

APPENDIX A
TIMELINE INSTRUMENTS

PARENT TIMELINE INSTRUMENT

* Indicates evidence based

	Skill/Activity for Home	Importance 1=delete, 2= helpful, 3=important, 4=very important				Age Appropriate, 1= change, 2= possibly change, 3=appropriate, 4=very appropriate				Change: (i.e. Rename item, add item, delete item, change grade, change place)
Ages 11 throughout 18										
1P	Earns privileges (e.g., driving the family car in the future depends on the condition it was returned)	1	2	3	4	1	2	3	4	
2P	Earns allowance for work done correct and complete	1	2	3	4	1	2	3	4	
3P	Earns allowance compensatory for the type and amount of work done (e.g., child gets more money, not because he is older, but because he mows the lawn in addition to keeping his bedroom clean)	1	2	3	4	1	2	3	4	
4P	Earns money toward a desired item or partially earns it (e.g., earns money towards the purchase of a bike)	1	2	3	4	1	2	3	4	
5P	Takes responsibility for mistakes, (e.g., if child spills milk, he cleans it up)	1	2	3	4	1	2	3	4	
6P	Returns personal items where they belong	1	2	3	4	1	2	3	4	

7P	Follows rules and routines at home	1	2	3	4	1	2	3	4
8P	Participates in community activities that help build goal setting, self-determination, work ethic, self-discipline, and social skills such as: Scouts, 4-H club, music and dance lessons, sports etc.	1	2	3	4	1	2	3	4
Age 11-13									
9P	*Choosing between a wide range of acceptable choices (teach child decision making skills)	1	2	3	4	1	2	3	4
10P	Follows multiple-step directions (e.g., "rinse the dishes, load and unload the dishwasher")	1	2	3	4	1	2	3	4
11P	* Prepares meal items with supervision and then independently	1	2	3	4	1	2	3	4
12P	Appropriately introduces adults to each other, making eye contact, and speaking clearly (e.g., introduces parents to teachers)	1	2	3	4	1	2	3	4
16P	Demonstrates care for personal property and other's property	1	2	3	4	1	2	3	4
14P	*Practices personal safety skills at home (e.g., using the internet)	1	2	3	4	1	2	3	4
15P	Independently dresses for the occasion	1	2	3	4	1	2	3	4
16P	Exhibits daily grooming and hygiene	1	2	3	4	1	2	3	4
17P	Demonstrates knowledge of physical fitness, nutrition, and weight	1	2	3	4	1	2	3	4
18P	*Independently purchase meals from restaurants	1	2	3	4	1	2	3	4
19P	*Correctly counts out the money and determines change when purchasing items (banking)	1	2	3	4	1	2	3	4

20P	*Begins personal saving account with parent, (banking)	1	2	3	4	1	2	3	4
21P	Develops routines for time management	1	2	3	4	1	2	3	4
22P	Uses a student planner and completes homework with fewer than three prompts (prompts are parent reminding the child)	1	2	3	4	1	2	3	4
Age 14-16									
23P	*Participates in neighborhood work experiences (e.g., babysitting, lawn care, dog walking, etc.)	1	2	3	4	1	2	3	4
24P	*Determines personal budget including a savings goal	1	2	3	4	1	2	3	4
25P	Participates in several community service activities such as volunteering at a shelter	1	2	3	4	1	2	3	4
26P	Participates in extracurricular activities at school (e.g., band, color guard, theater, athletics, and clubs)	1	2	3	4	1	2	3	4
27P	Participates in a summer practicum at a technical school (The DATC sponsors a summer practicum that lasts a week to "try out" some of their programs starting at age 14)	1	2	3	4	1	2	3	4
28P	Independently uses public transportation and can find their way around his/her community	1	2	3	4	1	2	3	4
29P	Demonstrates how to ask for clarification appropriately (e.g., to appropriately ask the teacher to further explain instructions)	1	2	3	4	1	2	3	4
30P	Studies in peer groups, independently completes homework, parents continue to monitor grades	1	2	3	4	1	2	3	4

