

Transition Checklist--Ages 12-15

_____ **Pre-vocational Evaluation**

- ___ Cognitive
- ___ Achievement
- ___ Aptitude
- ___ Interest
- ___ Learning Style
- ___ PSAT
- ___ Other _____

_____ **Academic Needs**

- ___ Reading
- ___ Writing
- ___ Math
- ___ Touch Typing
- ___ Computer Skills
- ___ Critical thinking
- ___ Problem solving
- ___ Other _____

_____ **Communication Needs**

- ___ Sign Skills
- ___ Answering questions
- ___ Making requests
- ___ Use of Interpreter
- ___ Use of Assistive Devices
- ___ Other _____

_____ **Pre-Vocational Needs**

- ___ Know pertinent personal information † (SS#, health insurance, etc.)
- ___ Use of money
- ___ Budgeting
- ___ Time management
- ___ Punctuality
- ___ Following directions
- ___ Accepting Responsibility
- ___ Task completion
- ___ Other _____

_____ **Social Needs**

- ___ Interaction with superiors
- ___ Interaction with peers
- ___ Impulse control
- ___ Making introductions †
- ___ Entering and Exiting †
- ___ Etiquette †
- ___ Identify and access leisure activities
- ___ Other _____

_____ **Independent Living Needs**

- ___ Personal hygiene †
- ___ Laundry/dry cleaning †
- ___ Simple cooking †
- ___ Cleaning †
- ___ Shopping †
- ___ Use public transportation
- ___ Use bank/ATM †
- ___ Use TTY and relay
- ___ Knowledge of interpreter referral services
- ___ Procedures for emergency situations
- ___ Use closed captioning †
- ___ Use visual alerts †
- ___ Use maps, telephone books and other reference aids
- ___ Awareness of medical and dental needs †
- ___ Other _____

_____ **Community Experience Needs**

- ___ Use Library
- ___ Awareness of social service agencies
- ___ Awareness of churches/religious agencies †
- ___ Awareness of medical and dental resources †

_____ **Self-Advocacy/Self Determination Needs**

- ___ Decision-making skills
- ___ Awareness of special education rules
- ___ Awareness of general disability laws and statutes
- ___ Awareness of laws and statutes pertaining to people with disabilities
- ___ Awareness of rights and responsibilities
- ___ Awareness of own accommodation needs

_____ **Vocational Evaluation**

- ___ Achievement
- ___ Interest
- ___ Work Skills
- ___ On the job evaluation
- ___ SAT/ACT/Other entrance examination
- ___ Other _____

_____ **Academic Needs**

- ___ Reading
- ___ Writing
- ___ Math
- ___ Touch Typing
- ___ Computer Skills
- ___ Software (E-mail, word processing, spread-sheet, data base, graphics, etc.)
- ___ Other _____

_____ **Communication Needs**

- ___ Sign Skills
- ___ Use of Interpreter, rights and responsibilities
- ___ Use of Assistive Devices
- ___ Writing memos, reports, requests, etc.
- ___ Other

Vocational Needs

- ___ Explore vocational options
- ___ Pre-college summer program
- ___ Vocational training
- ___ Specific job skills training _____
- ___ Work/Study program
- ___ Internship/co-op
- ___ On the job training
- ___ Plan for post-school activity
- ___ Employment
- ___ Identify type and locations †
- ___ Visit job sites †
- ___ Interview employees, HR personnel
- ___ Update resume
- ___ Apply for employment †
- ___ Vocational Training
- ___ Identify type, requirements and locations †
- ___ Visit prospective programs †
- ___ Explore financial aid †
- ___ Apply for financial aid †
- ___ Apply to programs †
- ___ College
- ___ Acquire college catalogs †
- ___ Identify requirements †
- ___ Visit prospective colleges †
- ___ Explore scholarships/financial aid †
- ___ Apply for scholarships/financial aid †
- ___ Apply to colleges †
- ___ Job placement services
- ___ Time management
- ___ Punctuality
- ___ Following directions
- ___ Taking initiative
- ___ Decision-making †
- ___ Accepting Responsibility †
- ___ Job search skills
- ___ Interview Skills
- ___ Create resume
- ___ Fill out applications
- ___ Fill out tax/employment forms
- ___ Prepare and file tax return
- ___ Know pertinent personal information (SS#, health insurance, etc.)
- ___ Contact with employment resources (including DRS & VR, DMRS, etc.)
- ___ Other

Social Needs

- Interaction with superiors
- Interaction with peers
- Impulse control
- Etiquette †
- Identify and access social opportunities/leisure activities † (clubs, organizations; general community)
- Sexuality, family planning training †
- Other _____

Independent Living Needs

- Nutrition, meal-planning, cooking
- Cleaning/housekeeping †
- Record keeping †
- Money management †
- Open checking/ account/balance checkbook †
- Obtain personal I.D. †
- Register to vote †
- Driver education
- Obtain driver's license †
- Personal vehicle, registration, insurance †
- Use interpreter referral services
- Procedures for emergency situations †
- Maintenance and repair of assistive devices
- Use maps, telephone books and other reference aids †
- Attend to own medical and dental needs †
- Make own appointments †
- Fill prescriptions †
- Explore post-school residence options † (apartment, dormitory, with family, etc.)
- Arrange post-school residence
- Identify insurance needs and options †
- Arrange for needed insurance †
- Other _____

Community Experience Needs

- Use community agencies independently † (library, government offices, church, etc.)
- Use community resources independently † (stores, dry cleaning, pharmacy, etc.)
- Use service agencies independently †
- Use medical and dental resources independently †
- Register for Draft at age 18* - All males-NO exceptions
- Other _____

Self-Advocacy/Self Determination Needs

- Makes decisions and accepts consequences
- Knowledge of IDEA and MI special education rules
- Knowledge of general disability laws and statutes
- Knowledge of laws and statutes pertaining to people with disabilities
- Knowledge of rights and responsibilities
- Determines own accommodation needs †

- ___ Properly requests reasonable accommodations
- ___ Transfer of rights training

† May be appropriate to assign/share responsibility for **implementation** to parent and/or student. Parents cannot be made to incur costs, even if they are responsible for implementation. Adapted from materials published by Professor James Martin who holds the Zarrow Chair in Special Education at the University of Oklahoma and is the Director of OU's Zarrow Center. *This list is not exhaustive. Modify the checklist to individualize it as you see fit. For more information, go to The Arc of Tennessee's website at www.thearctn.org & click on Secondary Transition*