

DOMAIN SKILL INVENTORY AND SKILL TRACKER

The following skill inventories and skill trackers are designed to assist teachers in determining what specific skills a student possesses or may need to work on in further depth. In utilizing these tools, teachers and parents can collect baseline data for planning purposes and in turn have a tool to systematically teach a skill. Finally, these forms of assessment can be ongoing, as well as, being easily accessible and interpreted for IEP transition planning.

Domain Skill Inventory Scoring

Utilize the scaffolding levels below to determine a student's level of independence.

Independent/proficient- The student can perform the skill without any assistance or direction.

Proficient w/ prompts- The student performs the skill with general prompts such as repetition of cues, demonstrating a like response or clarifying directions.

Partially proficient- The student performs the skill with specific prompts such as modeling exact/like responses, providing physical prompts, asking specific yes/no questions or giving step by step directions.

Not Proficient- The student does not perform the skill with prompts or refuses to participate. Student will require specific direct instruction.

Skill Tracker Scoring

The overall intent of this scoring is to assist teachers in systematically teaching and evaluating a skill.

1-Independent-The student can perform the task without any direction or level of support.

2-Model-Student requires a visual to perform the task.

3-Indirect verbal-Student may need to ask a clarifying question in regards to directions, etc. in order to complete the task.

4-Gestural-Student may need a signal or indicator to assist them in order to complete the task.

5-Direct verbal cue-Student will require direct instructional cues to complete the task.

6-Partial physical prompt-Student may need to have assistive technology or minor physical guidance in order to complete the task.

7-Full physical prompt-Student will require hand over hand assistance in order to complete the task.

N/A-Not applicable

DOMAIN: COMMUNITY/ADULT LIVING

This is designed to assist in assessing a student’s level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

Phone Skills	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Uses alphabetical skills to locate names					
Differentiates between white and yellow pages					
Has vocabulary knowledge to locate categories					
Has understanding of blue pages					
Locates people, places by address					
Can locate/call emergency phone #s					
Uses proper phone etiquette when answering					
Can dial properly					
Can ask/answer questions appropriately using phone					
Can take down a message in writing					
Can verbally relay a message taken by phone					
Can make an appointment by phone					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: COMMUNITY/ADULT LIVING

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

Mapping Skills	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Identifies N, S, E, W on a map					
Understands map symbols					
Can use grids to locate areas on map					
Understands concept of blocks					
Knows numbering system for blocks					
Knows even/odd numbering system					
Can locate places in city in right block					
Can locate major roadways on a map					
Can read and understand street signs					
Can safely cross the street with or without street signs					
Can identify landmarks for the purpose of orientating themselves					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: COMMUNITY/ADULT LIVING

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

Adult Living	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Can use basic cleaning equipment and supplies to maintain household					
Can do own laundry at home or in a Laundromat					
Can operate simple kitchen equipment: microwave, stove, toaster, mixer, etc					
Can cook meals following directions on a package					
Can cook meals following a recipe					
Can plan menus					
Can make and follow a grocery list					
Can pay for grocery item-identifying the correct bills/coins or write a check					
Can make and follow personal shopping list for other needs/wants					
Can pay for personal shopping items					
Can develop a personal budget					
Can open and balance checking or savings accounts					
Makes personal doctor/dentists appointments					
Can administer own medication					
Can use insurance to pay for medical needs					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: CAREER/EMPLOYMENT/EDUCATION

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

Pre-Vocational Skills	INDEPENDENT /PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Can identify local/regional education/employment resources via phonebook, internet, etc.					
Can demonstrate study or organizational skills					
Can identify appropriate classes to meet educational/employment needs/goals					
Can identify educational or employment goals					
Can identify steps in meeting education/employment goals					
Can explain learning disability and how it impacts learning/job performance					
Can explain learning style/modality most effective for learning/working					
Can advocate for needed accommodations/modification					
Can identify desired career or employment options					
Can identify skills/needs required for employment/careers options					
Identifies community agencies that will support employment/career options					
Has a current resume/portfolio					

Adapted from the Domain Skills Inventory – Lisa Wegner

Pre-Vocational Skills (con't)	INDEPENDENT /PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Can complete an application					
Demonstrate appropriate job interview skills with simulated / real situations					
Demonstrates desirable work habits: punctuality, honesty, dependability, etc					
Can self-correct unacceptable work behaviors when identified					
Can correct unacceptable work behaviors with adult prompts and					
Can follow a series of verbal directions					
Can differentiate between a W-2 and a W-4 form					
Can identify/discuss payroll deductions					
Has obtained a Social Security card					
Knows/can produce a Social Security number					
Can compete in a competitive job market					
Can work with adult support/job coach					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: COMMUNITY/ADULT LIVING

