

# TRANSITION SKILLS ASSESSMENT

Child's Name: \_\_\_\_\_

Date: January 13

School: St. Benedicts

Teacher: \_\_\_\_\_

Type of Classroom: Preschool

	No	Incon- sistent	Yes	Comments
<b>CLASSROOM RULES</b>				
1. Moves through transitions smoothly.		X		Needs considerable adult assistance-pictures and guidance.
2. Controls voice in classroom.		X		Cries during activities, screams, laughs
3. Uses appropriate signal to get teacher's attention when necessary.		X		Infrequently needs attention, occasionally hits.
4. Waits appropriately for teacher to respond to signal.	X			Unaware he can revise attempts to signal.
5. Replaces materials and "cleans up" own work space.		X		Needs considerable adult attention.
6. Recognizes and stays within area boundaries in classroom.	X			Wanders in classroom if not redirected.
<b>WORK SKILLS</b>				
1. Refrains from disturbing or disrupting the activities of others.		X		Rarely makes attempt to interact-grabs materials or grabs other kids.
2. Signals to get information about assigned tasks when did not understand.	X			Needs one on one-must be looking to attend to instructor.
3. Follows one direction related to task.		X		Needs many prompts-sign, gesture.
4. Occupies self with a developmentally appropriate activity.	X			Solitary free play is inappropriate-perservative.
5. Recognizes materials needed for specific task.	X			No attempt to prepare for task.
6. Selects and works on an activity independently	X			Little ability to attend with no adult.
7. Recognizes completion of activity and signals to adult that he/she is finished.	X			
8. Works on assigned task for 5 minutes.	X			
9. Self corrects errors.	X			
10. Recalls and completes task demonstrated previously.	X			
11. Uses crayons/scissors without being destructive.		X		With adult assistance is successful.

	No	Incon- sistent	Yes	Comments
<b>SELF MANAGEMENT</b>				
1. Monitors appearance (wipes nose, uses napkin).	X			Needs 1-2 prompts.
2. Locates and uses a restroom with minimal assistance.	X			Toilet regulated and no request.
3. Will put on/take off outer clothing within a reasonable amount of time.		X		Needs adult assistance.
4. Eats lunch or snack with minimal assistance.		X		If he likes it-he is okay.
5. Seeks out adult for aid if hurt on the playground or cannot handle a social situation.	X			Cries and makes no attempt to seek comfort.
6. Stays with a group when outdoors according to school routine.	X			Often runs away and wanders alone.
7. Aware of obvious dangers and avoids them.		X		Some dangers he sees but others not.
<b>COMMUNICATION</b>				
1. Attends to adult when called.	X			No look to sound source.
2. Listens to and follows directions given to a group.	X			Needs additional prompts one on one.
3. Communicates own needs and preferences (food, drink, bathroom).		X		Signs "more," "eat" uses communication board.
4. Stops an activity when given a direction by an adult to "stop".		X		Occasionally will stop.
5. Attends to peer in large group.		X		Occasionally obsesses on one child.
6. Protests appropriately.	X			Hits, pinches, scratches.
7. Requests assistance from adult or peer.		X		Hand over hand.
8. Responds without excessive delay.		X		Takes 5-7 seconds.
9. Uses functional communication system.		X		Small communication board and signs.

	No	Incon- sistent	Yes	Comments
<b>SOCIAL BEHAVIORS</b>				
1. Uses greetings.	X			Gives eye contact occasionally.
2. Complies with teacher commands.		X		Frequently needs put through.
3. Takes direction from a variety of adults.	X			Difficult with a new person.
4. Makes a choice between preferred items or activities.			X	
5. Initiates interaction with peers and adults.		X		He is starting but frequently inappropriate.
6. Plays cooperatively.		X		Needs assistance.
7. Responds positively to social reinforcement.	X			No affect.
8. Interacts appropriately at snack and lunch.		X		Occasionally throws others' food.
9. Expresses affection toward peers and adults in appropriate manner.	X			Grabs their head and squeezes
10. Refrains from self-abusive behavior.			X	
11. Refrains from physically aggressive behavior toward others.	X			Initiating interaction by hitting.
12. Discriminates between edible and non-edible toys and objects.	X			Mouths frequently.
13. Uses play equipment in a developmentally appropriate manner during unstructured activities with limited adult supervision.	X			Needs adult assistance-climbing and running-difficult.

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	No	Incon- sistent	Yes	Comments
<b>CLASSROOM RULES</b>				
1. Moves through transitions smoothly.				
2. Controls voice in classroom.				
3. Uses appropriate signal to get teacher's attention when necessary.				
4. Waits appropriately for teacher to respond to signal.				
5. Replaces materials and "cleans up" own work space.				
6. Recognizes and stays within area boundaries in classroom.				
<b>WORK SKILLS</b>				
1. Refrains from disturbing or disrupting the activities of others.				
2. Signals to get information about assigned tasks when did not understand.				
3. Follows one direction related to task.				
4. Occupies self with a developmentally appropriate activity.				
5. Recognizes materials needed for specific task.				
6. Selects and works on an activity independently				
7. Recognizes completion of activity and signals to adult that he/she is finished.				
8. Works on assigned task for 5 minutes.				
9. Self corrects errors.				
10. Recalls and completes task demonstrated previously.				
11. Uses crayons/scissors without being destructive.				

	No	Incon- sistent	Yes	Comments
<b>SELF MANAGEMENT</b>				
1. Monitors appearance (wipes nose, uses napkin).				
2. Locates and uses a restroom with minimal assistance.				
3. Will put on/take off outer clothing within a reasonable amount of time.				
4. Eats lunch or snack with minimal assistance.				
5. Seeks out adult for aid if hurt on the playground or cannot handle a social situation.				
6. Stays with a group when outdoors according to school routine.				
7. Aware of obvious dangers and avoids them.				
<b>COMMUNICATION</b>				
1. Attends to adult when called.				
2. Listens to and follows directions given to a group.				
3. Communicates own needs and preferences (food, drink, bathroom).				
4. Stops an activity when given a direction by an adult to "stop".				
5. Attends to peer in large group.				
6. Protests appropriately.				
7. Requests assistance from adult or peer.				
8. Responds without excessive delay.				
9. Uses functional communication system.				

	No	Incon- sistent	Yes	Comments
<b>SOCIAL BEHAVIORS</b>				
1. Uses greetings.				
2. Complies with teacher commands.				
3. Takes direction from a variety of adults.				
4. Makes a choice between preferred items or activities.				
5. Initiates interaction with peers and adults.				
6. Plays cooperatively.				
7. Responds positively to social reinforcement.				
8. Interacts appropriately at snack and lunch.				
9. Expresses affection toward peers and adults in appropriate manner.				
10. Refrains from self-abusive behavior.				
11. Refrains from physically aggressive behavior toward others.				
12. Discriminates between edible and non-edible toys and objects.				
13. Uses play equipment in a developmentally appropriate manner during unstructured activities with limited adult supervision.				