

Appendix T-F

Social/Survival Skills Critical for Successful Transitions

Social behaviors and classroom conduct

- Separating from parents and accepting school personnel
- Expressing emotions, affection, and feelings appropriately
- Understanding role as part of a group
- Respecting others and their property
- Playing cooperatively
- Sharing toys and materials
- Interacting without aggression
- Defending self appropriately
- Playing independently
- Imitating peer actions
- Lining up and waiting appropriately
- Sitting appropriately
- Focusing visual attention on a speaker
- Taking turns and participating appropriately in games
- Willingness to try something new
- Following classroom rules and routines
- Responding to warning words (e.g., stop, no)
- Reacting appropriately to changes in routine
- Using time between activities appropriately
- Spontaneously beginning play activities
- Playing for an appropriate length of time
- Interacting verbally with peers
- Playing with peers for an appropriate length of time

Communication behaviors

- Following two to three part directions
- Following group instructions
- Recalling and following directions for tasks previously described
- Asking peers for information or assistance
- Asking teachers for information or assistance
- Initiating and maintaining peer interactions
- Modifying behavior when given verbal feedback
- Answering questions
- Relating ideas and experience to others
- Communicating own needs and wants
- Raising a hand for teacher attention when necessary

Task –related behaviors

- Finding materials needed for a task
- Not disrupting peers during activities
- Staying in own space for an activity
- Beginning a task at an appropriate time without extra teacher attention
- Working on an activity for an appropriate time with minimal supervision
- Seeking teacher attention appropriately
- Following task directions in a small or large group
- Completing a task on time
- Replacing materials and cleaning up work space
- Following a routine in transition
- Completing a task at ability level near criteria
- Making the transition from one activity to the next with a general group verbal or contextual cue
- Complying quickly with teacher instructions
- Generalizing skills across tasks and situations
- Attending to the teacher in a large group activity
- Making choices
- Using a variety of curriculum materials
- Monitoring own behavior, knowing when a task is done

Self-help behaviors

- Locating and caring for personal belongings
- Attending to toileting needs without supervision
- Feeding self independently
- Getting on and off school bus with minimal supervision
- Avoiding obvious dangers
- Putting on and taking off outer clothing in a reasonable length of time
- Recognizing a problem exists and trying strategies to solve the problem

This list was compiled from the following references: Carden-Smith and Fowler (1983); Hains et al (1989); McCormick and Kawate (1982); Thompson (1979); Vincent et al. (1980); Walker and Rankin (1982); Walter (1979); Walter and Vincent (1982).