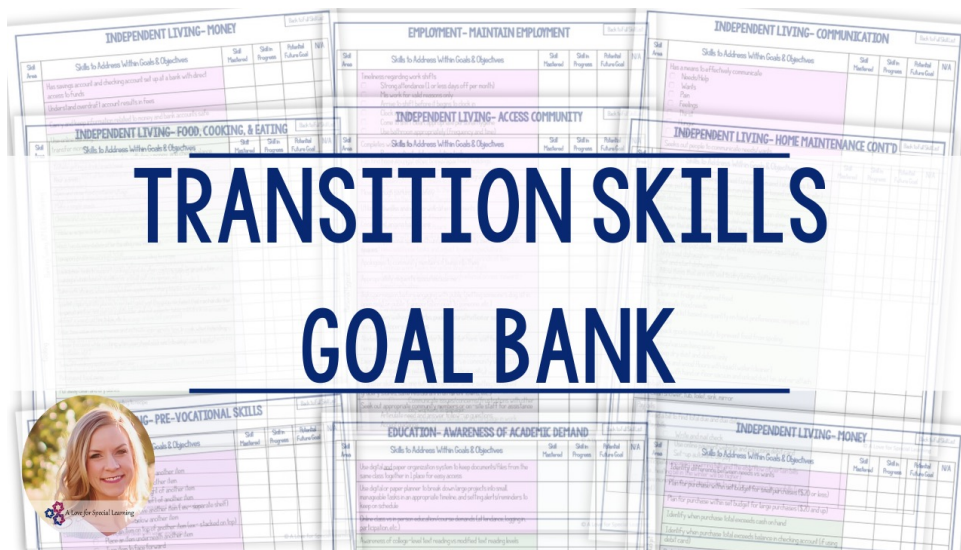


# IF YOU LOVE THE SAMPLE PAGES OF THE TRANSITION SKILLS GOAL BANK GRAB THE FULL RESOURCE HERE



## TRANSITION SKILLS GOAL BANK

### PERKS INCLUDE:

- ALL 900+ TRANSITION SKILLS
- SKILLS COVER INDEPENDENT LIVING, EDUCATION, TRAINING, AND EMPLOYMENT
- USE AS A GOAL BANK, TO DEVELOP A SCOPE & SEQUENCE, OR TO INCLUDE MODERN DAY LESSON TOPICS INTO YOUR CLASSROOM
- ALSO AVAILABLE ON THE [TEACHERSPAYTEACHERS WEBSITE!](https://www.teacherspayteachers.com)

# TRANSITION SKILLS GOAL BANK

USE THE FOLLOWING LIST OF SKILLS TO ASSIST IN DEVELOPING IEP GOALS OR TO CREATE A SCOPE AND SEQUENCE FOR YOUR CLASSROOM OR PROGRAM.

CLICK BELOW TO JUMP QUICKLY THROUGHOUT THIS DOCUMENT

## ○ Independent Living

- Personal Hygiene
- Communication
- Self Advocacy
- Personal Information & Belongings
- Food, Cooking, & Eating
- Money
- Home Maintenance
- Schedule & Recreation Leisure
- Safety, Health, & Medical Needs
- Transportation
- Accessing the Community
- Shopping
- Mobility & Assistive Technology
- Social Relationships
- Digital Skills
- Sensory Needs

## ○ Education

- Post Secondary Options
- Academic Demand Awareness
- Building Support Systems

## ○ Training

- Training Awareness
- Engaging in Training
- Pre-Vocational Skills

## ○ Education

- Expanding Awareness
- Seeking Employment
- Initial Employment
- Maintaining Employment

**900+ SKILLS**  
VERSION 1

# TRANSITION SKILLS GOAL BANK

SKILLS WITHIN EACH AREA ARE WRITTEN IN A LIST FORMAT RATHER THAN IN GOAL STATEMENT LANGUAGE. THIS ALLOWS FOR FLEXIBILITY OF THE RESOURCE AND THE CREATION OF TRULY INDIVIDUALIZED EDUCATION PLANS.

YOU WILL SEE A PROGRESSION OF 3 COLORS, INDICATING THE BUILDING OF SKILLS. THESE ARE MEANT TO SERVE AS A GUIDE, NOT A HARD LINE, IN DETERMINING WHAT SKILL TO ADDRESS NEXT.

FOUNDATIONAL SKILLS = FUCHSIA
GROWING IN THE SKILL = GREEN
INDEPENDENCE IN SKILL = INDIGO

SKILLS ARE NOT ALWAYS LINEAR BUT RATHER INTERTWINED. USE THE BANK OF SKILLS AND A STUDENT'S LONG-TERM GOALS, NEEDS, AND ABILITIES TO DETERMINE FUTURE SKILLS TO ADDRESS.

*FOR EXAMPLE, COUNTING COINS IS NOT A REQUIREMENT FOR USING A DEBIT CARD. THESE ARE BOTH MONEY SKILLS, BUT COUNTING COINS IS NOT A PRE-REQUISITE FOR USING A DEBIT CARD. UNDERSTANDING THE DEBIT CARD TRANSACTIONS WHEN ONLINE BANKING AND USING A DEBIT CARD MACHINE ARE COMPLEMENTARY.*

TO THE RIGHT OF THE SKILLS ARE COLUMNS TO AID IN ORGANIZING THOUGHTS, ESPECIALLY IF COLLABORATING WITH A VARIETY OF PROFESSIONAL STAFF.

