

Transition Skills Checklist

Student: _____ Work Setting: _____

Evaluator: _____ Date: _____

What are the student's strengths/limitations?

Communication				
	Can do	Can do with help	Can't do	Comments
Understands verbal language				
Requests things desired/needed				
Engages in social conversation				
Initiates communication				
Recognizes words				
Comprehends sentences				

Social Skills				
	Can do	Can do with help	Can't do	Comments
Initiates social interaction				
Responds to social interaction				
Shares with peers				
Waits when necessary				
Takes turns with peers				
Models from peers				

Motor:				
	Can do	Can do with help	Can't do	Comments
Has strengths to do job				
Has gross motor ability				
Has fine motor ability to do job				
Has visual motor ability to do job				

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Work Behaviors				
	Can do	Can do with help	Can't do	Comments
Works accurately				
Works at appropriate rate				
Follows rules				
Stays on-task				
Keeps things in order				
Finishes a job				
Works neatly				
Can do repetitive tasks				
Can do multi-step tasks				
Can solve easy problems				
Remembers steps in activities				
Can do 2-3 step long sequences				

Functional Academics:				
	Can do	Can do with help	Can't do	Comments
Reads				
Tells Time				
Counts				

What problem-solving skills does this student have?	
<i>What does the student do when:</i>	
Something is missing	
Something is too difficulty	
Routine changes	
Someone s/he cares about is absent	
Doesn't know what to do	
Does something incorrectly	
Something doesn't work right	
Corrected	

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Where/How does the student do the following:		
	Where	How
Greets people		
Gives eye contact		
Negotiates		
Initiates		
Waits		
Answers questions:		
Who?		
What?		
When?		
Where?		
Why?		
Shares materials		
Shares food		
Responds to compliments		
Initiates comments		
Carries on 4-6 exchanges on a subject		

During work breaks, does the student:			
	Yes	No	Sometimes
Imitates what others do			
Follow a set routine			
Imitate appropriate things to do			
Pace or engage in self-stimulatory activities			
Socially interact with others			

What preference/aptitudes for jobs does this student demonstrate? <i>As reported by:</i>		
Family	Past Experiences	Observations

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What does this student need to complete a job successfully?			
	Yes	No	Comments
Consistent/clear definition of beginning and finish			
What is his/her motivation:			
“Likes doing” activities with someone			
“Likes doing” something preferred			
“Likes doing” something of special interest			
“Likes doing” something utilizing strengths			
“Likes doing” something to get something later			

How well does the student do the following tasks? <i>indicate approximate time to complete task</i>			
	Good	Fair	Poor
Assemble			
Move items			
Repetitive cleaning			
Sequence cleaning			
Cooking			
Collating			
Typing			
Filing			
Computer work			
Calculator			

Other Comments		
Vocational Assets	Liabilities/suggestions for support	Specific Recommendations