

TRANSITION ASSESSMENTS

➤ WRITTEN + PICTURE

➤ CHECKLIST GUIDE

➤ LIFE SKILLS

➤ GOAL DRIVEN



Caroline Koehler

16 WORD-BASED TRANSITION SURVEYS

My Life Goals

Highlight the goals below that you would like to accomplish. After highlighting, number your top five goals with #1 being the most important goal. If you have a goal that is not listed below, please write it on the back of the page.

student's name: _____

Adopt a child.	Learn another language.
Be famous.	Live a happy life.
Be financially secure.	Live abroad.
Be healthy.	Live to be a 100 years old.
Be physically fit.	Look weight.
Become an artist.	Make a million dollars.
Buy a car.	Make my family proud.
Create a successful YouTube channel.	Make the world a better place.
Develop myself spiritually or religiously.	Meet my idol.
Donate to those in need.	Mentor someone.
Earn a college degree.	Overcome my fears.
Earn a doctorate or Ph.D.	Own a home.
Enlist in the military.	Own a vacation home.
Fall in love.	Pay in a band.
Get a driver's license.	Receive honors and awards.
Get a full ride scholarship to college.	Register to vote.
Get married.	Retire early.
Go skydiving.	Save money.
Go to space.	Start my own business.

Crystal Ball

student's name: _____

Imagine you are looking into a crystal ball that can see your future. Describe what each topic looks like when you are an adult.

- Home: _____
- Job: _____
- Salary: _____
- Mode of transportation: _____
- Location of residence: _____

Dealing with Crisis

student's name: _____

State how you would handle the situations below. Consider resources such as people, places, and agencies who could assist you as necessary.

- You have just been let go from your job. _____
- You don't have enough money to pay rent. _____
- You were just in a car accident. _____
- You have just been robbed. _____
- You don't have money for food. _____

Shopping List

student's name: _____

Imagine you've just moved into your own place and you have no supplies. You are going shopping but can only buy five items from each category. Pick the top five items you feel you need in each category below.

Bathroom/Hygiene Supplies

☐ Cologne	☐ Conditioner	☐ Deodorant	☐ Facewash
☐ Floss	☐ Hair gel	☐ Hairspray	☐ Perfume
☐ Q-tips	☐ Razor	☐ Shampoo	☐ Shaving cream
☐ Soap	☐ Toilet paper	☐ Toothbrush	☐ Toothpaste

Kitchen Supplies

☐ Aluminum foil	☐ Blender	☐ Bottle opener
☐ Can opener	☐ Cookbook	☐ Crockpot
☐ Cups	☐ Cutting board	☐ Dishes
☐ Grater	☐ Grill	☐ Hot pads
☐ Kitchen shears	☐ Knives	☐ Ladle
☐ Measuring cups	☐ Measuring spoons	☐ Microwave
☐ Mixer	☐ Peeler	☐ Plastic bags

Interest Inventory

student's name: _____

- What are your hobbies? _____
- What is your favorite subject? _____
- Do you like to get up early or late? _____
- Do you like to work alone, with others, or in a group? _____
- Do you like to sit or move around? _____

Make a Meal

Food Groups Represented

☐ Fruit	☐ Grains	☐ Meat and beans	☐ Milk	☐ Vegetables
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Equipment Necessary

☐ Aluminum foil	☐ Bread machine	☐ Blender
☐ Bottle opener	☐ Can opener	☐ Cookbook
☐ Crockpot	☐ Crockpot	☐ Cutting board
☐ Grater	☐ Grill	☐ Hot pads
☐ Kitchen shears	☐ Knives	☐ Ladle
☐ Measuring cups	☐ Measuring spoon	☐ Microwave
☐ Mixer	☐ Oven	☐ Peeler
☐ Plastic bags	☐ Plastic wrap	☐ Potato masher
☐ Pots/pans	☐ Scales	☐ Spatulas
☐ Spoons	☐ Storage containers	☐ Strainer
☐ Toaster	☐ Tongs	☐ Whisk

Job Path

student's name: _____

Answer the questions below. If necessary, research your answers.

