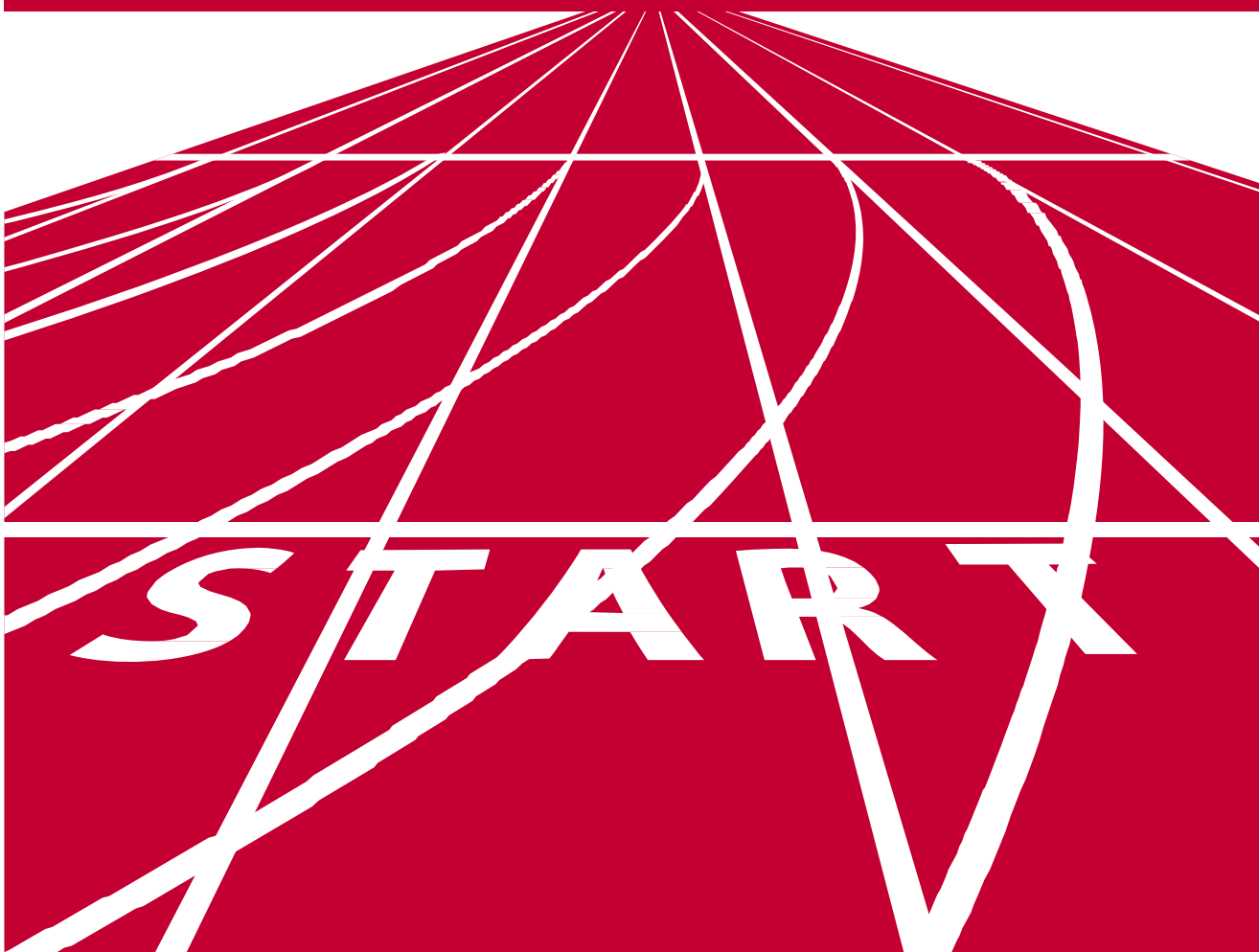




Student Name \_\_\_\_\_

# *Foundations*

## Transition Student Workbook





## ***Starting Line Foundation Introduction***

### **What is the Starting Line Program and How is it Transforming Transition?**

With the advent of IDEA 2004, Special Education teachers became Transition teachers. Since then, Special Educators have been facing the challenge of teaching Transition skills while continuing to meet significant academic requirements. In addition, teachers have struggled to find the necessary resources and tools because they weren't readily available in one curriculum. The Starting Line program addresses these challenges by providing a complete, student-driven curriculum which contains the assessments, activities, and tasks needed to prepare students to make a successful transition to adulthood. The Starting Line program is ideal for students and young adults with mild disabilities, who have the potential to gain competitive employment and live independently in the future.

