



Transition Bridge

for the neurodivergent

*A Change Compass to
Navigate Through
Every Life Transition*

-Dr. Gayatri Narasimhan

This e-book is the property of Prakramika Vocational Institute (PVI) and is free for usage and sharing subject to exercising necessary due diligence by the users based on the situations they encounter. PVI would be grateful if it's name is acknowledged.

Table Of Contents

| S.NO | TOPIC | Pg. No |
|------|---|--------|
| 1. | About PVI | 1-4 |
| 2. | Introduction | 5 |
| 3. | Understanding the Psychology of Transition | 7 |
| 4. | How change impacts neurodivergent learners emotionally and cognitively. | 7 |
| 5. | Common signs of transition anxiety in students. | 7 |
| 6. | Importance of predictability and routine. | 8 |
| 7. | Preparing Students for Transition | 8 |
| 8. | Pre-transition preparation | 8 |
| 9. | Role of peer buddies or student mentors. | 9 |
| 10. | Exposure techniques to the new environment | 9 |
| 11. | How parents can prepare their child at home | 9 |
| 12. | Information parents should share proactively with the school/college. | 9 |
| 13. | Transition Team and their Responsibilities (teachers, therapists, parents, support staff, student). | 10 |
| 14. | How to introduce the student to the new class or group in a positive way. | 10 |
| 15. | Common Challenges & Solutions | 11 |
| 16. | How schools can maintain secure, easy-to-share digital transition files. | 11 |
| 17. | Follow-up timelines (first week, first month, quarterly). | 12 |
| 18. | Feedback loops between previous and current teachers. | 13 |
| 19. | Red flags that indicate a student is struggling in the new setting | 13 |
| 20. | Sample Social Stories and Sample Visual Aids | 13-14 |
| 21. | Checklist 1 – Class-to-Class / School-to-School Transition | 16 |
| 22. | Checklist 2 School-to-College Transition | 18 |
| 23. | Checklist 3 College to Workplace and Department-to-Department Transitions | 20 |
| 24. | Conclusion | 21 |

About The Founder



Dr. Gayatri Narasimhan, is a passionate Special Educator, Inclusive Education specialist and Vocational Trainer with over a decade of experience in this field.

She founded Prakramika in Chennai, in 2015, to cater to the needs of children with special needs, their parents and caregivers with an objective to give meaning to the life of these children. Through dedicated and focused training programmes and intense efforts of placement, she has brought dignity in the life of several children with special needs.

In 2022, Dr. Gayatri Narasimhan launched her debut book *INVAS: An Integrated Curriculum For Vocational And Skill-Based Training*. Her book advocates the need for a structured curriculum for the neurodivergent students.

It is no surprise that several accolades followed her in a very short time. Among the many it is noteworthy to mention the prestigious AKS Global best Principal Award for Prakramika Vocational Institute and the recent Oman Women Leadership Award by World Women Congress and CMA, Asia.

She feels that every one has certain capability; only thing is we need to tap their potential and motivate them, then you will be surprised to their capabilities.

About The Core Team

DR. GAYATRI NARASIMHAN



Dr. Gayatri Narasimhan is a passionate Special Educator, Inclusive Education Specialist, and Vocational Trainer with over a decade of experience. She founded Prakramika Vocational Institute, Chennai, in 2014 to serve children with special needs, their parents, and caregivers, aiming to bring meaning and dignity to their lives. Through focused training programs and dedicated placement efforts, she has transformed the lives of many. She believes that everyone has unique capabilities and, with the right motivation, their potential can truly shine.

MRS. AKSHAYA LALITH SOUNDAR

Mrs. Akshaya Lalith Soundar is a budding social entrepreneur with expertise in IT, Audit, and professional skills. She is the Founder and CEO of Emplusive Training Center and EmpACT, and an ACCA Affiliate with postgraduate qualifications in Information Technology in Business and an MBA. Her work has earned her multiple accolades, including Best Special Educator 2021, Young Teacher of the Year 2021, and Best Performance in Teaching 2021.



MS. AKHILA NARASIMHAN



Ms. Akhila Lakshminarasimhan, a college student, is a passionate graphic designer and animator. She is the Founder of Muditha Kreative Skool, a platform dedicated to training in design and creative fields. Currently a Multimedia Designer at Prakramika Vocational Institute, she previously served as an IT Intern at AtmaNirbhar Bharat Learning Platform. Her expertise includes graphic design, content writing, and Android app development, and she is also a two-time MUN award winner.

