

Transition Skills Check List – How Many of These Skills Does the Student still need?

Lists compiled from Google

INDEPENDENT LIVING SKILLS

Managing Personal Finances:

- Count money and make correct change.
- Manage a savings and checking account.
- Maintain a personal budget and keep records.
- Demonstrate personal finance decision-making skills.
- Make responsible expenditures.
- Calculate and pay taxes.
- Use credit responsibly.
- Pay bills.
- Deal with renting or leasing.

Nutrition and Fitness:

- Understand if h/she has food allergies and how to safely deal with them.
- Understand if h/she has a specialized diet and how to get medical follow up on his/her dietary needs.
- Understand the basics of good nutrition, including healthy food choices.
- Understand funding and budgeting for the purchase of food.
- Understand the benefits of a health and fitness program.
- Take part in activities that keep him/her physically fit with modifications as needed.
- Know and understand the dangers of smoking, drugs, alcohol and abusive behaviors.
- Know where and how to get help to maintain a healthy lifestyle.
- Know how to prepare and store food safely.

Raising, Preparing, and Consuming Food:

- Purchase food and plan meals.
- Clean food preparation areas.
- Store food properly.
- Prepare meals, read labels, and follow recipes.

- Demonstrate appropriate eating habits.
- Plan and eat balanced meals.

Overall Domestic Skills:

- Plan menus
- Plan and prepare meals.
- Make shopping list from menu
- Be safe in kitchen
- Prepare breakfast, lunch, dinner, snack, or pack a lunch
- Use tools, appliances safely
- Wash dishes, pots, and pans
- Clean own room
- Clean up apartment (bathroom, living areas, kitchen, etc.)
- Do laundry; use washer, dryer, and iron
- Handle own finances
- Maintain budget
- Use time/calendar skills
- Schedule appointments
- Perform or arrange for home maintenance.
- Perform housekeeping tasks.
- Fill out warranty cards for new appliances and mail them.

Caring for Personal Needs:

- Exhibit proper grooming and hygiene.
- Dress appropriately.
- Obtain health care.
- Avoid substance abuse.
- Demonstrate knowledge of common illnesses, prevention and treatment. Maintain physical fitness, nutrition and weight.

Safety Awareness:

- Identify safety signs.

- Identify unfamiliar odors.
- Identify unfamiliar sounds.
- Demonstrate knowledge and ability to evacuate a building in an emergency. Read and understand basic safety procedures. Obey safety rules when walking during the day or at night.

Recreation and Socialization:

- Take part in activities with a group of peers/friends.
- Take part in activities that allow quiet time.
- Identify activities in the community that are meaningful and participate in them.

Transportation:

- Know how to use transportation to get from place to place.
- Know how to get to doctor's office or other appointments.
- Know who can provide transportation and/or how to make arrangements.
- Understand safety aspects of walking.
- Know his/her home address.

Legal and Financial Issues:

- Know how to apply for Social Security.
- Know how to apply for food stamps.
- Know how medical decision making changes at age 18.
- Know how to manage money.
- Know how to open a bank account.

Managing Medical Care:

- Understand his/her medical condition.
- Have a primary health care provider who knows him/her well and helps him/her in many ways.
- Know how to take care of his/her medical condition when alone at home.
- Keep a list of his/her health care providers, their phone numbers and office hours and carry this list in his/her wallet.
- Have a care plan and understand how to use it in an emergency.
- Can describe changes/symptoms caused by his/her medical condition.
- Can call his/her primary care provider when he/she is having problems or needs to give a progress report.

- Know the difference between an emergency (go to hospital) or illness (call the doctor).
- Can follow the plan of care recommended by his/her doctor.

Insurance and Care Coordination:

- Understand that insurance plans may have approved providers.
- Can identify what services are covered by insurance plans.
- Know his/her insurance company and how to contact them.
- Carry his/her insurance card when leaving home.
- Know how and when to get a referral.
- Know how and when to use insurance and when to pay expenses out of pocket.

Managing Medical Information/Record Keeping:

- Know how to write down recommendations of the doctor or dentist and have written.
- Understand follow-up given to him/her or ask for a visit summary.
- Keep a record of his/her medical information (such as clinic notes, test results, immunizations, summaries, functional assessment, etc.).
- Know how to keep records organized.
- Know how to complete a medical records release form, and know when h/she would need to do so.
- Have a copy of a summary of medical information in a file.
- Know how to use the Patient Portal from my health providers.

Buying and Caring for Clothing:

- Purchase clothing: Demonstrate knowledge of prices and sales.
- Iron, mend, wash, and store clothing.
- Know how to fold clothes and also put them on hangars.
- Demonstrate use of dry cleaners and laundromat.
- Check out thrift shops for better prices.

Being a Good Citizen:

- Demonstrate knowledge of civil rights and responsibilities.
- Get legal aid.
- Report a crime.

- Register with Selective Service at age 18.
- Demonstrate knowledge of local, state, and federal governments.
- Demonstrate knowledge of the law and ability to follow the law.
- Demonstrate knowledge of citizen rights and responsibilities.
- Vote.

Using Recreational Facilities and Enjoying Leisure Activities:

- Demonstrate knowledge of available community resources.
- Choose and plan activities.
- Demonstrate knowledge of the value of recreation.
- Engage in group and individual activities.
- Plan vacation time.
- Plan a social event.
- Engage in hobbies, sports, music, arts and crafts.

Getting Around the Community:

- Differentiate between right side and left side, front and back, to demonstrate location.
- Demonstrate knowledge of traffic rules and safety. Demonstrate knowledge and use of many means of transportation including carpools.
- Understand and use a map.
- Drive a car; obtain a learner's permit, then a driver's license. Obtain car insurance.
- Download the Uber App and use it.

Community Skills:

- Make a simple purchase
- Shop for groceries, clothing
- Make a phone call
- Use a cell phone
- Make necessary appointments
- Be safe in traffic, cross streets
- Be safe among strangers
- Know how to seek help

- Use vending machines (laundry machines, fare cards, etc.)
- Order at a fast food restaurant
- Order at a nice restaurant
- Handle money
- Use a bank account
- Use an ATM
- Find public restroom
- Use library
- Get a haircut
- Use a cell phone
- Use a datebook
- Take prescriptions as directed
- Use over-the-counter medications appropriately
- Use sunscreen when needed
- Use insect repellent when needed.

PERSONAL/SOCIAL SKILLS

- Identify physical and psychological needs.
- Identify interests and abilities.
- Identify emotions.
- Demonstrate knowledge of physical self.
- Demonstrate proper care, use, and maintenance of prosthetic devices or sensory aids required.
Use appropriate methods to cope with stress.

Feeling Self-Confident:

- Express feelings of self-worth.
- Describe others' perception of self.
- Accept and give praise.
- Accept and give criticism.
- Develop confidence in self.
- Identify and distinguish the proper way to answer and use the telephone.

- Wear appropriate apparel, using clothes or uniforms to fit social and work situations.

Demonstrating Socially Responsible Behavior:

- Develop respect for the rights and properties of others.
- Recognize authority and follow instructions.
- Demonstrate appropriate behavior and social etiquette in public places and when dating or eating out. Demonstrate knowledge of important character traits. Recognize personal roles.

Demonstrating Good Interpersonal Skills:

- Demonstrate listening and responding skills.
- Establish and keep close relationships.
- Make and keep friendships.

Demonstrating Independence:

- Do things without help.
- Accept responsibility for actions.
- Get around the community and be able to travel.
- Cope with changes in travel schedule.
- Cope with being lost.
- Follow travel safety procedures.
- Choose friends.
- Get to school on time.
- Decide what to wear.

Demonstrating Personal Problem Solving Skills:

- Seek assistance when needed.
- Recognize problems.
- Anticipate consequences.
- Develop and evaluate alternatives.
- Develop goals, solutions, and plans.

Good Communication Skills:

- Recognize and respond to emergency situations.
- Communicate with understanding.

- Demonstrate knowledge of social cues and the subtleties of conversation, both verbal and nonverbal. Listen to others.

Social and Personal Skills:

- Supply appropriate personal identification
- Act appropriately in public
- Communicate effectively
- Greet people appropriately
- "Talk" with friends and co-workers
- Maintain friendships
- Be courteous
- Be responsible
- Be happy
- Advocate for self
- Respect the rights of others
- Use good grooming, hygiene skills consistently
- Choose appropriate style of dress, hair, make-up
- Take prescriptions as directed
- Use over-the-counter medications appropriately
- Use sunscreen and insect repellent when needed
- Use time/calendar skills
- Seek help when needed

Recreation and Leisure:

- Use free time for pleasure.
- Call friends to make plans with them.
- Choose reasonable activities.
- Pick a hobby.
- Perform required activities.
- Use community resources.
- Maintain personal fitness.

VOCATIONAL SKILLS

Exploring Occupational Options:

- Explore occupational possibilities.
- Identify the rewards of work.
- Locate sources of occupational and instructional information.
- Identify personal values met through work.
- Identify societal values met through work.
- Classify jobs into categories.
- Investigate local occupational and instructional opportunities in the community; make site visitations.
- Contact the Division of Vocational Rehabilitation (Different names in different states) office and know how to work with them.
- Complete an Emergency Information Form (EIF) and given it to all who will need it.
- Know his/her rights and responsibilities under the Americans with Disabilities Act (ADA) and the 504 Rehabilitation Act.
- Think about possible careers and looked for information about those careers.
- Learn about jobs by observing other people (such as family, relatives, and friends) at work and by talking with other adults about what they do for work.
- Tour businesses and stores and offices to see what jobs they offer.
- Learn about jobs through opportunities offered at school (classes about careers, tests to find out what careers might be best for him/her, job fairs, job program).
- Complete a resume and a job application, or know how to do this.
- Gain paid or volunteer work experience.
- Know how to talk about what h/she needs to be successful in a job.
- Know how to discuss his/her accommodation needs with an employer.
- Consider the pros and cons of full-time and part-time work and how these options affect benefits offered.

