



# Transition Readiness Scale



A tool to help young adults in their journey to a successful adult transition



*Developed "For young adults; By young adults!"*



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# Transition Readiness Scale

Young Adult Name: \_\_\_\_\_ DOB: \_\_\_/\_\_\_/\_\_\_ Today's Date: \_\_\_\_\_

How many times have you taken this survey? \_\_\_\_\_

Program Name(s): \_\_\_\_\_

This scale was made **By Young Adults FOR Young Adults**. The young adults from Wake, Durham, Orange, and Johnston Counties have come together to share the lessons they've learned, and to help prevent you from making the same mistakes they made.

## Some things you should know:

- There are **13 TRANSITION AREAS**, listed in no particular order.
- You decide where you are in each area, based on your experience. There is no right or wrong answer.
- Be honest! Honesty is your best chance at getting the help you need and understanding yourself. You will not be judged!
- The Young Adult **DEVELOPERS** have provided some advice based on the **SKILL SET** you choose. It's called **"TRY THIS." READ it!**
- Some of **"TRY THIS"** is advice on how you can improve your scale; other parts of **"TRY THIS"** are lessons that the **CREATORS** have learned.
- This is a tool to **help you** and will not impact the services you receive.
- It should take about 13 – 20 minutes to complete this survey.
- Young adults recommend taking this every six months (more if you like).

## Directions:

1. Each **Transition Area** will have a **NAME** and **DEFINITION** – READ both.
2. Read the **SKILL SET Boxes** under the numbers 1-5 on each **SCALE**. **Circle the Number** that best fits where you are now in each area.
  - 1 – Crisis:** I need *a lot of help* in this area.
  - 2 – Some Progress:** I've made some progress in this area but *still have so much to learn*.
  - 3 – Safe Move:** I know enough to move out on my own but I understand I have *more to learn* to prevent going into crisis.
  - 4 – Doing Well:** I could move out comfortably and *do well in this area*. I may need some emotional support.
  - 5 – Very Prepared:** I am very *ready to be on my own*. I could even help teach or support others on how to move out.
3. **READ "TRY THIS"** for the number that you chose. **Circle words** that speak to you.
4. If you want, you can place your **Skill Set Score** on the last page. You can also write down some **Next Steps** while they are fresh on your mind.

**If you have any questions – please feel free to ask.**





Transition Area

# Work Experiences

Employment and/or volunteer experiences that contribute to earnings and/or the community (includes getting, keeping, and improving work experiences).

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill Set**

No job or other work experiences (like unpaid internship or volunteering)  
No resume

Part-time job or underemployed

- insufficient hours,
- unrewarding work,
- dead-end work)

Working on a resume

2 part-time jobs  
Has marketable job skills  
Has connections to job resources  
Wants a full-time job but no time to look for one

Full time job connected to interests,  
No benefits but I like the job or will after working a certain amount of time.  
New or unstable employment.

Full-time, stable, satisfying job with benefits and growth potential.  
  
Been with for at least 6 months.

**Try This**

Meet people connected to jobs  
Find out what interests you  
Go to job training  
Connect to job resources

Get help with your resume  
Follow up with interviews and be prepared.  
Look for a job every day.  
Apply for jobs when people go back to school.

Keep the job.  
Think about getting a full time job.  
Use existing connections to put out feelers for other work.

Starting a new job – stay focused and persistent at having a good attitude.  
Be on time or early.  
Stay confident  
Get benefits  
Try to get benefits.

Stay or get connected to people who can help you advance and succeed.  
Obtain stable full-time job with benefits  
Maintain punctuality.  
Maintain good relationships with employees & employers.



Transition Area

# Educational & Vocational

Training and education towards work experiences or career

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Crisis</b>	<b>Some progress</b>	<b>Safe move</b>	<b>Doing well</b>	<b>Very prepared</b>
<b>Skill set</b>	<p>Has no GED or HS diploma</p> <p>Has no connection to go back to school</p> <p>Enrolled in class but not attending or may not finish.</p>	<p>Is enrolled in a GED or HS diploma class (will finish)</p> <p>Participating in career counseling to continue college or voc classes.</p> <p>Learning to apply for financial Aid</p>	<p>Has GED or HS Diploma</p> <p>Has Financial Aid to attend classes</p> <p>Has a career plan with classes outlined</p>	<p>Attending vocational or college classes in career area.</p> <p>Attending class and keeping up with work.</p>	<p>Finished or within a few months of finishing educational plan (degree, certification, etc.).</p> <p>Has job options when finished with education plan.</p>
<b>Try this</b>	<p>Ask someone to help you find resources to get back into school.</p>	<p>Get help to apply for Financial aid</p>	<p>Get registered for class early.</p> <p>Find out about and take required entrance tests and make applications.</p>	<p>Get enough sleep and don't fall behind on classwork.</p> <p>Make friends with the school career counselor</p>	



