

Strengths and Abilities Communication Checklist

This Strengths and Abilities Communication Checklist can help you think about areas that may be a strength for a student, as well as areas where further support can help a student at school. Parents, teachers and a student can tick any areas they would like to discuss together.

Personal preferences:

Does the student particularly like or dislike:

- | | |
|--|--|
| Repetition | Following the rules |
| Routines | Thinking/observing before joining in |
| Activities that involve creativity | Being active |
| New/unfamiliar situations | Visual learning (e.g. pictures, videos). |
| A specific sensory experience (sounds, textures, lights, smells, pain) | Music |
| Working with others | Hands-on or tactile experiences |
| Working alone | Technology |
| Taking risks or trying new things | Other: |

Is there anything in particular that makes the student happy? (please list)

Is there anything specific you would like to discuss about:

Character traits

- | | | |
|-----------------|-------------|---------------------|
| Sense of humour | Cheerful | Other (please list) |
| Loving | Easy Going | Grateful |
| Enthusiastic | Gentle | Resilient |
| Playful | Patient | Brave |
| Thoughtful | Creative | Honest |
| Affectionate | Confident | |
| Responsible | Hardworking | |

Strengths and Abilities Communication Checklist

Movement and senses:

Energy/endurance

Strength and Balance

Mobility

Coordination

Flexibility (physical)

Vision

Hearing

Learning:

Loves or enjoys learning

Perseveres with a task when bored.

Persists with a task until they get it right.

Focuses on work without prompts

Handwriting

Reading

Learns through watching someone

Keeps track of their things and can be organized.

Has an eye for detail

Creative thinking (i.e. can think 'outside' the box)

Enjoys learning facts

Respecting others' space

Interested in a specific topic.

Likes their work to be perfect.

Adapts/changes their approach

Curiosity

Problem solving

Remembers information/instructions
(e.g. for 1/2hr? From last week?)

Hard worker

Follows instructions

Feelings: (e.g. do they have good strategies for managing frustration? Are there specific approaches that enable them to feel confident and hopeful about their future?)

Calm/relaxed

Happy

Excited

Sad

Down/depressed

Angry

Frustrated

Unsettled

Anxious/fearful

Restless

Proud

Frustrated

Embarrassed

Insecure

Secure

Confident

Shy

Accepted/loved/connected/included

Isolated/excluded

Hopeful/excited about their future

Inspired

Excited

Strengths and Abilities Communication Checklist

Communication:

Does the student communicate using signs/
gestures, assistive device, picture cards, sentences,
single words, short phrases, full sentences?

Do they ask for help readily?

Can they express what they are thinking or feeling
in a stressful situation?

Are they able to express how they are feeling in a
positive way?

Are they a good listener?

Are they assertive?

Do they have a good understanding of what they
need or want, and can they communicate that?

Living skills:

Can manage own lunch and drink bottle

Can take extra clothing on and off (e.g. jacket)

Time management

Uses strategies to manage their toileting
(e.g. do they sometimes need to leave quickly?)

Personal grooming

Healthy living

Social connections:

Knows how to join a group or other students

Prefers to spend time with others

Prefers to spend time alone

Prefers small groups

Prefers large groups

Becomes upset if others are loud or yelling.

Knows when other people need help and how to
get help for them

Shows empathy, compassion or kindness to
others

Open minded about other opinions or views

Confident

Helpful

Likes to be the leader

Prefers to follow

Enjoys being part of a team

Likes it when everyone plays by the rules

Happy for others when good things happen

Friendly and welcoming of others

Thoughtful and considerate

Quick to 'forgive and forget'

Good listener

Post-Secondary Dreams, Goals and relevant skills

Many of the strengths and abilities outlines on pages 1-2 may be relevant to a student's post-secondary transition. The following section provides opportunity for a student and their parents and teachers to identify additional strengths and abilities that they may wish to discuss that are specifically relevant to post-secondary transitions.

Workplace preferences and skills:

- | | |
|--|---|
| Working indoors | A slow work pace |
| Working outdoors | A fast work pace |
| Quiet environments | Working outside of 'normal work hours' (e.g. late at night) |
| Noisy/busy environments | Multitasking or working on many different tasks |
| Detailed work tasks that require concentration | Mastering and working on one task |
| Prioritization of tasks | Breaking tasks down for completion |
| Keeping track of key points during discussions | Giving a presentation |
| Self-monitoring | Other: |

Independence and Self-Advocacy:

- | | |
|---|---|
| Recognising when an accommodation is needed | Recognising what type of accommodation may be both helpful and reasonable |
| Making a request for an accommodation | Requesting accommodations to highlight their strengths (e.g. "I work best when not distracted, can I please use headphones?") |
| Ability to communicate strengths | Understanding of their rights under the disabilities act and what they can do if they experience discrimination |
| Knowledge of job application processes (CVs; KSC; job interviews) | Understanding of disclosure |

Are there any interests or strengths not covered above that may be relevant to a specific type of career path? (please list)

Post-Secondary Dreams, Goals and relevant skills

Are there any specific pathways that you would like to discuss?

VCE/VCAL

School based Apprenticeship and Training or
VET

Cert 1 in transition

Individualised teaching and learning program

Special Provisions for VCE/VCAL

University/College/TAFE (including Special
Entry Access Scheme)

Workplace Entry

Other: