

Transition Competencies Checklist...

Transition Competency #1

An understanding of work based on real life experiences

Indicator	Yes	No
My child performs individual chores at home.		
My child participates in family chores/work projects at home		
My child participates in extra-curricular and community activities (scouting, sports, civic groups)		
My child volunteers		
My child knows about the careers family members have		
My child has participated in job shadowing experiences		
My child has participated in work internships		
My child has worked doing odd jobs for others		
My child has been or is currently employed		

Transition Competency #2

Well developed leisure and socialization skills

Indicators	Yes	No
My child likes people		
Other people like my child		
My child likes to watch television		
My child likes to listen to radio		
My child likes to read books, magazines, or the newspaper		
My child likes to be with friends		
My child likes to spend time by himself/herself		
My child likes to watch athletic events		
My child likes to go to clubs		
My child likes to dance		
My child likes to sing		
My child likes to go to the movies		
My child likes video games		
My child likes to walk		
My child likes to spend time on hobbies		
My child gets enough exercise		
My child goes out at night		
My child feels comfortable eating out in a restaurant		
It is difficult for my child to get out		
My child provides favors for others, for example, helping another student with homework/specific skills		
My child returns favors that have been done for them, for example, helping to pay for gas when a friend drives, etc.		
My child uses gestures when communicating		
My child is a good listener		
My child is a good speaker		
My child is comfortable with asking for help		
My child is comfortable speaking with someone they just met		

Adapted from *Transition Competencies*

Checklist by Karen Wolffe, 2003

Parent Support Options

I foster my child's understanding of work based on life experiences

Indicator	Yes	No
I expect my child to perform individual chores		
I expect my child to participate in family chores and work projects at home		
I encourage my child's participation in extra-curricular activities		
I teach my child how to volunteer time for others by including him/her in volunteer activities		
I seek out job shadowing opportunities for my child		
I am willing to have my child participate in work internship activities to develop job skills		
I assist my child in finding odd jobs for pay (yard work, cleaning, baby sitting, etc.)		
I assist my child in finding employment (networking with employers, friends, etc.)		

Parent Support Options

I foster leisure and socialization skills for my child

Indicators	Yes	No
I give my child opportunities to be around others		
I encourage interaction with my child when around others (conversation, modeling interaction, etc.)		
I allow my child to watch appropriate television programming		
I encourage my child to listen to the radio and talk about what we hear		
I encourage my child's reading with a variety of materials		
I encourage friendships for my child (include friends in activities, plan activities, etc.)		
I encourage/arrange for my child to have quiet, independent time		
I support my child's participation in sporting or community events based on his/her interests		
I expose my child to appropriate movies		
I expose my child to appropriate video games		
I expect my child to walk to school if possible, or to friends' homes		
I expose my child to different hobbies/skills and encourage exploration of interests		
I monitor my child's exercise activity		
I allow my child to go out with others at night; help make plans, and provide parent monitoring as needed		
I take my child to public restaurants and teach menu reading and ordering skills, encourage appropriate manners		
I encourage my child to do favors for others		
I encourage my child to return favors done for him or her		
I encourage communication/conversation skills with my child		
I model good listening skills for my child		
I encourage my child to speak in front of others (practice school presentations, speak in activity groups)		
I encourage my child to problem solve and teach him/her appropriate persons to seek help from		
I encourage social skills and practice introduction skills/phrases with my child		

Transition Competency #3

Well developed problem solving skills

Indicator	Yes	No
My child recognizes when he has a problem		
My child tries to solve problems by himself/herself		
My child asks for help when she needs it		
My child can consider several solutions to problems		
My child understands the possible consequences of his/her choices		
My child takes steps to solving problems		
My child can evaluate the outcome of his/her solutions		
Other people try to solve problems for my child		
My child feels comfortable asking others not to interfere when he/she is trying to solve a problem		

