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Transition Worksheet for Early Intervention and School-Based Physical Therapy Providers

This worksheet should be completed by the early intervention (EI) physical therapist (PT) to convey pertinent information to the school-based physical therapist. This information will impact the promotion of the child's transitioning process from Part C to Part B. The worksheet is based on the World Health Organization's International Classification of Functioning, Disability and Health (ICF Model),¹ as endorsed by the American Physical Therapy Association (APTA). Therefore, the worksheet focuses on the child's participation and activities, along with personal, family, and environmental factors, with less emphasis on body structures and function. It includes space for describing intervention strategies that have been successful or are in progress, as well as any other comments that may be helpful to the therapist providing services in the preschool. The early intervention PT should receive permission from the family to provide the information on this form to the school-based PT, and is encouraged to collaborate with the family while including their input.

1. World Health Organization. International Classification of Functioning, Disability and Health. <http://www.who.int/classifications/icf/en/>. Accessed February 15, 2014.

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Student _____ DOB _____ Date _____

Health Condition/Medical Information _____

EI PT _____ School-based PT _____

Phone: _____ Phone: _____

CHILD/FAMILY PERSONAL FACTORS	Notes/Comments
Child's interests/motivational factors	
Personality/temperament	
Safety awareness	
Family priorities	



Family engagement in EI	
Family structure/ living arrangements/space	
Other	

PARTICIPATION	Notes/Comments
Self-Care	
Toileting	
Feeding	
Dressing	
Other	
Play Routines	
Age-appropriate games with peers	
Peer interaction	
Free/preferred play	



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Other	
Adult-Directed Activities/ Instruction	
Following routines/directions	
Communication abilities/needs	
Social skills/behavioral concerns	
Attention to task	
Other	
Family Activities (including ADLs/ community outings)	

ENVIRONMENTAL FACTORS	Notes/Comments
Orthotics/prosthetics	
Adaptive equipment	
Assistive mobility devices	



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Communication needs	
Bus needs	
Private preschool/child care	
Community resources	
Physician, vendors, clinics, other therapies	
Other	

ACTIVITIES	Notes/Comments
Mobility	
Indoors (changes in surfaces)	
Outdoors (changes in surfaces and grades)	
Transitions (to and from floor and chairs)	
Movement between activities to engage in purposeful play	
Stairs, curbs, ramps	



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Backward movement (into a chair or toilet)	
Crowded areas	
Over and around obstacles	
Sitting to attend to instruction (floor/ chair)	
Standing to manage jacket/ backpack	
Single-leg balance to step over obstacles	
Other	
Locomotor Skills	
Distance and speed	
Running	
Jumping	
Push/pedal ride-on toy	



Other	
Object Manipulation	
Throwing, catching, and kicking a ball	
Carrying objects (small and large)	
Manipulating small objects	
Other	

BODY STRUCTURES AND FUNCTION	Notes/Comments
Range of motion	
Strength	
Balance	
Coordination	
Endurance	



Reflexes (primitive and/or protective)	
Sensory concerns	
Oral-motor	
Other	

Intervention Strategies/Approaches

(EI strategies that have been successful in the past 6 months and/or currently in progress, etc)
