

Transition Readiness Assessment Tool - Parent/Caregiver Report (TRAT - P)

Please complete all of the sections in the tables below to help create an overview of your child's transition readiness skills. These results will be tallied and compared with a similar assessment completed by your child and their teacher/counsellor. To create the most accurate picture, it is important that you read each question carefully, answer each question honestly and to the best of your ability, and avoid leaving any questions blank or unanswered.

Student Name: _____ **Assessment Date:** _____

Parent/Caregiver Name: _____

When answering each of the questions, please note: **0 = never/not applicable** **1 = sometimes** (<34% of the time) **2 = often** (35-74% of the time), and **3 = always/almost always** (75-100% of the time)

Section 1 - Independence

0 = never/not applicable 1 = sometimes 2 = often 3 = always/almost always

Question	Score 0 - 3
My child can complete school assignments/homework on their own	
My child demonstrates initiative by starting work with few to no reminders	
My child gets ready for school with the necessary materials (lunch, school texts and books, etc.)	
My child can transition to new /different tasks with little to no help (school assignments/activities at home)	
My child can take public transportation on their own (city bus)	
My child can read and follow a schedule with little to no help (class schedule, bus schedule, work schedule, etc.)	
My child can plan a meal on their own	
My child can prepare/cook a meal on their own	
My child can make appointments (dentist, counsellor, doctor, etc.)	

Question	Score 0 - 3
on their own	
My child can attend appointments on their own	
My child can clean up after themselves with little to no help	
My child can do their own laundry	
My child can balance a budget and manage their own finances	
My child practices good hygiene and showers/brushes their teeth daily without reminders	
My child can maintain a part-time job or volunteer position	
My child is generally on time for work and school commitments	
Total for Section 1: Independence	/48
Score out of 100	%

Section 2 - Learning

0 = never/not applicable 1 = sometimes 2 = often 3 = always/almost always

Question	Score 0 - 3
My child learns best by reading	
My child learns best by listening	
My child learns best by doing	
My child learns best with a visual aid (diagram, use of colour, checklist, etc.)	
My child can follow verbal instructions	
My child can take notes on important information in class	
My child can follow written instructions	
My child can prioritize assignments based on how much of the grade it is worth	
My child can use appropriate study strategies (notes, diagrams, flashcards, breaking information into smaller chunks, etc.)	

Question	Score 0 - 3
My child takes their time to read instructions carefully	
My child hands in completed work and assignments that reflects what they know and can do	
My child hands work and assignments in on time	
My child enjoys learning new things	
My child knows how to tell if their behaviour is interfering with other people	
My child answers questions appropriately in a variety of settings	
My child can accept that they may not always like or be interested in what they are learning but knows that they have to learn things that are not their preferred subject/topic	
My child has a strategy to help them pay attention when they are not interested in learning about topics that they know are important	
My child can tell what information is important for them to know and understand and where to focus their attention	
Total for Section 2: Learning	/54
Score out of 100	%

Section 3 - Environment

0 = never/not applicable 1 = sometimes 2 = often 3 = always/almost always

Question	Score 0 - 3
My child is not easily overwhelmed (noise/sound, light, smells, etc.)	
My child has an effective strategy for dealing with situations when they feel sensitive to light	
My child has an effective strategy for dealing with situations when they feel sensitive to noise/sound	
My child has an effective strategy for dealing with situations when they feel sensitive to smells	
My child can learn well in a classroom	

Question	Score 0 - 3
My child can learn well on their own	
My child can learn well in an online class	
My child can manage the school day without the use of regularly scheduled breaks	
My child can manage the school day without the use of a designated space where they are able to re-regulate	
My child can independently use supports/tools that help them with self-regulation (people, technology, stress balls, music, pressure/weighted items, drawing/art, etc.)	
My child doesn't usually find the school day long/stressful	
My child doesn't usually find the bus ride long/stressful	
My child can recognize in advance when they might find an environment stressful/overwhelming and can come up with a plan to manage	
Total for Section 3: Environment	/39
Score out of 100	%

Section 4 - Social

0 = never/not applicable 1 = sometimes 2 = often 3 = always/almost always

Question	Score 0 - 3
My child has a few good friends	
My child enjoys being around others	
My child is open to meeting new people and making new friends	
My child makes new friends easily	
My child knows how to start a conversation with people they know well	
My child knows how to start a conversation with acquaintances	
My child knows how to start a conversation with strangers	

Question	Score 0 - 3
My child can recognize when their social battery is depleting	
My child understands/reads verbal cues of others during conversation	
My child understands/reads body language cues of others during conversation	
My child understands/reads unspoken social rules (personal space, speaking volume, sharing of personal information, use of phone/media in public spaces, etc)	
My child can maintain friendships over time	
My child enjoys spending time with friends who have shared interests	
My child expresses their anger and frustration appropriately (avoid yelling, having outbursts)	
My child can recognize when they are becoming angry/frustrated and use appropriate calming strategies to help them calm down	
Total for Section 4: Social	/45
Score out of 100	%

Section 5 - Advocacy

0 = never/not applicable 1 = sometimes 2 = often 3 = always/almost always

Question	Score 0 - 3
My child recognizes when they don't understand something (social situation, learning in school, etc.)	
My child knows how to ask for help	
My child knows when to ask for help	
My child knows who to ask for help	
My child knows how to identify what they need help with	
My child understands their disability (diagnosis, how it impacts their learning and abilities in different situations)	

Question	Score 0 - 3
My child knows how to explain their disability to others	
My child knows what they need to help them succeed (extra time, visual supports, help with tasks, etc.)	
My child knows when they need to take a break from learning/tasks	
My child can ask for a break from learning/tasks when they need one	
My child can take a break from social situations when they need one	
My child asks for clarification if they don't understand what someone has said	
Total for Section 5: Advocacy	/36
Score out of 100	%

Summary

The table below shows the total scores for each category, and the pie chart compares the distribution of skills in comparison to one another.

Skill Category	Scored Percent	*Completed and scored TRAT pie chart image to be inserted here
Independence	%	
Learning	%	
Environment	%	
Social	%	
Advocacy	%	

*Created by Andrea Vincent, B.Ed., M.Ed., based on materials adapted from Karen Wolfe