Transition Competencies Checklist for Students

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Transition Competencies Checklist

Student Name: Date:

Address:

Phone Number:

Email:

School: Grade:

Address:

Phone Number:

(Wolffe, 2011)

If someone other than the student completes this checklist, please complete the following section.

Informant:

Relationship:

Informant's Address:

Informant's Phone Number:

Informant's Email:

Date(s) of Observation:

Student's Placement:

Transition Competencies Checklist

Directions

The Transition Competencies Checklist is a tool designed for you to complete independently. The Checklist can help you figure out your strengths (competencies) and weaknesses (problems) in areas ranging from personal management to your knowledge of career options. Once you know, you can decide what areas you need to work on while you are in high school to prepare for employment. You can use the Checklist to

help you set personal goals. There are no right or wrong answers—just what is true for you.

Please read each item (indicator) carefully and answer either yes or no. Try to think of examples from your life as you respond. For example, if the item is “I perform chores at home,” think of the things you do to help out at home such as washing the dishes or putting away your clothes. If you are working with a teacher or counsellor he or she may ask you for examples when you share your completed Checklist. Please respond to each item.

(Wolffe, 2011)

There is no time limit for completing the Checklist—take as much time as you need to read and respond to the items. You may change an answer, if you have second thoughts and feel you should have answered differently. Remember—there are no right or wrong answers! If you have questions or need help understanding an item, please ask your teacher or counselor.

(Wolffe, 2011)

Transition Competency #1
An understanding of work based on real life experiences.

Indicators	Yes	No
I perform chores at home.		
I perform chores at school.		
I participate in community activities (food drives, litter pick-up, fundraising, etc.).		
I participate in school and community organizations (Girl/Boy Scouts, youth groups, clubs, etc.).		
I volunteer.		
I know about the jobs my family members do.		
I know about the jobs my neighbors do.		

(Wolffe, 2011)

Transition Competency #2
Well-developed leisure and socialization skills.

Indicators	Yes	No
I like people.		
Other people like me.		
I like to watch television.		
I like to listen to the radio.		
I like to read books, magazines, or the newspaper.		
I like to go out with friends.		
I like to go out by myself.		
I participate in athletics.		
I like to watch athletic events.		
I like to go to clubs.		
I like to dance.		
I like to sing.		
I like to go to the movies.		
I like to play video games.		

(Wolffe, 2011)

Indicators	Yes	No
I like to walk.		
I spend time on my hobbies.		
I get a lot of exercise.		
I often go out at night.		
I feel comfortable eating out.		
It is difficult for me to go out and have a good time.		
I provide favors for others, for example, helping another student with homework.		
I return favors that have been done for me, for example, helping to pay for gas when a friend drives me places.		
I use gestures when I communicate (head nodding or shaking, hand motions, etc.).		
I am a good listener.		
I am a good speaker.		
I am comfortable asking for help.		
I am comfortable speaking with someone I've just met.		

Transition Competency #3

(Wolffe, 2011)

Well-developed problem solving skills.

Indicators	Yes	No
I recognize when I have a problem.		
I try to solve my problems myself.		
I ask for help with a problem when I need it.		
I consider several solutions to my problems.		
I understand the possible consequences of my choices.		
I take steps to solve a problem.		
I evaluate the outcome of my solutions.		
Other people try to solve my problems for me.		
I feel comfortable asking others not to interfere when I am trying to solve a problem.		

(Wolffe, 2011)

Transition Competency #4
Application of self-advocacy skills

Indicators	Yes	No
I describe my disability to others.		
I describe the accommodations that I need to others.		
I ask for accommodations when needed.		
I handle my own affairs (doctor's appointments, school scheduling, meetings, etc.).		
I know what resources are available to assist me in meeting my future goals.		
I understand my legal rights and responsibilities.		