About The Board Members



Mr. Dudekula Ameer

Mr. Dudekula Ameer, a Chartered Accountant and a seasoned banker and Central Banker with 20 years of experience in a senior position in Central Bank of Oman, Muscat.

Mr. Pradeep Kumar Singh

Mr. Pradeep Kumar Singh, an MBA in International Operations, is a CSR Professional, an entrepreneur running his own venture by name Roots2Bloom and a panellist in several NGOs for CSR advisory & activities.



Mrs. Padma Ramani

Mrs. Padma Ramani, a post graduate in chemistry and a former bank officer is now a seasoned Special Educator with close to three decades of wide experience in the field of special education.

Dr. Lakshmi Sarkar

Dr. Lakshmi Sarkar, a Senior Occupational therapist in Khoula Hospital, Oman Min. of Health, with more than two decades of wide experience in treating neurodivergent, Policy making and as an advisor in the field of Special Education.



Introduction

Transition, in the context provided, refers to the ongoing process of moving from one stage of education to another or from one school to another. This transition is not a one-time event but occurs continuously and can take place at any point during a student's academic journey. For students with special needs, who may be more susceptible to anxiety and challenges during changes, schools must establish structured transition procedures to ensure a smoother and healthier transfer. The objective is to create a plan that is not only effective but also professional, addressing the unique requirements of the student and their family. The transition plan aims to ensure that both the student and their family are adequately prepared and supported for the next step in their educational journey. This proactive approach helps minimize potential stressors associated with transitions for students with special needs. The transition process for students with special needs should prioritize smoothness, comfort, and gradual adjustment. To best support students in becoming acclimated to their new environments, it is crucial to recognise the diverse nature of transitions, viz., their intensity, from partial to complete, etc. The transition process should encompass various scenarios, such as the transition from home to school, the progression from one grade to another, the shift between schools, and the significant move from school to employment. Each of these transitions requires a thoughtful and tailored approach to ensure that students with special needs feel supported, secure, and ready to adapt to the changes. By considering the specific needs and challenges associated with each type of transition, educational institutions can implement strategies that make the adjustment process more manageable and less stressful for students with special needs. A collaborative and inclusive approach to the transition process is paramount for its success. By involving all stakeholders in a shared problem solving process, educational institutions can ensure that the transition is well-planned, well-coordinated, and reflective of the best inclusive practices. Stakeholders, including educators, parents, support staff, and even the students themselves, bring valuable perspectives and insights to the planning table. This collaborative effort allows for a holistic understanding of the unique needs, strengths, and challenges of each student, facilitating the development of tailored transition plans. Drawing on previous experiences is a key aspect of this process.

Analyzing what has worked well in the past and learning from challenges ensures that the transition strategies are continuously refined and improved. This iterative approach contributes to the creation of effective, student centered transition plans that prioritize the well-being and success of students with special needs during each stage of their educational journey.



The National Education Policy emphasizes inclusive and equitable education, flexible pathways, and holistic development. Transition planning reflects these goals by enabling smooth movement between academic stages, reducing dropout risk, and fostering continuity in skill development. It also supports NEP 2020's focus on personalized learning and creating safe, supportive environments for all learners, including those with special needs.

- **Understanding the Psychology of Transition**

Transition can be an emotionally charged period for neurodivergent students, as changes in environment, routine, and expectations may trigger anxiety, uncertainty, or sensory overwhelm. These reactions stem from the brain's natural response to unfamiliar situations, which can be heightened in individuals who thrive on predictability and structure. Understanding the psychology of transition helps educators anticipate potential stressors, provide reassurance, and implement strategies, such as gradual exposure, visual supports, and consistent routines—that promote emotional safety. By addressing the psychological impact alongside academic needs, schools can make transitions smoother, more positive, and ultimately empowering for the student.

- **How change impacts neurodivergent learners emotionally and cognitively.**

For neurodivergent learners, change can disrupt the sense of security built through familiar routines, environments, and relationships. Emotionally, this may lead to heightened anxiety, frustration, or withdrawal, as the uncertainty of new situations challenges their comfort zone. Cognitively, the mental energy required to adapt can reduce focus, slow processing, and impact learning efficiency. The brain may be preoccupied with decoding unfamiliar expectations rather than engaging fully with new tasks. Recognizing these impacts allows educators to provide structured preparation, clear communication, and supportive strategies that ease adaptation while safeguarding emotional well-being and cognitive performance.

