

TRANSITION TO EXTENDED SCHOOL YEAR FOR:



STUDENT: _____

SENDING TEACHER NAME: _____

(Please provide an email or phone where you can be reached should additional information be needed during ESY).

SENDING TEACHER CONTACT: _____

This document is intended to provide important information to ensure a successful student transition from the school year educational classroom to the extended school year experience. Please use the following to provide strategies and supports that are currently used to maintain success and stability for the student. Please provide as many details and/or related material as possible to assist staff to implement.

STRATEGY OR SUPPORT	Check if sending materials	Check if student requires	CLEARLY EXPLAIN DETAILS OF STRATEGY OR SUPPORT
Visual Schedule: <i>Student requires individual activity schedule</i>			
Previewing: <i>Student requires previewing of activity or location to ensure comfort level</i>			
Physical Prompt: <i>Student requires touch prompt to initiate task or movement</i>			
Visual Learning: <i>Student learns best using pictures, symbols, word icons or demonstration</i>			
Hands On Learning: <i>Student learns best using kinesthetic active learning and context related manipulatives</i>			
Frequent Success: <i>Student may frustrate with frequent error and benefits from early success, modeling or errorless learning</i>			
Individual Materials: <i>Student requires individual materials</i>			
Calming Area: <i>Student requires area to provide breaks from environmental overload</i>			
Calming Supports: <i>Student requires calming strategies that embed sensory items, deep pressure, breathing or exercise routines</i>			

Communication Systems: <i>Student uses communication system such as PECS or portable device</i>			
Sensory Environment: <i>Student is hypersensitive or hyposensitive to environmental stimulus</i>			
Preferential Seating: <i>Student needs specific seating designs or considerations</i>			
Increased Structure: <i>Student needs clear beginnings & ending & high structure for transitions & activities</i>			
Work Station: <i>Student needs individual work area that reduces distraction & sensory overload</i>			
Choice: <i>Student compliance to task increases when offered choice within activity</i>			
Breaks: <i>Student requires scheduled quiet times or regulation activities</i>			
Transition Signals: <i>Student requires warnings of approaching transition or end of activity</i>			
If-Then; First-Then: <i>Student requires if-then or first-then sequence for tasks or directions</i>			
Frequent Acknowledgement: <i>Student requires frequent acknowledgment of efforts to maintain motivation or mood</i>			
Other:			

09/10 Please send any suggestions or input regarding this form to cdahlquist@sased.org