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

Recreation/Leisure	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Can plan and organize a leisure activity					
Knows where to obtain information about recreational / leisure options in the community					
Can identify recreational / leisure interests, aptitudes for school and community					
Can identify the cost of recreational / leisure activities					
Can identify barriers that will impact involvement in recreational / leisure activities					
Identifies strategies for dealing with barriers					
Participates in at least one recreational/leisure activity of personal interest					
Can identify favorite restaurants					
Can read/order from a menu with assistance					
Can figure bill and pay for meal correctly					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: ADULT LIVING

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

SELF DETERMINATION	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE
Can establish where they want to live and with whom					
Can establish how their leisure time will be spent					
Can take control over their individual budget and prioritize needs/wants					
Can self-advocate to get their needs met					
Can identify sources of support: pastoral, mental health, private therapists etc.					
Can identify, verbalize needs in social/interpersonal realm					
Can interact appropriately with peers/adults at school or in community					
Can take responsibility for their own actions and behaviors					

Adapted from the Domain Skills Inventory – Lisa Wegner

DOMAIN: _____

This is designed to assist in assessing a student's level of independence in the specific domain areas related to transition: education/instruction, career/employment, community and adult living. Providing specific comments, as needed, can aid in planning appropriate lessons for students.

KNOWLEDGE AREA/SKILL	INDEPENDENT/ PROFICIENT	PROFICIENT W/ PROMPTS	PARTIALLY PROFICIENT W/ PROMPTS	NOT PROFICIENT	COMMENTS/DATE

Adapted from the Domain Skills Inventory – Lisa Wegner

Skill Tracker: The skill tracker is task analyzed and designed to provide opportunities for students to practice a skill systematically and teachers to immediately assess their development. A student’s mastering of the skill is based upon the levels of scaffolding they require. Teachers record the number which correlates to the level of scaffolding required by a student. For example, if a student requires modeling a teacher would record a 6 in the appropriate place.

Student _____
Activity Check writing/Ledger

LEVELS OF SCAFFOLDING:

1-Independent

2-Model

3-Indirect verbal

4-Gestural

5-Direct verbal cue

6-Partial physical

7-Full physical

N/A

Task	ACCOM. OR MOD. NEEDED	DATE	TRIAL A	TRIAL B	TRIAL C	TRIAL D	TRIAL E	TRIAL F	TRIAL G	TRIAL H	TRIAL I	TRIAL J	TRIAL K	TRIAL L
Writes date														
Writes payee’s name														
Writes # words														
Writes numeral amount														
Signature														
Writes date in ledger														
Writes check # in ledger														
Writes co. name in ledger														
Writes \$ amount in w/draw column														
Writes \$ amount in balance column														
State if +/-														
Subtracts amount														
Checks work														

Adapted from the Horizons High Transition Team

Skill Tracker: The skill tracker is task analyzed and designed to provide opportunities for students to practice a skill systematically and teachers to immediately assess their development. A student’s mastering of the skill is based upon the levels of scaffolding they require. Teachers record the number which correlates to the level of scaffolding required by a student. For example, if a student requires modeling a teacher would record a 6 in the appropriate place.

Student _____

LEVELS OF SCAFFOLDING:

1-Independent

5-Direct verbal cue

Activity Crossing the street with pedestrian sign

2-Model

6-Partial physical

3-Indirect verbal

7-Full physical

4-Gestural

N/A

Task	ACCOM. OR MOD. NEEDED	DATE	TRIAL A	TRIAL B	TRIAL C	TRIAL D	TRIAL E	TRIAL F	TRIAL G	TRIAL H	TRIAL I	TRIAL J	TRIAL K	TRIAL L
Identifies corner														
Walks to pole														
Presses button for direction														
Stands on curb facing appropriate direction														
Watches traffic														
Watches pedestrian sign														
Identifies/listens for walk sign														
Looks both directions before leaving the curb														
Walks across street														
Scans as walks														
Steps on opposite curb														
Moves away from traffic														
Problem Solves:														
Light/sign broken														

Adapted from the Horizons High Transition Team

Skill Tracker: The skill tracker is task analyzed and designed to provide opportunities for students to practice a skill systematically and teachers to immediately assess their development. A student’s mastering of the skill is based upon the levels of scaffolding they require. Teachers record the number which correlates to the level of scaffolding required by a student. For example, if a student requires modeling a teacher would record a 6 in the appropriate place.

