

Transition Considerations

*What follows is a listing of items to **consider** when determining present levels of performance in transition areas or when determining transition goals. Appropriateness of items will vary with a student's interests, age, disability and future expectations.*

Jobs and job training:

Does, can or has the student.....

- currently have a job; is that experience necessary at this point?
- held jobs in the past?
- have regularly assigned chores/responsibilities at home?
- ever been fired from or quit a job? Why?
- have a record of work habits or work place behavior?
- have a stated career interest; have interest inventories been conducted?
- possess specific career skills; has an aptitude assessment been completed?
- know how to find a job?
- complete career exploration studies?
- ever completed a job application form?
- gone on an interview?
- written a resume?
- complete time cards and W-2 forms?
- provide references for jobs?
- possess the skills to effectively work or cooperate with others?
- have preferences for job settings (in/out door, clean/dirty, with/without people, etc.)?
- follow verbal and written directions?
- deal appropriately with authority?
- communicate feelings and needs appropriately?
- explain job related accommodation needs?
- possess an adequate work related vocabulary?
- understand the legal rights of teenage workers?
- familiar with harassment legislation?

Post-secondary education or training:

Is, does, can, or has the student.....

- express intention for future education/training?
- innumerate options available?
- match career interests to courses of study?
- match courses of study to institutions?
- explain requirements for admission/entrance to programs/institutions?
- understand what education is required for a chosen career?
- knowledgeable of high school course work prerequisites?
- completed a school search?
- identified training programs?
- made a campus visit?
- contacted the special needs/disabilities counselor at an institution?
- completed an application?
- know what entrance exams are required?
- taken pre-PSAT, ACT, PSAT exams?
- understand application timelines and deadlines?
- aware of funding opportunities?
- checked into financial aids/scholarships/loans?
- met with a person from the Department of Rehabilitation Services?
- involved their county case manager?
- checked into Supplemental Security Income?
- aware of GED programs?
- considered PSEO programs?
- aware of living situations at school?

Recreation and Leisure:

Does the student have, participate in or possess.....

- indoor leisure activities? List:
- outdoor leisure activities? List:
- hobbies? List:
- intramural and/or extra-curricular sports?
- a preference for group vs. individual activities?
- friendships and peer relationships?
- date?
- access to community recreation opportunities?
- pets?
- good interpersonal skills?
- telephone skills?
- appropriate social behavior?
- social etiquette/manners?
- functional social skills? (order at a restaurant, leave a tip, call a cab, make a reservation, etc.)
- understanding of appropriate internet/ computer usage?
- physical fitness routine?
- skills to plan a vacation or evening's entertainment?

Community Participation:

Does, can or is the student....

- possess sufficient self advocacy skills?
- have knowledge and understanding of her/his disability?
- run an IEP meeting?
- aware of his/her learning style?
- able to communicate needs and accommodations to authority figures?
- appropriately accept criticism?
- understand appropriate use of informal vs. formal language?
- demonstrate the ability to negotiate and/or compromise?
- have issues with self esteem or self concept?
- initiate interactions?
- system for organizing personal information?
- dress appropriately?
- know how to access government agencies?
- know how to access mental health care?
- understand private vs public information?
- understand harassment issues?
- know personal information? (birth date, address, phone number, social security number, etc.)
- use public transportation?
- have a state id card or driver's license?
- access community education programs?
- Belong to school, church, political or community programs/groups?
- use the telephone?
- make appointments?
- registered for selective service?
- registered to vote?
- aware of public and personal safety issues?
- functional read skills? (maps, signs, directories, labels, etc.)
- functional math skills? (make change, write a check, estimate costs, etc.)
- functional writing skills? (leave a note, write direction, complete a form, etc.)

Home and Daily Living:

Can, does the student.....

- verbalize future living goals?
- understand living options?
- require personal care/assistance?
- prepare a personal budget?
- have a personal address book?
- know how to locate/reach family friends?
- estimate time?
- possess time management skills?
- independently do grocery shopping?
- prepare a meal?
- possess good personal care/hygiene skills?
- do laundry?
- locate somewhere to live?
- understand types and purpose of insurance?
- read the classifieds?
- understand safety issues in the home?
- independently do housekeep shores?
- complete minor home repairs/maintenance?
- understand basic first aid?
- possess functional read skills? (medicine labels, product labels, classifieds, recipes, bills, etc.)
- possess functional math skills? (banking, making change, comparison shopping, credit, etc.)
- possess functional writing skills? (letters, requests, directions, etc.)
- understand sexuality and reproduction?
- possess appropriate parenting/child care skills?
- deal with drug/alcohol problems/issues?