bag for school or small outing		
	I. Does the student exhibit appropriate sexual behaviors and awareness (differentiating appropriate vs. inappropriate touch/talk and private vs. public behaviors)		
	Notes:		
<p>2. Social Skills</p> <p>Key: 4: independent 3: Needs 1-2 prompts to engage or respond 2: Needs 3 or more prompts to engage or respond 1: Needs staff to facilitate interaction</p>	A. Student can independently greet peers and staff		
	B. Student can maintain a reciprocal conversation		
	C. Student can independently participate in after school activities		
	D. Student can follow hidden social situations		
	E. Student can independently use social technology (phone, text, social media)		
	F. Student seeks social engagement		
	G. Student effectively interacts with non-academic staff (secretaries, lunch staff, house masters)		
	H. Student avoids inappropriate/dangerous activities (skipping class, smoking, doing drugs, following negative crowd behavior)		
	I. Deals with noisy crowded environments		
	Notes:		
<p>3. Academic Independence</p> <p>Key: 5. Independent 4. Needs minimal staff assistance</p>	A. Does student have paraprofessional support as designated via the IEP? Yes No If yes how many hours and for what settings?		
	B. Student can transition to and from bus without staff assistance		
	C. Student can follow a schedule (moves between classes, arrives on time)		

<p>3: Needs a shadow support 2: Needs shared para support 1: Requires 1:1 support</p>	D. Student follows directions given to the group as a whole	
	E. How long can the student work on academic tasks without assistance _____ mins.	
	F. Student recognizes completion of a task and moves onto the next step or assignment.	
	G. Student can track assignments and appointments in agenda/calendar.	
	H. Student asks for help when needed.	
	Notes:	
4. Behavioral	A. Does the student engage in any behaviors that are disruptive to others/the environment? Yes No If yes please describe:	
	B. How does the student handle unexpected changes to his/her schedule and/or routine?	
	C. Does the student demonstrate anxiety in the school setting? Yes No If yes how is this manifested?:	
	D. Are there locations, activities, actions of others, or environmental attributes that can precipitate positive or negative reactions from the student? Yes No If yes please describe what the reaction looks like:	
	E. Does the student behaviorally react to new/novel staff or students? Yes No If yes please describe what the reaction looks like:	
	F. Does the student ever put his/her hands on others? (ex. May grab to get someone's attention, has hit with an open fist when frustrated, has pushed other students if they are in his way in the hallway, etc.) Yes No If yes please describe what this looks like and what tends to precipitate the behavior:	
	G. Does the student ever engage in misuse of property/property destruction? (ex. Kicks locker when can't open combination, tears up academic work when frustrated, slams door when angry, etc.) Yes No if yes please describe what this looks like and what tends to precipitate the behavior:	

	<p>H. Does the student ever leave class or the building without permission? Yes No If yes please describe what tends to precipitate the departure:</p>	
	<p>I. Does the student persevere or “get stuck” on an idea, question, person, activity, etc.? Yes No If yes please describe what the student tends to get stuck on:</p>	
	<p>J. Are there behaviors/actions the student seems to have a “need” engage in? Yes No If yes, does the student react negatively if prevented from engaging in particular behaviors or activities? (ex. Prevented from stepping in and out of a doorway multiple times, prevented from talking to a preferred person at an inappropriate time, prevented from leaving a class before the end of the period, etc.) Yes No If yes please describe what the reaction looks like:</p>	
	<p>K. Does the student have a behavior support plan? Yes No If yes please attach.</p>	
	<p>L. Has an FBA ever been conducted for the student? Yes No</p> <ul style="list-style-type: none"> • If yes, what were the target behaviors • What were the functions of the behavior • Are these same behaviors still occurring Yes No • If yes is there any concern that the function has changed Yes No 	
	<p>M. Is behavioral data taken on the student? Yes No If yes what behavior(s) is(are) being tracked?:</p>	
	<p>N. What antecedent strategies are used with the student?</p>	

	O. What instructional strategies are used with the student?	
	P. Which environments are more difficult for the student to handle? Q. Does the student visit the community setting after school, weekends, vacations? Yes No If yes please describe what the access looks like:	
	Notes:	