Transition Area

# Transportation

Access to reliable and practical transportation (also includes learning to drive).

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some  
progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill  
Set**

Cannot ride the bus  
Unable to drive  
Has not taken drivers education.  
Has no license.  
Needs to save money for a car or bus ticket

Taking driver's education.  
Learning to ride the bus with a friend, app, or case manager.  
Has little or no money for a bus.  
Has a permit  
Has a bus card or cash for a taxi/bus.  
Carpools with friends

Has a driver's license and insurance.  
Knows the bus system fairly well.  
Has budgeted transportation costs in the budget.  
Has bus money to get to job everyday

Saving money to buy an affordable car.  
Knows how to get transportation to areas not covered by the bus.  
Needs to save money to buy a car.

Has a car and driving experiences.  
Has budgeted car expenses in the budget.  
Has a transportation back up plan.  
Has cushion money in case something happens to the car (flat tire, gas, breaks down)  
Can go places and meet my needs

**Try  
This**

Find out about the bus schedule  
Learn to drive

Learning to drive  
Take the bus  
Practice driving with a friend's car.  
  
If you cannot drive safely, you do not need to buy a car.

Meet the expectation of license and insurance.  
Study on questions to ask when buying a car.  
Know what to look for in a car Ask people you know questions about getting a car.  
Do your research before buying a car.  
Know what you want.

Be sure the car is working properly.  
Consider the cost of gas for a car.  
Understand basic car maintenance.  
Take the bus and save your money  
When you go car shopping, be sure to test drive and get a second opinion from a mechanic

Don't get too confident.  
Don't speed.  
Don't follow too closely.  
Remember that there are other people on the road - families and children that want to live.  
Remember what it was like to have no car... don't do that again.

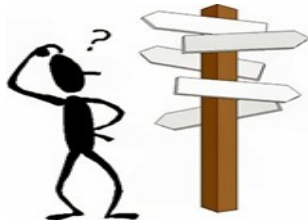


Transition Area

# Social & Emotional Health

Access and attention to emotional & social health needs including relationship issues, self-esteem, substance abuse, trauma counseling, and psychological services.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Crisis</b>	<b>Some progress</b>	<b>Safe move</b>	<b>Doing well</b>	<b>Very prepared</b>
<b>Skill Set</b>	<p>Can't get out of bed. Doing drinking and drugs. Thinks about suicide. Doesn't have any friends. In a relationship that is abusive (doesn't realize it)</p>	<p>Depressed but not suicidal. Less drugs and drinking. Gets out of the bed and house every now and then. Realizes that you're in a relationship that is abusive.</p>	<p>In rehab and improving. Taking medication as instructed. Aware of my need to take care of myself. Contacts a place to get help with a relationship, be safe, or counseling.</p>	<p>Connected to therapist Taking time out for self Positive Ways to cope with stress like walking, music, etc.</p>	<p>Able to handle bad news without getting too upset.</p>
<b>Try This</b>	<p>Ask someone for help to get better</p>	<p>Seek health care professional help  Figure out a game to make sure you take your medicine regularly</p>	<p>Keep going to counseling even if you don't think it is helping yet.</p>	<p>Keep talking to your therapist even if you are doing well. It helps to have someone to talk to.</p>	<p>Stay positive and keep positive people around you.</p>



Transition Area

# Illegal Behaviors

Ability to limit illegal behaviors that can be an obstacle to the transition (such as underage drinking, using weapons, gang involvement, driving behaviors, domestic abuse, and life-threatening behaviors).