Transition Competency #4

Application of Self Advocacy Skills

Indicator	Yes	No
My child can describe his/her disability to others		
My child can describe the accommodations that he/she needs to others		
My child asks for accommodations when needed		
My child can handle his/her own affairs: doctor's appointments, school scheduling, meetings, etc		
My child knows what resources are available to assist him/her in meeting future goals		
My child understands his/her legal rights and responsibilities		

Parent Support Options

I teach my child problem solving skills

Indicator	Yes	No
I give my child time to work out situations on his/her own		
Rather than stepping in, I ask questions about the situation (Is there a problem? What have you tried? Let me know if you need help.)		
I give my child opportunity to ask for help without hovering. (Check back to see how things are going)		
I ask questions to guide my child to consider alternative solutions to a problem		
I ask questions to determine if my child can determine consequences for actions		
I try to involve my child in discussions that help to evaluate outcomes of solutions		
I encourage other people to promote independent problem solving for my child		
I teach my child phrases to use that politely decline another person's assistance		

I teach my child to self-advocate by being an advocate for my child

Indicator	Yes	No
I understand my child's disability and can describe it to others		
I work with my child to assist him/her to understand personal strengths and limitations		
I work with educators to determine accommodations that are functional for my child and that promote my child's independence in learning		
I model advocacy skills for my child and encourage him/her to communicate difficulties and needs to educators		
I follow up with teachers to promote use of accommodations most useful for my child <ul style="list-style-type: none"> Is my child requesting accommodations? Is my child using accommodations? Are educators providing IEP accommodations? 		
I encourage my child to use a calendar to identify important dates, upcoming appointments, etc.		
I encourage telephone skills for my child and assist with phone calls to make appointments		
I seek out resources for my child relevant to his/her disability <ul style="list-style-type: none"> Disability support groups Disability related agencies Educator Information Parents of students with disabilities 		
At age appropriate time periods, I assist my child in accessing support from disability related agencies		
I know my child's legal rights as a disabled person <ul style="list-style-type: none"> Social security information Americans With Disabilities Act Guardianship Information 		
I work with school personnel to access legal information for my child (printed information, information in understandable terms for my child, contacts with legal resource agencies)		

Transition Competency #5

Application of Compensatory Skills

Indicator	Yes	No
My child reads print		
My child uses talking books		
My child uses a reader		
My child's reading speed is _____ wpm		
My child can read at that speed for _____ minutes		
My child writes notes in print		
My child writes notes in cursive		
My child writes notes using a keyboard		
My child uses a notetaking device		
My child tape records lectures		
My child can know his/her way around the community		
My child demonstrates good pedestrian skills		
My child usually travels in the following ways:		
Family or friends drive him/her places		
Someone helps my child arrange transportation		
My child uses special education transportation		
My child uses public transportation (RTD)		
My child uses light rail		
My child drives a car		
My child has a paid driver		
My child uses a cab		
My child walks with friends to school		
My child walks independently to school		
My child reads a map		
My child purchases his/her own clothes		
My child shops for groceries		
My child attends to personal hygiene needs		
My child does his/her own laundry (wash/dry)		
My child stores his/her own clothes (hang/fold)		
My child has a bank account (savings or checking)		
My child vacuums and dusts		
My child takes out the trash and knows the trash collection schedule		
My child receives an allowance contingent upon performance		
My child knows when holidays are upcoming		
My child keeps a calendar		
My child budgets money		
My child pays bills		
My child assists in meal planning		
My child has too many activities		
My child doesn't have enough to do to stay active		
My child can shop with a list		
My child's room is well organized		
Others say my child's room is tidy		
My child has trouble keeping clothes clean		
Others say my child is well groomed		
My child knows what to do in an emergency		
My child uses technology devices: List:		
My child wears a watch		
My child tells time		
My child understands time concepts		
My child can use a computer		
My child can keyboard at a rate of ____ WPM		

Parent Support Options

I support my child in learning skills that will help to compensate for his/her disability and promote independence as an adult