- **Common signs of transition anxiety in students.**

- a. Emotional Signs

1. Increased irritability or mood swings
2. Withdrawal from peers or preferred activities
3. Heightened sensitivity to feedback or criticism

- b. Behavioral Signs

1. Resistance to attending school or engaging in new tasks
2. Clinging to familiar people or routines
3. Avoidance of unfamiliar environments or activities

- c. Cognitive Signs

1. Reduced attention span
2. Slower task completion
3. Forgetfulness or difficulty following instructions

a. Physical Signs

1. Stomach aches or headaches
2. Fatigue or changes in sleep patterns
3. Restlessness or fidgeting

- **Importance of predictability and routine.**

- i. Provides a sense of safety and stability for neurodivergent learner.
- ii. Reduces anxiety by minimizing unexpected changes
- iii. Helps maintain focus and cognitive efficiency
- iv. Supports smoother transitions between tasks and environments
- v. Builds confidence through familiarity with daily structure
- vi. Encourages independence by reinforcing consistent patterns
- vii. Creates a reliable framework for introducing new skills or concepts

- **Preparing Students for Transition**

Preparing students for transition involves gradually familiarizing them with upcoming changes through clear communication, visual supports, and step-by-step exposure. Strategies such as orientation visits, social stories, and peer buddy systems help reduce anxiety and build confidence. By providing time to adjust and opportunities to ask questions, educators can make the shift feel safe, predictable, and empowering.

- **Step-by-step pre-transition preparation (visual schedules, social stories, trial visits)**

- a. Introduce the Change Early – Inform the student about the upcoming transition well in advance to allow time for emotional adjustment.
- b. Use Visual Schedules – Create a clear timeline showing when and how the change will happen.
- c. Share Social Stories – Use simple narratives with pictures to explain what the new environment, people, and routines will be like.
- d. Arrange Trial Visits – Allow the student to spend short periods in the new setting to build familiarity.
- e. Identify Key Support People – Introduce the student to teachers, peers, or mentors who will provide guidance in the new environment.
- f. Practice New Routines – Rehearse changes such as new routes, class timings, or rules to increase confidence.
- g. Offer Reassurance and Feedback – Provide consistent encouragement and address any questions or concerns promptly.

- **Role of peer buddies or student mentors.**

Peer buddies or student mentors play a vital role in easing transitions for neurodivergent learners by offering social connection, guidance, and emotional reassurance. They help the student navigate new routines, introduce them to classmates, and model appropriate behaviors in the new setting. This support reduces feelings of isolation, builds trust, and promotes a sense of belonging. By acting as consistent points of contact, peer buddies and mentors not only facilitate smoother adjustments but also foster empathy and inclusion within the wider school community.

- **Gradual exposure techniques to the new environment.**

- a. Start with short, low-pressure visits to the new setting.
- b. Gradually increase the duration and complexity of exposure over time.
- c. Introduce one change at a time (e.g., new classroom first, then new teacher).
- d. Allow the student to explore key areas (classroom, restroom, playground) at their own pace.
- e. Pair new experiences with familiar and comforting activities.
- f. Provide positive reinforcement after each successful exposure.
- g. Involve a trusted teacher, parent, or peer buddy during initial visits for reassurance.

- **How parents can prepare their child at home.**

Step 1: Talk about the upcoming change in simple, positive language to set a reassuring tone.

Step 2: Use visual aids such as calendars, photos, or storyboards to explain what will happen and when.

Step 3: Practice new routines at home, such as waking up earlier or packing a school bag.

Step 4: Role-play possible scenarios, like meeting a new teacher or finding the classroom.

Step 5: Encourage questions and listen to any worries your child may have.

Step 6: Share positive stories about past successful changes to build confidence.

Step 7: Maintain consistent routines at home to provide stability during the transition period.

- **Information parents should share proactively with the school/college.**

- ✓ Details of the child's strengths, interests, and talents.
- ✓ Specific learning needs and preferred learning styles.
- ✓ Current support plans (IEP, therapy plans, or accommodations).
- ✓ Medical history relevant to school life (allergies, medications, emergency protocols).
- ✓ Sensory preferences and sensitivities.