### **What are the components of the Starting Line Transition Program?**


The Starting Line program is a complete Transition curriculum that was developed to prepare students to make a successful transition to adulthood. The program consists of two consumable workbooks, called *Foundations* and *Fast Track*.

- ***Foundations***: The *Foundations* workbook contains an introduction to the Transition process, including Transition vocabulary, simple assessments, and activities to help students learn about their wants, interests, strengths, needs, and options for employment, education/training, and independent living.
- ***Fast Track***: In the *Fast Track* students participate in meaningful activities to identify their wants, interests, strengths, needs, and options. Then, they use what they have learned to develop an individualized plan and a timeline for achieving their future education and training, employment, and independent living goals. By the end of this program, students will have developed the knowledge to make informed decisions about their future, the skills to achieve their goals, and are better prepared to meet the challenges of adult life.

### **Ways to Implement the Starting Line Program:**

Ideally, students are best served by beginning with the *Foundations* workbook as an introduction to Transition followed by the *Fast Track* workbook as a comprehensive program to achieve their goals. These workbooks can be implemented as "stand alone" Transition curriculum or used in a holistic approach covering numerous years for teaching Transition. Here is a short summary explaining some of the possible grade level approaches for implementing the Starting Line Program:

**Foundations**



- 8<sup>th</sup> grade
- 8<sup>th</sup> and 9<sup>th</sup> grade
- 9<sup>th</sup> grade
- 9<sup>th</sup> and 10<sup>th</sup> grade
- 10<sup>th</sup> grade

**Fast Track**



- 10<sup>th</sup> – 12<sup>th</sup> grade
- 11<sup>th</sup> – 12<sup>th</sup> grade
- 12<sup>th</sup> grade
- Alternative schools
- Corrections programs
- 18 to 22 year-old programs

## Ways to Implement the Starting Line Program (Cont.)

### **Foundations as a “Stand Alone” Program**

- **8<sup>th</sup> or 9<sup>th</sup> Grade Students** – If you are looking for an excellent exploratory workbook that introduces middle school or early high school students to Transition and helps them to begin thinking about their postsecondary goals, *Foundations* is the solution. The *Foundations* program can be completed in one or two years.

### **Fast Track as a “Stand Alone” program**

- **High School Students** - If you are looking for a comprehensive high school Transition curriculum, we recommend implementing the *Fast Track* workbook starting in 10<sup>th</sup> or 11<sup>th</sup> grade and completing it in 12<sup>th</sup> grade.
- **Transfer Students or 12<sup>th</sup> Graders** – If you are looking for a one-year Transition curriculum that can be used to help transfer students or 12<sup>th</sup> graders to develop and achieve their postsecondary goals, the *Fast Track* is a perfect solution.
- **Alternative Schools, Corrections, or 18 to 22 Year-Old Programs** – If you are looking for a Transition curriculum for alternative schools, correctional facilities who may have limited time with students, or 18 to 22 year-old programs, the *Fast Track* offers a great solution. Depending on how long the student has in the program, the *Fast Track* can be implemented as a one to three-year curriculum.

### **Both Starting Line Workbooks as A Complete Transition Curriculum**

- **Complete High School Curriculum** – If you are looking for a complete high school Transition curriculum starting in 9<sup>th</sup> or 10<sup>th</sup> grade, we recommend implementing the *Foundations* workbook in 9<sup>th</sup> and/or 10<sup>th</sup> grade followed by the *Fast Track* workbook for 11<sup>th</sup> and 12<sup>th</sup> graders.