- What type of job are you interested in? _____
- Why do you think you would be good at this job? _____
- What strengths do you have for success with this job? _____
- What weaknesses do you need to overcome? _____
- How much money does this job pay? _____
- What are the benefits of this job? _____

Money Management

student's name: _____

- How will you make money? _____
- How much money do you want to make? _____
- How will you manage your money? _____
- What are the top 5 categories you will spend money on? _____
- How will you spend money on? _____

Down the Road:

student's name: _____

When answering these questions, picture yourself 15 years in the future.

- What location or area do you plan to live? _____
- What type of housing would you like to have? _____
- What career or job do you see yourself enjoying? _____
- Are you interested in having a family? If yes, describe. _____
- How will you commute around your community? _____

Advice for the Future

student's name: _____

Think of your life and the advice you have had the opportunity to sit down with. Write down the advice you need to follow.

- You really need to focus on _____
- You need to stop worrying about _____
- To do well in school you should _____
- Take sure you listen to _____
- Bad habit you need to _____

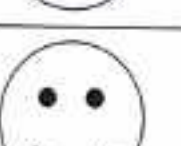
Caroline Koehler

7 PICTURE-BASED SURVEYS

Jobs Assessment

Name: _____ Date: _____

Look at the picture of the job.
Color the face that matches your feelings about the job.

Job	How I feel
 Armed Forces	  
 Assistant	  
 Baker	  
 Computer Technician	  
 Factory Worker	  
 Farmer	  
 Firefighter	  

Job Assessment

Look at the picture of the job.
Color the face that matches your feelings about the job.

Job	How I feel
 Grocer	  
 Janitor	  
 Plumber	  
 Police Officer	  
 Singer	  
 Teacher	  
 Zoo Keeper	  

How Much Does This Cost?

Name: _____ Date: _____

Look at the pictures in each row.
Color in or circle about how much money each item costs.

 Milk		\$5	\$30	\$75
 House		\$1	\$10	\$55
		\$100	\$2	\$30
		\$700	\$10	\$60



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IEP LIFE SKILLS SUPPORT

Sarah's
(student's name)

Top Ten List

Directions: Highlight 10 of the categories below you think are the most important for you to have after you have finished school. Then order them from 1 to 10 in the boxes on the left with (1) being the most preferred and (10) being the least preferred.

8	Children
10	Entertainment
	Exercise
9	Family
	Friends
6	Health
	Hobbies
7	Insurance
3	Job/Career
5	Money/Finances
	Pets
2	Place to live
	Religion
	Retirement
1	Significant Other
4	Transportation
	Travel

(student's name)

My Life Goals

After highlighting the goals below that you would like to accomplish, number your top five goals with #1 being the most important goal. If you have a goal that is not listed below, please write it on the back of the paper.

Adopt a child.	Learn another language.
Be famous.	Live a happy life.
Be financially secure.	Live abroad.
Be healthy.	Live to be a 100 years old.
Be physically fit.	Lose weight.
Become an artist.	Make a million dollars.
Buy a car.	Make my family proud.
Create a successful YouTube channel.	Make the world a better place.
Develop myself spiritually or religiously.	Meet my idol.
Donate to those in need.	Mentor someone.
Earn a college degree.	Overcome my fears.
Earn a doctorate or Ph.D.	Own a home.
Enlist in the military.	Own a vacation home.
Fall in love.	Play in a band.
Get a driver's license.	Receive honors and awards.
Get a full ride scholarship to college.	Register to vote.
Get married.	Retire early.
Go skydiving.	Save money.
Go to space.	Start my own business.
Graduate high school.	Travel the world.
Have a lot of friends.	Volunteer within my community.
Have a pool.	Win the lottery.
Have children.	Write a book.
Have pets.	Write a song.
Invent something.	Write a successful blog.