(Wolffe, 2011)

Transition Competency #5
Application of compensatory skills

Indicators	**Yes**	**No**
I read using: (***Rank order your choices – #1 = preferred***)		
Regular print without low vision devices.		
Regular print with low vision devices. List devices:		
Large print; size:		
Braille (grade 1/uncontracted or grade 2/contracted).		
Computer with speech output.		
Books recorded on CDs or tapes.		
Digital books.		
Reader (paid or volunteer).		
Reading machine (standalone scanner/OCR software).		
My reading speed is:		
I can read at that speed for (length of time):		
Indicators	**Yes**	**No**

(Wolffe, 2011)

I typically write: (***Rank order your choices – #1 preferred***)		
I write notes in regular print.		
I write notes in cursive script.		
I use a computer (wordprocess/type notes).		
I use a slate and stylus to write notes in braille.		
I use a brailler to write notes in braille.		
I use a notetaking device; list:		
I use a recorder for notes.		
I can access printed materials.		
I can generate printed materials.		
I use orientation and mobility skills.		
I usually travel in the following ways:		
Family or friends drive me places.		
Someone helps me arrange transportation.		
I use school transportation.		
I use public transportation (bus, train).		
I use paratransit services (Special Transit).		
Indicators	**Yes**	**No**

(Wolffe, 2011)

I drive my car (motorcycle).		
I have a driver (paid).		
I use private cab companies.		
I walk with a cane.		
I walk without a cane.		
I walk with a dog guide.		
I usually walk with a sighted guide.		
I use a sighted guide in new locations.		
I know how to route plan in my neighborhood.		
I can read a map.		
I know pertinent bus/train schedules.		
I travel outside of my home town (by air, train).		
I do the following:		
Purchase my own clothes.		
Shop for groceries.		
Attend to personal hygiene needs.		
Laundry (wash/dry).		
Indicators	**Yes**	**No**

(Wolffe, 2011)

Store (fold & hang) my clothes.		
Bank (checking or savings).		
Vacuum, dust room(s).		
Wash/dry dishes.		
Take out the trash.		
I receive an allowance contingent upon my performance.		
I receive an allowance which is not contingent.		
I keep a calendar.		
I make and keep appointments.		
I have money for incidentals at the end of the month.		
Sometimes I wonder if I can afford the things I want.		
I know the schedule for trash collection at my house.		
I pay my bills on time.		
I know when holidays are upcoming.		
I plan meals in advance.		
I have too many things to do.		
I don't have enough things to do to stay active.		
Indicators	**Yes**	**No**

(Wolffe, 2011)

When I shop, I take a shopping list.		
I budget my money.		
My room/apartment is well organized.		
Other people say my room/apartment is tidy.		
I have trouble keeping my clothes clean.		
Other people say that I look well groomed.		
When I have an emergency, I know what to do.		
I use the following technology devices		
Computer with speech output; software:		
Computer with magnification; software:		
Computer with braille output; list:		
Braille embosser		
Electronic notetaking device; list:		
CCTV or video magnifier; list:		
Indicators	**Yes**	**No**
Reading machine/scanner		

(Wolffe, 2011)

Voice activated computer		
Talking calculator		
Talking watch		
Electronic dictionary		
Specialized work tools with speech/audio output; list items:		
I use the Internet.		
I use a GPS system; list:		
My keyboarding rate is WPM.		
I have participated in a career education program.		
I have participated in vocational education classes.		
If yes, LIST classes completed:		

Transition Competency #6
Knowledge of career options and sources of information

Indicators	Yes	No
I know how to find information about jobs.		
I know the most popular fields of work in my community.		
I know the most popular fields of work in my state.		
I know the most popular fields of work in my country.		
I know the most popular fields of work being performed by other blind and visually impaired people.		
I have used the following resources to find out about jobs:		
AFB CareerConnect Website		
Public/School Library		
Telephone listings		
Internet		
Attending consumer group (American Council of the Blind or National Federation of the Blind) conventions		
Indicators	**Yes**	**No**

(Wolffe, 2011)

Attending special interest (science fiction, technology, writing, acting, etc.) meetings or conferences		
Community resources (Chamber of Commerce, Workforce Development Centers, Better Business Bureau, and the like)		
Career interest software; list:		
Other Resources; list:		

Transition Competency #7

(Wolffe, 2011)

An understanding of levels of ability and impact with regard to job placement

Indicators	Yes	No
I have found my own job(s).		
I can find my own job in the future.		
Others have helped me find a job.		
I know what assistance I will need to work in the future. List:		
In order to work, I will need help with transportation.		
In order to work, I will need help with housing.		
In order to work, I will need help with managing my home.		
In order to work, I will need help with scheduling my time.		
In order to work, I will need help with managing my money.		
In order to work, I will need help with performing on the job (job coaching).		