Job Search:

- Look for jobs (advertisements in the newspaper and online, neighborhood help-wanted signs, and local resources).
- Fill out job applications.

- Apply for jobs online.
- Write résumés and cover letters.
- Apply for a job.
- Obtain necessary identification (photo ID, birth certificate).
- Fill out paperwork (W2 forms, I-9 forms, employer paperwork).
- Having interviewing skills.

Selecting and Planning Occupational Choices:

- Make realistic occupational choices.
- Identify requirements of appropriate and available jobs.
- Identify occupational aptitudes.
- Identify main occupational interests.
- Identify major occupational needs.

Appropriate Work Habits and Behavior:

- Follow directions and observe regulations.
- Recognize the importance of attendance and punctuality.
- Recognize the importance of supervision.
- Demonstrate knowledge of safety.
- Work with others.
- Meet demands for high-quality work.
- Work at a satisfactory rate.
- Demonstrate knowledge of competitive standards.
- Know how to adjust to changes in employment.

Sufficient Physical and Manual Skills:

- Demonstrate stamina and endurance.
- Demonstrate satisfactory balance and coordination.
- Demonstrate manual dexterity.
- Demonstrate sensory discrimination.

Obtaining Specific Occupational Skills:

- Attend prevocational learning stations or centers.
- Take advantage of in-school work experiences.
- Take advantage of volunteer experiences.
- Serve in community rotations.
- Take advantage of work/study services.
- Attend vocational classrooms.
- Obtain special vocational education.
- Obtain on-the-job training.

Vocational Skills on the Job

- Use a time card and punch clock.
- Arrive to work on time.
- Call when sick.
- Request vacation time.
- Use the appropriate voice tone and volume when speaking.
- Accept instructions and corrections.
- Know appropriate interaction with coworkers (i.e., getting along; social problem solving; making friends; and recognizing personal, professional, and sexual boundaries).
- Follow directions.
- Accept supervision.
- Get to and from work, on time.
- Perform work satisfactorily.
- Work cooperatively with others.
- Take break or lunch appropriately.
- Wear suitable clothing.
- Use appropriate safety procedures.

Social and Interpersonal Skills on the Job

- Answer the phone and taking a message.
- Make necessary phone calls to employers and other professionals as part of a job requirement.

- Display appropriate workplace behavior and etiquette.
- Know appropriate topics for discussion in the workplace.
- Know when and when not to socialize on the job.
- Learn how to protect yourself from victimization.
- Learn social problem-solving techniques.

PREPARED FOR COLLEGE OR POSTSECONDARY OPTIONS

- Testing is updated.
- Student possesses copies of testing.
- Student knows how to safely maintain files of previous testing, including storing it electronically.
- Student has a record of a diagnosis from his/her treating physician, which includes information about how the disability affects the student.
- Student has an appropriate transition plan and is receiving transition services to prepare him/her to attend college or a postsecondary option.
- Knowledge of study skills is adequate.
- Student understands his/her disability.
- Student understands and can articulate how much support h/she needs.
- Student understands and can articulate what kind of support h/she needs.
- Student understands and can articulate his/her strengths and weaknesses and also what compensating techniques and accommodations are effective.
- Student understands how his/her disability is connected to social experiences with peers, family, teachers, and employers.
- Student can advocate for his/her needs.
- Student accepts responsibility for their own success.
- Student has completed the appropriate preparatory curriculum.
- Student has completed any supplemental postsecondary education preparatory programs needed for succeed at college.
- Student has good computer skills.
- Student has given thought as to whether or not h/she should disclose his/her disability when applying for college.
- A vocational assessment was completed to clarify present and future goals.
- Student has the independent living skills needed to live on campus.

- Student has good time management skills.
- Student understands his/her rights under Section 504 of the Rehabilitation Act of 1973 and the ADA.
- Student has information on special exam arrangements for SAT and/or ACT.
- Student knows how to request accommodations for testing, including extended time on tests, alternative testing formats, etc.
- Student has contacted the Disability Service Offices of colleges before applying (if appropriate).
- Student has received information on what services and support are available and the process for accessing accommodations at school.
- Student understands what are academic adjustments and auxiliary aids and services (see Section 504 regulations at 34 C.F.R. § 104.44(a)).
- Student has visited colleges before making a choice.
- Student has skills to get involved on campus.
- Student has made his/her own decision to attend college or other postsecondary program.