



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Kindergarten Transition Plan:

A tool for families planning for their child

EXAMPLE PLAN

Developed by the Ohio Statewide Family Engagement Center

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The journey to kindergarten is a big milestone, and no one knows your child better than you. By starting to plan early, you can help create a smooth and supportive transition, ensuring your child feels confident and ready for this next step. Gather helpful documents, such as a copy of your child's IEP, their medical records, and therapy notes, to help build this plan.

This plan was designed with families of children with disabilities in mind, but it can be used by anyone to support their child's transition. Use this plan as a flexible guide, personalizing it to fit your child's unique needs and the resources available to your family. Your love and guidance are the foundation of their success, and together with your child's school, you can help make this transition a joyful and positive experience.

Document Overview:

- ✓ All About Me (Your Child!)
- ✓ Our Strengths (Your Family & Child!)
- ✓ Identifying the Kindergarten Transition Support Team
- ✓ The Transition Plan
- ✓ Communication Plan
- ✓ Planning Checklist
- ✓ Menu of Kindergarten Transition Practices



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ALL ABOUT ME

Child's Name	Bartholomew (Barry) Smith
Date of Birth	07/03/2020
Elementary School	New Land Elementary
First Day of Kindergarten	09/02/2025
Parent/Caregiver 1 & Contact Information	Rachel Williams email@gmail.com 878-444-5555
Parent/Caregiver 2 & Contact Information	Alexander Smith email@yahoo.com 917-888-5555



OUR STRENGTHS

Our Family

- How do you view your role in your child's education?
- What are you already doing to support your child's education?
- What are some favorite memories, family traditions, or other things you would like the school to know about your family?

Examples: consistent routines, reading together, eager to collaborate with kindergarten team members, mealtimes, lots of love, etc.

Barry's mother was a toddler teacher for years before becoming a mom and sees herself as Barry's first teacher. In addition to his therapies, Rachel provides a consistent daily routine for Barry and activities that Barry enjoys and learns from like singing songs and throwing balls down a ramp.

Barry, Rachel, and his little brother love to celebrate and make the most of every holiday together.

Rachel is looking forward to collaborating with Barry's new teachers and therapists.

Our Child

- How has your child learned and grown over the past year?
- What can they do well?
- How do they communicate needs?

Examples: empathetic, a natural curiosity, strong imagination, fine motor skills like coloring, developing social skills like sharing or listening, hard worker, etc.

Barry has spastic quadriplegia cerebral palsy and ASD. In the past year, Barry's vocalizations have evolved so much! He can sing along to many of his favorite songs and rote counting.

Barry is determined and works hard to accomplish tasks that he is focused on. He engages in adaptive movement well!

Barry is very good at telling someone when something upsets or overstimulates him – he will whine and look for reassurance, such as hand holding.

KINDERGARTEN TRANSITION SUPPORT TEAM

Preschool Staff		Elementary Staff	
Teacher	Rachel Williams (Mother)	Kindergarten Teacher	Ms. Ellie Gold
Email/Phone	email@gmail.com 878-444-5555	Email/Phone	email@newland.edu 878-289-2222
	Barry was homeschooled during his PreK years.	Intervention Specialist	Mr. Oliver Lewis
		Email/Phone	email@newland.edu 878-289-9999
Director		Principal	Principal Jackie Griffin
Email/Phone		Email/Phone	email@newland.edu 878-289-7777

Supports & Services

Ex: Speech, Physical Therapy, Occupational Therapy. Leave blank if none received.

Preschool		Elementary	
Support 1 & Name	Speech Ms. Josephine Brown	Support 1 & Name	Speech (therapist not yet assigned)
Email/Phone	878-222-4454	Email/Phone	
Support 2 & Name	Physical Therapy Whitney Herbert	Support 2 & Name	Physical Therapy (therapist not yet assigned)
Email/Phone	878-222-4664	Email/Phone	
Support 3 & Name	Occupational Therapy Debra Angelo	Support 3 & Name	Occupational Therapy (therapist not yet assigned)
Email/Phone	878-222-1474	Email/Phone	

Notes & Additional Service Providers

Barry also received feeding therapy in Early Intervention from age 2-3 (he currently eats a primarily puree diet)

Reminders

You are your child's strongest advocate and most important team member in their journey to kindergarten!
If your child did not attend preschool, skip those sections but note any Early Intervention services and other important details (if received).

THE TRANSITION PLAN

	Child's Need	IEP Goal(s) <i>If applicable</i>	Related Transition Activities/Strategies	Who's Responsible?
1.	Mobility support in the classroom	Improve independent movement	Schedule a visit or two before kindergarten starts. Ensure pathways are clear, provide seating accommodations as specified by Barry's mother, and train staff on using Barry's mobility aids (stander, walker, wheelchair)	Intervention Specialist, OT/PT
2.	Support for sensory regulation	Regulate sensory needs	Environmental modifications - sometimes Barry needs more or less sensory stimulation. Based on his vocalizations, turn on a favorite song or move to a quiet space if needed.	Intervention Specialist
3.	Support during transitions	Transitions between activities	Use transition cues such as music, singing, and dancing or provide Barry's comfort object (his lion lovey)	Intervention Specialist, OT/PT/Speech
4.				
5.				

- The supports your child needs to be successful in school can often be understood through the concerns you notice or share. You may also know what types of supports help your child to be successful.
- **Examples:** If your child has difficulty changing from one activity to the next, visual supports and verbal reminders may help make transitions smoother. If your child struggles to sit during mealtimes, you can plan to model lunchtimes together over the summer months. If your child uses adaptive equipment, you can plan a meeting with their new school to ensure that staff understand how to support their use.
- By working together with your child's teacher, you can find the best ways to support your child.
- For more ideas, check out the **Menu of Kindergarten Transition Practices** on the last page!

