

# Life Skills Interactive Journal

## Early Transition Skills - Teacher Guide (Ages 13–15)

### Purpose

This Life Skills Interactive Journal is designed to support early transition skills for students ages 13–15. The journal helps students build self-awareness, independence, responsibility, emotional regulation, and pre-work behaviors while providing meaningful documentation for transition IEP goals. This journal is not meant to replace instruction. It is intended to be used as a reflection and practice tool alongside explicit teaching, modeling, and real-life activities.

### Skill Areas Addressed

This journal targets foundational transition skills, including:

- daily routines and independence
- personal responsibility
- emotional awareness and coping strategies
- social boundaries and personal space
- following directions and school-based work behaviors
- goal setting and self-reflection

These skills align with early transition requirements and prepare students for more advanced transition planning in later grades.

### How to Use This Journal

- Use 1–2 pages per week to avoid overload.
- Introduce each skill explicitly before completing the journal page.

Complete pages:

- after instruction
- after a real-life activity
- as part of a routine (morning meeting, weekly reflection, etc.)

Pages may be reused throughout the year to show growth.

## Independence Ratings

Many pages ask students to check their level of independence (e.g., did it myself/needed help).

This promotes:

- self-awareness
- honest self-reflection
- valuable IEP data

Students should be encouraged to reflect accurately, not to choose the “best” answer.

## Teacher Notes & IEP Connection Page

The Teacher Notes & IEP Connection page is designed to:

- document student performance
- record level of support needed
- collect evidence tied directly to transition goals

Use this page:

- after completing a section
- before IEP meetings
- for progress monitoring and data collection

## Outcome

When used consistently, this journal helps students:

- understand their own skills and needs
- take ownership of routines and responsibilities
- begin developing transition readiness skills
- participate meaningfully in their transition planning

# About Me

**Skill Areas:** self-awareness, preferences, strengths

## All About Me

**Directions:** Write your answer on each blank line.

**My name is:** \_\_\_\_\_

**My age is:** \_\_\_\_\_ **I am in grade:** \_\_\_\_\_

**My favorite class is:** \_\_\_\_\_

**One thing I like to do after school is:** \_\_\_\_\_

## My Preferences

**Directions:** Read the list of things you might like. Check the ones you like. You can also write your own ideas in the blank line.

### Things I Like

(check all that apply):

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> music   | <input type="checkbox"/> technology   |
| <input type="checkbox"/> sports  | <input type="checkbox"/> outdoors     |
| <input type="checkbox"/> art     | <input type="checkbox"/> cooking      |
| <input type="checkbox"/> reading | <input type="checkbox"/> animals      |
| <input type="checkbox"/> games   | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> helping | _____                                 |

### Things I Don't Like

(check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> loud noises    | <input type="checkbox"/> technology      |
| <input type="checkbox"/> being rushed   | <input type="checkbox"/> waking up early |
| <input type="checkbox"/> changing plans | <input type="checkbox"/> cooking         |
| <input type="checkbox"/> reading        | <input type="checkbox"/> animals         |
| <input type="checkbox"/> games          | <input type="checkbox"/> other: _____    |
| <input type="checkbox"/> big crowds     | _____                                    |

## My Strengths

**Directions:** Write a few sentences to answer each question about what you are good at.

One thing I am good at: \_\_\_\_\_

\_\_\_\_\_

How does this strength help me at home or school? \_\_\_\_\_

\_\_\_\_\_

People say I am good at: \_\_\_\_\_

\_\_\_\_\_

## Things That Are Hard for Me

**Directions:** Write about one thing that is hard for you right now. Check all the boxes that are ways you can get help or calm down. Then, write about what you can try next time.

One thing that is hard for me right now: \_\_\_\_\_

\_\_\_\_\_

**When something is hard, I can**

(check all that apply):

- Ask for help.
- Take a break.
- Keep trying.
- Talk to a trusted adult.
- Use a coping skill (like taking deep breaths).
- Other \_\_\_\_\_

What is one thing I can try next time this is hard?

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**One thing I am good at is:** \_\_\_\_\_

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**How does this strength help me at home or school?** \_\_\_\_\_

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**Responsibilities are important because** \_\_\_\_\_

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# Daily Living Skills

**Skill Areas:** routines, responsibility, and independence

## Morning Routine

**Directions:** Look at each task. Check the box that shows how independently you did the task this morning.

Task	I did it myself	I needed help	I did not do it
Wake up on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brush teeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash face or shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put on clean clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pack backpack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

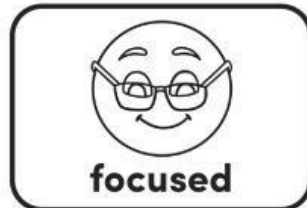
What should I do if my morning routine changes or I miss a step?

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How did I feel after my routine? Circle a feeling below.



One thing I would change about my after-school routine is:

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## My Responsibilities

**Directions:** Read the lists of responsibilities for home and school. Check the ones you do or write your own on the blank lines. Then, write about why responsibilities are important.

### At home, I help by:

- washing dishes
- taking out trash
- making my bed
- feeding pets
- organizing my room

Another responsibility I have at home is:

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### At school, I help by:

- completing a classroom job
- helping a friend
- cleaning up my area
- passing out papers

Another responsibility I have at school is:

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### Why Are Responsibilities Important?

Responsibilities are important because: \_\_\_\_\_

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# Social & Emotional Skills

**Skill Areas:** emotional awareness, coping, boundaries

## Feelings Check-In

**Directions:** Circle the box that shows how you feel today. Then write about how your body feels when you have this feeling.



**My body feels like:**

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## Coping Skills

**Directions:** Check the boxes for things you can do when you feel upset.

**When I feel upset, I can:**

take deep breaths

take a break

ask for help

use calm-down tools

## Personal Space & Boundaries

**Directions:** Write a few sentences about what good choices with personal space look like.

**Good choices with personal space look like:**

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**Not okay choices with personal space look like:**

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# School & Pre-Work Skills

## Skill Areas:

following directions, responsibility, exposure to work

### Following Directions

**Directions:** Read each step. Check the boxes for what you should do when your teacher gives directions.

#### When my teacher gives directions, I should

(check all that apply):

look

ask questions

listen

try my best

### My School Job

**Directions:** Write your school job and show how independently you do it.

**My school job is:** \_\_\_\_\_

**I do my job:**

independently

with help

**One thing I did well:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Jobs I See

**Directions:** Draw or write about jobs that people do at school or in the community.

1

2

3

# Goals & Reflection

**Skill Areas:** goal setting, self-reflection

## My Goal

**Directions:** Think about something you are working on at school, at home, or with a job skill.

**One goal I am working on:**

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**Who helps me with this goal:**

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## Weekly Reflection

**Directions:** Think about your week and answer the questions below.

**One thing I did well this week:**

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**One thing I will keep practicing:**

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# Teacher Notes & IEP Connection

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pages Referenced: \_\_\_\_\_

IEP Goal Number: \_\_\_\_\_

Transition Skill Area: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Level of Support Needed:

- independent
- verbal prompts
- visual prompts
- physical support

Evidence/Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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