Student _____

LEVELS OF SCAFFOLDING:

1-Independent

5-Direct verbal cue

2-Model

6-Partial physical

3-Indirect verbal

7-Full physical

4-Gestural

N/A

Activity Preparing a meal

Task	ACCOM. OR MOD. NEEDED	DATE	TRIAL A	TRIAL B	TRIAL C	TRIAL D	TRIAL E	TRIAL F	TRIAL G	TRIAL H	TRIAL I	TRIAL J	TRIAL K	TRIAL L
Gets recipe/package														
Gets ingredients														
Gets cooking equipment														
Cleans any vegetables/fruits														
Safely cuts necessary ingredients														
Measures ingredients														
Combines ingredients														
Places ingredients into the correct pan/casserole dish														
Sets oven/stove to appropriate temperature														
Sets timer to the correct time														
Checks occasionally by Stirring, looking, etc.														
Removes from stove/oven safely														
Dishes out portions														
Puts away ingredients														
Cleans dishes														
Wipes counters														

Adapted from the Horizons High Transition Team

Skill Tracker: The skill tracker is task analyzed and designed to provide opportunities for students to practice a skill systematically and teachers to immediately assess their development. A student’s mastering of the skill is based upon the levels of scaffolding they require. Teachers record the number which correlates to the level of scaffolding required by a student. For example, if a student requires modeling a teacher would record a 6 in the appropriate place.

Student _____

LEVELS OF SCAFFOLDING:

1-Independent

5-Direct verbal cue

2-Model

6-Partial physical

3-Indirect verbal

7-Full physical

4-Gestural

N/A

Activity _____

Task	ACCOM. OR MOD. NEEDED	DATE	TRIAL A	TRIAL B	TRIAL C	TRIAL D	TRIAL E	TRIAL F	TRIAL G	TRIAL H	TRIAL I	TRIAL J	TRIAL K	TRIAL L

Adapted from the Horizons High Transition Team

JOB - STUDENT MATCH

Directions for Job Student Match:

1. Evaluate the specific job based upon the factors on the worksheet. Write down the requirements or lack of need in each area.
2. Consider the student's strengths, needs, interests, personality and tolerances. Evaluate how this student matches the requirements of the job and make recommendations for job.

Rating Scale: 1 = Excellent; 2 = Acceptable; 3 = Poor

EMPLOYMENT FACTOR	JOB COMMENTS	CLIENT/STUDENT MATCH			
		MATCH RATING		COMMENTS	
Schedule		1	2	3	
Safety factors		1	2	3	
Strength		1	2	3	
Endurance		1	2	3	
Agility / mobility		1	2	3	
Necessary special skills		1	2	3	
Grooming / Appearance		1	2	3	
Communication with public		1	2	3	
Communication with other workers and boss		1	2	3	
Attention to task		1	2	3	
Sequencing tasks		1	2	3	
Initiative		1	2	3	
Judgment		1	2	3	
Reading / Numerics		1	2	3	
Transportation		1	2	3	

Recommendations:

Assessment needs:

Accommodations needed:

Vocational Program Observation Form

This form is used by teachers and parents to determine appropriate placement for students in vocational programs. The form can be used as a tool to interview program instructors or as a situational assessment to document observations of student functioning in various vocational training environments. When comparing core requirements of the program and the potential for modification to meet student capabilities and needs, this can be an effective assessment tool. In short, this is a tool for matching student needs and program requirements, a "scouting" tool when students are interested in a particular vocation, to ascertain what is required to help the student "get ready" to perform well on the job (i.e. focus goals, programs, training, etc).

Vocational Program: _____

School: _____ Instructor: _____

Date: _____

Occupational training goal(s) of program: _____

I. ENTRANCE

A. **Physical skills:** Check the minimal, (physical skills) which are required for entrance into the program.

Skill	Description of Abilities
_____ walking:	_____
_____ standing:	_____
_____ lifting:	_____
_____ carrying:	_____
_____ bending:	_____
_____ fine-motor.	_____
_____ speech:	_____
_____ other.	_____
_____ other	_____

B. **Educational skills:** Describe the minimal academic skills that are required for entrance into the program and the adaptations that could be made in teaching to accommodate students with a range of skill levels.

Accommodations and/ or Modifications

_____ math:	_____
_____ reading:	_____
_____ language:	_____

Vocational skills: Describe the basic knowledge and use of tools that are required for entrance into the program.

Describe the safety rules that must be followed in the program.

Describe the most critical work behaviors that must be followed for entrance into the program.

Other concerns?

II. TEACHING TECHNIQUES

Check the teaching techniques that are used in the program and list how they could be adapted for the needs of a disabled student.

Technique

Accommodations and/or Modifications

_____ lecture:	_____
_____ audiovisual:	_____
_____ small group project:	_____
_____ discussion:	_____
_____ demonstration:	_____
_____ study text:	_____
_____ individual projects:	_____
_____ other.	_____

Must all students in the program proceed at the same pace?

_____ Yes _____ No Suggested adaptations? _____

III. What support services or materials are available in the program to help students with lower skill level?

Other comments?

*Adapted From: Vocational Studies Center
University of Wisconsin-Madison-*



Planning for Education After High School

This checklist may be used by teachers and the transition team to assist planning and preparation for education for students after high school.