COMMUNICATION PLAN

This plan is designed to be flexible and change over time to meet the needs of your child and family. After each conversation, take a moment to check in and make sure everyone is on the same page for to best support your child's transition.

Scheduled	Date/Time	Who's Communicating?
Transition Planning Meeting	8/15/2025 2 PM on Zoom	Barry's mother and the classroom Intervention Specialist
Visit to Classroom	8/18/2025 9 AM	Barry, Barry's mother and teachers
Parent Teacher Conference	9/26/2025 3PM (Spring Conference TBD)	Barry's mother and teachers
Meetings w/ new therapists	TBD	Barry's mother, new OT provider, new PT provider, new speech provider
Ongoing	Frequency Daily, Weekly, Monthly, etc.	Who's Communicating?
Home-School Notebook	Daily	Barry's mother and the classroom Intervention Specialist
Phone Call	Weekly	Barry's mother and the classroom Intervention Specialist
Texts	As needed	Barry's mother and the intervention specialist and/or Barry's therapists

Please check off your preferred way of ongoing communication:

- ☐ Phone call
- ☐ Text message
- ☐ Email
- ☐ Other: _____

PLANNING CHECKLIST

- ☐ Appropriate transition activities have been selected and scheduled in this Transition Plan
- ☐ All kindergarten transition team members have received a copy of this Transition Plan
- ☐ All kindergarten transition team members have received a copy of the child's current IEP (if applicable)

Additional Notes:

Ensure all staff are familiar with cerebral palsy and Barry's specific needs.
Barry is allergic to dairy and corn and should only eat the food provided by his
mother. Barry can feed himself his snacks but requires help eating pouches.

Socially, Bartholomew interacts very well with familiar adults. He generally
prefers to play alone but not all the time. Barry will initiate play. He enjoys
throwing balls and toys, climbing familiar furniture, playing with familiar toys,
spinning toys, bells, and musical toys. When Barry gets tired, he likes to watch
TV with his lion lovey and water bottle. He loves singing familiar songs
together and cuddling.

MENU OF KINDERGARTEN TRANSITION PRACTICES

Use this menu to help find helpful ways to support your child's needs as they transition into kindergarten. This is not a complete list - the possibilities are endless! Every child is unique, and you know your child best. Feel free to adapt these ideas and create your own too.

Preschool & Early Preparation

- Read books about kindergarten and talk about what to expect.
- Practice self-help skills such as using the bathroom, opening lunch containers, and following simple directions.
- Visit the school's website to look at pictures of the classroom, teachers, and school spaces.
- Introduce sensory-friendly school supplies (Ex: noise-canceling headphones, weighted lap pads) if helpful.
- Encourage your child's preschool teacher to talk about kindergarten routines in class to build familiarity.
- Schedule an individual transition meeting with preschool staff before the last day of school to discuss your child's strengths and needs (use this plan to help!) This transition meeting is especially important if your child does not have IEP meetings.
- Ask for meetings with your child's therapy team (Ex: OT, PT, Speech) to develop school-readiness goals.
- Seek early intervention services or additional support if your child has specific needs.
- Arrange playdates with preschool friends who will attend the same kindergarten (a "buddy system").

The Summer Before Kindergarten

- Attend school-sponsored kindergarten orientations or open house events.
- Take a walk or drive by the school to help your child get familiar with the location.
- Practice transitioning between activities at home to support flexibility.
- Talk about making new friends and role-play introducing themselves to classmates.
- Begin a morning routine that will match your child's kindergarten schedule. Practice waking up at the same time, getting dressed, and doing activities like packing their backpack.
- Visit the playground at the kindergarten school to help your child feel more comfortable.
- Ask preschool and kindergarten teachers to work together to make sure they have the same expectations for your child (Ex: email both teachers to get their conversation started).
- Schedule an individual meeting with the kindergarten teacher before school starts (if possible) to discuss your child's strengths and needs and write this plan together.
- Request a meeting with the special education team to ensure any necessary accommodations are in place before school starts.
- Arrange a private school visit for your child to explore their classroom, meet their teacher, and get comfortable in the space.
- Enroll your child in a kindergarten readiness program or summer camp.
- Introduce visual schedules, timers, or first-then boards if your child benefits from structured routines.
- Connect with other kindergarten families through school-organized groups or social media.
- Work with a speech therapist or other specialists to create a social script for making friends and communicating needs in school.

Starting Kindergarten

- Meet with your child's new educational team if you have not yet to continue to write and share this transition plan.
- Read teacher welcome letters or watch any school introduction videos.
- Establish a consistent morning and drop-off routine to best support your child through this transition.
- Give your child a comfort item to bring to school (if allowed) to give them some reassurance during the school day (Ex: a favorite stuffed animal or action figure).
- Talk about school rules at home and practice them through play.
- Help your child learn classmates' names and encourage them to reflect or talk about their day by asking specific questions.
- Create a communication plan to support your child's transition (page 6).
- Talk with the teacher about flexible seating options (Ex: wobble stools, cushions, standing desks) to support sensory and motor needs.
- Explore different ways to help your child communicate, like picture boards, speech devices, or simple sign language, if they don't use many words to talk.
- Work with school staff to arrange additional supports as needed (Ex: buddy system, additional check-ins).
- Attend early parent-teacher meetings to discuss strengths and concerns.

Additional Ideas:

Use Barry's comfort object (his lion lovey) to support him.
