

Parent Interview – Transition Portfolio Inventory

As your son or daughter moves closer to graduation, it is important to begin to plan for his or her future. Parents are an important source of information about students that will help educators develop the most appropriate plans and services as youth are preparing for adult life. As we are developing plans with your son or daughter, your input and involvement is critical. Please take a few minutes to consider your son or daughter and identify the things that he or she is currently capable of doing and any areas that may need some attention. This inventory consists of categories related to independent living. Please address those categories you think are appropriate and meet the current areas of need for your child.

School/BOCES: _____ Date: _____

Student Name: _____ DOB: _____ Grade: _____

Dad's Name: _____ Wk#: _____ Hm# _____

Mom's Name: _____ Wk#: _____ Hm# _____

Education / Career

How does your child learn best?

watching others; listening to others; working with his/her hands;

What are your child's best subjects? _____

What are the classes that give your child the most trouble? _____

What kind of vocational training/education would you like your child to have after high school and what would s/he like to study?

What school/training does s/he plan to attend? _____
Name of Institution / Organization

College/University – Course of study: Vocational training – Program:
 On-the job training – specialization: Other: _____

What source(s) of funding can help pay for your child's education?

FAFSA Agency Parents Your Bank Account

Community / Independent Living

◆ EATING AND FOOD PREPARATION

Preparing meals and snacks: <ul style="list-style-type: none"> ▪ Gathers ingredients and equipment ▪ Opens containers ▪ Follows recipe ▪ Uses microwave ▪ Uses stove top ▪ Uses oven ▪ Uses other appliances 	Current Level of Functioning
Eating meal /snack <ul style="list-style-type: none"> ▪ Oral motor skills i.e. chewing/swallowing ▪ Uses utensils ▪ Uses manners 	Current Level of Functioning
Preparing eating area <ul style="list-style-type: none"> ▪ Sets table ▪ Gets condiments 	Current Level of Functioning
Cleaning up after meal <ul style="list-style-type: none"> ▪ Puts away leftovers ▪ Wipes off work surface ▪ Washes dishes – <ul style="list-style-type: none"> ○ Hand washing ○ Using Dishwasher 	Current Level of Functioning
Accessibility to kitchen <ul style="list-style-type: none"> ▪ Uses adaptive equipment 	Current Level of Functioning
Priorities:	

◆ GROOMING AND DRESSING

Grooming: <ul style="list-style-type: none"> ▪ Brushes teeth ▪ Uses mouthwash ▪ Brushes/combs hair ▪ Styles hair ▪ Skin care ▪ Uses make-up ▪ Cleans eyeglasses ▪ Cleans hearing aid ear molds ▪ Maintains appearance 	Current Level of Functioning
Dressing/Undressing <ul style="list-style-type: none"> ▪ Dresses and Undresses self ▪ Chooses appropriate clothes ▪ Dresses appropriately for season/weather conditions 	Current Level of Functioning
Priorities:	

◆ **HYGIENE AND TOILETING**

<p>Using private & public toilets</p> <ul style="list-style-type: none"> ▪ toileting needs ▪ washes hands ▪ Bath / showering ▪ Shampooing / rinsing hair ▪ Managing menstrual care <p>Shaving</p> <ul style="list-style-type: none"> ▪ Men ▪ Women ▪ Using deodorant 	<p>Current Level of Functioning</p>
<p>Priorities:</p>	

◆ **SEXUALITY, HEALTH, SAFETY**

<p>Awareness of sexuality issues</p> <ul style="list-style-type: none"> ▪ Awareness of public vs. private activities ▪ Closes door for bathing, toileting, dressing, etc. ▪ Appropriate show of affection ▪ Appropriate control of sexual needs ▪ Awareness of bodily and sexual functions ▪ Knowledge and use of birth control methods ▪ Knowledge of sexually transmitted disease 	<p>Current Level of Functioning</p>
<p>Knowledge of general health concerns</p> <ul style="list-style-type: none"> ▪ Disease transmission (i.e., covers mouth when sneezing/coughing, controls drooling, blows nose, etc.) ▪ Health concerns specific to disability (i.e., skin care, range of motion, positioning of weight) ▪ Manages medication (i.e., knows medication schedule, ability to swallow, related behavioral concerns) ▪ Cares for minor injury and/or illness 	<p>Current Level of Functioning</p>
<p>Awareness of home hazards and emergency procedures</p> <ul style="list-style-type: none"> ▪ Uses adaptive strategies ▪ Poisons ▪ Fire ▪ Accidents 	<p>Current Level of Functioning</p>
<p>Priorities:</p>	

◆ HOUSEHOLD MAINTENANCE

Keeping room neat <ul style="list-style-type: none"> ▪ Makes bed ▪ Changes bed linens ▪ Straightens room 	Current Level of Functioning
Handling of household chores <ul style="list-style-type: none"> ▪ Does laundry ▪ Vacuums / dusts ▪ Cleans bathroom ▪ Sweeps 	Current Level of Functioning
Maintaining outdoors <ul style="list-style-type: none"> ▪ Rakes leaves ▪ Mows lawn ▪ Weeds ▪ Waters lawn and plants ▪ Cleans up after animals 	Current Level of Functioning
Priorities:	

