

student Transition Skills inventory

[for youth ages 14 to 21]

tilson
& díaz
SOLUTIONS

career and workforce development redefined

This inventory is intended to document and summarize the skill areas that are critical for transition-age students with significant support needs, ages 14-21. It should serve as a checklist for discussion related to transition. As such, it provides an overview only. Assessment reports and other supporting documents must accompany this inventory. The categories in this inventory address: Vocational/Career Development; Community Access and Practice; Recreation and Leisure; and Independent Living.

Since Communication skills cut across all of these areas, an additional section has been added below.

last name		first name	
street address			
city		state	zip code
birth date	age	id#	telephone / email
date of this document	staff persons completing this document / telephone / email		

COMMUNICATION

1. Does the student need an augmentative communication device? Yes No
If yes, identify the device:
To what extent is it in place and effective?
2. The student communicates his/her needs, feelings, likes, dislikes, ideas, opinions & desires. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How

3. The student follows verbal directions and requests. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
4. The student responds to choice questions. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
5. The student responds appropriately to greetings from others. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
6. The student requests help when needed. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
7. The student indicates when he/she has finished a task. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
8. Other than augmentative communication devices, what accommodation strategies does the student need in order to communicate with others effectively?

VOCATIONAL/CAREER DEVELOPMENT

9. The student completes assigned school tasks in a timely manner. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
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10. The student demonstrates problem-solving abilities. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
11. The student demonstrates appropriate work habits and values in school. *Comments/examples:* Usually Sometimes Rarely Doesn't Know How

12. The student has had opportunities to see a variety of jobs and job tasks **within the school setting**. (Career awareness & job shadowing) *Identify each opportunity and the year in which it occurred:*
- Many Some Few None
13. The student has had opportunities to see a variety of job sites and types of jobs **within the community**. (Career awareness & job shadowing) *Identify each opportunity and the year in which it occurred:*
- Many Some Few None
14. The student has had opportunities to try diverse job tasks, within the school setting. (Hands-On Job sampling) *Identify each opportunity and the year in which it occurred:*
- Many Some Few None
15. The student has had opportunities to try diverse job tasks, on actual job sites in the community. (Hands-On Job Sampling) *Identify each opportunity and the year in which it occurred:*
- Many Some Few None
16. Has the student had volunteer jobs in the community? *If yes, identify the positions and years in which they occurred:*
- Yes No Not Applicable
17. Has the student had paid work experiences in the community? *If yes, identify the positions and years in which they occurred:*
- Yes No Not Applicable
18. Has the student ever been evaluated by an employer? *If yes, please attach evaluation form*
- Yes No Not Applicable

19. Pertaining to appropriate work habits and values on the job site: *What are the student's strengths and weaknesses?*

Strengths

Weaknesses

20. Has the student participated in a real job interview? *Comments:*

Yes

No

Not Applicable

21. Has the student participated in completing a job application? *Comments:*

Yes

No

Not Applicable

22. What reading ability does the student have?

23. What math ability does the student have?

24. What machinery, equipment, and/or tools can the student use, including assistive technology?

25. Can the student use the computer? *Identify usage: (Ex. Games, word processing, e-mail, web, databases, graphics)*

Yes

No

Not Applicable

26. Has the student had an interest assessment? *Identify interests or attach report.*

Yes

No

27. Has the student had a learning styles assessment? *Identify learning styles or attach report.*

Yes

No

28. Has the student participated in personal futures planning process and does he/she have a positive personal profile? *Attach documentation*

Yes

No

29. Does the student have a resume? Yes No
If yes, attach a copy.
30. Does the student have a personal identification card? Yes No Not Applicable
If yes, attach a copy.
31. What accommodation strategies does the student need in order to be successful on a job?

COMMUNITY ACCESS and PRACTICE

32. What shopping skills does the student have?
Identify the stores visited and the skills demonstrated:
33. What other personal services can the student access independently? (Ex. Barbershop/salon; doctor's office, dentist's office, bank, post office, etc.)
34. While clothes shopping, can the student select items and try them on? Yes No Not Applicable
Comments:
35. Can the student get around by him/herself, in familiar settings (such as school building, home, neighborhood)? Usually Sometimes Rarely Doesn't Know How
Comments/examples:
36. Can the student get around the community by him/herself? Usually Sometimes Rarely Doesn't Know How
Comments/examples:

37. Can the student manage his/her time, schedules – and periods of waiting?
Comments/examples:

Usually Sometimes Rarely Doesn't Know How

38. Does the student demonstrate appropriate behaviors in public? *Identify strengths and weaknesses.*

Usually Sometimes Rarely Doesn't Know How

39. What accommodation strategies does the student need in order to successfully participate in the community?

RECREATION AND LEISURE

40. Does the student have a hobby or leisure time activity in which he/she participates regularly, outside of school-sponsored activities?
Comments/examples:

Yes No

41. With whom does the student share these activities?

42. Outside of family and paid staff, does the student have friends? *Identify:*

Yes No

43. What accommodation strategies does the student need in order to be successful in his/her pursuit of recreation and leisure time activities?

44. What accommodation strategies does the student need in order to build a network of friends, outside of family and paid staff?

INDEPENDENT LIVING

45. Can the student get the nutrition he/she needs, independently? *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
46. Does the student get sufficient exercise independently? *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
47. Does the student make independent money transactions? *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
48. Can the student make proper selections in stores? *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
49. Can the student use basic tools to fix things around the house? *Comments/examples:* Usually Sometimes Rarely Doesn't Know How
50. Can the student perform basic household chores? *Identify:* Yes No
51. What tasks can the student perform related to meal preparation?
52. What tasks can the student perform related to bathing, personal hygiene, and grooming?
53. What tasks can the student perform relating to taking care of his/her toileting needs independently?
54. Does the student ride in the car and bus safely? *Comments/examples:* Yes No
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55. Other than by school bus, how does the student get from one location to another?

56. Can the student get help in an emergency situation? *Comments/examples:*

Yes

No

57. What accommodations does the student need in order to live as independently as possible?

58. What other skills are critical for this student's successful transition to adult life?

POST HIGH SCHOOL SUPPORTS

59. Does the student and his/her family know the array of community and adult services that may be available to assist him/her after the student leaves school? *Comments:*

Extensively

Fairly Well

Slightly

Not at all

60. Have the student and his/her family been formally connected to any community and adult service agencies? *Identify the agency and the supports provided:*

Enrolled

In process
of enrollment

In initial
discussions

Not at all