



Transition Inventory

Student:

School:

ID #:

Date:

Parent or Sending Teacher: Please check yes/no for each of the criteria listed below, or rate using the scale where appropriate.

Agency Connections	Have Info	In Process	Considered Process	Completed
Access				
Metro reduced fare bus pass				
DDD				
DVR (actual referral 2 years prior to exit year)				
SSI				
Guardianship				
State ID card				
Student Characteristics: Rate every item using 0-5 scale. Indicate if the behavior/skill is being demonstrated : 1 Does not demonstrate, 2 Is developing, 3 Demonstrates most of the time (75%), 4 Demonstrates consistently (90-100%), 5 Unknown				//// //// ////
Interest in participating in community based activities (going to school or community job sites regularly)				
Ability to benefit from community based activities				
Likely post school outcome of individual supported employment				
Ability to eventually participate in community and classroom with natural (i.e., staff faded) supports				
Ability to manage personal care, medical, and behavioral needs in community settings				
Ability to tolerate or be successful in a busy classroom environment and changing schedule				
Ability to complete majority of physical or related services (OT/PT) within natural environments including community				
Ability to participate in a full school day				

Transition Inventory

Domain: Community	
Demonstrates safe pedestrian skills	
Demonstrates ability to carry personal belongings when leaving home	
Carries a cell phone	
Demonstrates the ability to make a purchase	
Can provide own personal information to appropriate helpers in community	
Appropriately rides a Metro bus	
Domain: Self Help	
Goes to the bathroom independently	
Feeds self	
Domain: Time Management	////
Looks at a clock to determine when it is time to do something	
Locates the current day and month on a calendar	
Domain: Work Skills	
Has desire to obtain a paying job	
Is willing to go out to community job assessment sites	
Accepts feedback (criticism) from a supervisor without showing anger	
Performs work task unsupervised	
Dresses appropriately for school or work	
Approaches supervisor/teacher appropriately when: Needs more work	
Approaches supervisor/teacher appropriately when: Makes a mistake that cannot be correct by self	
Approaches supervisor/teacher appropriately when: Does not understand task	
Approaches supervisor/teacher appropriately when: A task is finished	

Transition Inventory

Domain: Adaptive Behaviors	
Respects the rights of others (e.g. their property, privacy)	
Follows rules and instructions	
Resists peer pressure	
Adapts to changes in situations (e.g. new schedules, new activities)	
Manages own emotions	
Respectful to property (e.g. deliberate breakage, throwing, marking, scratching, etc)	
Not Hurtful to self or others	
Socially appropriate behavior (e.g. not too loud, swearing, vulgar language, sexually appropriate, etc)	
Domain: Academic	
Reads and comprehends survival readiness words (e.g. stop, danger)	
Writes own name and other personal facts	
Domain: Communication	
Communicates basic needs (e.g. hunger, sickness, toileting, etc)	
Expresses personal feelings appropriate to the situation (e.g. fear, joy, anger)	
Talks about personal problems at appropriate times	
Attends school for what percent of the time	%