

**Transition Decision-Making Matrix: PPCD –1st Grade
Developing Play and Social Skills**

Highlight one in each area

Student Name: _____ **Campus:** _____ **Date:** _____

Independence Level: A - Full B - Functional C - Supported D - Participation

1	A	Able to play board game with peers, following rules and waits turn
	B	Adult required to initiate or explain game and adult remain in close proximity during the game
	C	Adult must be present to continue a game by giving prompts
	D	Physical assistance of adult to play game
2	A	Follows and communicates with peers and adults
	B	Requires prompts for complete communication of idea
	C	Requires prompts for initiation of conversation
	D	Does not initiate communicate or echoes other communication
3	A	Is able to tell their side of the story or mediates for self
	B	Seeks adult to help manage conflict, tattles, initiates getting help
	C	Requires adult to intervene/mediate or model what to say, reactive behavior
	D	Cries, shuts down, is passive or aggressive with conflict
4	A	Initiates or responds appropriately to greeting and spontaneously greets, engages in listening/conversing on topic
	B	Appropriately greets with prompts, can begin a conversation, but needs prompts to continue/expand on conversation
	C	Requires modeling (verbal/guttural) to greet or to extend a turn in conversation
	D	Does not acknowledge presence of others, unaware of surroundings, may use scripted language
5	A	Does not over or under react to situations, calms self when upset, transitions from task to task
	B	Requires time to calm or to emotionally transition from task to task
	C	Over/under reacts to situations and requires constant physical/verbal prompts to calm or emotionally transition.
	D	Extreme reactions to situations
6	A	Plays with toys (as intended)/puts away according to the class routine, explores environment, entertains self for short periods, shows age-appropriate gross/fine motor skills
	B	Plays with toys (as intended)/puts away according to the class routine with more than one prompt, plays imaginatively, entertains self/explores the environment, requires task analysis to problem solve, requires visual/verbal prompts or repetition to complete age appropriate gross/fine motor skills
	C	Uses taught/familiar routines in play with toys, may have difficulty with motor planning/remembering how to play a game or with a toy, requires physical assist/modification of skills to complete age appropriate gross motor skills
	D	Requires physical assist for play routines (hand-over-hand), gross and fine motor skills, may engage in self stimulation, repetitive activities or wander aimlessly during unstructured time.

Transition Decision-Making Matrix: PPCD –1st Grade
Developing Academic Skills

Highlight one in each area

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

1	A	Understands steps of task and when task is finished
	B	Requires visual/verbal cues to complete a task
	C	Requires physical prompts to complete steps of tasks
	D	Requires adult assist to complete a task
2	A	Repeats a story in sequence
	B	Requires visual/verbal cues to repeat a story in sequence
	C	Can recall 1-2 facts of a story/instructions with prompts
	D	Adult must have full knowledge of child in order to help them retell a story
3	A	Follows multi-step directions
	B	Follows 1-2 step directions
	C	Requires physical/verbal prompts to follow directions.
	D	Requires adult assistance to follow directions
4	A	Answers open ended questions
	B	Makes choices between at least 3 options
	C	Chooses between 2 objects/pictures, unstructured time-child requires choices be provided for activities
	D	Requires adult assist to make choices
5	A	Demonstrate grade level profile skills with or without accommodations
	B	Demonstrate grade level profile skills with modifications or accommodations as needed
	C	Demonstrates alternative assessment skills with modifications or accommodations
	D	Demonstrates life skills curriculum skills appropriate to cognitive/physical abilities
6	A	Moves about within and outside of school, home and community with appropriate adult supervision; able to be trusted
	B	Moves about within/outside of school, home and community with supervision, expresses needs in an unfamiliar situation
	C	Child responds effectively to unexpected events and potentially harmful situations with adult support and guidance. Adult always with the child.
	D	Requires direct and ongoing adult supervision/support to navigate school, community and home.

Georgetown ISD

Transition Decision-Making Matrix: PPCD –1st Grade

Developing Self-Help and Daily Living Skills

Highlight one in each area

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

1	A	Independent toileting including hygiene and clothing
	B	Independent with toileting, but may need help with hygiene or clothing
	C	Frequent toileting accidents
	D	Diapered or has a toilet schedule that is followed within a routine
2	A	Puts on and takes off own jacket, socks, shoes
	B	Puts on own jacket/shoes but may need help with buttoning/tying
	C	Gets jacket on backwards/upside down
	D	Requires physical assistance with jacket, socks, shoes
3	A	Manages personal belongings (backpack, lunch, paper/folders)
	B	Requires verbal prompts to manage personal belonging
	C	Needs physical assist with personal belongings
	D	Requires physical assistance in taking care of belongings.
4	A	Transitions on own
	B	Requires verbal prompts to manage transition
	C	Requires verbal, visual and/or physical prompts to transition
	D	Requires verbal, visual and/or physical assist to transition
5	A	Raises hand to solicit attention, asks for assistance appropriately
	B	Raises hand and speaks out to solicit attention
	C	Constant modeling needed to properly solicit attention or seek assistance
	D	Cries/vocalizes to solicit attention or seek assistance
6	A	Travels independently within the school environment, stays with the group in hallways
	B	Travels with buddy within the school environment
	C	Requires adult assistance or shadowing to transition within the school environment
	D	Requires adult assistance to move within the school environment

Transition Decision-Making Matrix: PPCD –1st Grade

Developing Work Skills

Highlight one in each area

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

1	A	Follows through/complies with adult instruction given from far or near
	B	Requires 1-2 verbal prompts to follow through with instructions
	C	Uses a delayed reinforcement system
	D	Needs to be looking at adult when instructions are given
2	A	Completes daily classroom jobs or follows through on what is asked
	B	Further instruction may be required to complete daily tasks once task/job is assigned
	C	Requires physical prompting to initiate task completion and continued prompts
	D	Limited stamina with any task. Adult identifies the task and student follows the adult model
3	A	Sits quietly during group instruction
	B	May need a “spot” to sit during group time
	C	Requires special seating boundaries or adult assistance to remain seated in a group
	D	Uses a prompt dependent reinforcement system
4	A	Transition effectively throughout the day
	B	Transitions effectively throughout the day with prompts
	C	Responds effectively to unexpected events and potentially harmful situations with support
	D	Transitions within familiar environments with adult support and or prompts for safety
5	A	Manages unstructured time within school rules
	B	Manages unstructured time with prompts
	C	Manages unstructured time given choices with physical/verbal prompts
	D	Follows a pre-planned schedule with prompting