

I. Personal Information

Name	
Age/ Grade	
Contact Info.	

II. Known Skill Strengths

- Focus on skills that are relevant to potential job roles or community activities.
- Include skills that the student has demonstrated consistently or is currently developing.
- Use specific, clear descriptions rather than vague terms. For example, instead of "good with computers," specify "proficient in Microsoft Excel and data entry."

Soft Skills (Interpersonal)	
Hard Skills (Technical)	

III. Likes & Preferences

- Have conversations with the student, parents, and teachers to get a well-rounded view of the student's preferences.
- Utilize informal transition assessment data and any questionnaires or rating scales where students can reflect on their likes and preferences.
- Engage the student in the process to ensure the data accurately represents their preferences and to promote self-awareness.

Personal Interests	Examples: <ul style="list-style-type: none"> • Hobbies and Activities - Sports, arts and crafts, music, reading, gaming, etc. • Subjects or Academic Areas - Science, math, history, technology, etc. • Work-Related Interests - Working with animals, customer service, hands-on tasks, outdoor work, etc.
Work Environment	Examples: <ul style="list-style-type: none"> • Indoor vs. Outdoor - Preference for working indoors, like an office or store, versus outdoor settings like parks or farms.

	<ul style="list-style-type: none"> • Team vs. Independent Work - Whether the student enjoys collaborating with others or prefers working alone. • Quiet vs. Busy Environments - Comfort with a calm, quiet workspace versus a bustling, dynamic one.
Motivational Factors	<p>Examples:</p> <ul style="list-style-type: none"> • Recognition - Prefers environments where achievements are acknowledged. • Variety - Enjoys tasks that involve diverse activities. • Structure - Prefers clear guidelines and routines versus flexible, unstructured environments.

IV. Support Needs

- Review the student's Individualized Education Program (IEP) for specific accommodations and supports.
- Gather insights from teachers, special education staff, parents, and the student to ensure all needs are captured.
- Observe the student in various settings to note where and how they require assistance.

Academic Support	Note any accommodations or modifications needed in a learning environment, such as extended time on tasks, simplified instructions, or use of assistive technology.
Social/ Emotional	Document needs relating to social interactions or emotional well-being, such as a mentor for guidance, structured social activities, or strategies for managing anxiety.
Physical/ Health	Include any physical accommodations, such as mobility aids, ergonomic seating, or frequent breaks for health reasons.
Job-Specific Support	Identify supports that might be required in a work setting, such as job coaching, visual schedules, or task breakdowns.

V. Past Employment/ Work Experience

- Ask the student to share their past experiences, what they remember about their roles, and what they learned.
- Explore any resumes, job applications, or work evaluations the student may have completed or received.
- For additional details, collaborate with any school staff or job coaches who may have supported the student in these roles.

Dates	Record the start and end dates of the experience. If it was a recurring role (e.g., seasonal work), note that as well.
Job Title/ Role	Clearly state the position or role the student held. For example, "Office Assistant" or "Cafeteria Volunteer."
Organization/ Location	Include the name of the organization or business where the experience occurred and the location, if relevant.
Tasks/ Responsibilities	Provide a brief overview of the key tasks and responsibilities the student handled. For example, "Managed filing system," "Assisted with food preparation," or "Provided customer service."
Feedback	If available, include any relevant feedback or evaluations from supervisors that offer insights into the student's performance and areas for growth.