

Eddy Takes Control

Eddy was not happy with himself. Wherever he went, he looked at what other guys his age were doing. It seemed like other guys his age knew what they wanted. They all seemed to know what they were going to do after high school.

Eddy had some interests. He was a good hitter on the baseball team. But baseball was not the answer to his future. Eddy needed a direction. He was going to graduate in a year and he didn't know what he wanted to do. He didn't know where to start. His parents told him they would help him if they could. They didn't push college. Eddy really didn't know if he wanted to go to college. Lots of kids talked about it. He was tired of school and just wanted to get on with his life.

He asked his career teacher for advice. Mr. Brown told him to come back after school and they would talk about his plans. Eddy thought to himself that he didn't have any plans. That was the problem. After school, he went to see Mr. Brown. Mr. Brown had his file of career tests and other papers from class. He talked with Eddy about his strengths. He talked about a few careers Eddy may like. Eddy knew that it was time to make decisions about the future. No one could do this for him. To get where he wanted to go he needed to decide what he wanted.

Mr. Brown told him he needed to set goals. No one was going to do this for him. Eddy was the only person who could make his future what he wanted it to be. Eddy started to get excited. It was making sense to him. He saw that he needed take control of his life and advocate for himself.

He had to start looking at his interests and find out what was best for him. Mr. Brown told him that his transition IEP meeting was coming up. Eddy wrote a goal to "get ready for his meeting." To meet his goal, he would figure out what career he wanted. Then he would find out what he needed to do for that career. Lastly, he would practice talking about his career plans.

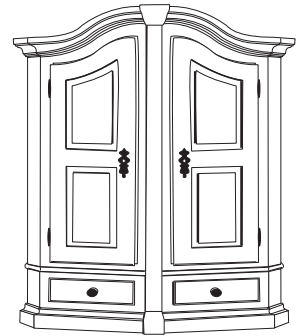


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After Eddy wrote his goal, he began to feel better about his future. He knew he just needed to set his goals and then go for it. Now he felt in control of his life.

He started by going to the career center. He took a career test on the computer. It gave him a few ideas about careers. He liked to work with his hands. His hobby was making wooden models. One of the jobs he saw was making cabinets. It sounded good because he liked working with wood.



Eddy called a cabinetmaker in town and went to see the shop. He knew as soon as he walked in that he loved it. Just the smell of the wood and paint was great. He found out about the training he could get at a local center. The training program would take one year. Eddy needed to pay for the training. He would need some help getting a job. His next step was to tell everyone what he needed at his IEP meeting. Eddy felt in control. His goals helped him learn to advocate for himself.

Directions: Discuss the following questions:

1. What was Eddy's problem?
2. How did Mr. Brown help Eddy?
3. What did Eddy do to get control of his life?
4. How did Eddy's life change after he started working on his goal?
5. Why was it important for Eddy to take control of his future?

SELF -DETERMINATION GROWTH GOAL CONTRACT

To build my self-advocacy skills, I will:

I will work on this goal for this amount of time:

From: _____ To: _____

I will evaluate and record my progress on the chart below.

I am committed to this growth goal.

Student Signature Date

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							