**Note:** *If you have questions on the best approach for implementing the Starting Program in your classroom, building, or district, please contact Ten Sigma at (800) 657-3815*

### **What’s included in this *Foundations* Overview PDF?**

This PDF contains samples of the 11 assessments and 17 activities included in the *Foundations* student workbook. These samples are representative of the scope and quality found in this program.

• <b>Welcome, Table of Contents, Meet Your Team</b>	<b>4</b>
• <b>Thinking about the Future Options</b>	<b>8</b>
• <b>Parent Options Feedback</b>	<b>11</b>
• <b>Employment Vocabulary (part 1)</b>	<b>13</b>
• <b>Employment Vocabulary (part 2)</b>	<b>16</b>
• <b>Exploring Job Options</b>	<b>18</b>
• <b>Jobs, Education, &amp; Training Priorities</b>	<b>22</b>
• <b>Independent Living Readiness</b>	<b>26</b>
• <b>Safety and Awareness</b>	<b>30</b>
• <b>Transition Plan Presentation</b>	<b>34</b>



## Welcome to the Starting Line Foundations Program



Even though it may seem far away, in just a few short years you will be graduating and beginning your life as an independent adult. For some of you, this is exciting to think about. For others, you may feel a little nervous or uncertain and it's ok!

The purpose of this program is to help you learn some important things about yourself and use what you learn to help you begin planning your transition to adult life.

Before you are ready to become an independent adult, you will need to learn some important things about yourself, about the world around you, and some important skills. Through this workbook you will have an opportunity to experience things on your own, as well as learn from your parents, teachers, friends.

The Starting Line Foundations program will help you to begin planning your transition by focusing on three key areas:

- **Employment**
- **Education or Training**
- **Independent Living**

For each of these areas, you will learn important vocabulary and explore things you like or don't like about the three areas. You will also explore your options and learn from adults you know and trust, so they can help make this process easier for you.

By the time you complete this program, you will take the things you have learned and use them to identify goals for the next few years of your life.

On the next two pages, you will find a Table of Contents which lists the units, chapters, and activities in this program. We hope you enjoy these activities and that you're excited about all the positive things that are going to be part of your future. Let's get started!



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## Meet Your Team!

Throughout this program, you will recognize a few important “people”, who will help guide you through some of the things you’ll be doing. They will also share important information and tips.



### **Inez Information**

Inez will appear whenever there is important information for you to read. Most of the time, she appears at the beginning of each new section to provide you with the information needed to complete an activity successfully.



### **Tim Task**

Tim will appear to give you tasks and activities to help you prepare for your adult life. Whenever there is a task to be done, Tim will be there to help you understand what to do.



### **Sammy Suggestion**

Sammy will appear every once in a while to share ideas and suggestions to help you get the most out of the activities.



### **Renee Reminder**

Renee will appear every once in a while to remind you to revisit an important activity.

This is an exciting time for you and there will be many positive experiences ahead. We hope you enjoy these activities and use what you learn to build a solid foundation for your future. Remember, there are no “right or wrong answers”, so give your best effort and have fun learning!

# Introduction

## *Activity 2: Thinking About Your Future Options*





## Thinking About Your Future Options!



### Inez Information

Think of someone you know who is living on their own and doing some of the things you are interested in doing. Someday soon, you will have the opportunity to do those things too.

Here are a few important things to think about that will help you prepare for that time:

- Where would you consider living?
- How will doing well in school help you when you're an adult?
- What kind of job or career would you consider doing to make money?
- What kind of friends do you want to have?
- What will you do to be healthy?
- What kinds of things do you want to do for fun in your free time?

Now that you have started thinking about these things, the next step is to begin thinking about your future options in three important subjects which are employment (jobs or careers), education or training, and independent living (living on your own as an adult).

You will probably do many of the activities in this workbook on your own. There will also be activities that you will need to ask for help from important adults in your life including parents, caregivers, teachers, and other trusted adults.



### Tim Task

On the next three pages, you will find some fun activities that will get you thinking about your future options. The goal for these activities is to start thinking about your options – not to make any final decisions. Remember, you will probably change your mind about these topics in the future and that is perfectly normal.