- ✓ Communication style and any assistive technology used.
 - ✓ Known triggers and effective calming strategies.
 - ✓ Social interaction patterns and peer relationship notes.
 - ✓ Successful strategies used at home for behavior or learning.
 - ✓ Contact details for therapists, doctors, or other support professionals.
- **Transition Team and their Responsibilities (teachers, therapists, parents, support staff, student).**
 1. Teachers
 - a. Share detailed academic, behavioral, and social progress reports.
 - b. Implement and adapt teaching strategies for the new environment.
 - c. Maintain communication with the receiving teacher or institution during the initial phase.
 2. Therapists (Occupational, Speech, Behavioral, etc.)
 - a. Provide therapy progress notes and recommendations.
 - b. Suggest strategies to support sensory, communication, or behavioral needs.
 - c. Train the new team on specific intervention techniques if required.
 3. Parents/Guardians
 - a. Share insights about the child's strengths, needs, and preferences.
 - b. Provide relevant medical, sensory, and emotional information.
 - c. Maintain open communication to track the child's adjustment post-transition.
 4. Support Staff (Special Educators, Aides)
 - a. Assist in training new staff on effective support strategies.
 - b. Provide details about daily assistance routines.
 - c. Support the student during the first days/weeks in the new environment.
 5. Student (where possible and age-appropriate)
 - a. Share personal goals, concerns, and preferences.
 - b. Participate in orientation or trial visits.
 - c. Practice self-advocacy skills to communicate needs in the new setting.
 - **How to introduce the student to the new class or group in a positive way.**
 - ★ Plan the Introduction in Advance – Coordinate with the student and their parents to decide what information will be shared.
 - ★ Highlight Strengths and Interests – Focus on the student's talents, hobbies, or achievements to create a positive first impression.
 - ★ Use Inclusive Language – Present the student as an equal member of the group, avoiding labels or deficit-based descriptions.
 - ★ Encourage Peer Interaction – Arrange a group activity or icebreaker to help classmates connect naturally.

- ★ Provide a Peer Buddy – Pair the student with a supportive peer for guidance during the first days.
- ★ Normalize Differences – If appropriate, discuss diversity and inclusion to foster acceptance among peers.
- ★ Follow Up – Check in with both the student and the class to ensure the integration is smooth and welcoming.

- **Common Challenges & Solutions**

- a. Incomplete Handover of Information

Solution: Use a standardized transition form and checklist to ensure all academic, behavioral, sensory, and medical details are shared before the move.

- b. Student Anxiety or Resistance

Solution: Prepare the student gradually with visual schedules, trial visits, and reassurance from familiar staff or peer buddies.

- c. Lack of Preparedness in Receiving Class/School

Solution: Conduct a pre-transition meeting with the new teacher and support staff to review the student's needs and strategies.

- d. Disruption of Established Routines

Solution: Maintain as many familiar routines as possible in the new setting and introduce changes slowly.

- e. Social Isolation in the New Environment

Solution: Assign peer buddies, plan group activities, and encourage inclusive classroom practices to build connections quickly.

- f. Mismatch in Teaching or Support Methods

Solution: Share proven strategies from previous educators and provide training or guidance to the new team.

- **How schools can maintain secure, easy-to-share digital transition files.**

To ensure continuity of support during student transitions, schools should establish a standardized Digital Transition File Management System, which should form of Data Management Policy of the Institution, that is both secure and accessible to authorized personnel.

- 1. File Structure and Content

Maintain a dedicated Transition Folder for each student containing: IEPs, details of transition team members, progress reports, medical and sensory profiles, behavior support plans, communication preferences, and relevant assessments.

Use consistent file naming conventions (e.g., StudentName_Transition_YYYYMMDD) to enable quick retrieval.

2. Secure Storage

Store files on an encrypted, password-protected on a secure school server or on cloud-based platform (e.g., Google Workspace for Education, Microsoft SharePoint) based on data management policy of the institution.

Restrict access to authorized staff only (current and receiving teachers, transition team members, school administrators).

3. Data Protection Compliance

Follow applicable data protection laws and policies (e.g., India's Digital Personal Data Protection Act, GDPR if applicable).

Obtain written parental/guardian consent before sharing files externally.

4. Sharing Protocols

Share files via secure, encrypted channels only (e.g., secure email links with expiry dates, school-approved file sharing systems).

Maintain an access log to track who has viewed or downloaded the files.

5. Regular Updates and Backups

Review and update transition files at least once per academic term.