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Crisis</b>	<b>Some progress</b>	<b>Safe move</b>	<b>Doing well</b>	<b>Very prepared</b>
<b>Skill Set</b>	Participating in multiple forms of illegal behavior or one form frequently and friends are worried.	Has limited illegal behaviors but still facing court for previous charge.  Illegal issues have hurt my transition goals	Not involved at all in illegal behaviors - that are blocking my transition.  Getting rehab for behaviors, trying to do better.	Complete rehab (if previous involvement) Not worried about random drug tests  Resists peer pressure	Not an issue AT ALL. Stays away from illegal behaviors and from friends who do that stuff (i.e., you have no friends on drugs)
<b>Try This</b>	Try moving yourself away from bad people	Go to court and face your charges  Start making good choices one day at a time.	Try Rehab to help.  Try to make yourself busy with work, school, and maybe volunteering.	Better yourself. Turn to your religious beliefs  Find better people to be around.  Make yourself busy in a positive way.	Don't do it at all.  Follow the law.  Better yourself and having fun without breaking the law.



Transition Area

# Physical & Medical Health

Access and attention to physical, medical, and sexual health as well as understanding any disabilities, challenges, and medications.

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill Set**

Has not visited a doctor in over 5 years.

Does not take care of a known illness/disease or disability.

Uses the emergency room when sick.

Got help to attend a clinic or health department for a check up.

Thinking about taking care of my health.

Can set up appointments

Knows the difference between the flu (virus) or needing medication from a doctor.  
Has health insurance.  
Knows where to go for medical help.  
Knows where to go for sexual advice/medical care.  
Has a plan to take care of my health.

I am taking care of my health regularly with diet and exercise.

I have improved my health and know how to stay well.

**Try This**

Ask for help on where to see a doctor or clinic for a check up.

Apply for Medicaid or for insurance plan (if with a job)

Get health advice from a doctor or medical clinic

Learn some easy ways to get and stay healthy.

Exercise weekly and watch what you're eating.

Become aware of the benefits of eating healthy.  
Eat better foods that provide needed nutrients.  
Understand health benefits of better choices (food & exercise).





Transition Area

# Housing

Stability of housing arrangement and to what degree it promotes self-sufficient skills

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill Set**

Homeless without knowledge of how to improve.  
Not ready for independence.

Temporary shelter or place that provides some daily needs.  
No housing plan.

Living in a non-permanent but stable place while learning home/life skills (*like a foster or mentor home*).

Has made a housing plan for permanence.  
Can take care of household and daily needs.

Has a permanent housing location, money to pay for it, and life skills to keep it.

**Try This**

Use your resources

Put your name on the waiting lists.  
Start saving up your money  
Have a good job  
Stay within your budget  
Get applications.

Work with the landlord  
Plan ahead before lease is up and before the rent is due.  
Don't wait until the last minute to communicate with your landlord.

Think 3 steps ahead

Congratulations on a stable home.



Transition Area

# Interpersonal Skills

Ability to communicate and “work within” community values/expectations. Skills include organization, time management, scheduling, prioritizing, managing behaviors/emotions, crisis management, and decision-making

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill Set**

Unorganized  
Bad at prioritizing  
Impatient  
Bad decision maker  
Communicates badly.

Buy planner or notebook to write down scheduled events and/or meetings

Uses the planner or notebook regularly.

Keeps up with schedule and writes everything down.  
  
Communicates well with everyone.

Knows yourself and able to identify triggers (things that make you angry, sad, mad, etc.).  
  
Has the ability to work within the community and with what the community values.

**Try This**

Try learning to communicate

Talk to people even if you still have times you don't feel good at it.  
Practice helps.  
Attend leadership workshops to learn decision making.

Try being organized so you don't forget and can get things done.  
Show that you are really trying

Take advantage of networking & social events to expose yourself to diverse groups & experiences

Manage behavior and emotions in a way that allows you to maintain a healthy positive respectful relationship with peers.



## Transition Area Connectedness

Relationships with “adults who you can depend on” outside the “helping” network

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some  
progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill  
set**

Has few if any connections to people (adults)

Anti-social

Rude to everyone

Have a couple of friends that are adults and see them regularly.

Friends are not able to help in an emergency.

Makes small talk or never explains real issues.

Has a few really dependable people in life who are available for support or advice or in an emergency.

Knows how to pick friends wisely

Knows several people connected to jobs, housing options, and those who could help with advice, decisions, transportation, child care, or money if needed

Involved with at least five people who can help me continue to succeed and advance.

