

Identify activities to support transition

Name

Date

To complete this activity form electronically, remember to first **save your file**. If you need further assistance, see the [Help & FAQs on pdfs](#).

Instructions

Complete the Transition Activities Worksheet below for Tamiya given your recommendation on the transition practices in Step 4.B. Use the practices outlined in Step 3.A as a guideline. Tamiya’s Child Transition Profile ([Handout 2.2](#)) and her IEP ([Handout 2.11](#)) will provide valuable insights as well.

List the transition practice or general activity in the first column. In the second column provide details on how that activity will be individualized for Tamiya’s unique situation. In the third column, list the team member(s) responsible for the activity (teacher, mother, or therapist). See the example in the first row.

1. Create at least three meaningful activities to prepare Tamiya **for entering her new classroom** (before she starts school).

Preparing for new setting

Transition Practice	Activity Description	Person Responsible	Start & End Dates
Identify the individual needs of the child and family	Create a quiet place in the classroom where Tamiya can go when she is frightened or overwhelmed.	Melanie A. (teacher)	Completed on 10/20/xx

Activity 2.13a

2. Create at least four meaningful activities to help Tamiya **adjust to her new classroom** (after she starts school).

Adjusting to new setting

Transition Practice	Activity Description	Person Responsible	Start & End Dates