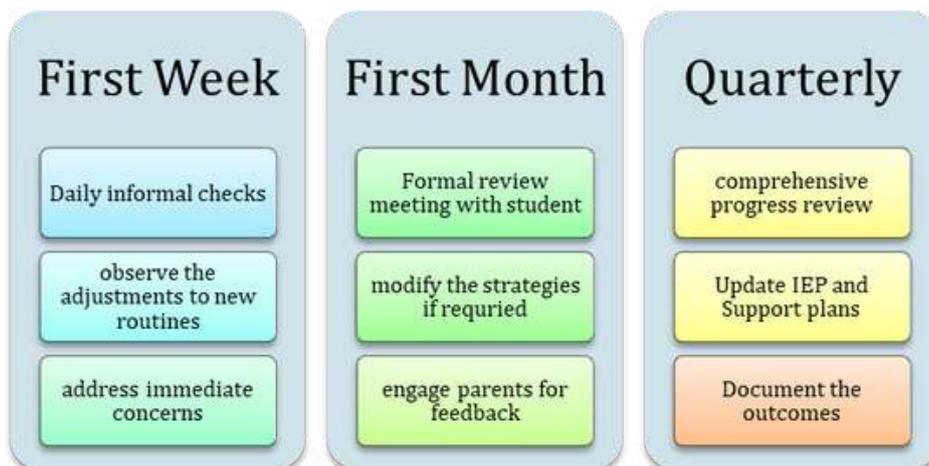
Keep secure backups to prevent data loss.

6. Training and Accountability

Train staff on data security protocols and ethical handling of student records.

Assign a designated Transition Records Coordinator to oversee file accuracy, security, and timely sharing.

- **Follow-up timelines (first week, first month, quarterly).**



- **Feedback loops between previous and current teachers.**

Schedule a Handover Meeting – Set a 30–45 minute meeting before the student moves classes to discuss key points face-to-face.

Use a Shared Transition Form – Fill out a simple form covering learning style, strengths, triggers, and effective strategies; keep it in both teachers' files.

Create a Direct Communication Channel – Use a shared email thread or school-approved chat group for quick updates in the first month.

Observe Together (if possible) – Allow the previous teacher to visit one class in the new setting to see how the student is adjusting.

Set Follow-Up Dates – Plan quick check-ins at the end of Week 1, Week 4, and after the first term to review progress.

Keep it Confidential – Share information only with staff who directly work with the student.

Update Records – Add any new strategies or observations from the current teacher so the record stays relevant for future transitions.

- **Red flags that indicate a student is struggling in the new setting.**

- ▶ Noticeable drop in academic performance or participation.
- ▶ Frequent absences, tardiness, or attempts to avoid school.
- ▶ Increased anxiety, mood swings, or emotional outbursts.
- ▶ Withdrawal from peers or reluctance to join group activities.
- ▶ Difficulty following routines or adapting to classroom expectations.
- ▶ Regression in skills previously mastered.
- ▶ Physical complaints such as headaches or stomachaches without medical cause.
- ▶ Repeated disciplinary issues or conflicts with peers/staff.

- **Sample Social Stories (written in first-person, simple language, with pictures)**

1. Moving to a New Classroom

“Next year, I will go to a new classroom. My new teacher’s name is Ms. Priya. She will help me learn new things. I will meet new friends. Some things will be the same, like my lunch break and my favorite seat. Some things will be different, but that’s okay because I can learn new routines.”

2. First Day at a New School

“Today is my first day at Sunrise School. I will walk in through the big gate and see the office on my left. I will meet my new teacher and she will tell me where to sit. I might feel a little nervous, but my teacher and classmates will help me feel comfortable.”