**Step 1:** Go to page 11 and complete the activity about your future employment options.

**Step 2:** Go to page 12 and complete the activity about your future education/training options.

**Step 3:** Go to page 13 and complete the activity about your future independent living options.

**Step 4:** Go to page 14 and review the activity that your parents or caregivers are being asked to complete. Then, give them the activity and ask them to complete it.

**Step 5:** Go to page 16 and complete the activity about your response to the feedback that your parents or caregivers gave you in their activity.

## Thinking About Your Future Employment Options

Name:

Date:

**Step 1:** Answer the questions in each section below

### Future For Employment Questions

If someone asked you to name a job or career that you would consider doing after high school, what would it be? Please write your answer in the section below.

Answer:

When you think about the option you listed above, do you have any knowledge, skills, or experiences (like working or volunteering) in that area? Circle yes or no and answer the question.

Yes

No

If you circled "yes", write some of your skills or experiences in this area in the space below:

Answer:

If you said "no", write some classes, activities, clubs, or volunteering you could do to learn more?

Answer:

### Activity Journal for Thinking About Future Employment

When you think about working in the job you listed above, circle any feelings that you have about it below - you can circle more than one feeling:

\*Excited \*Nervous \*Unsure \*Hopeful \*Scared \*Other (Explain) \_\_\_\_\_

List the feeling that you feel is the strongest and explain why in the section below:

Strongest Feeling:

Why:

If someone were to ask your parent(s) or caregiver what job or career choice they think you would be interested in doing, write what you think they would say in the space below:

Why:

**Next Step:** After completing all the sections above, go to page 12 and complete the next activity.

## Feedback from Trusted Adults



### Inez Information

An important part of making a successful transition to adult life is learning to make positive and healthy decisions for your future. It can be helpful for a person to listen to feedback from trusted adults and learn from their experiences. There will be times when you will agree or disagree with the opinions and feedback from others. The key is to respect the opinions and feelings of others and learn to advocate for your wants, interests, and needs respectfully.

In the next activity, you will have the opportunity to hear feedback from your parents or caregivers. The purpose of this activity is for them to share some insights about options they think you might be interested in. Also, your parents or caregivers will share their feelings as they look ahead to some of the important parts of your future.



### Tim Task

On the next page, you will find an activity that you will give to your parents or caregivers. This activity asks them some of the same questions you have answered from the previous activities, so you can see what they think are some of your strengths. You will also get to learn about their feelings.

**Step 1:** Give your parents or caregivers the sheet on page 15 (“Future Options Parent Feedback” activity). Ask them to please complete the activity as return it to you. Be sure to thank them for taking time to help you and ask them to return the page to you within one week.

**Note:** *If both parents or caregivers would like to do this activity separately, ask them to use a different color pen or marker.*

**Step 2:** Once you receive the completed activity from your parents or caregivers, please go to Page 16 and follow the directions to complete the last activity in this introduction.

## Future Options Parent Feedback

Parent Name:

Date:

Even though your young adult is several years away from graduating and making the transition to adult life, they need to start exploring options, planning classes, and having conversations about this process. In education, this process is known as Transition and you have an important role in it.

This worksheet is one of the activities in the *Starting Line Foundations* workbook, which is designed to teach your young adult about Transition and to help them begin to explore their future options. Throughout this workbook, your young adult will share ideas, opinions, and will also ask for your help and feedback. These activities are meant to help start a positive conversation between you and your young adult. There may be times when you disagree about the future with your young adult and that's ok. The things you are discussing are the current thoughts about your young adult's future. These thoughts are likely to change throughout high school.

### Answer the Questions Below About Your Student's Future Options

What job or career choice do you think your student would be interested in doing after high school?

Answer:

When you think about the type of job or career your student might have after high school, circle any feelings that you have as you think about that part of their future:

\*Excited   \*Nervous   \*Unsure   \*Hopeful   \*Scared   \*Other (Write) \_\_\_\_\_

Write Which Feeling Was Your Strongest:

Why:

What type of education or training do you think your student would consider after high school?

