

# 4

## Assess Transition Areas



### TRANSITION OBJECTIVE

Students will build self-determination skills by assessing their needs in fourteen transition areas and developing goals in at least five areas.

### RELEVANCE TO SUCCESSFUL TRANSITION

It is important to understand our needs in basic life areas so that we can set goals and develop plans for meeting our needs. While in school students can assess their needs in these basic life areas to determine their transition goals and plans. This will ensure a smooth transition from school to adult life.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One goal I have is . . .

### ❑ STEP 2: Convene Roundtable

"It is important to know what I want in the future because \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will discuss the importance of setting goals and will then assess your needs in 14 transition areas."

### ❑ STEP 4: Activity -First Day

Have students work in pairs to read or read aloud to the class, **A Drifty Future**. Have pairs discuss the story, ask questions and share their answers. Show the screen image **Choose Your Future Path** from Lesson 3, pointing out what can happen when you drift along with no goal. Point to path number one and emphasize that using drugs can influence people to become drifters by not taking responsibility for their future. The drugs can numb them into drifting until they are at the end of a path of few choices. Use this as an opportunity to encourage students to think about their choices, goals and plans in a responsible way. Explain that personal choice is accompanied by consequences and opportunities.

### ❑ STEP 5: Activity - Second Day

Tell students the following: "To build self-determination, advocate for yourself and avoid becoming a drifter, it is important to look at the choices you will face as you finish high school and face adult life. These include college or training, getting a job, finding transportation, living on your own and having a family. In order to plan for these, you will need to do career planning. You can do this at your IEP or Transition Plan meeting where you will set goals and develop an action plan with the help of those people you invite.

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PERSONAL MANAGEMENT: Unit 4 LESSON 4

### A DRIFTY FUTURE

When Drifty was 20 years old, he decided to find a new life. He had no plans. He just got in his car and started to drive. Day after day he drove from one town to another. He had no thought for the future. He stopped when he was tired or hungry and just let things happen. For the first five years, Drifty would stop and get a part-time job when he needed money for food and gas. Most of the time he slept in his car or in cheap motels.

After a few years of drifting from place to place, Drifty had car trouble in a strange little town called Branchville, Idaho. He found a part-time job there to pay for his car repairs. One morning years later, Drifty woke up and realized that he was 35 years old. It had been 10 years since he stopped for repairs. He was still living in Branchville. Finally, after 10 years Drifty realized that he'd been wasting time. He had been drifting from place to place with no plan for the future, not caring where he went. Drifty let chance make decisions for him.

Now, Drifty is trying to figure out where the time went and what he should do with his life. He has nothing to show for himself. All he has is an old car and a part-time job he doesn't even like. He's lost contact with his family and has no real friends who care about him. Drifty is a sad, unhappy person with no goals or plans for his life.

**Discussion:**

1. Describe a person you know or a TV/movie character who is like Drifty.
2. How could Drifty increase his self-determination?
3. How could you change this story so that Drifty would have a happy and satisfying life?
4. Could you go through life like Drifty? Why or why not?
5. What happens when you have no plans for the future?
7. How would you prefer to deal with your future? Why?

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To prepare for this meeting, you will spend the next few weeks learning to identify your needs and resources. You will also learn to write an action plan and facilitate your own meeting.

Your first step is to complete the **Transition Assessment**, which will help you identify the things you need to work on now. Go over the Assessment with the class using your own examples. Have students complete the **Transition Assessment**. Read the items aloud to the class, if needed and circulate to offer assistance and clarify terms.

example of one self-determination skill you have. Ask them to name a self-determination skill they use. Be prepared to share your findings.

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PERSONAL MANAGEMENT: Unit 4 LESSON 4