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p>ASSESSMENT that identifies strengths, needs, interests, preferences for Post-secondary education</p>	<p>Assess student's self-advocacy skills, academic preparation, and college bound test scores Assess student's technical skills, social skills, independent living skills Interview youth regarding educational setting interests and preferences – size, setting, programs (use other methods to assess interests and preferences if student is nonverbal) Identify youth's long-term career goals Develop a list of supports student needs to achieve post-secondary education goals Discuss health care issues that may impact student in post-secondary Identify needed natural supports, academic or physical accommodations, and support services</p>
<p>DEVELOPMENT of post-secondary education options</p>	<p>Visit campuses Participate in college night Have college students with disabilities talk to youth Research colleges and universities that offer special services to students with disabilities Discuss financial issues Discuss preferred location of college</p>
<p>MATCHING of student and post-secondary education setting</p>	<p>Analyze the demands and expectations of the post - secondary education setting - accessibility, support services availability, academic rigor, social culture, independent living setting Match the student's assessment and list of needed support to the demands of the post-secondary education setting</p>
<p>PREPARATION for post-secondary education</p>	<p>Provide developmental academic support and course work needed Assist youth with applications, interviews, and test preparation Identify potential service providers Develop natural supports Provide self-advocacy training (pre-employment or on-the-job)</p>
<p>PLACEMENT and FOLLOW ALONG</p>	<p>Monitor progress in the post-secondary setting Monitor changing need for services Advocate for changes and adjustments, as needed Monitor changing need for natural supports</p>

Adapted from NICHCY

Planning for Employment

This checklist may be used by teachers and the transition team to assist planning and preparation for employment for students after high school.

What Does This	Actions the High School Transition Team May Recommend Student Need?
<p>ASSESSMENT that identifies current strengths, needs, interests, and preferences for endurance for post-school employment independent living, and postsecondary training and/or education</p>	<p>Interview youth regarding vocational interests and preferences (use other methods to assess interests and preferences of nonverbal students)</p> <p>Conduct situational assessment (observation in a work setting) assess endurance, strength, aptitude, social skills, interests, interactions</p> <p>Conduct formal vocational evaluation by a trained evaluator</p> <p>Self-assessment</p> <p>Develop student's awareness of different jobs</p> <p>Discuss health care issues that may impact employment</p>
<p>DEVELOPMENT of job and job placement options and awareness of skills needed</p>	<p>Analyze local labor market (contact employment services for state and request information for the region; contact local vocational council; contact local chamber of commerce; review local want ads; contact employment agencies) to identify job openings and local labor needs</p> <p>Get a range of work experiences: explorations, job shadowing, mentoring, and internships</p> <p>Identify community programs offering job placement or training</p> <p>Build network of employer and community program contacts</p> <p>Provide training to employers on issues related to employees with disabilities</p>
<p>MATCHING of student and job demands</p>	<p>Analyze the demands and expectations of the job site (e.g., duties, skill requirements, hours, location, transportation, wages, benefits, social skills)</p> <p>List the supports the student needs to be successful on the job</p> <p>Match the student's assessment and the list of needed support to the job demands, including transportation to the job</p> <p>Identify current gaps and needs for success</p> <p>Identify needed natural support, job accommodations, adaptive equipment, and support services</p>
<p>School-and Work-based TRAINING & PREPARATION</p>	<p>Provide instruction to youth on job-seeking skills</p> <p>Provide community-based work experiences related to career development</p> <p>Identify potential service providers</p> <p>Provide natural supports and accommodations</p> <p>Provide instruction and training (pre-employment or on-the-job)</p>
<p>PLACEMENT and FOLLOW ALONG</p>	<p>Work with employer to determine employee's response to the job demands and identify strategies to capitalize on strengths and minimize limitations</p> <p>Provide natural supports and accommodations</p> <p>Monitor progress and readiness for job advancement</p> <p>Monitor changing need for natural supports</p> <p>Make adjustments, as needed</p>

Planning for Living Independently

This checklist may be used by teachers and the transition team to assist planning and preparation for independent living for students after high school.

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p>ASSESSMENT that identifies strengths, needs, interests, preferences for adult and independent living, including recreation and leisure</p>	<p>Interview youth and family regarding adult and independent living interests and preferences (use other methods to assess interests and preferences if student is nonverbal) Observe youth in independent living or recreational setting Interview youth and family regarding medical needs Interview youth and family regarding financial plans Identify transportation skills and needs Develop a list of supports student needs to be successful Identify needed natural supports, accommodations, and support services</p>
<p>DEVELOPMENT of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)</p>	<p>Analyze adult living options in the local area (for example, group homes, supported living homes, roommates) Analyze locality for leisure/recreation options in the local area Coordinate with other families and youth looking for adult living options Provide training and education for families and youth regarding living and financial options for transition-aged youth Analyze community for transportation options</p>
<p>MATCH youth to adult living placement options, including recreation and leisure</p>	<p>Analyze the demands and expectations of the adult living and community participation options Match the student's assessment and list of supports to the demands and expectations of these options</p>
<p>TRAINING and PREPERITION for adult living</p>	<p>Provide instruction to prepare youth to enter identified adult living and community options Identify potential service providers for needed supports and accommodations Develop natural supports Provide opportunities to participate in the community in the identified settings</p>
<p>PLACEMENT and FOLLOW-ALONG</p>	<p>Monitor progress Monitor changing need for natural supports Monitor changing need for services Make adjustments, as needed</p>

