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Practice Self-Determination by Writing Your Goals

TRANSITION OBJECTIVE

Students will apply a six-step action plan procedure.

RELEVANCE TO SUCCESSFUL TRANSITION

It is widely known that keeping a written reminder of goals increases the chances of achieving them. Students can do this by writing a career plan or transition goals for their IEP. In this lesson students will develop and follow a plan to reach their goals.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

One goal I have accomplished is . . .

❑ STEP 2: Convene Roundtable

"My goals are important because ____."

❑ STEP 3: Advance Organizer

"Today you will learn and practice the process for accomplishing your goals."

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PERSONAL MANAGEMENT: Unit 4 LESSON 6

Plans & Goals

JOE
Joe was working for his neighbor, Mr. Hathaway. His job was unloading crates at the feed store. He was making minimum wage with no chance for a raise. The feed store was a small business. Mr. Hathaway could only hire him part-time to help out. There was no chance for Joe to move up into a better job at the feed store.

Joe wanted to find another job. But without a driver's license he was limited. He really didn't know what kind of job he wanted. Sometimes he thought he might like to work on cars. Joe didn't know what kind of training he would need or where to get it.

Once in a while he worried about what he would do after graduation. He figured everything would just work out.

SABRINA
Sabrina was working at the mall in her favorite clothing store. Working at Fashion One was part of the career plan she wrote at school. Eight months ago, Sabrina made her career plans. She decided she would go into fashion merchandising when she finished high school.

After taking some career tests at the career center, Sabrina looked at several career ideas. She chose fashion merchandising. That was when she decided to work at Fashion One. She knew this was where she could find people to help her learn about fashion merchandising. She talked to the store manager about her career goals. She told the manager about wanting to pursue a career in fashion. Soon after her visit, they found a position for her.

Sabrina knew she would need training. She asked her parents to visit several training programs with her. The Fashion Institute was her first choice. It could offer special tutoring to help her with reading and writing assignments.

Her training program could last up to two years. Sabrina had already started saving money. Because of her learning disability, she applied for help from the Department of Rehabilitation. They agreed to pay for her tuition and books.

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pairs. Give pairs two minutes per question. Next, have one pair per question share their answers with the class. After each pair shares, ask if anyone can add to the answer.

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PERSONAL MANAGEMENT: Unit 4 LESSON 6

Accomplishing Goals

1. What goal could Joe set for his future career?
2. Who could help Joe with his career goal?
3. How could Joe make sure he would reach his goals?
4. When did Sabrina set her career goals?
5. What help did Sabrina get to reach her goals?
6. Name four steps Sabrina took to determine her career goal.
7. Why was Sabrina more successful than Joe with her career goal?
8. Why is it important to write your goals and plans on paper?

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❑ STEP 5: Activity - 20 Minutes

Tell students one way they can guarantee their own success is by following the **Goal for Success**. Go over the *Goal*, using a screen image. Give examples as the statements are read.

Working in pairs, have students relate *Sabrina's* story to each step of the **Goal for Success**. Ask pairs to share and discuss the steps so that each student can participate in applying the steps. Give students another

❑ STEP 4: Activity - 25 Minutes

Give the class ten minutes to read the two short stories, *Joe* and *Sabrina*, on the **Plans & Goals** handout. Ask for volunteers or choose strong readers to read them aloud. Next, have students discuss and answer the questions on **Accomplishing Goals** in

copy of the handout and tell them to use this for note taking.

❑ STEP 6: Evaluate Outcomes

One thing I can do to accomplish my goals is "_____."

❑ STEP 7: Connecting Activity

Invite a successful person from the community to speak about their goals and how they accomplished them. Have students read a biography about a successful person and report to the class how that person accomplished his/her goals.



PERSONAL MANAGEMENT: Unit 4
LESSON 6

GOAL FOR SUCCESS

1. Determine your goals in one of the following areas:

<ul style="list-style-type: none"> • personal • career • self-advocacy • job success • leisure time • financial 	<ul style="list-style-type: none"> • communication • education • employment • personal health • independent living • family life
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2. Write a plan with at least 3 steps:
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3. Name the parts of your plan you can do on your own.
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4. What parts of your plan will you need help with?
5. Name at least 2 people you will ask to help and get their support.
6. Name the first step you will take today to follow your plan!

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KEY WORDS

goal

accomplish

recipe

strive

MATERIALS AND PREPARATION

- Student Handouts: **Plans & Goals**, page 172; **Accomplishing Goals**, page 173; **Goal for Success**, page 174.
- Prepare screen images of the handouts, pages 168 and 169.
- Prepare a screen image of the handout page 170.
- Prepare examples for **Goal for Success** statements.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Sociability, Self-Management