Indicator	Yes	No
I encourage my child to learn to read using a variety of strategies suggested by educators		
I introduce my child to literature and reading through a variety of media: tapes, readers, etc.		
I encourage development of reading speed		
I note how long my child can read at a given speed and try to increase reading span times		
I encourage my child to write: school assignments, lists, cards, personal notes, etc.		
I take my child into the community and discuss relevant landmarks, frequently used businesses' locations, etc.		
I have taught my child safe pedestrian and stranger safety skills to use in the community		
I have monitored my child's independent travel in the community		
I encourage my child to travel independently to and from school or to travel with friends		
I am providing my child a variety of travel experiences to consider using as an adult		
I use maps with my child on outings to develop map reading ability		
I encourage my child to use a travel device if it will promote independence in adult living		
I teach my child consumer skills in a variety of areas: groceries, household maintenance, personal clothing, etc.		
I require my child to complete personal hygiene care independently and I monitor levels of independence/quality		
I have taught my child to do laundry and require that it be done on a regular basis		
I pay my child an allowance for chores completed		
I expect my child to budget money from allowance for specific purposes		
I require my child's assistance in menu planning and grocery shopping		
I have discussed and practiced emergency situations with my child (fire safety, 911)		
I have purchased a watch for my child to wear and expect my child to be on time for appointments		
I have advocated for technology needs for my child		

Transition Competency #6

Knowledge of career options and sources of Information

Indicator	Yes	No
My child participates/participated in vocational education classes. List:		
My child participates/participated in vocational education classes. List:		
My child knows how to find information about jobs		
My child knows the most popular fields of work in our community		
My child knows the most popular fields of work in our state		
My child knows the most popular fields of work in the country		
My child knows the most popular fields of work being performed by others with his/her disability		
My child has used resources to find out about jobs: List		

Transition Competency #7

An understanding of levels of ability and impact with regard to job placement

Indicator	Yes	No
My child has found his/her own job		
My child can find his/her own job in the future		
Others have helped my child find a job		
My child knows what assistance is needed to work in the future		
In order to work, my child will need help with transportation		
In order to work, my child will need help with housing		
In order to work, my child will need help with home management		
In order to work, my child will need help with scheduling time		
In order to work, my child will need help with managing money		
In order to work, my child will need help with performing on the job (job coaching)		
In order to work, my child will need help with tools, equipment, etc.		
My child learns best by:		
<input type="checkbox"/> Reading a manual or directions		
<input type="checkbox"/> Listening to someone describe what to do		
<input type="checkbox"/> Watching someone perform a task		
<input type="checkbox"/> Doing the task while someone watches and provides feedback on performance		
<input type="checkbox"/> Having someone show him/her how to perform by doing the task with my child (hand over hand)		

Parent Support Options

I support my child's career education

Indicator	Yes	No
I expect Career Education as part of my child's IEP		
I assist my child in finding information about jobs if needed		
When in the community, I talk about the jobs found in businesses		
I seek out consumer agencies and adult role models with disabilities for my child to connect with		
I seek out community activities promoting special interests and career development for my child and encourage his/her participation		
I know my child's interests and work to provide career knowledge in those areas		

Parent Support Options

I know my child's abilities and limitations and can identify areas he/she will need advocacy

Indicator	Yes	No
I can identify skills my child needs to know to find a job		
I know of resources I can access to help my child find a job		
I know how my child learns job skills and what he/she will need assistance with		
I know transportation systems available in my area and how to use them		
I can teach my child how to make travel arrangements if he/she cannot drive (riding with friends, bus, taxi, light rail)		
I know resources to assist with housing for my child as an adult if he/she needs support		
I have established a plan for my child to be cared for if something happens to me		