TRANSITION PORTFOLIO

Student	Student Number	Date of Birth	Social Security Number
School/Yr.	O Case Manager	Anticipated Graduation Date	Medicaid Number
		Educational Disability	
Address	City / State / Zip		
O Parent(s) / O Guardian	Home Phone	Name of Emergency Contact	
Work Phone (Father)	Work Phone (Mother)	Number of Emergency Contact	
O Moved: See Personal Information Update Form	O Address / Phone Changed: See Personal Information Update Form		

Portfolio Contents	Date of Update / Review				
	7 th & 8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
+ ¹ Agency Referral Information [pertinent]	_____	_____	_____	_____	_____
+ Assessment Documentation Summary Sheet	_____	_____	_____	_____	_____
+ Career Development Profile	_____	_____	_____	_____	_____
Colorado ID (copy of)	_____	_____	_____	_____	_____
Cover Letter	_____	_____	_____	_____	_____
+ Credit Audit Worksheet	_____	_____	_____	_____	_____
+ IEP Transition Goals (copy of)	_____	_____	_____	_____	_____
Letters of Recommendation	_____	_____	_____	_____	_____
+ Personal Information Update	_____	_____	_____	_____	_____
Post-Secondary Information [pertinent]	_____	_____	_____	_____	_____
+ Résumé/Pocket Résumé	_____	_____	_____	_____	_____
Sample Job Application	_____	_____	_____	_____	_____
Social Security Card (copy of)	_____	_____	_____	_____	_____
+ Transcript / Grade Report	_____	_____	_____	_____	_____
+ Transition Planning Worksheet	_____	_____	_____	_____	_____
Vocational / Transition Assessments	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

(NA) Indicates Not Applicable

¹ + indicates form in *Transition Toolkit: Tab 7 – Tools, Templates and Worksheets*



Individual Transition Needs

Non-Shaded areas indicate suggested time to occur, as appropriate, given students level of functioning. When not appropriate indicate that the item is not applicable (NA)

	<u>Date of Update / Review</u>				
	7 th -8 th Grade	9 th grade	10 th grade	11 th grade	12 th grade
Education					
+ Review credit audit worksheet					
+ Review Domain: Skills/Knowledge Inventory: Education					
+ Identify/review personal learning styles					
Re-evaluate and update IEP					
Establish / review graduation date					
Advise family post-secondary education options					
Identify/review post-secondary education goals					
Take O PSAT / O PACT (if appropriate)					
Visit local colleges / vocational schools					
Complete assessment for adult / post-secondary programs					
Initiate referral to 18-21 year old program					
Take appropriate O ACT / O / SAT / O ASVAB / O ASSET					
Apply to post-secondary education programs					
+ Update Student Activities/Honors & Awards worksheet					
Career					
Begin / update personal career portfolio					
Career awareness, exploration, job shadowing activities					
+ Review Domain: Skills/Knowledge Inventory: Career/Employment					
Complete &/or update vocational / transition assessment(s)					
Obtain Colorado ID card					
Complete sample job applications					
Design / update résumé and references					
Complete / update cover letter					
Collect / add new letters of recommendation					
Explore in-district vocational opportunities					
Advise families of employment services available					
Explore competitive summer job opportunities					
Explore career / volunteer opportunities					
Participate in job training opportunities					
Pursue competitive employment					
Develop post-secondary vocational plans					
Participate in vocational / work opportunities					



Community / Independent Living

Explore transportation options					
Obtain Driver's License (if appropriate)					
Apply for appropriate transportation passes / discount card(s)					
+ Review/Update Domain - Skills/Knowledge Inventory: Mapping Skills; Orientation & Mobility Skills [<i>Knowledge of community, Community safety training</i>]					
+ Review/Update Domain - Skills/Knowledge Inventory: Adult Living [<i>Manages independent living, personal care, medical needs</i>]					
Register for selective service and voting					
Explore age of majority / guardianship issues					
Consider need for supports from adult agency (CCB) and apply for the wait list for adult services					

Inter-agency Linkages and Referrals

Developmental Disabilities Resources (CCB)					
Post Secondary Education and Training					
Health and Environment					
Mental Health (MH)					
Vocational Rehabilitation (VR)					
Independent Living Center (ILC)					
Social Security Administration (SSI)					

Communication

Explore alternative communication devices					
Assess verbal and non-verbal communication skills					
Assess written communication skills necessary for post- secondary setting					
Communication Skills Inventory					
+ Review/Update Domain - Skills/Knowledge Inventory: Phone Book Skills / Phone Usage					