(Wolffe, 2011)

Indicators	Yes	No
In order to work, I will need help with tools, equipment, etc. List:		
I learn best by: (**Pick one only please**)		
Reading a manual or directions		
Listening to someone describe what to do		
Watching someone perform a task		
Doing the task while someone watches me and provides feedback on my performance		
Having someone show me how to perform by doing the task with me…hand-under-hand or hand-over-hand		

(Wolffe, 2011)

Transition Competency #8
Mastery of career counseling content areas

Indicators	Yes	No
Self-Awareness		
I know my interests.		
I know my abilities and strengths.		
I know my values (beliefs).		
I know my weaknesses and barriers to work.		
I know how others view me.		
I know what kind of work best fits my personality traits.		
I have reasons to go to work.		
Career Exploration		
I know what jobs are available.		
For the jobs I know about, I can describe:		
The salary range;		
The work environment;		
Indicators	**Yes**	**No**

(Wolffe, 2011)

The required training; The availability of these jobs in my community.		
I have explored jobs in the following ways:		
Reading about jobs;		
Informational interviews with sighted workers;		
Informational interviews with visually impaired workers;		
Job shadowing;		
Job site visits;		
Job analysis.		
Job Seeking Skills		
I am comfortable asking for information about job openings.		
I can get to a business to apply for a job.		
I have a personal data sheet.		
I use my personal data sheet to complete job applications.		
I have a resume.		
I know how to use a resume.		

(Wolffe, 2011)

Indicators	Yes	No
I know how to find job leads.		
I can follow-up on a job lead.		
I know when it is appropriate to disclose my disability to an employer.		
I know how to prepare for an interview.		
I have interviewed for a job.		
I have followed-up after an interview.		
I keep records of interviews I have had and with whom I've interviewed.		
Job Maintenance Skills		
I have good attendance at school.		
I have good attendance at work.		
I am punctual at school.		
I am punctual at work.		
I have worked.		
Indicators	**Yes**	**No**
I have held a job for a year or more.		

(Wolffe, 2011)

I can list my best work habits. I know when to ask for help on a job. I get along well with my coworkers (peers).		
I make friends easily.		
I can't say "no" to people.		
I can usually speak up for myself.		
I go to the doctor often.		
I miss school/work at least one day a month.		
I often feel lonely.		
I do not like to ask for help.		
I have applied for and received promotions.		
I become upset if someone tells me I'm not working well.		
I have been fired from a job.		
I always try to do a good job.		
I have met some of my present friends at work.		
I have completed a personnel evaluation with an employer.		
Indicators	**Yes**	**No**
Employment Skills		
I am employed.		

(Wolffe, 2011)

I understand my paycheck (net income versus gross income, voluntary versus involuntary deductions).		
I have notified the Social Security Administration that I am working (if necessary).		
I know what work benefits I am eligible for (sick leave, medical/dental insurance, retirement, etc.)		
I understand my current work status (probation period, amount of leave time, disciplinary actions).		
I have records of my work experience.		
I have been oriented to the rules and regulations of my work place (emergency evacuation plan, purchasing, getting supplies, paperwork procedures).		
I understand the chain of command at my work place.		
I know to whom to go if I need assistance on the job (supervisor, O&M instructor, rehabilitation engineer, rehabilitation counselor, job coach).		
Indicators	**Yes**	**No**
I use adapted tools or equipment on the job (tactile markings on equipment, for instance).		

(Wolffe, 2011)

I use my disability-specific or compensatory skills on the job (O&M, notetaking skills, braille, etc.).		

(Wolffe, 2011)

Transition Competency #9
Evidence of participation in work experience opportunities

Indicators	Yes	No
I have participated in non-paid work.		
I have participated in paid work.		

List all of the jobs (paid and non-paid) you have had:

Job Title	Employer	Dates	Paid Yes/No

(Wolffe, 2011)

Transition Competency #10
An understanding of employers' concerns

Indicators	Yes	No
I can address employers' safety concerns.		
I can explain how I access printed materials.		
I can explain how I generate printed materials.		
I can get to and from work.		
I can travel within a work environment without assistance.		
I can produce as much work as my sighted peers.		
I do not make any more mistakes than my sighted peers.		
I understand how employers' expectations change over time.		

(Wolffe, 2011)