31P	Helps with household repair (e.g., painting, changing a door knob)	1	2	3	4	1	2	3	4
32P	Independently shops for meal items	1	2	3	4	1	2	3	4
33P	*Independently prepares balanced meal for family	1	2	3	4	1	2	3	4
34P	*Independently maintains care of clothes	1	2	3	4	1	2	3	4
Age 16									
35P	Independently completes job application correctly	1	2	3	4	1	2	3	4
36P	*Participates in summer employment	1	2	3	4	1	2	3	4
37P	Develops job-related communication skills e.g. customer service etiquette	1	2	3	4	1	2	3	4
38P	Assure work related documents are available for child (e.g. social security number, birth certificate, workers permits if applicable)	1	2	3	4	1	2	3	4
39P	* Understands credit, opens a checking account.	1	2	3	4	1	2	3	4
40P	Obtain drivers permit, take drivers education, and take the drivers test	1	2	3	4	1	2	3	4
41P	Demonstrate car maintenance skill (i.e., checking fluids, tire pressure, changing flat tires)	1	2	3	4	1	2	3	4
42P	Determine responsibility for automobile (e.g., gas, car maintenance, and insurance with good grade discount)	1	2	3	4	1	2	3	4
43P	Determine the need for social security disability benefits, vocational rehabilitation services etc.	1	2	3	4	1	2	3	4
44P	Determines pros/cons of postsecondary career pathway and discusses these with parent.	1	2	3	4	1	2	3	4
45P	Discuss with child financial responsibility for vocational/college education (who will pay for what)	1	2	3	4	1	2	3	4

46P	Independently completes household chores and homework without being asked	1	2	3	4	1	2	3	4
Age 17									
47P	Registers for American College Test (ACT) and retake	1	2	3	4	1	2	3	4
48P	Applies for vocational rehabilitation and other agencies with parent support	1	2	3	4	1	2	3	4
49P	Tours college/technical schools with parents	1	2	3	4	1	2	3	4
50P	*Determines postsecondary path	1	2	3	4	1	2	3	4
51P	Applies for admission to college or technical school	1	2	3	4	1	2	3	4
52P	Obtains documentation of disability	1	2	3	4	1	2	3	4
53P	*Participates in part-time employment including apprenticeship or internship	1	2	3	4	1	2	3	4
54P	Applies for admission to technical school or college	1	2	3	4	1	2	3	4
Age 18									
55P	Registers to vote	1	2	3	4	1	2	3	4
56P	Registers for selective services	1	2	3	4	1	2	3	4
57P	Review health insurance coverage with child	1	2	3	4	1	2	3	4
58P	Applies for Student aid (FAFSA)	1	2	3	4	1	2	3	4
59P	Obtain documents: last IEP, Summary of Performance, High school transcripts, teacher recommendations	1	2	3	4	1	2	3	4
60P	Contacts disability resource center of post-secondary educational setting attending to determine required documents	1	2	3	4	1	2	3	4

TEACHER TIMELINE INSTRUMENT

* Indicates evidence based

Skill/ Activity for School	Importance 1=delete, 2= helpful, 3=important, 4=very important	Age Appropriate, 1= change, 2= possibly change, 3=appropriate, 4=very appropriate	Change: (i.e. Rename item, add item, delete item, change grade, change place)
Throughout Grades 6-12	1 2 3 4	1 2 3 4	
1T *Participates in core general education classes as much as possible.	1 2 3 4	1 2 3 4	
2T * Participates in general education math classes as much as possible, (students attending Utah College need to pass math 1010)	1 2 3 4	1 2 3 4	
3T Takes core exams	1 2 3 4	1 2 3 4	
4T Increases skills using technology (e.g., using Microsoft PowerPoint)	1 2 3 4	1 2 3 4	
5T *Participates in social skills training (e.g., accepting "no" for an answer)	1 2 3 4	1 2 3 4	
6T Demonstrates appropriate social skills across settings	1 2 3 4	1 2 3 4	
7T *Attends meeting for Individualized Education Program (IEP)	1 2 3 4	1 2 3 4	
8T Attends Student Educational Occupational Plan (SEOP) when starts	1 2 3 4	1 2 3 4	