Social Interaction

+ Review/Update Domain - Skills/Knowledge Inventory: Self Determination					
Assess / train for social interaction in the community					
Assess / train for social interaction in the workplace					

(NA) Indicates Not Applicable

7th-8th grade

9th grade

10th grade

11th grade

12th grade

Social Interaction, continued

Assess common knowledge / skill in communication with:

computer

internet

word processing

Obtains information from various forms of media

magazines

newspapers

radio

television

signs and billboards

Recreation and Leisure

Obtain and uses ID / pass for recreational activities

+ Review Domain: Skills/Knowledge Inventory: Recreation / Leisure

Participates in leisure activities at high school: *(specify)*

Participates in organized leisure activities with peers with disabilities: *(specify)*

Participates in organized leisure activities with peers without disabilities: *(specify)*

(NA) Indicates Not Applicable



Personal Information Form

Young Adult's Personal Information

Date (month) _____ (date) _____ (year) _____

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Social Security Number _____

Parents)/Guardian(s) Names _____

Emergency Contact Person _____

Emergency Phone Number _____

Emergency Information _____

Age _____ Height _____

Date of Birth _____ Weight _____

Hair Color _____ Sex _____

Eye Color _____ male female

Safety Requirements (does the young adult carry...)

ID Card	<input type="checkbox"/> yes	<input type="checkbox"/> no	Social Security Card	<input type="checkbox"/> yes	<input type="checkbox"/> no
RTD Card	<input type="checkbox"/> yes	<input type="checkbox"/> no	Fare Used	<input type="checkbox"/> tokens	<input type="checkbox"/> cash
Access-A-Ride Card	<input type="checkbox"/> yes	<input type="checkbox"/> no		<input type="checkbox"/> pass	
Wallet	<input type="checkbox"/> yes	<input type="checkbox"/> no	Pager	<input type="checkbox"/> yes	<input type="checkbox"/> no
Pocket Money	<input type="checkbox"/> yes	<input type="checkbox"/> no	Cell Phone	<input type="checkbox"/> yes	<input type="checkbox"/> no

Medical Information (does the young adult ...)

Take medications yes no List medications: _____

 Self administered yes no

 Requires assistance yes no

Have allergies yes no List allergies: _____

Have seizures yes no

Have a Health Plan yes no

Transportation / Mobility (does the young adult use...)

Public transportation yes no Specify needs _____

Personal car yes no

Barrier free access yes no

Wheel chair yes no

Walker yes no

Walking yes no

Bicycle yes no

Other: yes no

Safety Abilities (can the young adult ...)

Safely cross streets	<input type="checkbox"/> yes	<input type="checkbox"/> no	Avoid strangers	<input type="checkbox"/> yes	<input type="checkbox"/> no
Use pay phone	<input type="checkbox"/> yes	<input type="checkbox"/> no	Communicate	<input type="checkbox"/> wants	<input type="checkbox"/> needs
Match numbers	<input type="checkbox"/> yes	<input type="checkbox"/> no	Write	<input type="checkbox"/> yes	<input type="checkbox"/> no
Read bus schedules	<input type="checkbox"/> yes	<input type="checkbox"/> no	Read	<input type="checkbox"/> yes	<input type="checkbox"/> no

Personal Care (does the young adult need assistance with ...)

Specify needs: _____

Toileting yes no

Feeding yes no

Dressing self yes no

Bathing yes no

Credit Audit Worksheet

Student _____ **DOB** _____ **School** _____ **Date** _____

This is a summary of the units or credits for the above named student. When this student successfully completes the required units or credits in the high school grades, including required courses specified for completion of their program as indicated by their Individual Education Plan (IEP), he/she will be awarded the following document of program completion

 i.e. regular diploma, vocational diploma, certificate of completion.

Each line below corresponds to .5 credit of the required credits needed for graduation. Indicate the class or course that fulfills each .5 credit. An official transcript should accompany this document.

Language Arts	Social Studies	Math
---------------	----------------	------

Other Required Courses	Physical Education	Science
------------------------	--------------------	---------

Electives		
-----------	--	--



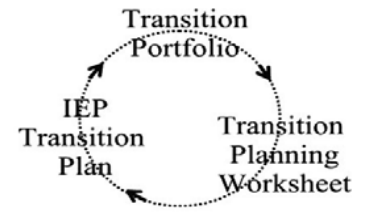
TRANSITION IEP COMPLIANCE CHECKLIST

The following checklist corresponds to the specific transition section of IDEA 2004. It has been adapted from Transition Requirements Checklist (Ed O'Leary, MPRRC). The checklist may be used by schools to assist them in aligning their transition services to the requirements of IDEA 2004.

