



Practical Guides & Toolkits

Transition & Life Skills Toolkit

Building independence across 8 life-skill domains — from everyday routines through the move into adulthood.



Life Domains · Skills Checklist · Transition Timeline · Goal & Action Plan · Person-Centered Voice

How to Use This Toolkit

Transition planning works best started early and built backward from the adult life the person actually wants — not forward from a generic checklist. This toolkit covers 8 life-skill domains, a skills checklist for each, a timeline for pacing goals by age, and a builder for turning it all into an action plan.

Getting started

- Start with Section E (Person-Centered Voice) if you can — it makes every domain after it easier to prioritize.
- Use the Section B checklists to see where things stand today; you don't need to complete all 8 domains at once.
- Rate where the person is today, not where you'd like them to be.
- Revisit the plan yearly, or after any major life change.
- This toolkit pairs with NeuroReHub's IEP Strategy Template (Section I) and Behavior Management Plans toolkit.

A note on independence

- Independence looks different for everyone — full independence isn't the only successful outcome; interdependence and supported living are valid goals too.
- The aim is choice and quality of life, not passing every item on a checklist.
- Build on what already works before introducing something new.

A: The 8 Life Skill Domains – Quick Reference

What each domain covers, and why it matters for adult life.

Domain	What It Covers
Self-Care & Independent Living	Managing a home and personal routine without reminders.
Money & Time Management	Handling money and commitments with growing independence.
Communication & Self-Advocacy	Expressing needs and boundaries in a range of settings.
Community & Travel Skills	Getting around and using community spaces safely.
Social & Relationship Skills	Building and maintaining relationships across different settings.
Employment & Education Readiness	Preparing for work or further study.
Health & Safety Self-Management	Managing healthcare and personal safety independently.
Recreation & Leisure	Structuring free time and pursuing personal interests.

B: Life Skills Checklists

Rate where things stand today in each domain — I = Independent · V = Verbal/Visual Prompt · P = Physical Assist · N = Not Yet.

1. Self-Care & Independent Living

Life Skill	I	V	P	N	Notes
Prepares a simple meal or snack independently					
Does laundry — sorting, washing, drying, folding					
Manages a personal care routine without reminders					
Keeps a living space reasonably tidy					
Uses household appliances safely (stove, microwave, washing machine)					
Manages own medication routine, or knows what it is and why					
Notifies when household items need restocking					

2. Money & Time Management

Life Skill	I	V	P	N	Notes
Understands the value of money and basic budgeting					
Uses a bank account or mobile money service					
Pays a bill or makes a purchase independently					
Saves toward a goal					
Uses a calendar or planner to track commitments					
Arrives on time for appointments and commitments					
Knows who to ask before a large purchase or financial decision					

3. Communication & Self-Advocacy

Life Skill	I	V	P	N	Notes
States own needs and preferences clearly, in their preferred method					
Asks for help in a new or unfamiliar setting					
Explains own accommodations or support needs to a new person					
Disagrees or sets a boundary respectfully					
Knows own key personal information (address, emergency contact, relevant medical info)					
Uses preferred communication method confidently outside the home					

4. Community & Travel Skills

Life Skill	I	V	P	N	Notes
Crosses roads and navigates pedestrian safety					
Uses public transport, or arranges alternative transport independently					
Navigates a familiar route (school, work, shops) independently					
Orders or purchases something in a shop or café					
Asks a stranger for help or directions safely					
Knows what to do if lost or separated from a support person					

5. Social & Relationship Skills

Life Skill	I	V	P	N	Notes
Initiates and maintains a friendship					
Reads and responds to social cues appropriate to the setting					
Navigates disagreements with peers					
Understands online safety and privacy basics					
Recognizes an unsafe or uncomfortable situation and knows how to exit or get help					
Understands appropriate boundaries across different relationships					

6. Employment & Education Readiness

Life Skill	I	V	P	N	Notes
Identifies own strengths, interests, and support needs relevant to work or study					
Completes a job or college application, with support as needed					
Practices interview skills					
Maintains work habits – punctuality, task follow-through, asking for feedback					
Requests workplace or classroom accommodations					
Understands basic workplace/college rights and expectations					

7. Health & Safety Self-Management

Life Skill	I	V	P	N	Notes
Schedules and attends own healthcare appointments, with support as needed					
Manages a medication routine and knows what each medication is for					
Recognizes signs of an emergency and knows how to get help					
Knows own medical information relevant to emergencies (allergies, conditions, medications)					
Manages personal safety information – who to trust with personal details, recognizing scams					

8. Recreation & Leisure

Life Skill	I	V	P	N	Notes
Identifies and pursues a personal interest or hobby					
Plans and structures own free time					
Joins or participates in a community group or activity independently					
Uses a leisure facility (library, gym, community center) independently					
Balances leisure time with responsibilities					

C: Transition Planning Timeline

Typical pacing by age band — adapt freely to the person's own path.

Age Band	Typical Focus	This Person's Goals for This Stage	Who's Involved
Early planning (~12-14)	Building foundational life skills; naming interests, strengths, and support needs		
Building independence (~15-17)	Practising community, money, and communication skills with growing independence; exploring work/study interests		
Adult transition (18+)	Formal transition to adult services, employment, or further education; applying for adult supports if needed		

D: Transition Goal & Action Plan Builder

One goal card per priority – copy this page for additional goals.

Goal 1

Life domain (from Section A)

Current level (from the Section B checklist)

Goal

Steps & supports needed

Who's responsible

Target date

Goal 2

Life domain (from Section A)

Current level (from the Section B checklist)

Goal

Steps & supports needed

Who's responsible

Target date

E: Person-Centered Voice

Priorities from the person whose adult life this is.

What does the student/individual want their adult life to look like? (home, work/study, relationships, community)

In their own words: hopes, worries, or interests

Family priorities and concerns

F: Team Sign-Off

Confirms input from everyone supporting this transition.

Name	Role	Signature	Date
	Individual		
	Parent / Guardian		
	Case Manager / Teacher		
	Transition Coordinator / Support Worker		

When to Bring in a Professional or Agency

- Formal transition planning is due to begin (check your school or ministry's guidance on timing).
- The person is ready to explore vocational training, employment support, or further education.
- An assessment for adult disability services or benefits is needed.
- Independent living, housing, or guardianship/supported decision-making questions come up.
- You'd like an individualized transition plan — a transition coordinator, vocational rehabilitation counselor, or occupational therapist can build one around this toolkit.

*** See [NeuroReHub's Government Services and Medical & Health Professionals directories](#) to find support near you.