

# Round Rock ISD Secondary Transition Matrix

Please Print Name of person filling out form: \_\_\_\_\_

Circle one: Teacher Parent Student Support Staff

## Secondary Transition Matrix - Social/Recreation/Leisure

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_

**Independence Level:** 4-Full 3 – Functional 2 – Supported 1 – Participation

	Indicate to which level best describes the young adult's ability to complete or participate in each skill listed below.	4 Independently No support	3 With minimal Reminders (< 3)	2 with 3 or more prompts/assistance	1 With Full Support
1	Participates appropriately in social activities				
2	Communicate with friends and family				
3	Able to make friends				
4	Able to safely navigate community/school				
5	Can choose social activity when given choices				
6	Can RSVP to invited activity/fill out participation form				
7	Participates in physical activities				
8	Shares written invitation or event information				
9	Understands appropriate time and place for personal needs				
10	Follows safety rules in a vehicle				
11	Schedules an appointment/tutor session with teacher				
12	Seeks support for emotional needs				
13	Understands appropriate social media/cell phone etiquette				
14	Can set up transportation as needed/knows when to catch school bus for school/home				
15	Participates in social events outside the home/at school				
16	Can search and identify local/school events				
17	Contacts trusted person				
18	Can plan a group activity (project or social)				
19	Maintains friendships				
20	Maintains awareness of safety needs in public				

## Round Rock ISD Secondary Transition Matrix

Count checks and multiply by value given. Add all four columns for <b>summary total</b> .	=	4	x3	x2	x1
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Please Print Name of person filling out form: \_\_\_\_\_

Circle one:      Teacher                  Parent                  Student                  Support Staff

### Secondary Transition Matrix- Adult Living Skills

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Independence Level:**    4 – Full                  3 – Functional                  2 – Supported                  1 – Participation

	Indicate to which level best describes the young adult's ability to complete or participate in each skill listed below.	4 Independently No support	3 With minimal Reminders (< 3)	2 with 3 or more prompts/assistance	1 With Full Support
1	Can use microwave				
2	Able to make purchases				
3	Can make a snack				
4	Can find and identify an item in a store				
5	Wakes up on their own/on time to school/work				
6	Maintains appropriate behavior in public/school				
7	Maintains personal hygiene				
8	Able to order food restaurant/cafeteria				
9	Completes chores				
10	Can seek help in an emergency				
11	Can find a recipe				
12	Able to make a grocery list/task list				
13	Able to shop for groceries				
14	Able to cook a simple meal/follow recipe				
15	Able to spend and save money wisely				
16	Can access and use bank account				
17	Can use resources to help solve a problem				
18	Can call to schedule medical, school, or agency appointment				
19	Can identify when they have a problem				
20	Can manage medications				

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Count checks and multiply by value given. Add all four columns for su	=		x3	x2	x1
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Please Print Name of person filling out form: \_\_\_\_\_  
 Circle one: Teacher Parent Student Support Staff

## Secondary Transition Matrix – Lifelong Learning

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Date: \_\_\_\_\_  
*Independence Level: 4 – Full 3 – Functional 2 – Supported 1 – Participation*

	Indicate to which level best describes the young adult's ability to complete or participate in each skill listed below.	4 Independently No support	3 With minimal Reminders (< 3)	2 with 3 or more prompts/assistance	1 With Full Support
1	Asks for help with daily activities				
2	Follows through with activities on schedule/calendar				
3	Can identify disability				
4	Follows checklist or chart				
5	Asks for transportation needs (ride to school, work, activity)				
6	Follows a routine				
7	Follows 2 step directions				
8	Can find and identify a learning activity or class in the community				
9	Can identify appropriate clothing for weather				
10	Communicates personal information				
11	Identify realistic career or job choice (based on course of study, strengths, goals)				
12	Describes how disability affects their life				
13	Is prepared daily for training or classes				
14	Has tools in place to manage time				
15	Advocates for needed support				
16	Can complete and follow up on admission processes for community/school learning opportunity				
17	Interacts with others				
18	Can create and maintain a calendar system				
19	Can identify training needs for chosen career (on the job training, school courses, post-secondary training)				

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20	Can complete course assignments on time				
Count checks and multiply by value given. Add all four columns for <b>su</b>		=		x3	x2
				x1	

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Circle one:      Teacher                  Parent                  Student                  Support Staff

### Secondary Transition Matrix – Employment

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Independence Level:**    4 – Full        3 – Functional        2 – Supported        1 – Participation

	Indicate to which level best describes the young adult's ability to complete or participate in each skill listed below.	4 Independently No support	3 With minimal Reminders (< 3)	2 with 3 or more prompts/assistance	1 With Full Support
1	Able to follow directions				
2	Stays on task for 30 to 45 minutes				
3	Completes tasks given				
4	Stays on task for 1-2 hours				
5	Follows safety guidelines in work environment				
6	Uses technology to communicate				
7	Communicates needs to trusted adult				
8	Follows 3 step directions				
9	Returns to work after break				
10	Interacts appropriately with co-worker and customers				
11	Uses voicemail (leave one, listen to, respond)				
12	Maintains a paid job				
13	Uses email (log on, read, respond)				
14	Can complete a job application				
15	Can identify a problem a work				
16	Manages and communicates work schedule				
17	Communicates needs and concerns with employer				
18	Able to write an ADA letter and use it appropriately				
19	Able to write a resume				





## Round Rock ISD Secondary Transition Matrix

20	Able to participate in an interview				
Count checks and multiply by value given. Add all four columns for sur		=		x3	x2
					x1

### Secondary Transition Matrix – Summary

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Directions: Circle the total for each page in the correct column

	Social/Rec/Leisure			Adult Living			Life Long Learning			Employment		
	S	P	T	S	P	T	S	P	T	S	P	T
<b>Full Independence</b> 	80	80	80	80	80	80	80	80	80	80	80	80
	75	75	75	75	75	75	75	75	75	75	75	75
	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-	-70-
<b>Functional Independence</b> 	65	65	65	65	65	65	65	65	65	65	65	65
	60	60	60	60	60	60	60	60	60	60	60	60
	55	55	55	55	55	55	55	55	55	55	55	55
<b>Supported Independence</b> 	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-	-50-
	45	45	45	45	45	45	45	45	45	45	45	45
	40	40	40	40	40	40	40	40	40	40	40	40
<b>Participation</b> 	35	35	35	35	35	35	35	35	35	35	35	35
	-30-	-30-	-30-	-30-	-30-	-30-	-30-	-30-	-30-	-30-	-30-	-30-
	25	25	25	25	25	25	25	25	25	25	25	25
	20	20	20	20	20	20	20	20	20	20	20	20

List out 3 Skills to Target from each Life Domain to focus on

Social/Rec/Leisure	Adult Living
1.	1.
2.	2.
3.	3.
Life Long Learning	Employment
1.	1.

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2.	2.
3.	3.