

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 or carers, 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 or observing before joining in |
| Activities that involve creativity | Being active |
| New or unfamiliar situations | Visual learning (for example, pictures or 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 | Honest |
| Loving | Easy Going | Grateful |
| Enthusiastic | Gentle | Resilient |
| Playful | Patient | Brave |
| Thoughtful | Creative | Other (please list) |
| Affectionate | Confident | |
| Responsible | Hardworking | |

Strengths and abilities communication checklist

Movement and senses:

Energy or 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 organised.

Has an eye for detail

Creative thinking (can think 'outside' the box)

Enjoys learning facts

Respecting others' space

Interested in a specific topic.

Likes their work to be perfect.

Adapts or changes their approach

Curiosity

Problem solving

Remembers information or instructions (for example, one instruction for 30 seconds? Multiple instructions?)

Hard worker

Follows instructions

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

Calm or relaxed

Happy

Excited

Sad

Down or depressed

Angry

Frustrated

Unsettled

Anxious or fearful

Restless

Proud

Frustrated

Embarrassed

Insecure

Secure

Confident

Shy

Accepted, loved, connected or included

Isolated or excluded

Hopeful or excited about the 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?

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

Do they express how they are feeling in a positive way?

Do they listen attentively to others?

Do they stand up for themselves in a calm way?

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 (for example, jacket)

Time management

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

Personal grooming

Healthy living

Social connections:

Joins in with 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-school dreams, goals and relevant skills

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

Workplace preferences and skills:

Working indoors

Working outdoors

Quiet environments

Noisy or busy environments

Detailed work tasks that require concentration

Prioritisation of tasks

Keeping track of key points during discussions

Self-monitoring

A slow work pace

A fast work pace

Working outside of 'normal work hours' (for example, late at night)

Multitasking or working on many different tasks

Mastering and working on one task

Breaking tasks down for completion

Giving a presentation

Other:

Independence and self-advocacy:

Recognising when an accommodation is needed

Making a request for an accommodation

Ability to communicate strengths

Knowledge of job application processes (CVs; KSC; job interviews)

Recognising what type of accommodation may be both helpful and reasonable

Requesting accommodations to highlight their strengths ("I work best when not distracted, can I please use headphones?")

Understanding of their rights under the disabilities act and what they can do if they experience discrimination

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-school dreams, goals and relevant skills

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

The Higher School Certificate (HSC)

Vocational Education and Training (VET)

School-based apprenticeships and
traineeships

Life Skills courses

Special provisions

University, college or TAFE (including
Educational Access Scheme)

Workplace entry

Other:

