

## Transition Decision-Making Matrix: 2<sup>nd</sup> – 5<sup>th</sup> Grade

### Play/Social Skills

*Highlight one in each area*

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Circle one: Teacher Parent Student Support Staff Caregiver Admin Print name: \_\_\_\_\_

**Independence Level:** A – Full B – Functional C – Supported D – Participation

1	A	Recovers after social failure
	B	Seeks adult assistance after social failure
	C	Adult intervenes and walks them through the steps after social failure
	D	Adult redirects emotional outbursts after social failure
2	A	Identifies own interests and initiates activity
	B	Adult suggests choices for activities and student chooses
	C	Adult offers 2 choices for activities & student chooses
	D	Adult guides student through activity
3	A	Plays organized games in groups without adult intervention
	B	Plays organized games in groups with limited adult intervention
	C	Plays organized games in group with direct adult intervention or modifications to skills
	D	Plays organized games in group with hand –over- hand support or one –on- one support
4	A	Expresses opinions and appropriately
	B	Interjects opinions impulsively during conversation, but opinion is on topic
	C	Is off topic during conversation and opinion is off topic or will blurt out a comment
	D	Adult must ask questions to get student’s opinion
5	A	Resolves conflict in a basic way and accepts responsibility for actions and words
	B	Recognizes conflict and seeks adult assistance to resolve it
	C	Adult recognizes conflict and guides student to resolve it
	D	Adult resolves conflict
6	A	Seeks help in problem solving
	B	Recognizes a need for help in problem solving, but not sure who to ask
	C	Adult assistance and receives step-by-step help in problem solving
	D	Adult discusses and shows student how to solve problems
7	A	Accepts unexpected changes in schedule/routine
	B	Questions changes in schedule/routine
	C	Student needs advance notice of changes to schedule/routine
	D	Follows adult made schedule with direct assistance
8	A	Navigates within neighborhood and school with little adult support and can be trusted to go where they say they will go
	B	Navigates with in neighborhood and school with supervision; remembers landmarks and can find areas easily
	C	Adult accompanies student in the neighborhood and the school and provides prompts
	D	Student accompanies the adult in the neighborhood and the school
9	A	Aware of family activities and knows the dates of when events are happening
	B	Receives reminders about family activities and will go to activities with a willing attitude
	C	Relies on the adult to plan and carry out the family activity
	D	Requires visual cues to prepare for a family activity and direct support at the activity

## Transition Decision-Making Matrix: 2<sup>nd</sup> – 5<sup>th</sup> Grade

### Activities of Daily Living

*Independence Level: A – Full    B – Functional    C – Supported    D – Participation*    Page 2 of 4

1	A	Identifies area of difficulty/disability
	B	Awareness of area of difficulty, but unaware that the difficulty is the disability
	C	Unaware of strengths and weaknesses, yet is willing to learn
	D	Adult identifies and will build upon strengths and weaknesses
2	A	Attends and participates in ARD process
	B	Attends the ARD, but with prompting to participate. Stays for entire meeting
	C	Briefly attends the ARD and is unsure about the reason that they are in the meeting
	D	Participation in ARD with direct adult support and for a very limited time
3	A	Takes messages or can leave a message
	B	Remembers that a message was given to them, but relays minimal information
	C	Adult writes down messages and student delivers
	D	Adult takes messages
4	A	Manages self/personal care. (Personal hygiene and grooming , Independent toileting and feeding)
	B	1-2 reminders to manage self/personal care. (Personal hygiene/grooming , Independent toileting/feeding)
	C	Visual and verbal reminders to manage self and personal care. (Personal hygiene/grooming , Independent toileting/feeding)
	D	Participates in management of self and personal care through visual/verbal cues or social story reminder
5	A	Sets goals in self-improvement in all environments and follows through on goals set
	B	Adult assistance in setting goals for self- improvement, but usually needs some support to follow through
	C	Participates in goal setting process, but not sure how to set goals without support
	D	Adult sets goals
6	A	Able to adapt learning to situations outside of school
	B	Makes a connection between school curriculum and community situations, but needs adult assistance in applying the knowledge
	C	Adult communicates with the student about school curriculum, and how it transfers into the community situations
	D	Modeling required to establish routines needed at home, school and community
7	A	Makes a purchase and recognizes need or amount of change and asks questions to clarify
	B	Makes purchases but cannot calculate amount of change to be returned; recognizes needs vs. wants
	C	Makes purchases, but often forgets to ask for change and often needs guidance as to what to purchase
	D	Money system taught in school; however; adult makes all purchases in the community
8	A	Identifies nutritional meals and regularly makes good food choices
	B	Identifies nutritional foods with choices.
	C	Asks for food when hungry.
	D	Eats meals provided for them with or w/o assistance.
9	A	Prepares simple snacks and simple meals without adult supports
	B	Prepares simple snacks with assistance or prompts
	C	Chooses between meal snacks when given choices.
	D	Provided food by the adults.

