



# Tip Sheet for Data Collection

## Regular Positive Communication

### Transition Assessment

**If your Vital Behavior is:**  
**“Results from a transition assessment will guide family and students to work together to complete a series of work-readiness exercises, reporting progress monthly.”** E2P Graduation Guide Vital Behavior #4

**If your Vital Behavior is: Family and student will review current available resources and supports, identifying and then working with community connections to improve academic and/or post-secondary outcomes such as mentors, tutors, work related internships leisure recreational connectors or others.”** E2P Partnerships Guide Vital Behavior #6

#### **Hint:**

This vocational skills list can help a parent and student identify goals and help inform discussion with the Vocational Rehabilitation Counselor and/or IEP team and then track progress using communication log

#### **IMPORTANT VOCATIONAL SKILLS TO LEARN**

Vocational training should provide students with a curriculum that prepares them for the job that they intend to enter. Broad-based knowledge and skills are good, but for some students with disabilities, specific skills are necessary for survival in the workplace and in the community and need to be explicitly taught.

##### **Academic Skills**

- Reading and writing (e.g., sight-word vocabulary, spelling, handwriting, typing, etc.)
- Math (e.g., basic computation, money, measurement)
- Problem solving
- Listening comprehension
- Speaking
- Computer
- Art or music
- Foreign language

##### **Communication Skills**

- Following and giving directions accurately
- Communicating information
- Understanding and processing information
- Requesting or offering assistance

##### **Social and Interpersonal Skills**

- Answering the phone and taking a message
- Making necessary phone calls to employers and other professionals as part of a job requirement
- Displaying appropriate workplace behavior and etiquette
- Knowing appropriate topics for discussion in the workplace
- Knowing when and when not to socialize on the job
- Learning how to protect themselves from victimization
- Learning social problem-solving techniques

##### **Occupational and Vocational Skills**

There are a number of skills and behaviors that most, if not all, jobs require. It is important to help students who do not already possess these skills acquire them. Examples of these activities include the following:

- Using a time card and punch clock
- Arriving to work on time
- Calling when sick
- Requesting vacation time
- Using the appropriate voice tone and volume
- Accepting instructions and corrections
- Knowing appropriate interaction with coworkers (i.e., getting along; social problem solving; making friends; and recognizing personal, professional, and sexual boundaries)

**There are also a number of skills that students should have to be as independent as possible in their future job searches; these skills include the following:**

- Looking for jobs (advertisements in the newspaper and online, neighborhood help-wanted signs, and local resources)
- Filling out job applications
- Writing résumés and cover letters
- Obtaining necessary identification (photo ID, birth certificate)
- Filling out paperwork (W2 forms, I-9 forms, employer paperwork)
- Having interviewing skills

Here are some links to Vocational Assessment Tools:

[http://rbed.sharpschool.net/UserFiles/Servers/Server\\_5246344/File/Special%20Education/Secondary%20Transition/Functional%20Vocational%20Skills.pdf](http://rbed.sharpschool.net/UserFiles/Servers/Server_5246344/File/Special%20Education/Secondary%20Transition/Functional%20Vocational%20Skills.pdf)

Here is a whole list of downloadable assessments:

<http://sped.sbcs.k12.in.us/ppm/transitionplanning/transitionassessments.html#downloads>

<input type="checkbox"/> Study Skills Training
<input type="checkbox"/> Explore NSTTAC website to find out key differences between high school & college
<input type="checkbox"/> Visit college campuses
<input type="checkbox"/> Research colleges to find out what support they offer for students w/disabilities
<input type="checkbox"/> Receive academic support in science, English and or Math
<input type="checkbox"/> Verify that the current course of study matches college requirements
<input type="checkbox"/> Research college scholarship opportunities
<input type="checkbox"/> Participation in college entrance exams with appropriate accommodations
<input type="checkbox"/> Meet regularly with high school counselor about necessary coursework for college
<input type="checkbox"/> develop social stories
<input type="checkbox"/> job shadowing
<input type="checkbox"/> plan with disability services at college
<input type="checkbox"/> college/disability services visits
<input type="checkbox"/> Postsecondary Options Program (college classes while in high school)
<input type="checkbox"/> referral to BVR and postsecondary options
<input type="checkbox"/> Linkages to adult services
<input type="checkbox"/> ACT/SAT Prep Course
<input type="checkbox"/> Submit FAFSA form
<input type="checkbox"/> Complete a Career Assessment
<input type="checkbox"/> Explore continuing education classes in area
<input type="checkbox"/> Practice self-advocacy (ask for preferential seating, guided notes, etc)
<input type="checkbox"/> Research Americans with Disabilities Act
<input type="checkbox"/> Audio tape text
<input type="checkbox"/> Extended time on tests
<input type="checkbox"/> Interview an adult in his/her field of interest
<input type="checkbox"/> Participation in functional curriculum
<input type="checkbox"/> Self advocacy/Disability Awareness Training
<input type="checkbox"/> Instruction on use of picture schedule
<input type="checkbox"/> Use of agenda/technology (cell phone, laptop etc) to keep track of assignments and appointments
<input type="checkbox"/> Instruction related to the development of writing, reading and communication skills
<input type="checkbox"/> Interview an adult in field of interest
<input type="checkbox"/> Meet with job coach
<input type="checkbox"/> Instruction in utilizing the home school's career path guidance system (e.g., OCIS)

**Hint:** The chart above comes from Akron Ohio Schools website. This chart might be a great log for parents to weekly, or monthly identify two activities and goals to work on. Then, the mentor can collect the charts and see what progress has been made...