

17 Write Your Transition Action Plan



TRANSITION OBJECTIVE

Students will write their transition goal and develop a career plan.

RELEVANCE TO SUCCESSFUL TRANSITION

In order to be self-advocates, students must have a goal and a plan. For students, it is important to provide a guide and samples when teaching a new process.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I will have a successful plan when . . .

❑ STEP 2: Convene Roundtable

"When I make plans to do something, I feel _____."

❑ STEP 3: Advance Organizer

"Today you will write your transition/career goals and plans."

agree with the need Jerry chose to write about. As you read through each action section, ask: Does anything else need to be added? Did Jerry set realistic timelines? Can Jerry complete all of the action tasks he wrote? Who can give Jerry assistance?

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PERSONAL MANAGEMENT: Unit 4 LESSON 17

Jerry's Goals

Jerry is a junior at Taff High School. It is the end of the school year and Jerry is ready for summer break. He feels good about passing all of his classes. Next year, as a senior, he will need to take a full academic load.

Jerry would like to work during the summer. He needs to save for "behind the wheel training." His goal is to get his driver's license by the end of summer.

This year Jerry took a career assessment. He found that he is interested in the medical field. He would like to work in a hospital as a medical technician. Right now, Jerry is not sure about the type of technical work he wants to do in the hospital.

Jerry has decided that he does not want to go to college, but he does want educational training in the medical field. Jerry lives with his parents and has two younger sisters. Once he is working he would like to have his own apartment. He is also on about to get a car. Jerry is not dating anyone right now. He would like to have a career before getting into a serious relationship.

Jerry met with his Transition Team to write his "career plan" recently. He is happy with his plan and has it posted above his dresser. He looks at it once in while and thinks about the future.

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PERSONAL MANAGEMENT: Unit 4 LESSON 17

Jerry's Career Plan

1. Need I need to find and enroll in a local medical technician training program.

Actions I will take to do what I need to accomplish my goal	Date action will be completed	Who will complete
1. Get information about training programs.	by June	Jerry
2. Visit each training program.	by June	Jerry & Sch. Staff
3. Choose the best training program.	by June	Jerry
4. Enroll in the training program I choose.	by August	Jerry

2. Need I need to choose a specific medical technician position.

Actions I will take to do what I need to accomplish my goal	Date action will be completed	Who will complete
1. Call local hospital for appointment to set up job shadow.	by January	Jerry & Sch. Staff
2. Job shadow with technicians in three departments.	by March	Jerry & Sch. Staff
3. Complete the job shadow report & present to the class.	by April	Jerry
4. Choose a specific medical technician position.	by June	Jerry

3. Need I need to apply for services with the Department of Rehabilitation

Actions I will take to do what I need to accomplish my goal	Date action will be completed	Who will complete
1. Make an appointment with the Department of (Vocational) Rehabilitation (DVR).	by January	Jerry & Sch. Staff
2. Complete DVR paperwork with parent signatures.	by March	Jerry
3. Keep all required DVR appointments.	by April	Jerry w/ support
4. Keep monthly contact with DVR counselor.	ongoing	Jerry


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❑ STEP 4: Activity - One Class Period

Have students read the story **Jerry's Goals**. Using a screen image, go over **Jerry's Career Plan** with the class. As you talk about Jerry's plan, tell students that they will each write a plan like this. Stimulate discussion about each of the needs on Jerry's plan. Next, go over Jerry's action plan. Ask students if they

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PERSONAL MANAGEMENT: Unit 4 LESSON 17

Career Plan

1. Need

Actions I will take to do what I need to accomplish my goal

Date action will be completed

Who will complete

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2. Need

Actions I will take to do what I need to accomplish my goal

Date action will be completed

Who will complete

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3. Need

Actions I will take to do what I need to accomplish my goal

Date action will be completed

Who will complete

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interest groups of no more than four for each group. Based on their goals, students write a need in each of the three sections of the **Career Plan**. Next, they write the action steps they will accomplish to reach their goal. Offer ideas to students as they write their action steps. Remind students to look at the sample plan for Jerry if they need additional ideas. Extra staff or volunteers need to be available to provide ideas and assistance, such as classroom assistant, counselor or job developer. Students present a completed plan to their group. Explain that they follow this procedure to practice for their transition/ career planning over the next few lessons.

□ STEP 5: Activity - One Class Period

Review the **Career Plan** with the class. Tell students they will demonstrate self-determination skills by wiring their goals. Have students use the *Goal List* from their **Meeting Plan** (Lesson 15) to determine three need areas for their **Career Plan**. To complete the **Career Plan**, divide students into common

□ STEP 6: Evaluate Outcomes

When I have a plan in mind, I feel “_____.”

□ STEP 7: Connecting Activity

Have students go online or visit a career center to find information they need to write action plans for their goals. For example, they could write an action plan to get information about a college or technical school or to get more details about a particular job.

KEY WORDS

issue	goal	action	plan
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MATERIALS AND PREPARATION

- Student Handouts: **Jerry's Goals**, page 194; **Jerry's Transition Career Plan**, page 195; **Transition Career Plan**, page 196.
- Prepare a screen image of handout.
- Assist students with developing their transition career goals.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Creative Thinking, Decision Making, Problem Solving
- Personal Qualities: Responsibility, Self-Management