

# Transition to Community Checklists

---

## Skills for Postsecondary Pathways

*Parent Edition*



Autism Programs and Services  
Toronto Catholic District School Board



**AUTISM PROGRAMS**  
School Support Program

## Introduction: Transition to Community Pathway Checklist

In any environment, all individuals should strive to be as independent as possible. In many cases, the more independence an individual has, the more options they will have in community programs and in daily living in general. Teenagers on this pathway benefit from work experience placements, explicit life skills instruction at home and at school, and many daily opportunities to practice skills with different people, in the natural environment they will occur.

## About this Document

**Work Experience** can be defined as a work placement in the school and/or community for a student who is not earning credits while in high school.

**Co-Operative Education Placement** can be defined as a work placement in the community for a student who is earning credits in high school.

This document contains checklists that review goals and skills that may help your teenager in a community based program. The checklists are based on functional skills rather than academic skills. Many of these skills can be incorporated into the Individual Education Plan (IEP), as well as the transition section of the IEP. Where appropriate, use these checklists to generate discussion with your teenager and the classroom teacher to plan what skills of independence are needed throughout the year, along with strategies for teaching the skills. This document has been broken down into the following subcategories;

- Communication Skills
- Personal Information Skills
- Safety Skills
- Self-Care Skills
- Daily Living Skills
- Underlying Work Skill Set
- Specific Job Skill Sets
- Daily Interactions

## Using this Document

Each checklist begins with a yellow box that says **HS Transition Goal**. This is a goal that is encouraged to be developed while attending high school. It is followed by a list of steps that will help achieve that goal. At the end of each checklist is a green box that says **End Goal**. This is hopefully what is achieved by practicing the listed skills. There may be many skills that need continuous development and that's okay, they will slowly develop over time and strategies should be developed to help. This document can be used every year to determine progress towards goals. **Next Step** is where you can plan forward.

Follow this legend as you complete each checklist.

**Y- Yes my teenager does this,**

**N- No, my teenager does not do this,**

**S- Someone does this for my teenager,**

**N/A – Not applicable to my teenager.**

[Type text]

## 1. Communication Skills

Many things can be communicated in many ways (words, gestures, signs, pictures, text and/or alternative communication methods). A teenager pointing to an object is possibly communicating they would like that item.

<b>HS Transition Goal: Continue to learn to communicate for essential needs.</b>				
<b>Does my teenager...</b>	<b>Y</b>	<b>N</b>	<b>S</b>	<b>N/A</b>
Request a desired item?				
Wait after making a request?				
Choose between preferred and non-preferred items?				
Respond to his/her name?				
Ask for help?				
Ask for a break?				
Indicate hunger/thirst?				
Indicate pain?				
Indicate toileting needs?				
Indicate "no"?				
Accept "no" after making a request?				
Protest undesirable situations?				
Indicate "yes"?				
Respond to "wait/no/stop/?"				
Follow simple instructions? (1-step, 2-step...)				
Request schedule and/or timer?				
Respond to requests from peers?				
Make requests for privacy and/or personal space?				
Make requests for more information?				
Make requests for items to relieve stress or pain?				
<b>End Goal: Communicate to others in order to have essential needs met as independently as possible.</b>				
<b>Next step:</b>				

## 2. Personal Information Skills

<b>HS Transition Goal: Learn and communicate personal information to others.</b>				
<b>Does my teenager...</b>	<b>Y</b>	<b>N</b>	<b>S</b>	<b>N/A</b>
Know his/her first and last name?				
Know his/her address?				
Know his/her phone number?				
Know his/her age?				
Know his/her parents' names?				
Know how to call his/her parents?				
Know his/her birthdate?				
Know where his/her parents are during the day?				
Know if he/she has an allergies?				
<b>End Goal: Communicate personal information to others as independently as possible.</b>				
<b>Next step:</b>				

[Type text]

### 3. Safety Skills

#### HS Transition Goal: Continue to learn safety skills within the community.

Does my teenager...	Y	N	S	N/A
Fasten and remain in a seatbelt?				
Know to look both ways before crossing the street?				
Know to cross the street at a crosswalk and/or light?				
Know to cross the street once all cars have stopped?				
Wait next to teacher/support staff when directed to do so?				
Know to walk on the sidewalks and not the roads?				
Know how to travel on the TTC with familiar routes? ***Resource on transportation				
Know how to approach safe people in the community for help?				
Carry personal identification while in the community?				
Know the poison symbols (WHMIS) on chemical bottles?*Work Safe/Smart Resource				
Know when to call 911?				
Know how to access a "safe person" within the community?				
Know not to talk to strangers while in the community?				

#### End Goal: Practice safety skills in daily life as independently as possible.

Next step:

### 4. Self-Care Skills

#### HS Transition Goal: Continue to learn self-care skills in daily life.

Does my teenager...	Y	N	S	N/A
Wash hands/face with soap regularly?				
Brush teeth?				
Wash and comb hair?				
Shower/bathe regularly?				
Change sanitary pads when necessary (females)?				
Clean nails and ears regularly?				
Sneeze into tissues or hands?				
Blow nose and dispose of tissue in garbage?				
Wear deodorant on a daily basis?				
Dress appropriately for different occasions?				
Dress appropriately for the weather?				
Clean eye glasses when needed?				
Know what size he/she is in clothing and/or shoes?				
Know how to care for basic first aid ailments (cuts/scrapes with band aids)? **Resource				
Know to take prescribed medications daily?				
Know when a doctor should be consulted for pain/sickness?				
Know of any allergies and foods that need to be avoided?				

#### End Goal: Practice self-care skills in daily life as independently as possible.

Next step:

[Type text]

## 5. Daily Living Skills

<b>Transition Goal: Learn to perform skills that pertain to daily life.</b>				
<b>Does my teenager...</b>	<b>Y</b>	<b>N</b>	<b>S</b>	<b>N/A</b>
Know how to set an alarm clock for the morning?				
Know how to use a daily schedule?				
Know how to clean his/her laundry? *Resource task analysis for sort/laundry				
Know when laundry should be cleaned?				
Know how to maintain the cleanliness of his/her personal belongings?				
Know how to clean his/her personal living space?				
Know how to plan a menu of healthy meals for each and every day?				
Know how to purchase food from a grocery store?				
Know how to purchase food from a restaurant?				
Know how to prepare healthy meals each day?				
Know how to clean up after him/herself?				
Know how to maintain a clean kitchen?				
Know how to wash/dry dishes?				
Know how to share personal living space with others?				
Know how to maintain a bank account?				
Know how to pay bills on time?				
Know how to set up accounts with external agencies? (Rogers, Bell)				
Know which washroom to use in a public setting?				
<b>End Goal: Manage daily life skills as independently as possible.</b>				
<b>Next step:</b>				

## 6. Underlying Work Skill Set

<b>Transition Goal: Learn to perform the basic skills involved in most work placements.</b>				
<b>Does my teenager...</b>	<b>Y</b>	<b>N</b>	<b>S</b>	<b>N/A</b>
Match items by colour?				
Match items by shape?				
Match items by visual prompt?				
Match items by similarities?				
Sort items by similarities?				
Sort items by differences?				
Classify items into categories/groupings?				
Classify items into subcategories/groupings?				
Assemble items involving two steps?				
Assemble items involving three steps?				
Assemble items involving multiple steps (more than 3)?				
Follow directions?				
Sequence multiple steps?				
Can use a structured work bin with minimal prompting?				
<b>End Goal: Engage in the underlying work skill sets in a job placement as independently as possible.</b>				
<b>Next step:</b>				

[Type text]

## 7. Specific Job Skill Sets

Practical experiences can be gained through work experience placements within the community, job tasks in school and tasks at home.

**Transition Goal: Learn to perform the specific skill sets needed for work experience placements in the school and/or community.**

Does my teenager...	Y	N	S	N/A
Know how to use a computer?				
Enter data into spreadsheets?				
Sort documents by alphabetical order?				
Sort documents by numerical order?				
Use a photocopier?				
Stuff envelopes?				
Answer telephones?				
Shred papers?				
Locate items on a shelf?				
Fill orders/invoices?				
Put items away?				
Assemble items?				
Water plants?				
Sweep floors?				
Fold clothing or textiles?				
Hang clothing and/or textiles?				
Answer customer questions?				

**End Goal: Can perform items in job skill set for easier transition to a sheltered work setting.**

**Next step:**

## 8. Daily Interactions

**Transition Goal: Learn to interact with people within the school and community.**

Does my teenager...	Y	N	S	N/A
Greet others?				
Give appropriate eye contact to others?				
Smile appropriately with others?				
Understand personal space of others?				
How to start a conversation?				
Know how to take turns?				
Know how to maintain a conversation?				
Converse about current events/pop culture?				
Know to not interrupt a conversation?				
Have joint attention to items and people of interest?				
Have turn taking skills?				
Participate in recreational programs with others?				

**End Goal: Interact with others in the community as independently as possible.**

**Next step:**

[Type text]

DRAFT

[Type text]