This inventory is intended to document and summarize the skill areas that are critical for transition-age students with significant support needs, ages 14-21. It should serve as a checklist for discussion related to transition. As such, it provides an overview only. Assessment reports and other supporting documents must accompany this inventory. The categories in this inventory address: Vocational/Career Development; Community Access and Practice; Recreation and Leisure; and Independent Living. Since Communication skills cut across all of these areas, an additional section has been added below.

**COMMUNICATION**

1. Does the student need an augmentative communication device?  ○Yes  ○No
   
   *If yes, identify the device:*
   *To what extent is it in place and effective?*

2. The student communicates his/her needs, feelings, likes, dislikes, ideas, opinions & desires. *Comments/examples:*
   ○Usually  ○Sometimes  ○Rarely  ○Doesn’t Know How
3. The student follows verbal directions and requests. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

4. The student responds to choice questions. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

5. The student responds appropriately to greetings from others. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

6. The student requests help when needed. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

7. The student indicates when he/she has finished a task. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

8. Other than augmentative communication devices, what accommodation strategies does the student need in order to communicate with others effectively?

   • Usually • Sometimes • Rarely • Doesn’t Know How

**VOCATIONAL/CAREER DEVELOPMENT**

9. The student completes assigned school tasks in a timely manner. Comments/examples:

   • Usually • Sometimes • Rarely • Doesn’t Know How

10. The student demonstrates problem-solving abilities. Comments/examples:

    • Usually • Sometimes • Rarely • Doesn’t Know How

11. The student demonstrates appropriate work habits and values in school. Comments/examples:

    • Usually • Sometimes • Rarely • Doesn’t Know How
12. The student has had opportunities to see a variety of jobs and job tasks within the school setting. (Career awareness & job shadowing) Identify each opportunity and the year in which it occurred:

13. The student has had opportunities to see a variety of job sites and types of jobs within the community. (Career awareness & job shadowing) Identify each opportunity and the year in which it occurred:

14. The student has had opportunities to try diverse job tasks, within the school setting. (Hands-On Job sampling) Identify each opportunity and the year in which it occurred:

15. The student has had opportunities to try diverse job tasks, on actual job sites in the community. (Hands-On Job Sampling) Identify each opportunity and the year in which it occurred:

16. Has the student had volunteer jobs in the community? If yes, identify the positions and years in which they occurred:

17. Has the student had paid work experiences in the community? If yes, identify the positions and years in which they occurred:

18. Has the student ever been evaluated by an employer? If yes, please attach evaluation form
19. Pertaining to appropriate work habits and values on the job site: *What are the student’s strengths and weaknesses?*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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20. Has the student participated in a real job interview? *Comments:*

| Yes | No | Not Applicable |

21. Has the student participated in completing a job application? *Comments:*

| Yes | No | Not Applicable |

22. What reading ability does the student have?

23. What math ability does the student have?

24. What machinery, equipment, and/or tools can the student use, including assistive technology?

25. Can the student use the computer? *Identify usage: (Ex. Games, word processing, e-mail, web, databases, graphics)*

| Yes | No | Not Applicable |

26. Has the student had an interest assessment? *Identify interests or attach report.*

| Yes | No |

27. Has the student had a learning styles assessment? *Identify learning styles or attach report.*

| Yes | No |

28. Has the student participated in personal futures planning process and does he/she have a positive personal profile? *Attach documentation*
29. Does the student have a resume?  
   If yes, attach a copy.
   ○Yes  ○No

30. Does the student have a personal identification card? If yes, attach a copy.
   ○Yes  ○No  ○Not Applicable

31. What accommodation strategies does the student need in order to be successful on a job?

COMMUNITY ACCESS and PRACTICE

32. What shopping skills does the student have?  
   Identify the stores visited and the skills demonstrated:

33. What other personal services can the student access independently? (Ex. Barbershop/salon; doctor’s office, dentist’s office, bank, post office, etc.)

34. While clothes shopping, can the student select items and try them on? Comments:
   ○Yes  ○No  ○Not Applicable

35. Can the student get around by him/herself, in familiar settings (such as school building, home, neighborhood)? Comments/examples:
   ○Usually  ○Sometimes  ○Rarely  ○Doesn’t Know How

36. Can the student get around the community by him/herself? Comments/examples:
   ○Usually  ○Sometimes  ○Rarely  ○Doesn’t Know How
37. Can the student manage his/her time, schedules – and periods of waiting? 
*Comments/examples:*

38. Does the student demonstrate appropriate behaviors in public? *Identify strengths and weaknesses.* 

39. What accommodation strategies does the student need in order to successfully participate in the community?

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**RECREATION AND LEISURE**

40. Does the student have a hobby or leisure time activity in which he/she participates regularly, outside of school-sponsored activities? 
*Comments/examples:*

41. With whom does the student share these activities?

42. Outside of family and paid staff, does the student have friends? *Identify:*

43. What accommodation strategies does the student need in order to be successful in his/her pursuit of recreation and leisure time activities?

44. What accommodation strategies does the student need in order to build a network of friends, outside of family and paid staff?
INDEPENDENT LIVING

45. Can the student get the nutrition he/she needs, independently? Comments/examples:
   - Usually
   - Sometimes
   - Rarely
   - Doesn’t Know How

46. Does the student get sufficient exercise independently? Comments/examples:
   - Usually
   - Sometimes
   - Rarely
   - Doesn’t Know How

47. Does the student make independent money transactions? Comments/examples:
   - Usually
   - Sometimes
   - Rarely
   - Doesn’t Know How

48. Can the student make proper selections in stores? Comments/examples:
   - Usually
   - Sometimes
   - Rarely
   - Doesn’t Know How

49. Can the student use basic tools to fix things around the house? Comments/examples:
   - Usually
   - Sometimes
   - Rarely
   - Doesn’t Know How

50. Can the student perform basic household chores? Identify:
   - Yes
   - No

51. What tasks can the student perform related to meal preparation?

52. What tasks can the student perform related to bathing, personal hygiene, and grooming?

53. What tasks can the student perform relating to taking care of his/her toileting needs independently?

54. Does the student ride in the car and bus safely? Comments/examples:
   - Yes
   - No
55. Other than by school bus, how does the student get from one location to another?

56. Can the student get help in an emergency situation? Comments/examples:

  ○ Yes  ○ No

57. What accommodations does the student need in order to live as independently as possible?

58. What other skills are critical for this student’s successful transition to adult life?

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**POST HIGH SCHOOL SUPPORTS**

59. Does the student and his/her family know the array of community and adult services that may be available to assist him/her after the student leaves school? Comments:

  ○ Extensively  ○ Fairly Well  ○ Slightly  ○ Not at all

60. Have the student and his/her family been formally connected to any community and adult service agencies? Identify the agency and the supports provided:

  ○ Enrolled  ○ In process of enrollment  ○ In initial discussions  ○ Not at all