

Name:

Date Enrolled in Program:

Date of birth:

Date of Annual Assessment:

Transitions Checklist: Psychosocial

		Annual Assessment				Progress (Notes on progress can be placed in margin: Is progress toward goal adequate to achieve goal by target?)			
Youth can (or has)...		Does independently OR knows how to direct others	Does with some help	Doesn't do OR only with lots of help	N/A	If current goal, start date & target date for proficiency	Support to reach goal ¹	If E.S., date(s) goal addressed & initials	Proficiency Date
Getting into the community									
Stage 1	Locate the closest public transportation stop to her/his home								
	Get a CTA Reduced Fare permit								
	Ride on public transportation with others								
	Pedestrian skills (get around the city, ask directions, etc.)								
	Describe neighborhood stores and services								
Stage 2	Begun Drivers' Education	YES		NO					
	Gotten a drivers' license and/or state ID	YES		NO					
	Ride on public transportation without parents (is "in charge")								
	Describe appropriate assistive technology tools that can increase community involvement								
	Go to the Post Office								
	Get a library card	YES		NO					
	Can order, dine and tip in restaurants								
	Has spectator and audience member skills								
	Identifies acceptable dress for a variety of situations								
Stage 3	Registered to vote	YES		NO					

¹ Please indicate which support will work with Participant on this task: T.C., M.D., OT/PT, Speech, Parents, CP, Mentor, or School. If Other, please identify.

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Stage 3	Get a Social Security card	YES		NO					
	If male, has registered with Selective Service	YES		NO					
Social & Emotional health									
Stage 1	Has at least one friend and they do things together at least once a week	YES		NO					
	Spend time doing things with family at least once a week	YES		NO					
	Active in at least one community organization or school activity / sport	YES		NO					
	Report that her/his life "has a purpose"	YES		NO					
	Choose appropriate topics for conversation								
	Describe things s/he is good at								
	Find someone to talk to when sad, nervous, or upset								
	Show respect for rights & property of others (takes turns, asks permission to use other's things, treats borrowed property with respect)								
	Use appropriate language and manners								
Describe how they have fun in health-promoting ways (i.e. not things like drinking, smoking)									

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Stage 1	Avoid engaging in high risk behaviors, including, but not limited to, smoking/chewing, drinking, using illicit substances, unsafe sexual practices, thrill-seeking when driving, riding or driving with someone under the influence of alcohol or drugs, physical fighting, carrying a weapon								
	NOT exhibited signs or symptoms of severe anxiety or depression such as: reporting being sad, unhappy, or depressed; declining school grades; lack of interest in school or peer group activities; excessive weight loss or gain; excessive sleep or insomnia; suicidal thoughts, plans, or attempts	YES		NO					
	NOT report or demonstrate symptoms of emotional, physical or sexual abuse, OR has been put in a safe situation and is getting the help needed	YES		NO					
Stage 2	Ask for help without getting upset								
	Speak confidently and with eye contact when speaking with others								
	Demonstrate problem-solving skills								
	Demonstrate how to advocate for self								
	Describe own plan for the future and is optimistic about the future								