Transition Competency #8

Mastery of career counseling content areas

Indicator	Yes	No
Self Awareness		
My child knows his/her interests		
My child knows his/her abilities and strengths		
My child knows his/her values (beliefs)		
My child knows his/her weaknesses and barriers to work		
My child knows how others view him/her		
My child knows what kind of work best fits his/her personality traits		
My child has reasons to go to work		
Career Exploration		
My child knows what jobs are available		
For the jobs he/she knows about, he/she can describe:		
The salary range		
The work environment		
The required training		
The availability of these jobs in the community		
My child has explored jobs in the following ways:		
Reading about jobs		
Informational interviews with workers		
Informational interviews with workers with disabilities		
Job Shadowing		
Job site visits		
Job Analysis		
My child is comfortable calling for information about job openings		
My child can get to businesses to apply for a job		
My child has a personal data sheet		
My child uses a personal data sheet to complete job applications		
My child has a resume		
My child knows how to use a resume		
My child knows how to find job leads		
My child can follow up on a job lead		
My child knows when it is appropriate to disclose his/her disability to an employer		
My child knows how to prepare for a job interview		
My child has interviewed for a job		
My child has followed up after an interview		
My child keeps records of interviews he/she has had and with whom he/she has interviewed		
Job Maintenance Skills		
My child has good attendance at school		
My child has good attendance at work		
My child is punctual at school		
My child is punctual at work		
My child has worked		
My child has held a job for a year or more		
My child can list his/her best work habits		
My child knows when to ask for help on a job		
My child gets along with coworkers/peers		
My child makes friends easily		
My child can't say "no" to people.		
My child can usually speak up for himself/herself		
My child goes to the doctor often		
My child misses school/work at least one day a month		
My child often feels lonely		
My child does not like to ask for help		
My child has applied for and received promotions		
My child becomes upset if someone tells him/her : "You're not working well."		
My child has been fired from a job		
My child always tries to do a good job		
My child has met some of his/her present friends at work		
My child has completed a personnel evaluation with		

an employer		
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Parent Support Options

I have monitored and supported career counseling for my child

Indicator	Yes	No
I have provided my child opportunities to explore interests		
I praise my child when he/she demonstrates independent abilities/strengths		
I share my beliefs and values with my child		
I discuss my child's limitations with him/her and foster/teach compensatory skills to develop independence		
I encourage my child to be independent so that others can see what he/she is capable of doing		
I discourage others from jumping to my child's assistance to give my child opportunity to function independently		
I seek out information on Self Determination skills for my child		
I encourage career development opportunities as objectives on my child's IEP		
I assist educational staff in finding job shadowing and site visits for my child		
I network with my co-workers and friends to help establish career development sites for my child and others		
I talk about job postings I see in our nearby community		
I help my child to evaluate transportation options for getting to work		
I monitor my child's development of a file of relevant information to assist in job seeking (personal data sheet, resume, application copies)		
I encourage my child to interact with adults and friends of the family to seek out job leads		
I am knowledgeable of the Americans with Disabilities Act and the requirements of appropriate disclosures with employers regarding disabilities		
I help my child to practice interview skills		
I do not allow my child to skip school or work		
I expect my child to be punctual for school, activities, etc.		
I try to arrange family activities around my child's work schedule so he/she does not have to request time off		
I help my child preplan for special activities so that he/she can request work schedule changes appropriately		
I discuss work with my child to share information about social interactions and to model problem solving with peers		
I discuss good work habits with my child		
If my child feels that he/she is finding unreasonable demands at work, we discuss options and plans for problem solving situations		
I encourage my child to work		
I have reviewed my child's paycheck with him/her, explaining deductions, taxes, etc.		
I have monitored my child to see that Social Security contacts have been made to explain work income		
When my child has participated in internships, training, etc. he/she has understood the difference between training situations and competitive employment		
My child is aware of insurance coverage on my policies		
My child is aware that employers offer insurance benefits, etc.		