Answer:

When you think about your student possibly attending that type of education or training after high school, circle any feelings that you have as you think about that part of their future:

\*Excited   \*Nervous   \*Unsure   \*Hopeful   \*Scared   \*Other (Write) \_\_\_\_\_

Write Which Feeling Was Your Strongest:

Why:

Where and with whom do you think your student may live during their first year after high school?

Answer:

When you think about where your student may live and who they may live with during their first year after high school, circle any feelings that you have as you think about that part of their future:

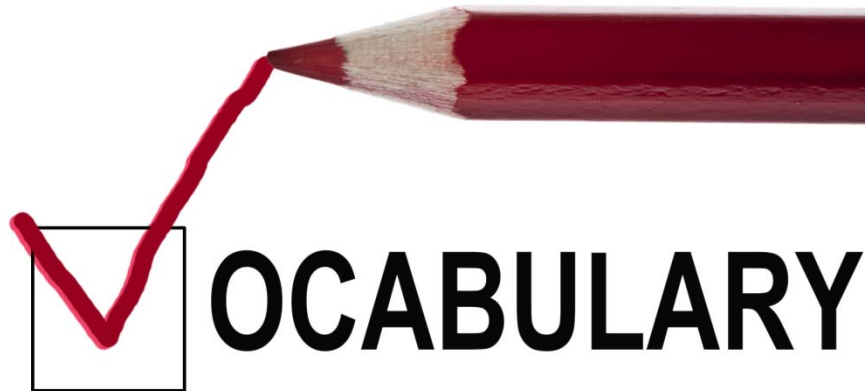
\*Excited   \*Nervous   \*Unsure   \*Hopeful   \*Scared   \*Other (Write) \_\_\_\_\_

Write Which Feeling Was Your Strongest:

Why:

# Chapter 1

## *Activity 1: Employment Vocabulary*



## Employment Vocabulary (Part 1)



### Inez Information

Before you begin exploring your strengths and preferences when it comes to a job or career, it is important to make sure you know the vocabulary that will help you succeed in this program and in planning your future.

Here are some important vocabulary words and their definitions:

1. **Resumé** – an important document needed to apply for most jobs that lists goals, experiences, and qualifications.
2. **Job Coach** – a person who helps people with special needs to learn employment skills.
3. **Competitive Employment** – a job that requires each person to apply and compete with other people who also want the job.
4. **Assisted Employment** – a job where a person is able to do the required work with assistance from someone like a job coach.
5. **Full Time Employment** – a job that requires the employee to work at least 40 hours a week.
6. **Part Time Employment** – a job that requires the employee to work less than 40 hours a week.



### Tim Task

On the next page, you will find a Matching Activity and several important questions to complete. These are important activities because they will help you to practice looking for and using the vocabulary you were just introduced to.

#### **Step 1:**

In the activity on the next page, you will find a set of vocabulary words and a set of definitions. Draw a line to match each word to its definition.

#### **Step 2:**

When you have matched each vocabulary word with its definition, answer the questions at the bottom of the page.

#### **Step 3:**

When you have completed the matching activity and the questions above, go to page 22 and complete the activity located on that page.

## Employment Vocabulary Matching Activity (Part 1)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Directions

**Step 1:** In the activity below, you will find a set of vocabulary words in the boxes on the left and a set of definitions in the boxes on the right. Draw a line to match each word with its definition.

**Step 2:** When you have matched each vocabulary word with its definition, answer the questions at the bottom of the page.

### Vocabulary Words

Resumé

Job Coach

Competitive Employment

Assisted Employment

Full Time Employment

Part Time Employment

### Definitions

A job that requires the employee to work at least 40 hours a week.

A person who helps people with special needs to learn employment skills.

A job that requires the employee to work less than 40 hours a week.

A job where a person is able to do the required work with assistance from someone like a job coach.

A job that requires each person to apply and compete with other people who also want the job.

An important document needed to apply for most jobs that lists goals, experiences, and qualifications.



### Important Employment Vocabulary Questions:

Review the vocabulary words below and circle "yes" or "no" for any words that will likely be important in your future employment. If you circled "yes" for a word, explain how it may be part of your future.

Yes No	Resumé -
Yes No	Job Coach -
Yes No	Competitive Employment -
Yes No	Assisted Employment -
Yes No	Part Time Employment -
Yes No	Full Time Employment -

**Next Step**

When you have completed the matching activity and the questions above, go to page 22 and complete the activity located on that page.

## Introduction to Employment Vocabulary (Part 2)



### Inez Information

Now that you have a better understanding of the vocabulary for the different types of employment and the types of jobs available, it is important to cover some vocabulary about the types of pay and taxes.

Here are some important vocabulary words and their definitions:

1. **Hourly Pay** – the amount of money an employer agrees to pay for each hour of work an employee does.
2. **Salary** – a set amount of money that an employer agrees to pay an employee for the work they do in a year.
3. **Withholding** – the money an employer deducts (takes out) from each employee’s gross wages to pay some of the employee’s taxes.
4. **Income Tax** – a type of tax that people are required to pay the government based on the amount of money they earn. This pays for things like roads, fire departments, military, and other important things.
5. **Gross Pay** – the amount of money a person earns in each pay check for before any withholdings are taken out.
6. **Net Pay or Take Home Pay** – the amount of money you will actually receive in your pay check after all withholdings are taken out.



### Tim Task

On the next page, you will find a *Matching Activity* and an “Activity Journal” to complete. These are important activities because they will help you to practice looking for and using the vocabulary you were just introduced to. Doing this will help you to develop the foundation for your postsecondary employment goals.

#### **Step 1:**

In the activity on the next page, you will find a set of vocabulary words and a set of definitions. Draw a line to match each word to its definition.

#### **Step 2:**

When you have matched each vocabulary word with its definition, go to the section of the bottom of the next page and complete that sections for your “Activity Journal”.

#### **Step 3:**

When you have completed the Matching Activity and the “Activity Journal, go to page 24 and complete the next activity.



## Employment Vocabulary Matching Activity (Part 2)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Directions

**Step 1**

In the activity below, you will find a set of vocabulary words in the boxes on the left and a set of definitions in the boxes on the right. Draw a line to match each word with its definition.

**Step 2**

When you have matched each vocabulary word with its definition, go to the section at the bottom of the page and complete your "Activity Journal".

### Vocabulary Words

Hourly Pay

Salary

Withholding

Income Tax

Gross Pay

Net Pay or Take Home Pay

### Definitions

The amount of money you actually receive in your pay check after all withholdings are taken out.

The amount of money an employer agrees to pay for each hour of work an employee does.

The amount of money a person earns in each pay check before any withholdings are taken out.

A set amount of money that an employer agrees to pay an employee for the work they do in a year.

The money an employer deducts (takes out) from an employee's gross wages to pay some of the employee's taxes.

A type of tax that people are required to pay the government based on the amount of money they earn. This pays for things like roads, police, fire departments, military, and other important things.



### Employment Vocabulary Activity Journal

**Step 3**

Review the sentence below and circle one word (in red) for each underlined section.

When I am ready to work a job, I plan to work part time / full time.

Where I will probably be paid hourly / salary.

**Step 4**

Think of two jobs you might like to do in the future and write them below

Job 1:

Job 2:

**Next Step**

When you have completed the "Activity Journal" above, go to page 25 and complete the next activity.

# Chapter 2

## *Activity 2 – Exploring Job Options*



## Exploring Job Options



### Inez Information

On the next page, you will find a list of possible jobs. Some of the jobs require a college degree, some require special skills, and some allow a person to start doing a job without a lot of training. You may find a job or career you were considering on the list, but the purpose of this activity is to help you explore other possible jobs or careers that match some of your preferences and interests.



### Tim Task

Remember you are not making any final decisions about jobs or careers at this point. It is also ok if you already have an idea of what you want to do after high school – just be open to considering other options. Follow the steps below to help you succeed in the activity on the next page.

#### **Step 1:**

On the next page, you will find four groups of possible jobs or careers. In each group, place a “+” next to one job that you would be interested in learning about.

**Note:** Remember that you are only choosing jobs you would like to learn and that you are not committing to do a job that you are interested in. Also, be sure to consider the preferences and dislikes you identified in the previous activity on page 31 when considering job or career options.

#### **Step 2:**

In each group, place an “-” next to one job that you would NOT be interested in learning about.

#### **Step 3:**

Go to page 36 and complete the “Activity Journal” for this activity.

## Exploring Job Options

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1:** In each group below, place a "+" next to one job that you'd like to learn more about.

**Step 2:** In each group below, place a "-" next to one job that you do NOT want to learn about.

Accountant or Auditor
Advertiser or Copywriter
Agricultural Technician
Architect
Artist
Automotive Body Repairer
Automotive Mechanic
Automotive Salesperson
Biologist
Business Owner (Entrepreneur)
Bus Driver
Carpenter
Carpet Installer
Chiropractor
Computer Programmer

Landscape Architect
Lawn Care Worker
Lawyer
Librarians
Light Truck or Delivery Services Driver
Machinist
Manicurist or Pedicurist
Military Service
Musician
Nurse or Nurse Practitioner
Online Business Owner
Painter or Decorator
Paralegal or Legal Secretary
Photographer or Photo Journalist
Physician Assistant

Chef, Cook, or Restaurant Worker
Cosmetologist, Hairdresser, or Stylist
Dental Hygienist or Dental Assistant
Doctor
Electrician
Farmer
Fast Food Worker or Convenience Store
Fitness Trainer or Aerobics Instructor
Forestry or Park Ranger
General Laborer or Worker
Graphic Artist
Hotel Manager or Hotel Staff
Insurance Agent
Interior Designer
Janitor, Custodian, or Cleaner

Physical Therapist or Sports Medicine
Plumber
Police, Fire, or Ambulance
Postal Service Clerk or Mail Carrier
Professional Athlete or Coach
Retail Salesperson
Road Construction and Repair
Secretary or Office Assistant
Store Clerk or Cashier
Teacher or Paraprofessional
Truck Driver or Heavy Equipment Driver
Veterinarians or Veterinarian Assistants
Website Designer
Welder, Fabricator, or Solderer
Writer or Journalist

**Step 3:** Go to the next page (Pg. 36) and complete the "Activity Journal" for this activity.

## Exploring Job Options Activity Journal



### Tim Task

The next step is to look at the possible job or career options that you just identified in the activity and answer the questions listed below. These questions are important because they will help you to practice identifying your job or career options based on how they match the preferences or dislikes you have identified.

---

**Step 1:** Review the four job or careers that you would consider learning more about and write your “Top 2 Best Choices” below. Be sure to explain why you selected each option and consider whether the options match the preferences or dislikes you identified on page 31.

**Job Option 1 and Why?** \_\_\_\_\_

\_\_\_\_\_

**Job Option 2 and Why?** \_\_\_\_\_

\_\_\_\_\_

---

**Step 2:** Review the four job or careers that you would **not** consider learning more about and write your “Top 2 Worst Choices” below. Be sure to explain why you selected each option and consider whether the options match the preferences or dislikes you identified on page 31.

**Job Option 1 and Why?** \_\_\_\_\_

\_\_\_\_\_

**Job Option 2 and Why?** \_\_\_\_\_

\_\_\_\_\_

---

**Next Step:** Go to page 37 and complete the next activity.

# Chapter 2

## *Activity 2 – Jobs, Education, & Training Priorities*



## Jobs, Education, and Training Priorities



### Inez Information

We all make decisions for different reasons. Some people make choices because they allow them to continue doing things they like doing. Other people make decisions because they will allow them to do something new and different. There is no “right or wrong” way to make decisions. This activity will help you learn more about some of your reasons for the options you are considering.

Because you have started to explore some options for future jobs and categories of education/training, the next step is to explore some of the things that can affect your decisions in the future. After you complete this activity, you will have a clearer understanding of how (and why) you make decisions about possible jobs and education or training.



### Tim Task

On the next page, you will see an activity that lists some of the reasons students use to make their decisions for their future. The goal of this activity is to think about some of the reasons for the choices you are considering and use them to identify your priorities in the future. Review the directions below for this activity.