**Transition Assessment**

1. **Personal Management**

I have a birth certificate: ☐ yes ☐ no

I have a social security card and know my number: ☐ yes ☐ no

I have a picture ID: ☐ yes ☐ no

I have a Driver's License: ☐ yes ☐ no

2. **Personal Power**

I feel good about myself and have high self-esteem: ☐ yes ☐ no

I feel good about my appearance and the way I look: ☐ yes ☐ no

My personality is usually upbeat and positive: ☐ yes ☐ no

Most of my decisions are good for myself and others: ☐ yes ☐ no

3. **Communication**

When I talk to myself, I usually say positive things: ☐ yes ☐ no

When I talk to my family, I am usually positive: ☐ yes ☐ no

When I talk to my friends, I am positive and kind: ☐ yes ☐ no

When I talk to adults, I am respectful and positive: ☐ yes ☐ no

4. **Career Goal**

I know what job or career I want for the future: ☐ yes ☐ no

I know the employment trends for my career choice: ☐ yes ☐ no

I know what training I need for my career: ☐ yes ☐ no

I know where to find the training I need for my career: ☐ yes ☐ no

5. **Life-Long Learning**

I feel positive about what I have learned in school: ☐ yes ☐ no

I would like to have more education in the future: ☐ yes ☐ no

I can locate and use the library: ☐ yes ☐ no

I am ready to learn new job skills for my career: ☐ yes ☐ no

6. **Self-Determination/Self-Advocacy**

I feel positive about myself and my decisions: ☐ yes ☐ no

I feel confident about standing up for my beliefs: ☐ yes ☐ no

I can contact the appropriate resources for assistance: ☐ yes ☐ no

I handle myself with confidence in meetings: ☐ yes ☐ no

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**Transition Assessment**

7. **Getting a Job**

I know how to build a network of contacts for a job lead: ☐ yes ☐ no

I know how to interview people about job leads: ☐ yes ☐ no

I can perform with confidence in a job interview: ☐ yes ☐ no

I can complete a high-quality job application: ☐ yes ☐ no

8. **Succeeding on the Job**

I can work independently on the job: ☐ yes ☐ no

I can accept criticism from supervisors: ☐ yes ☐ no

I can get along well with a boss & co-workers: ☐ yes ☐ no

I will be on time for work and completing work: ☐ yes ☐ no

9. **Community Participation**

I know how to build a network of contacts for a job lead: ☐ yes ☐ no

I know how to interview people about job leads: ☐ yes ☐ no

I can perform with confidence in a job interview: ☐ yes ☐ no

I can complete a high-quality job application: ☐ yes ☐ no

10. **Personal Health**

I can name my doctor and dentist: ☐ yes ☐ no

I know how to store and take medicine safely: ☐ yes ☐ no

I know what to do in a medical emergency: ☐ yes ☐ no

I eat right and exercise regularly: ☐ yes ☐ no

11. **Leisure Time**

I take time for fun activities in my free time: ☐ yes ☐ no

I try to learn a new skill in my leisure time: ☐ yes ☐ no

I take time to relax and rest my mind and body: ☐ yes ☐ no

I participate in a physical activity or sport: ☐ yes ☐ no

7. **Getting a Job**

I know the difference between my wants and needs: ☐ yes ☐ no

I can maintain and balance a checking account: ☐ yes ☐ no

I can use credit cards wisely: ☐ yes ☐ no

I can keep a household budget and pay bills on time: ☐ yes ☐ no

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PERSONAL MANAGEMENT: Unit 4 LESSON 4

**Transition Assessment**

13. **Living Independently**

I can find a place to live and set up utilities: ☐ yes ☐ no

I can plan and cook simple meals: ☐ yes ☐ no

I can wash, dry, and iron clothes: ☐ yes ☐ no

I can clean an apartment or house: ☐ yes ☐ no

14. **Family Living**

I know what to look for in a marriage partner: ☐ yes ☐ no

I can negotiate with someone so both of us win: ☐ yes ☐ no

I know the value of support people in my life: ☐ yes ☐ no

I know the basics of quality parenting: ☐ yes ☐ no

Starting with the first page, circle all of the "no" answers on each page. Review all of your "no" answers, and choose the five most important. Write these below, naming the topic area and the specific item you will work on.

1. Topic: \_\_\_\_\_  
Specific item: \_\_\_\_\_

2. Topic: \_\_\_\_\_  
Specific item: \_\_\_\_\_

3. Topic: \_\_\_\_\_  
Specific item: \_\_\_\_\_

4. Topic: \_\_\_\_\_  
Specific item: \_\_\_\_\_

5. Topic: \_\_\_\_\_  
Specific item: \_\_\_\_\_

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## ❑ STEP 6: Evaluate Outcomes

Two important goals for me are “\_\_\_\_\_.”

## ❑ STEP 7: Connecting Activity

Talk with an adult friend or family member about a life decision she or he made and why they made that choice. Explain what self-determination means and give them an

## KEY WORDS

transition

destination

determined

fate

## MATERIALS AND PREPARATION

- Student Handouts: **A Drifty Future**, page 165; **Transition Assessment**, pages 166-168.
- Use a screen image of **Choose Your Future Path**, page 22, Lesson 3.
- Become familiar with the **Transition Assessment**.

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving, Visualizing
- Personal Qualities: Self-Esteem, Self-Management

**If you treat an individual as if he were what he ought to be,  
he will become what he ought to be and could be.**  
**Goethe**

[illegible]