3. Visiting the College for the First Time

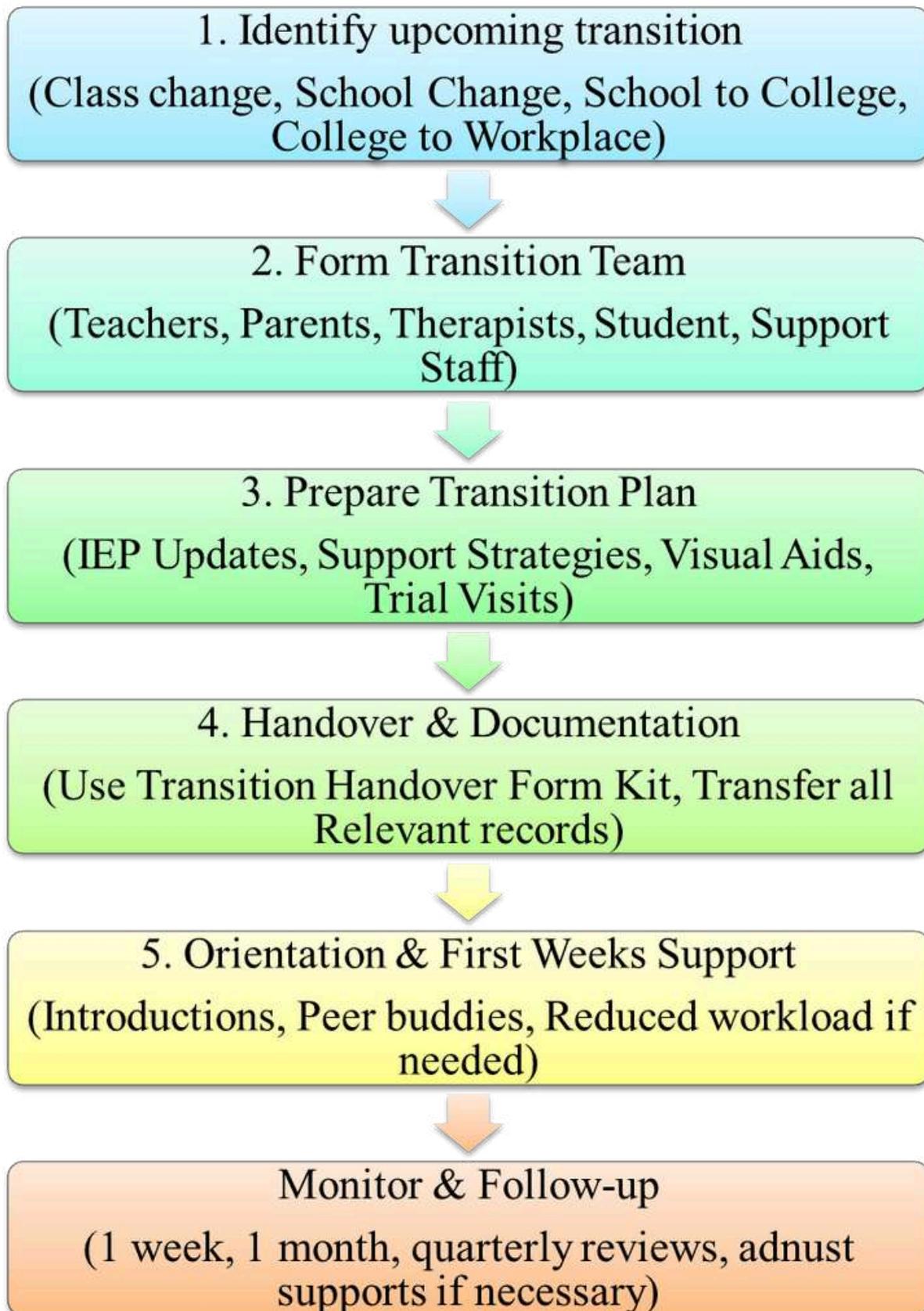
“I am going to college next year. Before classes start, I will visit the college. I will see my classroom, library, and cafeteria. I will meet my teachers and they will explain my timetable. This will help me know what to expect.”

4. Starting a New Job

“I am starting my new job at the office. I will meet my supervisor and my team. They will show me my desk and explain my tasks. I can ask questions if I am unsure. I will have breaks and lunchtime. I will learn new things every day.”

• Sample Visual Aids

- ✓ Transition Timeline Chart – A visual calendar showing important dates (last day in old class, trial visit, first day in new class).
- ✓ Classroom Map – Simple floor plan marking important areas like desk, restrooms, lunch area, and teacher’s table.
- ✓ Photo Album of New Environment – Pictures of the new classroom, teacher, support staff, playground, or work area.
- ✓ Daily Routine Chart – Visual schedule with pictures for each activity (arrival, class time, breaks, lunch, departure).
- ✓ Emotion Thermometer – Visual scale (happy face to worried face) for students to express how they feel about the change.
- ✓ "Who to Ask for Help" Poster – Photos and names of key people in the new setting (teacher, counselor, buddy).



Transition Handover Form Kit

Comprehensive checklists to ensure a smooth transition for neurodivergent learners and employees.

