

IEP TRANSITION PLANNING TOOLKIT



Ages 16+

Comprehensive Transition Planning Resource for
Special Education Life Skills & Transition Programs

- Vocational Interest Inventory
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- Community-Based Instruction Planning Guide
- Agency Referral Checklist (30 Agencies)
- Self-Advocacy Training (5 Sessions)
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- Post-School Outcome Tracker

UM Printables



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This resource is designed for educators, transition coordinators, and families supporting students with disabilities ages 16 and older. All materials align with IDEA transition requirements and best practices in special education.

SECTION 1: VOCATIONAL INTEREST INVENTORY

The Vocational Interest Inventory helps students identify their interests, preferences, and strengths related to career and work environments. This tool is designed for students ages 16+ receiving special education services and can be completed independently or with support from a teacher, transition coordinator, or family member.

Administration Notes: Read each statement and rate how much you would like to do that activity using the 1–5 scale. There are no right or wrong answers. Mark the box that best describes your interest level. This inventory may be completed across multiple sessions if needed.

Student Information

Student Name: _____

Date: _____

School: _____

Grade / Age: _____

Teacher / Coordinator: _____

IEP Date: _____

Rating Scale

1	2	3	4	5
Not at all interested	Slightly interested	Somewhat interested	Very interested	Extremely interested

A. Working with People (Social & Helping)

Activity	1	2	3	4	5
Helping someone learn a new skill					
Listening to people talk about their problems					
Teaching or tutoring other students					
Working as part of a team					
Caring for children or elderly people					
Greeting and assisting customers					
Volunteering at a community organization					
Explaining information to others					

B. Working with Technology (Computers & Electronics)

Activity	1	2	3	4	5
Using computers to create documents or presentations					
Fixing computer or phone problems					
Learning new software or apps					
Programming or coding					
Setting up audio or video equipment					
Working with digital design or photography					
Managing social media accounts					
Organizing digital files and folders					

C. Working with Your Hands (Building & Fixing)

Activity	1	2	3	4	5
Building or assembling things					
Using tools like hammers, drills, or saws					
Fixing broken items around the house					
Working with wood, metal, or plastic					
Following step-by-step instructions to build something					
Repairing cars, bikes, or machines					
Painting, decorating, or finishing surfaces					
Operating machinery or equipment					

D. Working with Data (Numbers & Organizing)

Activity	1	2	3	4	5
Organizing files, folders, or supplies					
Counting money or making change					
Keeping track of schedules or calendars					
Entering data into spreadsheets or databases					
Sorting and categorizing information					
Checking work for accuracy and errors					

Activity	1	2	3	4	5
Following detailed instructions step by step					
Managing inventory or supplies					

E. Working in Nature (Plants, Animals & Outdoors)

Activity	1	2	3	4	5
Taking care of plants or a garden					
Working with animals (feeding, grooming, walking)					
Spending time working outdoors					
Learning about the environment and nature					
Doing physical labor like digging or lifting					
Growing food or working on a farm					
Landscaping or lawn care					
Recycling or conservation activities					

F. Working in Food Service

Activity	1	2	3	4	5
Cooking or preparing food					
Baking or following recipes					
Serving food to customers					
Cleaning and sanitizing kitchen areas					
Operating kitchen equipment safely					
Taking food orders accurately					
Stocking food supplies and ingredients					
Learning about nutrition and meal planning					

G. Working in Health & Wellness

Activity	1	2	3	4	5
Helping people feel better or stay healthy					
Learning about the human body and health					
Following safety and hygiene procedures					

- ☐ Wheelchair ramp or ground-level entry available
- ☐ Accessible restrooms on-site
- ☐ Wide aisles and pathways for mobility devices
- ☐ Accessible parking or drop-off zone nearby
- ☐ Elevator available if multi-level (no stairs required)

Safety & Health

- ☐ Well-lit indoor and outdoor areas
- ☐ Clearly marked emergency exits
- ☐ First aid kit accessible on-site
- ☐ Low safety hazards (e.g., heavy machinery away from public)
- ☐ Air-conditioned or heated for weather extremes

Behavioral & Sensory Environment

- ☐ Noise level manageable (no constant loud machinery)
- ☐ Crowd levels predictable or avoidable during trip times
- ☐ Sensory break space available nearby
- ☐ Clear behavioral expectations posted or provided by site
- ☐ Staff on-site trained or willing to support diverse needs

Instructional Fit & Skill Generalization

- ☐ Tasks available that match student IEP transition goals
- ☐ Site allows repeated practice of target skills
- ☐ Natural schedules and routines for task completion
- ☐ Opportunities for social interaction with community members
- ☐ Site manager supportive of instructional coaching on-site

Progress Monitoring Log

Track student performance across multiple CBI trips. Record the level of independence and prompting required for the primary target skill each trip.

Prompting Hierarchy Legend:

I = Independent | **V** = Verbal Prompt | **G** = Gestural Prompt | **M** = Model Prompt | **P** = Physical Prompt

Date	CBI Location	Target Skill	Indep. Level	Prompt Level	Notes

Date	CBI Location	Target Skill	Indep. Level	Prompt Level	Notes

Data Analysis: Look for trends in the data. If a student remains at the same prompt level for 3+ sessions, consider adjusting your instructional strategy, breaking the task down into smaller steps, or modifying the environment to reduce distractions.

SECTION 7: POST-SCHOOL OUTCOME TRACKER

Monitoring post-school outcomes is essential for evaluating the effectiveness of your transition program. IDEA requires that states report post-school outcomes for students with disabilities one year after they exit high school. This tracker helps educators collect and analyze that data.

Data Collection Tip: Build relationships with students before they graduate so they are more likely to respond to follow-up surveys. Use text, email, and social media (with appropriate boundaries) to maintain contact.

Student Exit Information

Student Name: _____

Exit Date: _____

Primary Disability: _____

Graduation Type: _____

Primary Post-School Goal:

- ☐ Employment (Competitive)
- ☐ Employment (Supported)
- ☐ Post-Secondary Education (4-Year)
- ☐ Post-Secondary Education (2-Year / Community College)
- ☐ Vocational / Trade Training
- ☐ Adult Day Program
- ☐ Other: _____

1-Year Post-School Follow-Up Survey

1. Is the student currently enrolled in any type of post-secondary education or training?

- ☐ Yes, full-time
- ☐ Yes, part-time
- ☐ No

2. Is the student currently employed?

- ☐ Yes, competitively (minimum wage or higher)
- ☐ Yes, supported employment
- ☐ No, looking for work
- ☐ No, not looking for work

3. Where is the student currently living?

- ☐ Independently (own apartment/house)
- ☐ With family/roommates
- ☐ Supported living / Group home
- ☐ Other

Additional Notes:

Outcome Data Summary Worksheet

Aggregate data for exited students in the current cohort year to evaluate program effectiveness.

Outcome Category	Number of Students	Percentage of Total
Enrolled in Higher Education (4-Year)		
Enrolled in Higher Education (2-Year)		
Enrolled in Vocational Training		
Competitively Employed		
Supported Employment		
Independently Living		
Living with Family / Supported		
Engaged in Adult Services (Day Program)		
Not Engaged / Unknown		

Program Evaluation: Use this data to identify gaps in your transition program. If competitive employment percentages are low, consider expanding CBI sites or vocational training. If post-secondary enrollment is low, review self-advocacy and agency linkages for higher education.

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