9T	* Learns Self-Advocacy Strategy (e.g., appropriately expresses likes & dislikes)	1	2	3	4	1	2	3	4
10T	Learns decision making skills	1	2	3	4	1	2	3	4
11T	Comes prepared for each class (e.g., pencil, paper, text, completed assignments)	1	2	3	4	1	2	3	4
12T	Demonstrates good attendance and punctuality	1	2	3	4	1	2	3	4
13T	Follows rules, routines and procedures for each class	1	2	3	4	1	2	3	4
Grades 6-8									
14T	Participates in Individualized Education Program (IEP) by making introductions	1	2	3	4	1	2	3	4
15T	Demonstrates comprehension of graduation credits during student education occupational plan (SEOP)	1	2	3	4	1	2	3	4
16T	Memorizes class schedule, locker combination, student number, and password for school website	1	2	3	4	1	2	3	4
17T	Follows one-step, two-step, and multi-step directions	1	2	3	4	1	2	3	4
18T	Understand assignment expectations	1	2	3	4	1	2	3	4
19T	Independently contacts teachers about missing work	1	2	3	4	1	2	3	4
20T	Emails parents weekly grades	1	2	3	4	1	2	3	4
21T	Demonstrates ability to set SMART goals (specific, measurable, attainable, realistic, timely)	1	2	3	4	1	2	3	4
22T	Writes assignments in a daily planner, uses sn assignment calendar, and keeps a homework binder	1	2	3	4	1	2	3	4
23T	Attends career and technical education classes (CTE) when beginning 7th grade	1	2	3	4	1	2	3	4
24T	*Understands safety skills (e.g., Internet safety)	1	2	3	4	1	2	3	4
25T	* Participates in @Check and Connect (the student daily checks in with an adult for behavior and /or academic concerns)	1	2	3	4	1	2	3	4

26T	Keeps work area and locker clean	1	2	3	4	1	2	3	4
27T	Demonstrates respect for property	1	2	3	4	1	2	3	4
28T	Demonstrates acceptable hygiene	1	2	3	4	1	2	3	4
29T	Participates in Reality Town Activity (through simulation the student experiences adult financial responsibilities and choices)	1	2	3	4	1	2	3	4
30T	Explores careers through videos from Utah Futures	1	2	3	4	1	2	3	4
31T	Takes several inventories including interest, learning style, etc.	1	2	3	4	1	2	3	4
Grades 9-10									
32T	Participates in Individualized Education Program (IEP) by making introductions, sharing career goals, strengths, weaknesses, accommodations, and how those accommodations effect performance	1	2	3	4	1	2	3	4
33T	Review credit history towards graduation at SEOP	1	2	3	4	1	2	3	4
34T	Demonstrates understanding of the GPA and ACT scores required for admission to state colleges	1	2	3	4	1	2	3	4
35T	Demonstrates understanding of what open enrollment college means	1	2	3	4	1	2	3	4
36T	Attends transition fairs	1	2	3	4	1	2	3	4
37T	Takes career inventories	1	2	3	4	1	2	3	4
38T	Tours vocational school	1	2	3	4	1	2	3	4
39T	Demonstrates understanding of the level of education needed for various careers	1	2	3	4	1	2	3	4
40T	Identifies the remunerative, personal, and social benefits met through work	1	2	3	4	1	2	3	4
41T	Locates sources of occupational & training information	1	2	3	4	1	2	3	4
42T	Attends vocational classes	1	2	3	4	1	2	3	4