Checklist 1 – Class-to-Class / School-to-School Transition

Transition for neurodivergent students is more than just moving to a new classroom or school – it is a pivotal stage that can deeply affect their emotional well-being, learning progress, and social connections. A smooth, well-structured transition ensures that the student’s strengths, needs, and support strategies are clearly understood by the new teacher and learning environment. Without proper handover, students may experience anxiety, academic setbacks, or difficulty adjusting to unfamiliar routines and expectations. This form acts as a bridge, ensuring that essential academic, behavioural, sensory, and medical information is communicated so that learning and inclusion continue without disruption.

| Section | Details |
|--|---------|
| Student/Employee Name | |
| Date of Transition | |
| From (Class/Dept) | |
| To (Class/Dept) | |
| Primary Contact Person | |
| Academic/Work Strengths | |
| Areas Needing Support | |
| Current Support Plans (IEP/Accommodation) | |
| Assistive Tools/Technology Used | |
| Communication Style & Preferences | |
| Sensory Considerations | |
| Behavior Triggers & Calming Strategies | |
| Medical/Safety Alerts | |
| Emergency Contact Info | |
| Parental/Guardian Notes (if applicable) | |
| Additional Notes | |

- Individualized Education Plan (IEP) – latest version
- Academic progress reports (term/subject-wise)
- Curriculum modifications/adaptations in place
- Samples of student work/portfolio
- Assessment results (academic & functional skills)
- Behavior support plan (if applicable)
- Peer relationship notes and social skills observations
- Known triggers and effective calming strategies
- Group participation patterns
- Communication profile (speech, AAC, preferred style)
- Sensory profile (sensitivities, sensory diet)
- Visual/auditory aids in use
- Medical summary (allergies, medications, protocols)
- Emergency plan (e.g., seizure or elopement risk)
- Notes from parent meetings
- Reports from special educators/therapists
- Extra-curricular participation record

Checklist 2 – School-to-College Transition

Transitioning from school to college is a major milestone for neurodivergent students – one that impacts their independence, learning continuity, and confidence in navigating new environments. This stage involves not only academic readiness but also adaptation to different teaching styles, schedules, and social settings. A carefully planned handover ensures that the student’s strengths, learning needs, and support strategies are clearly communicated to the college, enabling appropriate accommodations from the very beginning. Without this preparation, students may face unnecessary stress, gaps in support, or challenges in adjusting to the increased demands of higher education. This form bridges that gap, carrying forward vital academic, behavioural, sensory, and medical information to help the student succeed in their next chapter.

| Section | Details |
|--|---------|
| Student/Employee Name | |
| Date of Transition | |
| From (Class/Dept) | |
| To (Class/Dept) | |
| Primary Contact Person | |
| Academic/Work Strengths | |
| Areas Needing Support | |
| Current Support Plans (IEP/Accommodation) | |
| Assistive Tools/Technology Used | |
| Communication Style & Preferences | |
| Sensory Considerations | |
| Behavior Triggers & Calming Strategies | |
| Medical/Safety Alerts | |
| Emergency Contact Info | |
| Parental/Guardian Notes (if applicable) | |
| Additional Notes | |

- Final IEP with transition plan
- Summary of academic strengths and learning needs
- Assistive technology used & required support
- Record of accommodations (exam modifications, extra time, scribe, etc.)
- Report cards / transcripts
- Independent living skills profile (self-care, money handling, time management)
- Travel training notes and safety awareness level
- Self-advocacy skills record
- Summary of teamwork, adaptability, and emotional regulation
- Peer interaction notes
- Health summary (diagnoses, medications, allergies)
- Mental health plan/support needs
- Emergency protocol
- Career interest inventory results
- Internship or work exposure reports
- References/recommendation letters (if applicable)

Checklist 3 – College to Workplace and Department-to-Department Transitions

Transitioning from college to the workplace is a significant step for neurodivergent individuals, marking the shift from an academic setting to a professional environment with new expectations, routines, and social dynamics. This stage requires more than just job skills – it demands careful preparation to ensure the individual's strengths, work style, and support needs are clearly understood by the employer or department. A well-planned handover helps create a supportive work environment from day one, reducing the risk of misunderstandings, stress, or performance setbacks. This form acts as a bridge, transferring essential information on skills, accommodations, sensory considerations, and communication preferences to ensure the individual can thrive and contribute meaningfully in their new role.