(student's name)

All About

I prefer to work

Point to or color the icons that describe you.

with animals	with machines	with my hands	with plants	with technology
for a business	at home	full-time	part-time	
in the city	in the country			
at night	during the day	a noisy job	a quiet job	
a busy job	a slow-paced job			



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GATHER MEANINGFUL STUDENT DATA

Case Cc

Student Name: _____ Date: 3-19-18

Type of Confer: ☐ Initial ☒ Annual ☐ Revisit

Primary/Secondary: _____

All About _____
(Check the boxes that describe you)

I am able to

- ☒ clean the house
- ☒ complete homework
- ☒ cook my own food
- ☒ do laundry
- ☒ do repairs
- ☒ drive a car
- ☒ earn money
- ☒ make appointments
- ☒ order and pay at a restaurant
- ☒ pay bills
- ☒ shop
- ☒ take care of personal hygiene
- ☒ take care of pets
- ☒ take care of others
- ☒ wash dishes
- ☒ write a check

Subjects I enjoy are

- ☒ Art
- ☒ Band
- ☒ Choir
- ☒ Computer
- ☒ Drafting
- ☒ Drama
- ☒ English
- ☒ Foreign Language
- ☒ Handwriting
- ☒ Health
- ☒ Journalism
- ☒ Math
- ☒ Mechanics
- ☒ Performing Arts
- ☒ Physical Education
- ☒ Science
- ☒ Social Studies
- ☒ Speech
- ☒ Spelling
- ☒ Woodshop
- ☒ Writing

My educational goals are to

- ☒ receive a high school diploma
- ☒ receive a two year college degree
- ☒ receive a four year college degree
- ☒ receive a technical certificate
- ☒ receive on the job training
- ☒ enlist in the military
- ☒ train at a career center

I hope to live

- ☒ in an apartment
- ☒ in a condo
- ☒ in a house
- ☒ in a group home
- ☒ on a military base
- ☒ with family

I prefer to work

(Check the boxes that describe you)

- ☒ full-time
- ☒ part-time
- ☒ at home
- ☒ for a company
- ☒ as a self-employed business owner
- ☒ as a stay at home parent
- ☒ alone
- ☒ with people
- ☒ with animals
- ☒ with plants
- ☒ with technology
- ☒ with machines
- ☒ with my hands
- ☒ with ideas
- ☒ during the day
- ☒ at night
- ☒ during the week
- ☒ on the weekend
- ☒ while moving
- ☒ while sitting
- ☒ while standing
- ☒ a busy job
- ☒ a slow-paced job
- ☒ a quiet job
- ☒ a noisy job
- ☒ in regular clothes
- ☒ in dress clothes
- ☒ in a uniform
- ☒ inside
- ☒ outside
- ☒ in a clean place
- ☒ in a dirty place
- ☒ in one place daily
- ☒ traveling in town
- ☒ traveling out of town
- ☒ in the city
- ☒ in the country
- ☒ in my hometown
- ☒ in a different town
- ☒ in a different country

Personal qualities that I have are

- ☒ Awareness
- ☒ Caring
- ☒ Common Sense
- ☒ Cooperation
- ☒ Courage
- ☒ Creativity
- ☒ Curiosity
- ☒ Effort
- ☒ Fairness
- ☒ Flexibility
- ☒ Forgiveness
- ☒ Friendship
- ☒ Generosity
- ☒ Gratitude
- ☒ Honesty
- ☒ Humility
- ☒ Initiative
- ☒ Integrity
- ☒ Joy
- ☒ Kindness
- ☒ Manners
- ☒ Organization
- ☒ Patience
- ☒ Perseverance
- ☒ Pride
- ☒ Problem-Solving
- ☒ Resilience
- ☒ Resourcefulness
- ☒ Respect
- ☒ Responsibility
- ☒ Self-control
- ☒ Sense of Humor
- ☒ Trustworthy
- ☒ Wellness



Caroline Koehler

USEFUL PLANNING GUIDES

Student Transition Planning Checklist

for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name:	Date of completion:
Evaluator's name:	Evaluator's title:

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
☐	On track to receive a certificate of completion	☐	Student expresses interest in post-secondary employment
☐	Course of study aligns with state standards	☐	Displays appropriate skills including attitude, social awareness, and drive
☐	Interacts appropriately in social situations	☐	Developing readiness for skills and demands for employment
☐	Adheres to school and community rules	☐	Can identify realistic jobs of interest
☐	Able to follow two-step directions from adults	☐	Understands employment options available
☐	Accepts help from support services and	☐	Can maintain employment with or