## Transition Decision-Making Matrix: 2<sup>nd</sup> – 5<sup>th</sup> Grade Academic Skills

*Highlight one in each area*

**Independence Level:** A – Full    B – Functional    C – Supported    D – Participation

1	A	Student regularly asks and uses 2 to 3 of their accommodations
	B	Teacher offers accommodations as needed and student uses them with little prompting.
	C	Student completes modified tasks or 1:1 modifications or accommodations with adult.
	D	Tasks are completed with direct assistance of an adult.
2	A	Returns to task if distracted
	B	1-2 prompts to re-direct.
	C	Student requires frequent visual/verbal/physical cues to maintain on-task behavior.
	D	Student requires continuous verbal/visual/physical cues to maintain on-task behavior.
3	A	Produces work at necessary speed to complete assignments on time
	B	Requires additional time or reduced length to complete assignments on time.
	C	Student requires adult assistance to complete assignments.
	D	Student requires hand-over-hand assist to complete a task.
4	A	Passes grade level curriculum with accommodations as needed
	B	Passes grade level curriculum with accommodations and knows to use the accommodations.
	C	Student requires modifications to grade level curriculum and adult support to guide or task analyze assignments.
	D	Student uses alternative curriculum needs maximum support to learn the key concepts.
5	A	Plans for long-term projects with minimal prompts
	B	Teacher does task analysis of the long-term project and student completes each step of the project without the adult prompting.
	C	Teacher does task analysis of long-term projects, and supports completion of project
	D	Adult directs each step of a project.
6	A	Contributes to class discussions
	B	Teacher prompts student to participate in class discussions
	C	Student needs advance notice of expectations and/or content of class discussion in order to ask a question or a choice of questions to ask.
	D	Student maintains alertness during class (eye contact and erect posture); yet needs direct support and hand-over-hand support to participate in class.
7	A	Follows a schedule (i.e. class assignments/daily routine)
	B	Follows a schedule with 1-2 reminders per week.
	C	Schedule is presented to student daily and student follows with prompts.
	D	Student has personalized daily schedule that is directed by the adult and strongly supported.
8	A	Identifies, locates, and brings materials needed for task
	B	1-2 prompts to bring, and collect material needed for a task
	C	Teacher provides materials for task.
	D	Teacher assists student to use materials for tasks

## Transition Decision-Making Matrix: 2<sup>nd</sup> – 5<sup>th</sup> Grade Developing Work Skills

*Independence Level: A – Full    B – Functional    C – Supported    D – Participation*

1	A	Completes parent chosen chores 10+ weekly with 2-3 reminders
	B	Completes 5+chores with visual/auditory reminders and limited prompts
	C	Chores are broken down into steps using visual/auditory reminders and requires extensive prompts
	D	Completes routine task with adult assistance
2	A	Understands right and wrong, rules and expectations and shows self-regulation skills consistently
	B	Frequent reminders of rules and expectations; student understands consequences with adult assistance.
	C	Student needs frequent reminders of rules and expectations supported with behavioral management system.
	D	Student needs continuous reinforcement of good behaviors and direct support to understand what is expected
3	A	Identifies landmarks within the community and has an awareness of travel time
	B	Student identifies landmarks in the neighborhood
	C	Student can navigate within the school environment
	D	Demonstrates knowledge of familiar areas of the classroom.
4	A	Completes homework and turns in on time without prompts
	B	Student requires prompts to complete and turn in homework.
	C	Student requires assistance to complete and turn in homework
	D	Student takes skill learned at school and practices it at home
5	A	Stays on tasks for 30 minutes and can initiate the task without prompts
	B	Student stays on task for 30 minutes with redirection and may or may not notice the task to do
	C	Student remains on task for 15 minutes with continuous redirection and adult identifies the task
	D	Student requires assistance to initiate and complete task
6	A	Adds meaningful contributions for attainment of groups goals
	B	Student needs specific assignment within the group
	C	Student participates in group with assistance from peer buddy or adult.
	D	Student will stay in vicinity of group or task.
7	A	Uses daily planner to manage and organize assignments
	B	Student needs reminders to use and complete daily planner; aware of daily changes.
	C	Student uses adult provided notification of daily assignments and prepares student for daily schedule changes
	D	Student uses visual schedule to complete tasks and direct adult support.
8	A	Identifies broad range of jobs in the community.
	B	Utilizes role models to identify jobs in the community
	C	Student identifies preferred job from adult given list.
	D	Student selects preferred activity from 2-3 choices.
9	A	Answers phone appropriately and communicates effectively with caller
	B	Answers phone appropriately with adult prompting.
	C	Can answer phone appropriately and is able to give phone to appropriate adult.
	D	Responds to phone ringing; if verbal may echo words from adult.
10	A	Brings/wears appropriate clothing for specific activities
	B	Student chooses clothing for selected activities with parent approval and dresses independently
	C	Student chooses clothing with parent guidance of appropriate choices and requires minimal assistance dressing.
	D	Student chooses from parent given choices and receives assistance in dressing.