I can help others succeed.

**Try  
This**

Don't burn bridges

Join a Facebook group

Go to therapy to better learn how to express yourself so you can open up to others.

Keep contact info on people for support. Put their information in your phone, notebook, or planner.

Keep connections and keep in contact with those people, especially those you liked or you thought really helped you.

Have a positive support network.



Transition Area

# Financial Literacy

Understands how to make purchases, credits, debits, and reading/completing payroll & bank documents

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Crisis</b>	<b>Some progress</b>	<b>Safe move</b>	<b>Doing well</b>	<b>Very prepared</b>
<b>Skill set</b>	<p>Cannot make a simple transaction at the store (count out money and receive correct change). Does not have a bank account</p>	<p>Has a bank account and knows how to make electronic purchases.</p> <p>Can make purchases but does not record them and frequently overdraws account.</p> <p>Doesn't know everything a bank can do</p>	<p>Can fill out and understand W4 and W2 forms Can read a bank statement Understand how credit cards work. Make purchases and deposits and records it (most of the time). Usually knows how much money I have.</p>	<p>Is able to keep up with bank balance at any time. Knows how to pay bills electronically and/or automatically.</p>	<p>Has a credit card and uses it responsibly. Has not overdrawn account in over 6 months. Balances bank statement monthly</p>
<b>Try This</b>	<p>Make a budget – even a small one to practice. Contact LINKS or SaySo member for advice Attend Money Management class or lecture</p>	<p>Ask bank teller for help.</p>	<p>Check credit report annually. Go to a Real World event.</p>	<p>Could use more training and education (saving, investing, buying a large asset)</p>	<p>Get your payments scheduled automatically so you are not late or forget.</p>

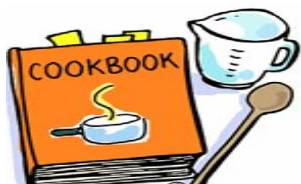


Transition Area

# Money Management

Decisions & practices to make and stay within a budget

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Crisis</b>	<b>Some progress</b>	<b>Safe move</b>	<b>Doing well</b>	<b>Very prepared</b>
<b>Skill Set</b>	<p>Never has enough money.</p> <p>Sells food stamps for money.</p> <p>Not maintaining a plan/budget.</p> <p>Bankrupt.</p>	<p>Can make a budget but can't keep it.</p> <p>Poor decisions when money is available.</p>	<p>Can make and stay within a budget.</p> <p>Uses food stamp money correctly (or any assistance money such as scholarship funds, day care voucher, or housing assistance)</p>	<p>Is able to stay within a budget even during a crisis</p>	<p>Is able to save money while staying within a budget.</p> <p>Doesn't need much help.</p>
<b>Try This</b>	<p>Stop spending uncontrollably</p>	<p>Buy what you need and not what you want</p> <p>Put a percentage of your money to the side every time you get paid.</p>	<p>Keep checking on your accounts</p> <p>Have someone available to answer questions if needed.</p>	<p>Keep up with your bills and set up auto pay.</p>	<p>Keep up with everything.</p> <p>Set up reminders</p>



## Transition Area Life Skills

Ability to perform and manage daily life skills/needs. *Examples include cooking, hygiene, housekeeping, shopping, connection to community resources, and care of clothes.*

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some  
progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill  
set**

Hygiene off  
No food in house  
Asking for things on  
the street  
Clothes dirty.  
Is unable to cook

Hygiene has improved  
(teeth clean).  
Getting to the  
laundromat to clean  
clothes.  
Knows what good food  
is. Is learning or able to  
cook.  
Understanding the need  
to do housecleaning  
chores

Showering and  
hygiene a couple of  
times a week.  
Learning to clean  
house and where to  
shop.  
Eating good food  
regularly

Hygiene good on a  
daily basis  
Cleaning house and  
learning needs for  
home maintenance.  
Can prepare &  
provide daily  
“healthy” meals.

Clothes and body  
clean regularly.  
Doing everything  
needed to eat  
steadily and stay  
clean (house &  
body).  
Able to do simple  
home maintenance

**Try  
This**

Ask people for help  
to learn how to do  
things and where to  
go (resources)  
  
Reach out to  
someone that can  
help you.  
  
