

Student Name: _____

Date: _____

Ark Valley Special Education Cooperative Transition Skills Checklist (0-5)			
Scoring: For each category, circle the item description that most closely resembles the client's highest functional level (0 – 5)			
Ability to Grocery Shop		Ability to Drive, Access and Utilize Transportation	
Not able to grocery shop without support	0	Not able to drive, access and/or utilize public transportation.	0
Able to develop a minimal grocery list with little support	1	Not able to drive but can access and/or utilize public transportation with supports	1
Able to develop minimal grocery list and price items with little support	2	Not able to drive but can access and/or utilize public transportation with minimal supports.	2
Able to develop a detailed grocery list, price items and find correct aisle with little support	3	Can drive and/or access public transportation with supports	3
Ability to develop a detailed grocery list, price items, find correct aisle and locate item.	4	Can drive and access public transportation with minimal supports	4
Can develop detailed grocery list, price items, find correct aisle, locate item, compare prices and pay properly.	5	Has Driver's License, drives daily, and knows how to get to work and home safely.	5
Ability to Communicate through Email/Phone		Ability to Sort/Wash/Dry/Fold/Hang Up Laundry	
Does not have ability to use a phone	0	Cannot sort/wash/dry/fold/hang up Laundry	0
Able to place emergency phone call only with minimal support.	1	Can sort laundry but does not know how to wash/dry/fold or hang up laundry with supports step by step	1
Able to use phone for emergency use and close contacts only with minimal support.	2	Can sort/wash/dry/fold/hang up laundry with minimal supports and reminders	2
Able to use phone for emergency use, close contacts, navigation and other daily tools with assistance.	3	Can sort/wash/dry/fold/hang up laundry with simple reminders but independently	3
Can use phone/computer to find and contact key contacts for needs and wants	4	Able to sort/dry/fold/hang up laundry with minimal reminders	4
Able to use phone for emergency use, all contacts, and other important functions such as email, calculator and social media.	5	Able to sort/wash/dry/fold/hang up laundry on a routine basis with no supports/reminders necessary	5
Ability to Manage a Healthy Lifestyle		Ability to handle finances	
No physical activity or proper diet.	0	Cannot count, recognize, sort or utilize money.	0
Able to perform minimal physical activity and proper diet with support on a monthly basis.	1	Can sort but does not recognize money to be able to utilize.	1
Able to perform physical activity and proper diet with little support on a bi-monthly basis.	2	Can sort, count and recognize money with supports	2
Able to perform physical fitness through recreational activities and maintain proper diet with minimal support on a weekly basis.	3	Can sort, count, recognize and utilize money with supports	3
Able to incorporate physical fitness, proper diet and recreational activities on a weekly basis with no support.	4	Can sort, count, recognize, and utilize money with minimal supports	4
Able to incorporate physical fitness, proper diet and recreational activities on a daily basis.	5	Can sort, count, recognize and utilize money with no supports.	5