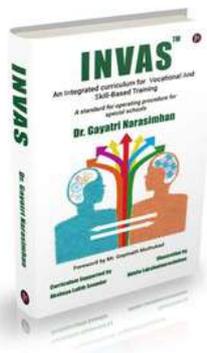
| Section | Details |
|---|---------|
| Student/Employee Name | |
| Date of Transition | |
| From (Class/Dept) | |
| To (Class/Dept) | |
| Primary Contact Person | |
| Academic/Work Strengths | |
| Areas Needing Support | |
| Current Support Plans (IEP/Accommodation) | |
| Assistive Tools/Technology Used | |
| Communication Style & Preferences | |
| Sensory Considerations | |
| Behavior Triggers & Calming Strategies | |
| Medical/Safety Alerts | |
| Emergency Contact Info | |
| Parental/Guardian Notes (if applicable) | |
| Additional Notes | |

- Current job description & duties handled
- Performance review summary
- Completed projects / work portfolio
- Productivity or task-tracking reports
- Workplace accommodation plan (flexible hours, environment, equipment)
- Assistive technology/tools used
- Sensory/environmental needs (noise control, lighting preferences)
- Preferred communication style (verbal, written, visual)
- Effective feedback methods
- Conflict resolution strategies
- Triggers & calming strategies in workplace
- Team collaboration notes
- Strengths in interpersonal interactions
- Medical or safety alerts (relevant to work environment)
- Emergency contact details
- Training completed (internal/external)
- Skills development plan
- Pending training requirements

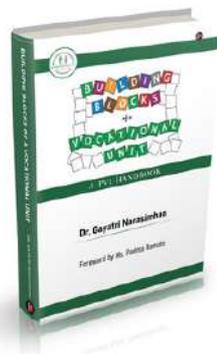
A well-managed transition is not just a procedural step – it is a commitment to preserving the dignity, confidence, and growth of every individual. By documenting and communicating essential information, we ensure that the receiving teacher, institution, or department is fully prepared to provide continuity, support, and understanding from day one. These checklists serve as a bridge between past achievements and future opportunities, helping neurodivergent learners and employees adapt smoothly, maintain progress, and thrive in their new environment. Consistency in this process is key to building an inclusive culture where every ability is valued and nurtured.

Our Books

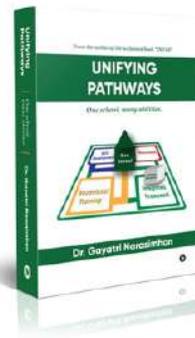
INVAS - An Integrated Curriculum for Vocational & Skill-Based Training (2022)



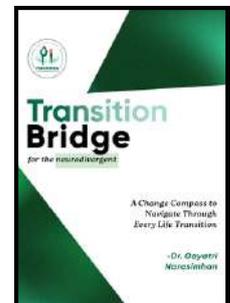
Building Blocks of a Vocational Unit (2023)



Unifying Pathways - One School Many Abilities (2023)

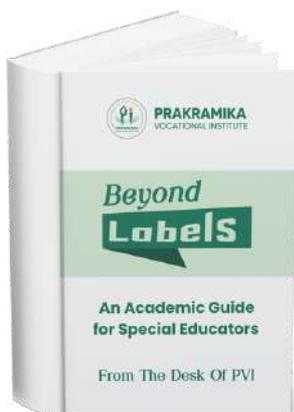


Transition Bridge for the neurodivergent (EBook)



Coming Soon...

Beyond Labels: An Academic Guide for Special Educators



KAPSTONE – A Multi-Layered Career Assessment Tool



Our Workshops

For Regular Schools

2-Day

Comprehensive workshop
on

INCLUSIVE EDUCATION FRAMEWORK



Topics covered

- i. Challenges faced by stakeholders.
- ii. Analyzing the system
- iii. Designing the SEN department
- iv. Defining the process
- v. Inclusive practice determiners
- vi. Role of stakeholders
- vii. General screening
- viii. Basic screening
- ix. Informal Screening Components
- x. Reading test
- xi. Spelling test
- xii. SLD Screening test
- xiii. Intelligence Test
- xiv. Learning Style
- xv. Strength and Needs
- xvi. IEP
- xvii. Lesson Plan
- xviii. Documenting Manual & computerised



For more details contact: +919790892444 | info.prakramika@gmail.com

Our Workshops

For Vocational Centres

4-Day

Mega workshop

on

VOCATIONAL TRAINING



Topics covered

- i. Activities of the vocational unit
- ii. Activities of daily living
- iii. 4 vocations
- iv. Curriculum and system in place.
- v. Documentations.
- vi. Certificate for attending the workshop



For more details contact: +919790892444 | info.prakramika@gmail.com



CONTACT US



No. 28, SRR Nagar, Nolambur,
Chennai - 600037
(Near Balaji Hospitals)



+968 97435655
+91 9790892444



info.prakramika@gmail.com



www.prakramikavocationalinstitute.com

This e-book is the property of Prakramika Vocational Institute (PVI) and is free for usage and sharing subject to exercising necessary due diligence by the users based on the situations they encounter. PVI would be grateful if it's name is acknowledged.