	Yes	No	N/A
PARTICIPANTS IN THE IEP MEETING			
1. Is there evidence the school invited the student (documented evidence to include Notice of Meeting addressed specifically to the student or co-addressed with parents, copy of a separate "kid friendly" invitation to the student, or documentation of a verbal invitation)?			
2. If the student did not attend the IEP meeting, did the school take steps to ensure that the student's preferences and interests were considered in the development of the IEP? If student attended, put N/A.			
3. Is there evidence the school invited a representative of any other agency that may be responsible for providing/paying for transition services with prior consent of the parent?			
Parent Notice	Yes	No	N/A
1. Is it indicated, for a student beginning at age 15, but no later than the end of 9 th grade (or younger, if appropriate), that a purpose of the meeting will be the consideration of postsecondary goals and transition services needed to assist the child in reaching those goals?			
2. Is it indicated that the school will invite the student beginning at age 15 (or younger if appropriate)?			
3. When appropriate, any agency that will be invited to send a representative has been identified (after receiving written consent from the parent)?			
4. The time and location of the meeting and who will be in attendance has been indicated?			
5. Parents have been informed that they may invite other individuals who have knowledge or expertise regarding their child, as appropriate?			
Content of the IEP:	Yes	No	N/A
<i>If the student is 15 (or younger, if appropriate), does the IEP include:</i> <i>(See the I-13 Compliance Tips for specific details)</i>			
1. Appropriate measurable postsecondary goals based on age appropriate transition assessments (current) related to :			
a. Education/Instruction?			
b. Career/Employment?			
c. Independent living skills (where appropriate)?			
2. Transition services needed to assist the child in reaching those goals that include activities/actions provided by the community of adults in a student's life?			
3. Courses of study that include a multi-year description of the coursework, specific and individualized to the student's preferences and interests and linked to the postsecondary goals?			
4. Annual IEP goals directly linked to a student's postsecondary goals/transition service needs?			
Agency Responsibilities for Transition Services	Yes	No	N/A
1. If an agency was invited to send a representative to a meeting and did not do so, is there evidence that the school took other steps coordinate the needed transition services? N/A If the agency attended.			
2. Does the IEP indicate that transition services will be provided by an outside agency?			
3. Is there evidence that the agency provided the documented services?			

If not, go to #4			
4. Is there evidence that the school reconvened an IEP meeting to discuss alternative strategies to meet the needs of the student that were not provided by the agency?			
Graduation/Termination of Services	Yes	No	N/A
1. If the student will turn 20 during this IEP period, student and parent have been informed of the transfer of rights at age of majority?			
2. If the student is graduating or aging out, is there evidence the student and parents were notified, in writing that this is a change of placement and the student is no longer entitled to FAPE?			
3. A Summary of Performance must be completed and reviewed with the student and parent prior to the student exiting with a regular diploma or exceeding the age of eligibility. (See S.O.P. guidelines)			

Transition Planning Worksheet



Date _____ Student _____ DOB _____ Grade _____

Transition Domains	Strengths	Needs	Recommendations for Goals/Objectives	Person Responsible
Education				
Career				
Community Independent Living				
Communication				
Social Interaction				
Recreation and Leisure				

Transition Goals Worksheet
Use this sheet in conjunction with the model to help you plan
and prioritize goals and objectives for students.

Post-school outcome _____

All activities	Activities for this year	Outside of school	General Education	Special education



Authorization for Un-paid Community Work Experiences

Unpaid community-based work experiences can be very beneficial to persons vocational development and are allowed for vocational exploration, assessment, and training. The following guidelines are intended to prevent students and vocational rehabilitation customers from being used as "free labor" and/or displacing other workers.

Complete this form for any student who will be receiving vocational instruction through a non-paid work experience.

Yes	No	Description
		The student has been identified under IDEA as having a disability.
		Competitive employment is not immediately attainable by the student due to the severity of his/her disability.
		The work experience is for vocational exploration, assessment or training.
		Community-based placement is documented and clearly identified on the individual's IEP, vocational rehabilitation assessment, and / or IPE. Documentation must include: <ul style="list-style-type: none"> f The need and student benefit to the student. f A clear relationship to the student's transition employment outcome and annual goal(s).
		The individual does not displace or reduce the hours of an existing employee.
		The individual will be under direct supervision by a school representative, a vocational rehabilitation service provider, or an employee of the business.
		The student needs intensive ongoing support to perform in the work setting.
		The activities of the individual do not result in immediate advantage to the business, or the advantages are clearly offset by the burden of training and supervision.
		The total hours of the experience will not exceed; <ul style="list-style-type: none"> f 5 hours for vocational exploration per job experience; (career awareness, job shadowing, job site evaluation) f 90 hours for vocational assessment per job experience; (situational assessments) f 120 hours for vocational training per job experience (work adjustment training, job skills training, job coaching).
		The individual is working for training purposes and does not expect, or is not entitled to, a position after completion of the experience.
		Parent(s) and student are informed and have agreed to participation and understand that no wages will be available for this educational experience.
		The training position is a clearly distinguishable occupation or job classification (the skills on this training experience can be transferred to paid employment).

