

Transition Checklist--Ages 14-21

_____ Vocational Evaluation

- ___ Achievement
- ___ Interest(s)
- ___ 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 connections)
- ___ 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 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*