

## Transition Decision-Making Matrix: Middle School Social/Recreation/Leisure

*Highlight one in each area*

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Circle one: Teacher Parent Student Support Staff Caregiver Admin**

**Please print name: \_\_\_\_\_**

1	A	Adult can drop off student at various activities; student may walk, ride bike, or skateboard to activities without supervision.
	B	Adult remains present at activities; student checks in with adult throughout event.
	C	Adult accompanies student at activities.
	D	Adult plans and participates with the student in activities.
2	A	Student calls parent when ready to be picked up or coordinates with parent on time.
	B	Adults tell student when they will pick them up.
	C	Adult time manages activity and tells student when it is time to go; student follows schedule as given to him/her.
	D	Adult tells student when to do each task at an activity and does activity with him/her.
3	A	Seeks out activities and asks for permission to participate.
	B	Adult suggests activities for student to participate in, but student chooses.
	C	Adult suggests activities for student to participate in; student chooses, but needs encouragement to attend activities or to participate.
	D	Adult decides on activities.
4	A	Maintains personal calendar of events.
	B	Receives assistance in maintaining calendar of events and with schedule/time-management (reminders when it's time to go or time to get ready).
	C	Adult maintains calendar of activities and manages schedule/time.
	D	Adult maintains calendar of activities & schedule.
5	A	Makes and maintains friendships.
	B	Changes friends often and/or fights with friends.
	C	Has few friends outside of school; may use social stories for peer interaction.
	D	Friends are found by adult; requires assistance in building relationships; may use social stories for peer interaction (visual and/or auditory cues for social interactions).
6	A	Uses allowance to buy things (plans how & where to spend money).
	B	Uses allowance to buy things (quick to spend).
	C	Asks adults for money to buy things.
	D	Does not manage own money; adults buy things for student.

## Transition Decision-Making Matrix: Middle School

### Adult Living

*Highlight one in each area*

1	A	Receives an allowance and saves money without prompting.
	B	Receives an allowance and is reminded to save money.
	C	Receives an allowance, but adult holds money to avoid losing it.
	D	Does not receive an allowance; adults buy things for student.
2	A	Can stay home alone after school and when mildly sick.
	B	Can stay home alone after school with check-in.
	C	Requires adult supervision after school.
	D	Requires adult supervision at all times.
3	A	Cooks basic meals without assistance.
	B	Cooks basic meals with limited assistance.
	C	Cooks basic meals with supervision.
	D	Cooks basic meals with one-on-one assistance.
4	A	Does homework with 0-1 reminders.
	B	Does homework with 2-3 reminders.
	C	Starts homework with 4-5 reminders and completes HW with frequent redirection.
	D	Adult sits with student and assists in completing homework from start to finish.
5	A	Does laundry on own.
	B	Does laundry with assistance.
	C	Sorts clothes for laundry and uses visual and/or auditory cues to complete task.
	D	Requires assistance to sort clothes for laundry; uses visual and/or auditory cues to complete task.
6	A	Cleans self and room without reminders.
	B	Cleans self and room with 1-3 reminders.
	C	Cleans self and room with 4-5 reminders.
	D	Cleans self and room with one-on-one assistance.
7	A	Can problem solve personal and school decisions.
	B	Requires support and prompting to problem solve.
	C	Adult works through problems step-by-step with student.
	D	Adult solves problems for student.
8	A	Knows who to call in an emergency and knows where to find the number.
	B	Uses list of phone numbers with correlating purposes in emergency.
	C	Can tell an adult if there is an emergency.
	D	Does not know what to do in the case of an emergency.

