CONFIDENTIAL TRANSITION FORM

Date: __________________________

Student Name: ___________________________________

<table>
<thead>
<tr>
<th>Regular Program</th>
<th>IEP</th>
<th>BIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT STATUS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stable</td>
<td>stable with support</td>
<td>unstable</td>
</tr>
<tr>
<td>attending regularly</td>
<td>attending irregularly</td>
<td>not attending</td>
</tr>
</tbody>
</table>

AREAS OF SUCCESS:

- Differentiation
  - visual cues
  - outline of major lessons
  - advance notice of participation
  - work with e.a.
  - work in isolation
  - extended timelines
  - use of calculator
  - written reminders
  - photocopied notes
  - group work
  - move while working
  - ‘chunked’ lessons
  - pre-organized textbooks
  - use of manipulatives

- Primary contact
  - mother
  - student only
  - father
  - other:_______________

- Effective discipline
  - immediate private conversation
  - concrete plan
  - timeout in class
  - conversation after ‘cooldown’
  - creation of self-mgmt rules
  - time out beyond class

AREAS OF CONCERN:

- Academic
  - school achievement
  - transition to workplace
  - homework
  - attendance
  - study skills
  - test taking preparation

- Behaviour
  - classroom level difficulties
  - large group difficulties
  - social skills
  - suspension history
  - small group difficulties
  - violence (self others)

- Personal
  - support personnel intervention

- Contact: _______________________________________________________________

Notes:__________________________________________________________________
__________________________________________________________________