43T	*Independently correctly completes a job application	1	2	3	4	1	2	3	4
44T	* Creates a resume using a template	1	2	3	4	1	2	3	4
45T	Participates in a mock job interview	1	2	3	4	1	2	3	4
46T	Participates in Job Shadow Activity, (student goes to a prearranged job site to observe what the job entails)	1	2	3	4	1	2	3	4
47T	Identifies job requirements, (e.g., get food handlers permit to work at a restaurant)	1	2	3	4	1	2	3	4
48T	*Begins career portfolio	1	2	3	4	1	2	3	4
49T	*Learns job-related social communication skills	1	2	3	4	1	2	3	4
50T	Prioritize assignments with lists	1	2	3	4	1	2	3	4
51T	Demonstrates understanding of time management	1	2	3	4	1	2	3	4
52T	Contacts teachers "prior" to missing work	1	2	3	4	1	2	3	4
53T	Enrolled in vocational education courses	1	2	3	4	1	2	3	4
54T	Discusses enrollment at a technical college concurrently with high school	1	2	3	4	1	2	3	4
55T	Identifies requirements for applying to technical college	1	2	3	4	1	2	3	4
56T	Applies to technical college (e.g., Davis Applied Technology College)	1	2	3	4	1	2	3	4
57T	Identifies factors that will affect retention and promotion on the job site	1	2	3	4	1	2	3	4
58T	Obtains drivers permit	1	2	3	4	1	2	3	4
59T	Takes drivers training	1	2	3	4	1	2	3	4
11th Grade									
60T	Review credit history towards graduation and ACT application during SEOP	1	2	3	4	1	2	3	4
61T	Identify requirements for enrolling in college	1	2	3	4	1	2	3	4

62T	* Participates in Self-directed IEP with Vocational Rehabilitation attending, (student directs the IEP and the vocational rehabilitation counselor participates)	1	2	3	4	1	2	3	4
63T	*Adds to career portfolio, (resume and reference list)	1	2	3	4	1	2	3	4
64T	*Participates in career awareness class (must be working part-time to participate)	1	2	3	4	1	2	3	4
65T	Meets the demand of quality work	1	2	3	4	1	2	3	4
66T	Works at a satisfactory rate	1	2	3	4	1	2	3	4
67T	Maintains work habits when unsupervised	1	2	3	4	1	2	3	4
68T	Adapts to change in the work environment	1	2	3	4	1	2	3	4
69T	Learns job specific employment skills (e.g., greeting prospective customers)	1	2	3	4	1	2	3	4
70T	Identifies how disability affects employment	1	2	3	4	1	2	3	4
71T	Identifies how accommodations affect employment	1	2	3	4	1	2	3	4
72T	*Demonstrates self-management for employment skills, (e.g., initiates tasks)	1	2	3	4	1	2	3	4
73T	Takes ACT preparation class	1	2	3	4	1	2	3	4
74T	Registers for ACT with accommodations	1	2	3	4	1	2	3	4
75T	Takes ACT test	1	2	3	4	1	2	3	4
12th Grade									
76T	Retakes ACT Test	1	2	3	4	1	2	3	4
77T	Participate in College Tour Day at school, get applications	1	2	3	4	1	2	3	4
78T	Increase skills using assistive technology in preparation for college (e.g., becoming fluent in using a Smart Pen)	1	2	3	4	1	2	3	4
79T	Enroll in Financial Literacy and/or Adult Roles classes	1	2	3	4	1	2	3	4
80T	Contacts agencies for support, (posts secondary disability resource centers, vocational rehabilitation)	1	2	3	4	1	2	3	4

81T	*Participates in self-directed IEP, student determines graduation or extended transition, if 18 student signs IEP	1	2	3	4	1	2	3	4
82T	Completes applications for college admissions	1	2	3	4	1	2	3	4
83T	*Participates in internship or apprenticeship	1	2	3	4	1	2	3	4
84T	Obtains necessary documentation for disability resource center at post secondary settings	1	2	3	4	1	2	3	4
85T	Understands information on a pay stub	1	2	3	4	1	2	3	4
86T	Understands federal and state income tax	1	2	3	4	1	2	3	4
87T	Demonstrates how, when, and where to independently disclose his/her disability, and when NOT to disclose a disability	1	2	3	4	1	2	3	4
88T	Obtains summary of performance documents	1	2	3	4	1	2	3	4