Skill Mastered	Skill in Progress	Potential Future Goal	N/A
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*\* THIS IS A LIVING DOCUMENT WILL BE UPDATED, EDITED, AND ADJUSTED PERIODICALLY. CHECK BACK WHEREVER YOU PURCHASED THIS RESOURCE FOR THE MOST UP-TO-DATE VERSION.*

# INDEPENDENT LIVING- MONEY

[Back to Full Skill List](#)

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Budget	Identify difference between needs vs wants				
	Plan for purchase within set budget for small purchases (\$20 or less)				
	Plan for purchase within set budget for large purchases (\$20 and up)				
	Identify when purchase total exceeds cash on hand				
	Identify when purchase total exceeds balance in checking account (if using debit card)				
	Budget for weekly purchases/expenses				
	Budget for monthly purchases/expenses				
	Exercise self control when total is above predetermined budget				
	Looks at overall cost to make best financial decision (i.e. walk to a more expensive grocery store to save on transportation costs)				
	Adjusts future purchases when overspending				

# INDEPENDENT LIVING- MONEY

[Back to Full Skill List](#)

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Cash	Carry and keep cash safe				
	Find total of purchase on debit card machine, cashier screen, or paper bill				
	Organize money on a safe space when paying or accepting money				
	Hand money to cashier				
	Wait and accept change, place back in wallet or purse				
	Identify coins and their values from a pile of coins				
	Identify bills and their values from a stack of bills				
	Pay with cash using dollar over/largest bill first				
	Count coins of varying denominations, starting with largest value coin				
	Count bills 1:1 of varying denominations, starting with largest value bill				

# INDEPENDENT LIVING- MONEY

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Debit Card	Carry and keep debit card and PIN safe				
	Find total to be paid on a debit card machine, cashier screen, or paper bill				
	Use of debit card machine <ul style="list-style-type: none"> <li><input type="checkbox"/> Swipe following visual of how to hold card and black strip</li> <li><input type="checkbox"/> Insert correct chip end into machine</li> <li><input type="checkbox"/> Tap on designated area on machine</li> <li><input type="checkbox"/> Answer questions using keypad                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Select debit/credit</li> <li><input type="checkbox"/> Is the total correct?</li> <li><input type="checkbox"/> Cashback?</li> </ul> </li> </ul>				
	Remember and type in PIN				
	Sign paper copy and return Merchant slip				
	Calculate and write tip and total on slip				
	Return debit card to wallet				
	Report lost or stolen debit card with bank immediately				
	Make alternate plans to pay when debit card is declined or 'Cash Only'				

# INDEPENDENT LIVING- MONEY

[Back to Full Skill List](#)

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Banking, Saving, ATM & Online Banking	Has savings account and checking account set up at a bank with direct access to funds				
	Understand overdraft account results in fees				
	Carry and keep information related to money and bank accounts safe				
	Use online banking to track transactions, find balance, pay bills, and transfer money				
	Use ATM to deposit cash/checks, withdraw money, and check balance				
	Retry using ATM after making an error (incorrect PIN, wrong button selected, etc.)				
	Sign back of checks prior to depositing				
	Save part of income for future needs				
	Follow a schedule of saving for a large, desired purchase				
	Use coupons, savers cards, and membership cards appropriately when paying to lower overall total				
	Request support from bank tellers regarding banking needs (i.e., activating a debit card, lost or defunct debit cards, online banking access errors, exchanging coins into cash, alert to fraudulent charges, etc.)				
	Use digital wallets (like Zelle, Venmo, Paypal, etc) to responsibly pay/reimburse friends and family and transfer funds to personal accounts				
	Use automated bill pay to manage online bill payment				
	Use discretion when connecting apps with payment methods (RideShare, auto-replenishment fund apps, AppleID, etc) to debit card and checking accounts				
	Actively (or passively set-up) deposit money (both earned and received) into a savings account				

# INDEPENDENT LIVING- MONEY

[Back to Full Skill List](#)

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Sources of Money	Requests support in determining how and where to spend money				
	Awareness of income sources and total money to spend				
	Anticipate upcoming costs (i.e. holidays, vacations, bills, etc.)				
	Understands loans and seeks out funding for appropriate needs <input type="checkbox"/> Aware of final cost vs loan amount <input type="checkbox"/> Pays full loan payment amount each month <input type="checkbox"/> Saves and waits instead of seeking loan when appropriate				
	Applies for eligible benefits (SSI, Medicaid, etc.) <input type="checkbox"/> Maintains appropriate balances to continue eligibility for benefits				
	Keeps appropriate receipt/records (i.e., when spending benefit funds)				
	File taxes yearly before April 15th				



# EMPLOYMENT- MAINTAIN EMPLOYMENT CONT'D

[Back to Full Skill List](#)

Skill Area	Skills to Address Within Goals & Objectives	Skill Mastered	Skill in Progress	Potential Future Goal	N/A
Maintain Employment	Professionally resign from a job <input type="checkbox"/> Give adequate and formal notice <input type="checkbox"/> Leave on positive terms <input type="checkbox"/> Update resume to reflect end of job experience <input type="checkbox"/> Secure another job before resigning from current job <input type="checkbox"/> Return uniform, equipment, etc. in a timely manner				
	Maintain positive attitude and communication about job while working and with community				
	Develop scripts to alert management or supportive adults to mistreatment				

# ABOUT ME



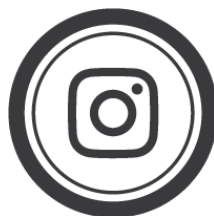
I've been teaching for over 10 years and continue to find joy in working with students with disabilities!

I currently teach transition age young adults (18-22 years old) with moderate to severe disabilities. Community experiences, life skills, consumer math, and vocational skills are the focus and I love that each day is different and new.

My educational background includes- Bachelor's Degree in Elementary Education and Special Education, Master's Degree in Advanced Special Education, and 30+ Graduate Hours in Assistive Technology.

-Heather

## CONNECT WITH ME HERE!



## GRAPHICS & FONT CREDIT



*A Love for Special Learning*

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