Go to DSS (apply for  
Food stamps)

Keep dirty clothes  
away from clean  
clothes.  
Throw trash in the  
trash can and get rid  
of it at least every  
week.  
  
Stay organized and  
clean behind  
yourself!

Cooking small things  
like noodles and  
sandwiches.  
Brush those teeth  
daily.  
Be clean and take  
care of yourself.  
Eat 3 times a day.  
Watch and learn how  
to clean stuff in the  
home properly.

Getting where you need  
to be when you need to  
be there (clean and  
clothed appropriately)  
  
Be independent and  
maybe get around on  
your own, examples are  
bus, uber, taxi.  
Try learning something  
new.

Start cooking big  
things – recipes and  
for other people.  
Do everything you  
need to keep yourself  
in check.  
First make sure you  
have the food you  
need to cook foods  
you like.  
Make sure you have  
cooking supplies.



Transition Area

# Parenting

If you are a parent – complete CHILD CARE

If you are not a parent – complete DELAY PARENTING (next page)

## Child Care

Access to reliable child care services and capacity of parenting skills

**1**

**2**

**3**

**4**

**5**

**Crisis**

**Some  
progress**

**Safe move**

**Doing well**

**Very prepared**

**Skill  
set**

With child.  
No child care

Waiting list.  
No Childcare  
available

Openings are  
available for your  
childcare.

You have a job  
and/or education to  
keep childcare.  
You apply for a job  
that includes  
childcare.

Childcare is  
approved and paid  
for (by you or  
program).  
Continue working so  
you can advance.

**Try  
This**

Can use resources  
like DSS to get info  
about child care and  
day care

Uses a free clinic  
  
Can find a babysitter

Makes sure you're  
responsible and  
take kid to the  
doctor

Have a backup plan  
if the child is sick.

Keep doing check  
ups and keep kid in  
school

Keep your child in  
childcare and attend  
doctor  
appointments.

Take child to all  
dental and doctor  
appointments.  
Has before or after  
school care.



# Delay Parenting

Practices to delay parenting and are they working

	1	2	3	4	5
	Crisis	Some progress	Safe move	Doing well	Very prepared
Skill set	<p>Pregnant or has a child (<i>go to Child Care Domain</i>). More than one partner with no birth controls.</p> <p>Stop being promiscuous</p>	<p>Willing to look into birth control if having sex.</p> <p>Multiple partners.</p>	<p>Using condoms or abstaining from sex.</p> <p>One partner.</p> <p>Clean STD</p>	<p>Using Birth Control pills or abstaining.</p> <p>One partner</p>	<p>Using reliable birth control (Big V-vasectomy, tubes tied, or IUD).</p> <p>In a long-term relationship with one person.</p> <p>Not having sex will prevent pregnancy.</p>
Try This	<p>Stop having sex</p> <p>Use condoms</p> <p>Talk about safe sex.</p>	<p>Learn about birth control</p> <p>Actually choose to use birth control</p>	<p>Still keep sex safe</p> <p>Talk to partner(s) about sexual health</p>	<p>Make sure you are talking with doctor and keeping it safe</p>	<p>Talk to your partners and doctor about your sex life and health issues</p>



## Transition Readiness Scale Plan (Recommended BUT Optional)

<b>Transition Areas</b>	<b>My Score</b> <i>Insert the # you circled for each area</i>	<b>My “Try This” advice</b> <i>(write here or circle advice on that page)</i>	<b>What Can I Do Next?</b> <i>Goals for areas you want to improve. Do not try to do it all.</i>	<b>Ways My Program(s) Can Help</b> <i>(resources, money, learning skills, connections, etc.)</i>
<b>Work Experiences</b>				
<b>Educational &amp; Vocational</b>				
<b>Transportation</b>				
<b>Social &amp; Emotional Health</b>				
<b>Illegal Behaviors</b>				
<b>Physical &amp; Medical Health</b>				
<b>Housing</b>				
<b>Interpersonal Skills</b>				
<b>Connectedness</b>				
<b>Financial Literacy</b>				
<b>Money Management</b>				
<b>Life Skills</b>				
<b>Parenting</b> <small>(circle one)</small> <b>Child Care</b> <b>Delay Parenting</b>				

*Consider discussing your scores and goals with a trusted adult or in a group of other young adult(s).*