If "no" has been checked on any of the above, this constitutes an employer - employee relationship. If the student is placed in the position and wages should be paid. If during the work training experience, the conditions change, and an employer - employee relationship is established, wages must be paid or the student should be removed from the site.

Signatures:

Student

School

Parent

Business Sponsor

Community-Based Vocational Training Sample Labor Law Regulations Contract

According to this agreement, _____ agrees to permit
(BUSINESS SPONSOR)
_____ age _____ to enter its work site for the purpose of
(STUDENT)
receiving community-based vocational training for _____
(JOB TASKS)

This training agreement will serve as a guide to ensure that the student receives opportunities for training in the specific skills for the job activities selected, as well as, the vocational and social skills related to the job. Instructional programs have been developed and will be used by _____. The use of these programs has been agreed upon by: _____ and _____
(BUSINESS SPONSOR) *(SCHOOL REPRESENTATIVE)* *(STUDENT)*

(PARENT)

The training period begins the _____ day of _____, 20____, and will end the _____ day of _____, 20____. The student will be on site from _____ to _____ on _____
(STARTING TIME) *(ENDING TIME)* *(DAYS)*

The trainer will be responsible for ensuring that the student follows company policies and regulations that apply to all employees. The student agrees to attend vocational training according to the schedule and participate in the instructional program. He/she will be covered by accidental/health insurance provided through the school system during training hours. It is understood that the employer will not pay the student for the job duties completed while on this community-based training site. It is also understood that the activities of the student will not result in any immediate advantage to the business.

All instructional program procedures for this experience are part of the student's IEP or ITP goals and objectives. The teacher/trainer will be responsible for the direct supervision of the student and will collect data on all skills that are being trained. The business sponsor reserves the right to discontinue the training placement at any time. However, if a problem arises, the employer agrees to discuss the situation with the teacher/trainer immediately to identify solutions prior to discontinuing the training experience.

All parties agree to abide by the guidelines developed by the U.S. Department of Labor and the U.S. Department of Education for non-paid vocational training sites to include the following:

- The student participating in this training experience is an individual for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of his/her disability, will need intensive on-going support to perform in a work setting.
- The student will participate under the general supervision of public school personnel.
- Community-based training will be clearly defined in the student's I.E.P. and will be designed specifically to benefit the student.

Community-Based Vocational Training Labor Law Regulations Contract (continued)

- Documentation of student enrollment in the community-based placement program will be made available to the Departments of Labor and Education.
- All parties entering into this agreement realize that participation in this training does not entitle the student participant to wages.
- The activities of the student at this job site will not result in an immediate advantage to the business. This will include the following:
 1. There has been no displacement of employees, vacant positions have not been filled [by students]; employees have not been relieved of assigned duties; and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
 2. The students are under continued and direct supervision by either representatives of the school or by employees of the business.
 3. Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
 4. The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP. Each component will not exceed the following limitation during any one school year:

Vocational exploration	<u>5</u> hours per job experienced
Vocational assessment	<u>90</u> hours per job experienced
Vocational training	<u>120</u> hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community based placement unless in a clearly distinguishable occupation.

If any of the above criteria fail to be met during the student's placement, he/she will be withdrawn from the training site. It is also agreed that all students 16 and 17 years old will not be participating in any training activities that have been declared hazardous by the Secretary of Labor. According to Wage Hour Publication 1330, these hazardous occupations include:

1. Manufacturing and storing explosives.
2. Motor vehicle driving and outside helper.
3. Coal mining
4. Logging and sawmilling
5. Power driven woodworking machines.
6. Exposure to radioactive substances.
7. Power-driven hoisting apparatus.
8. Power-driven metal-forming, punching, and shearing machines.
9. Mining, other than coal mining
10. Slaughtering or meat packing, processing or rendering,

11. Power-driven bakery machines.
12. Power-driven paper-products machines.
13. Manufacturing brick, tile, and kindred products.
14. Power-driven circular saws, band saws, and guillotine shears.
15. Wreaking, demolition, and ship breaking operations.
16. Roofing operations.
17. Excavation operations.

Approvals

Business Sponsor

Date

Trainer

Date

Student

Date

Parent or Guardian

Date

Administrator

Date

AGENCY PLANNING CHART

Student's Name	Grade						Date
	Education / Academic	Career / Employment	Residential / Independent Living	Recreation / Leisure	Behavior / Social	Community Living (i.e. transportation)	Medical / Legal
Public Education							
CCC							
Post-Secondary Education							
Vocational Rehab							
Social Security							
Workforce Center							
Department of Child Welfare							
CCB							
Mental Health							
Independent Living Center							
Division of Youth Services							
Recreation District							
Family							

Under each domain area, check the appropriate agency that would be most likely to provide services to this student based on individual needs and eligibility criteria. In many cases, the family will have responsibility. It may be helpful to list the date when a formal referral has been made.