## Transition Decision-Making Matrix: Middle School Lifelong Learning

*Highlight one in each area*

Page 3 of 4

1	A	Does school and homework without prompting; turns work in on-time 90-100% of the time.
	B	Does school and homework with 1-2 reminders and asks for help; turns in work on-time 70-80% of the time.
	C	Frequently forgets to do or turn in homework. When homework is done, student does homework with frequent reminders and assistance.
	D	Consistently does not do homework or is in alternative curriculum with little to no homework.
2	A	Plans for long-term school projects (sets deadlines and plans/asks for necessary supplies).
	B	Plans for long-term school projects with assistance (understands what the final product will be, but requires assistance in determining steps to completion).
	C	Long-term projects require direct assistance; student's ideas are used throughout.
	D	Long-term projects are completed with an adult; adult directs every step of project.
3	A	Asks questions in class without prompting.
	B	Requires 1-2 prompts to ask questions in class.
	C	Requires 3-4 prompts to ask questions in class.
	D	Does not ask questions for clarification.
4	A	Can work well in group settings.
	B	Works well in groups with adult supervision.
	C	Does not participate in groups; typically copies from group mates; does not contribute.
	D	Can work in groups when told specifically what to do and is directly supervised; can complete 1-2 step repetitive tasks with prompting & supervision.
5	A	Conscious of grades; has internal motivation to pass classes; follows make-up work procedure without prompts.
	B	Conscious of grades; needs external motivation to pass; 1-2 reminders to follow make-up work procedures.
	C	Does not recognize importance of grades; typically does not complete make-up work after being absent.
	D	Receives grades based on effort; does not ask for or complete make-up work.
6	A	Talks about life after high school.
	B	Can discuss life after high school with an adult.
	C	Does not plan for future.
	D	Future is planned for student with direct adult assistance; student makes very few decisions regarding his/her future.
7	A	Advocates for self and understands purpose of modifications & accommodations; asks for tutoring as needed.
	B	Understands that s/he has modifications & accommodations, but does not advocate for self; will attend tutoring when suggested.
	C	Adults plan and implement modifications & accommodations; must be told to attend tutorials.
	D	Adults plan and implement modifications & accommodations; tutorials are not necessary because curriculum is tailored to student's needs.

## Transition Decision-Making Matrix: Middle School Employment

*Highlight one in each area*

1	A	Does chores with one reminder (15 + chores).
	B	Does chores with 2-3 reminders (10+ chores).
	C	Does a few chores with 4-5 reminders (5+ chores), needs visual or auditory reminders of steps to take to do chores.
	D	Requires reminders and assistance for all chores (5+ chores), visual and/or auditory cues for steps in chores, & uses repetitive task completion.
2	A	Makes a list & tells parents when supplies are needed to do chores (ex. pet food, cleaning items, etc.)
	B	Needs assistance making a list of supplies needed for chores.
	C	Recognizes when supplies are low, but does not do anything about it.
	D	Adult maintains supply inventory for chores.
3	A	Wakes up with an alarm clock.
	B	Uses an alarm clock (or asks to be awakened at a specific time), but needs 1-2 reminders to wake up.
	C	Must be awakened by adult, requires 2-3 reminders, neglects to plan ahead.
	D	Direct assistance waking up and dressing.
4	A	Coordinates transportation (rides school bus, rides bike, asks for rides, etc.)
	B	Requires frequent reminders to coordinate transportation.
	C	Requires assistance planning transportation.
	D	Adult plans for transportation.
5	A	Can solve problems independently.
	B	Can solve problems independently, but asks for help in problem solving if unsure.
	C	Has difficulty in problem solving, but will ask for help.
	D	Cannot solve problems independently.
6	A	Has a job and can be relied on for completion/attendance (baby-sits, mows lawn, helps at church, etc.).
	B	Has a job, but must be reminded of responsibilities.
	C	Has a job with adult supervision.
	D	Does not have any jobs beyond chores in home.
7	A	Uses locker and transfers to and from class on time 90-100% of the time.
	B	Uses locker and transfers to and from class on-time 70-80% of the time.
	C	Requires support for locker organization (may or may not use locker); frequently arrives to class tardy and unprepared.
	D	Does not use locker, requires alternative organization system, & must be escorted to classes.
8	A	Absent fewer than 10 days per school year.
	B	Absent 10-15 days per school year.
	C	Absent 15-20 days per school year.
	D	Absent 20+ days per school year; absences interfere with learning.