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Student Transition Planning Checklist

for students with significant support needs including participation in care facilities and home or community-based services

Student's name: <u>Suzie Q.</u>	Date of completion: <u>April 17th</u>
Evaluator's name: <u>Caroline Koehler</u>	Evaluator's title: <u>Special teacher</u>

Directions: Complete the checklist below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial		Medical	
☒	Has a legal guardian to make financial decisions	☒	Attends medical appointments
☒	Guardian has applied for financial assistance	☒	Actively participates in therapy appointments
☐	Receives SSI or government assistance	☒	Takes medication orally or through port
☒	Has an adult conservatorship to make financial decisions	☒	Use over the counter medications and prescriptions as prescribed
☐	Has a life plan in place	☐	Summary of medical history including medication, allergies, and procedures
☐	Letter of intent from legal guardian		Attend to minor injuries with basic first aid
☒	Has an outside agency relationship established		Health awareness: seeks medical help when ill
☒	Receives assistance from a special education advocate		Has a general practitioner, dentist, and optometrist (if applicable)
☐	Has a special needs trust/trustee		Follows emergency procedures
☐	Receives support from the autism waiver		Has an advocate for health and wellness
☐	Has ABLE (Achieving Better Life Experience) Account		Practices preventive care with daily exercise and healthy food choices
Additional: <u>Guardian is awaiting SS</u> <u>Expected to hear by next spring</u>		Additional:	

MINIMAL, MILD-MODERATE

Student Transition Planning Checklist Set 1
for students with **minimal support needs** including college bound, tech school, and employment seeking

Student Transition Planning Checklist Set 2
for students with **mild to moderate support needs** including sheltered employment and work assistance programs

Student Transition Planning Checklist Set 3
for students with **significant support needs** including care facilities and home or community-based services

Examples include but are not limited to:

- students with severe to moderate intellectual disabilities
- students with multiple disabilities

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
On track for post-secondary education; college, technical school, employment		Student expresses interest in post-secondary employment	
Course work aligns with post-secondary goals for education and/or work		Displays appropriate skills including attitude, social awareness, and drive	
Interacts appropriately in a variety of social situations		Understands skills, qualifications, and demands for desired employment	
Adheres to school rules		Can identify and apply for community assistance for job placement	
Capable to follow multi-step directions from adults			

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Financial		Medical	
Has a legal guardian to make financial decisions		Attends medical appointments	
Legal guardian has applied for student's financial assistance		Actively participates in therapy appointments	
Receives SSI or government assistance		Takes medication orally or through a medical port	
Has an adult conservatorship to make financial decisions		Use over the counter medications and prescriptions as prescribed	
Has a life plan in place			

Student Transition Planning Checklist
for students with mild to moderate support needs including sheltered employment and work assistance programs

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Education and Training		Employment Skills	
On track to receive a certificate of completion		Student expresses interest in post-secondary employment	
Course of study aligns with state standards		Displays appropriate skills including attitude, social awareness, and drive	
Interacts appropriately in social situations		Developing readiness for skills and demands for employment	
Adheres to school and community rules		Can identify realistic jobs of interest	
Capable to follow two-step directions from adults		Understands employment options available	

Student Transition Planning Checklist
for students with minimal support needs including college bound, tech school, and employment seeking

Student's name: _____ Date of completion: _____
Evaluator's name: _____ Evaluator's title: _____

Directions: Complete the checklists below for students who require a transition plan as they exit secondary education to post-secondary education or employment. Add a check to each box to indicate the student's status or ability level. Use this form as a discussion piece during the student's IEP meeting and a guide to address strengths and needs.

Social Skills		Independent Living	
Acts appropriately in a variety of social situations		Expresses interest in living on their own	
Has a supporting network of peers and adult role models/mentors		Schedules, manages, and attends appointments	
Utilizes manners and social conventions		Plans meals, shops, and cooks	
Actively listens and responds		Has the ability to clean and organize living area	
Cooperates with peers and adults			

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SIGNIFICANT SUPPORT NEEDS