Transition Competency 8 Continued

Employment Skills		
Indicators	Yes	No
My child is employed		
My child understands his/her paycheck (net income versus gross income, voluntary versus involuntary deductions)		
My child has notified the Social Security Administration that he/she is working (if necessary)		
My child knows what work benefits he/she is eligible for (sick leave, medical/dental insurance, retirement, etc.)		
My child understands his/her current work status (probation period, amount of leave time, disciplinary action)		
My child has records of work experience		
My child has been oriented to the rules and regulations of the work place (emergency evacuation plans, purchasing, getting supplies, paperwork procedures)		
My child understands the chain of command at his/her work place		
My child knows who to go to if assistance is needed on the job (supervisor, job coach, rehab teacher, travel instructor, etc)		
My child uses compensatory skills on the job (Travel skills, note taking skills, technology, communication devices)		

Indicator	Yes	No
I have explained what "chain of command" means to my child		
I have discussed problem solving situations with my child regarding employment		
I have supported my child's use of assistive devices outside of the school setting		

Transition Competency #9

Evidence of participation in work experience opportunities

Indicator		Yes	No
My child has participated in non-paid work			
My child has participated in paid work			
The jobs my child has had are:			
Title	Employer	Dates	Paid/Yes/No

Transition Competency #10

An Understanding of Employers' Concerns

Indicator	Yes	No
My child can address employers' safety concerns		
My child can explain access and accommodations needed		
My child can get to and from work		
My child can travel/move within the work environment without assistance		
My child can produce as much work as his/her general education peers		
My child does not make any more mistakes than his/her general education peers		
My child understands how employers' expectations change over time.		

Parent Support Options

I keep evidence of my child's participation in work experience opportunities

Indicator	Yes	No
I help my child keep lists of volunteer experiences he/she has completed		
I help my child keep records of paid work and assist with income tax paperwork		

Parent Support Options

I know my child's abilities and can advocate regarding abilities and limitations

Indicator	Yes	No
I assist my child in addressing employers' safety concerns <input type="checkbox"/> Realistically considering employers' concerns <input type="checkbox"/> Evaluating possible accommodations		
I have practiced conversational routines with my child which help explain accommodations needed for a variety of activities involved in a job		
If my child is unable to drive, I have addressed orientation and mobility/travel skills through his/her IEP		
I have given my child opportunities to practice travel in the community		
I have assisted my child in learning specific travel routes: to home, to school, to work, etc.		
I continue to raise my expectations on how my work my child should be doing at home, school, and work		
I encourage my child to increase his speed in accomplishing familiar tasks		
When my child is completing tasks I hold him/her to a high quality of completion		
My child knows, as he/she grows older, I expect more.		

Spring 2004

Dear Parents,

Once your child reaches the age of fourteen, we are required to do “*Transition Planning*” as part of the process of your child’s Individualized Education Plan (IEP). What this means is that we are obligated to work with your child and you to determine strengths interests and dreams for adulthood. At IEP meetings we will discuss plans for your child as he or she exits the public school system and enters adulthood. This will involve looking at outcomes- what you and your child want to see happen when they graduate or reach the age of 21. Transition involves work in many areas: Education, Daily Living Skills, Community and Recreation, and Career and Employment.

I recently attended a “Transition” workshop with Karen Wolffe, who is a nationally known educator in the area of career development and vocational education. Karen shared a list of Transition Skills Competencies that were directed toward working with children with visual disabilities. I have taken the liberty of adapting that checklist to a more generic format, which can address skills of all students, ages 14-21.

In addition to the skills checklist I have included a column titled “*Parent Support Options*”. This column has been developed to help you consider support you can provide to your child to develop the competencies outlined in the skill checklist.

Please review this checklist and plan to use it as you assist in writing your child’s next IEP. If there are areas of concern for you, it is important that you discuss them with your child’s IEP Team, and help us to determine how your child’s needs can best be addressed.

Exceptional Student Services looks forward to working with you in developing your child’s IEP and Transition Plan. Please contact me, or your child’s case manager to assist you with questions.

Sincerely,

Brenda Shepard
Transition Services Coordinator