

## MIDDLER SCREENING CHECKLIST

The Transition Work/Study Committee is asking you to respond to this letter by commenting on these specific goals for your child. Please put a √+ (student does very well), √ (student does OK), or √- (student has difficulty).

**Please complete and submit by March 30, 2012:**

Learning Prep School  
Attention: Erin Campbell/Tara Howe  
1507 Washington Street  
West Newton, MA 02465

Student name: \_\_\_\_\_

### COMMUNICATION

- Ability to work independently
- Ability to stay focused on a task
- Understands verbal communication
- Understands non-verbal communication (i.e., gestures, facial expressions)
- Provides relevant verbal responses to conversations, questions, etc.
- Appropriately expresses opinions, feelings, emotions, needs, choices, etc., verbally
- Appropriately expresses information through non-verbal communication (i.e., gestures, facial expressions, body language)
- Communicates name, address, phone number correctly

### SOCIAL/EMOTIONAL

- Ability to show self-control
- Responds appropriately to friendly teasing
- Interacts appropriately with one other person
- Interacts appropriately in a group situation
- Interacts appropriately in different environments (i.e., friend's party vs. discussion with supervisor)
- Able to appropriately solve problems in disagreements
- Responds appropriately to the feelings of others
- Displays appropriate interaction with strangers, acquaintances, close friends, family
- Adjusts behavior to demands of the social situation
- Is truthful
- Assists others
- Shares with others
- Takes turns when appropriate
- Seeks assistance when appropriate
- Initiates activities appropriate for the situation
- Avoids situations in which he/she could become the victim of a crime
- Is dependable
- Accepts criticism
- Incorporates feedback into behavior

### DAILY LIVING SKILLS

- Takes care of toileting needs
- Demonstrates appropriate hygiene and grooming habits
- Takes care of personal property (i.e., coat, wallet)
- Is ready for an activity at the specified time
- Completes simple housekeeping tasks
- Completes simple maintenance activities or call attention to maintenance needs

- (i.e., change light bulb)
- Plans a daily routine
  - Completes assignments with an acceptable level of accuracy
  - Manages money appropriately (makes realistic decisions regarding spending)
  - Makes appropriate use of free time
  - Able to find necessary locations in community
  - Accesses available transportation to locations in the community
  - Demonstrates knowledge of requirements for personal safety
  - Understands the concept of and able to tell time
  - Uses resources to solve daily math problems

**Please answer the following questions:**

What internships/volunteer or community service jobs has your child had?

What paid jobs has your child had?

What activities or hobbies does your child enjoy?

Skills that you believe your child has that could be adapted to a job.

How do you plan to have your child transported to work? (he/she drives, takes public trans., can be transported by parents, etc.)

All of the above factors are the components that help determine acceptance into the Work/Study program. If you have any questions, we can be reached at (617) 965-0764. Thank you in advance for your time and attention regarding this matter.

Lois Gould  
Work/Study Supervisor

Erin Campbell  
Work Experience Dept. Head

Tara Howe  
Work/Study Dept. Head