Ability to Housekeep		Ability to prepare/cook food	
Cannot maintain proper skills in order to keep house clean	0	Cannot prepare or cook any food in a safe manner.	0
Can perform simple daily chores with support.	1	Can prepare and make simple meals with supports without the use of oven/stove/microwave	1
Can perform simple daily chores with minimal support.	2	Can prepare and make simple meals with supports using microwave only.	2
Can perform more complex daily chores with minimal support	3	Can prepare and cook simple meals with supports using microwave/oven/stove.	3
Can perform all chores on a daily basis without support or reminders.	4	Can prepare and cook simple meals with minimal supports using microwave/oven/stove.	4
Is proficient in maintaining a clean household.	5	Can prepare meals with no assistance using all appliances.	5
Ability to maintain Hygiene		Ability to Work	
Student cannot maintain healthy hygiene practices such as body odor, dental, appearance, and cleanliness.	0	Cannot work in a public setting due to behaviors, health or ability.	0
Student can maintain simple healthy hygiene practices with daily support.	1	Can work but isn't motivated or shows behaviors in public.	1
Student can maintain daily healthy hygiene practices with reminders.	2	Can work for minimal hours with supports in small numbers	2
Student can maintain daily healthy hygiene habits with simple reminders.	3	Can work with supports.	3
Student can maintain daily healthy hygiene habits with minimal reminders on occasion.	4	Can work with minimal supports	4
Student can maintain daily healthy hygiene habits.	5	Can work and hold a job without supports.	5
Ability to work with a team		Ability to maintain composure in a public/work setting	
Student cannot work with team due to behaviors and/or needs are too high	0	Student cannot maintain composure due to behaviors in a public and/or work setting.	0
Student can work with 1-2 members with 1-1 assistance.	1	Student can work in a private setting but does not maintain composure due to behaviors.	1
Student can work with 1-2 members with little assistance	2	Student can work in a public/work setting for minimal time due to not being able to maintain composure.	2
Student can work with 3 or more members with little assistance	3	Student can maintain composure in a public/work setting for <2 hours without behaviors	3
Student can work with 3 or more with very minimal assistance.	4	Student can maintain working in a public/working setting for >2 hours without behaviors.	4
Student is able to work with a 5+ member team successfully with no assistance.	5	Student is able to maintain composure in a public/work setting for the time allowed without behaviors.	5

Ability to communicate & Self-Advocate		Ability to follow directions and complete tasks	
Student is non-verbal/soft-speaking and cannot self-advocate for themselves.	0	Student does not follow simple directions and cannot complete tasks.	0
Student is verbal but very soft-spoken and cannot self-advocate without 100% support	1	Student follows directions and completes tasks with 5+ directives and with 1-1 support.	1
Student is verbal but cannot self-advocate for themselves without support.	2	Student follows directions and completes tasks with 3-5 reminder and with 1-1 support.	2
Student is verbal and can self-advocate for themselves with minimal support.	3	Student follows directions and completes tasks with >3 reminder and with little support	3
Student can communicate and self-advocate for themselves with very little support.	4	Student follows directions and completes tasks with less than 1 reminder with no support.	4
Student can communicate and self-advocate for themselves without support.	5	Student follows directions and completes tasks with no reminders and/or support.	5
Alternative Method of Speaking	NA	Ability to Make Requests	
Has no formal method of speaking	0	Student makes requests by exhibiting problem behavior.	0
An alternative method of speaking is being trialed or is in process	1	Student makes requests by leading others to items that they want or need.	1
An alternative method of speaking has been identified but student is still learning to use	2	Students makes requests for a limited number of items with moderate/maximum support.	2
Student is able to use alternative method of speaking effectively with moderate/maximum staff support.	3	Students makes requests for a limited number of items with minimal support.	3
Student is able to use alternative method of speaking effectively with minimal staff support.	4	Student requests items related to all wants and needs with minimal prompts/reminders.	4
Student is able to use alternative method of speaking effectively without support.	5	Student independently request items related to wants and needs.	5
Ability to Accept "NO"		Problem Behavior	
Student consistently exhibits problem behavior when told "No".	0	Exhibits frequent and intense problem behavior (self-injurious, aggressive, destructive).	0
Student occasionally exhibits problem behavior when told "No".	1	Exhibits occasional problem behavior (self-injurious, aggressive, destructive) that is high in intensity.	1
Student may resist when told "No" but can be redirected with visual supports or behavior strategies.	2	Exhibits occasional problem behavior (self-injurious, aggressive, destructive) that is low in intensity.	2
Student may resist when told "No" but is easily redirected.	3	Exhibits disruptive behavior or frequent complaining that can cause a problem.	3
Student accepts "No" but takes a minute to continue with activity.	4	Exhibits minor problem behavior in rare instances and can be easily redirected.	4
Student readily accepts "No" and continues with activity.	5	Does not exhibit problem behavior.	5