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.

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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

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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):

- ☐ music
- ☐ sports
- ☐ art
- ☐ reading
- ☐ games
- ☐ helping
- ☐ technology
- ☐ outdoors
- ☐ cooking
- ☐ animals
- ☐ other: _____

_____

Things I Don't Like
(check all that apply):

- ☐ loud noises
- ☐ being rushed
- ☐ changing plans
- ☐ reading
- ☐ games
- ☐ big crowds
- ☐ technology
- ☐ waking up early
- ☐ cooking
- ☐ animals
- ☐ other: _____

_____

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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: _____

_____

_____

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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?

_____

_____

_____

One thing I am good at is: _____

_____

_____

How does this strength help me at home or school? _____

_____

_____

Responsibilities are important because _____

_____

_____

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Daily Living Skills

Skill Areas: routines, responsibility, and independence

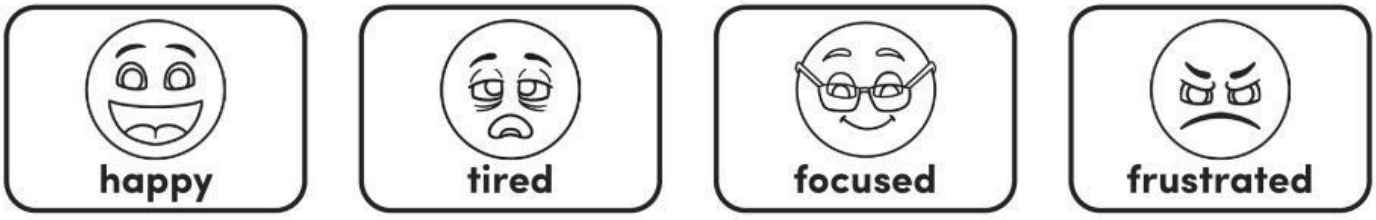
Morning Routine

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	☐	☐	☐
Brush teeth	☐	☐	☐
Wash face or shower	☐	☐	☐
Put on clean clothes	☐	☐	☐
Eat breakfast	☐	☐	☐
Pack backpack	☐	☐	☐

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

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:

_____

_____

_____

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:

_____

_____

_____

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:

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

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Personal Space & Boundaries

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

Good choices with personal space look like:

_____

_____

_____

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
- ☐ listen
- ☐ ask questions
- ☐ 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:

_____

_____

_____

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Jobs I See

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

1

2

3

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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:	Who helps me with this goal:
_____	_____
_____	_____
_____	_____

Weekly Reflection

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

One thing I did well this week:

_____

_____

_____

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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