◆ TRAVEL

"Walking,, (Wheeling) to and from destination <ul style="list-style-type: none"> ▪ safety when crossing streets ▪ arrives at destination 	Current Level of Functioning
Riding Bicycle <ul style="list-style-type: none"> ▪ knows safety rules ▪ able to find way ▪ locks bicycle 	Current Level of Functioning
Riding School/City Bus <ul style="list-style-type: none"> ▪ demonstrates appropriate behavior when on the bus ▪ communicates with bus driver ▪ can find appropriate bus ▪ can read bus map ▪ can make a transfer ▪ knows how to pay ▪ shows buss pass 	Current Level of Functioning
Driving Own Vehicle <ul style="list-style-type: none"> ▪ knows laws ▪ uses seat belts ▪ knows what to do in an emergency ▪ uses appropriate adaptive equipment ▪ demonstrates safe & defensive technique 	Current Level of Functioning
Orienting Skills <ul style="list-style-type: none"> ▪ identifies signs ▪ carries identification ▪ asks for help ▪ responsible for possessions ▪ uses cautions with strangers ▪ reads maps 	
Priorities:	

◆ **GENERAL SHOPPING**

<p>Handling Money/Budgeting</p> <ul style="list-style-type: none"> ▪ makes shopping lists ▪ knows budget constraints ▪ handles money exchanges 	<p>Current Level of Functioning</p>
<p>Locating/Getting Items</p> <ul style="list-style-type: none"> ▪ pushes cart ▪ uses store directory ▪ asks for help ▪ follows list ▪ makes appropriate choices ▪ does cost comparisons 	<p>Current Level of Functioning</p>
<p>Clothes/Personal Items</p> <ul style="list-style-type: none"> ▪ selects appropriate store ▪ asks for help ▪ selects items within budget ▪ knows sizes ▪ makes wise choices ▪ handles money exchange 	<p>Current Level of Functioning</p>
<p>Restaurant</p> <ul style="list-style-type: none"> ▪ "reads" Menu (or alternative) ▪ communicates to Waitperson ▪ uses Manners ▪ locates Restrooms ▪ tallies bill (including tip) ▪ handles money exchanges 	<p>Current Level of Functioning</p>
<p>Priorities:</p>	

◆ **USING SERVICES**

<p>Using Services</p> <ul style="list-style-type: none"> ▪ uses pay phone ▪ uses Relay system (if hearing impaired) ▪ uses Beauty parlor ▪ makes Appointments ▪ uses Banking Services ▪ uses/Communicates with dentist, doctor, etc. ▪ uses Laundry/drycleaner 	<p>Current Level of Functioning</p>
<p>Priorities:</p>	

◆ PLANNING/SCHEDULING

Following daily routines <ul style="list-style-type: none"> ▪ shows up on time ▪ gets to where they are supposed to be ▪ adapts to changes in routine ▪ able to tell time 	Current Level of Functioning
Scheduling weekly activities <ul style="list-style-type: none"> ▪ uses a time management system (i.e., calender/daytimer) ▪ maps out plans and time (i.e., organizes time) 	Current Level of Functioning
Preparing for special outings <ul style="list-style-type: none"> ▪ arranges special things to do ▪ handles logistics involved in planning an event 	Current Level of Functioning
Handling Time Management <ul style="list-style-type: none"> ▪ plans homework time ▪ arranges study area ▪ attends to homework ▪ plans time for chores, meetings, leisure time ▪ arranges transportation 	Current Level of Functioning
Priorities:	

◆ SOCIAL SKILLS

Telephone Use <ul style="list-style-type: none"> ▪ phone etiquette ▪ takes message ▪ dials phone ▪ can use phone for emergency ▪ can use assistive devices if necessary ▪ can use phone directory 	Current Level of Functioning
Caring for Others <ul style="list-style-type: none"> ▪ pet care ▪ sibling care ▪ babysitting ▪ elderly 	Current Level of Functioning
Reciprocal Relationships <ul style="list-style-type: none"> ▪ gift giving ▪ remembers birthdays ▪ sends thank you cards 	Current Level of Functioning
Behavior Management Social Skills <ul style="list-style-type: none"> ▪ introduces self ▪ follows instructions ▪ accepts criticism or consequence ▪ accepts no for an answer ▪ greets people ▪ gets peoples attention appropriately ▪ makes requests appropriately ▪ disagrees appropriately ▪ gives negative feedback appropriately ▪ resists peer pressure ▪ apologizes ▪ engages in conversation ▪ gives compliments ▪ volunteers ▪ reports peer behavior appropriately 	Current Level of Functioning
Priorities:	