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 Technology 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 disability and affects of such
___ 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 technology 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, DIDD, 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 federal IDEA and TN 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. This checklist was adapted from materials published by Professor James Martin, Director of OU's Zarrow Center.

http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html

This list is not exhaustive. Modify the checklist to individualize it as you see fit.

For more information on Secondary Transition, visit The Arc Tennessee

www.thearctn.org/Transitions.php

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