**Step 1:** Review the charts at the top of the next page and place an “X” next to at least 3 items that could play a role in the decisions you make for jobs or education/training.

**Note:** Remember to think about the job options (see Pg. 36) and the education or training categories (see Pg. 72) you wanted to learn more about as you complete this activity.

**Step 2:** Look at the items you marked in Step 1 and pick the “Top 3” things that are the most important when making future decisions. Then, write the “Top 3” things you consider when thinking about “Future Jobs” and “Future Education or Training”.

**Step 3:** After you complete the activity, go to page 76 and complete the “Activity Journal”.

## Jobs, Education, and Training Priorities

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Step 1:** Review the charts below and place an "X" next to at least 3 items in each section that could play a role in the decisions you make for jobs or education/training. If you don't see an item on the list that is important to you, write it in the "blank spaces" below. Remember to think about the jobs (Pg. 36) and education or training (Pg. 72) you wanted to learn more about as you do this activity.

### Things I Would Consider When Making Choices About . . .

Future Job or Career Options	Future Education or Training Options
I've always wanted to do a job like that	I can get paid while I learn
I am talented and skilled in that type of work	I think I can get a scholarship
I've been doing that work since I was little	Someone I know attended that school
It would be a challenge, but I would like it	It is different than what my family does
My friends or family do that type of work	I'd be the first in my family to do it
I can earn a lot of money in a job like that	A test said I have strengths in that area
I would really like doing that type of work	I can do it while I decide what to do next
I like working in jobs where I think a lot	I can do it part time and do other things
I like doing physical work	I can move out on my own quickly
I can help other people doing that type of work	I've always wanted to go to that school
Someone I know said I'd be good at it	It would be a challenge
A test said I have strengths in that area	A teacher or counselor suggested it
A reason that is not here:	A reason that is not here:

**Step 2:** Look at the items you marked in both sections above and pick the "Top 3" things that are the most important when making future decisions. Write your "Top 3" choices for things to consider as you think about "Future Jobs" and "Future Education or Training".

Top 3 Things to Consider when Thinking about Future Jobs or Careers	Top 3 Things to Consider when Thinking about Future Education or Training
#1	#1
#2	#2
#3	#3

**Next Step:** Go to the next page (Pg.76) and complete the "Activity Journal" for this activity.



## Jobs, Education, and Training Priorities Activity Journal



### Tim Task

Great job on identifying the reasons behind some of the choices you are considering in the future. The next important step is to answer some questions, which will help you to clearly identify your priorities when it comes to future jobs and education or training options. Remember that the answers in this activity are not your “final answers” and you can adjust them in the future.

---

**Step 1:** Read and answer the question below to help you learn more about your priorities:

**When you think about your “Top 3” priority lists from the activity you just finished, place a mark next to the list do you feel has the biggest effect on the way you make decisions:**

- My job list plays a bigger role in my decisions than my education or training list
- My education or training list plays a bigger role in my decisions than my job list
- Both lists are equally important to the way I make decisions

**Write a short answer explaining why you picked the answer you chose:**

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**Next Step:** Go to page 77 to begin the next activity.

# Chapter 1

## *Activity 2 – Independent Living Readiness*



## Independent Living Readiness Skills



### Inez Information

As you begin to think about some of the things you will do when you live on your own, it's important to identify some of the things you are already doing well and some areas for improvement. In this activity, you will look at some important skills that you can learn and start practicing to help you succeed in the future.

Here is a list of some of the skills you will be evaluating including:

- *I shower daily*
- *I brush my teeth daily*
- *I wear clean clothes daily*
- *I eat fruits and vegetables*
- *I say no to unhealthy foods (like pop or soda and junk food)*
- *I exercise daily*
- *I participate in healthy activities in my leisure time*
- *I keep my emotions under control*
- *I can get transportation to places I want to go*
- *I help with things around the house like dishes and laundry*
- *I make good choices about the things I do, places I go, and people I hang around*
- *I recognize when things, people, or situations can be harmful*
- *I am respectful to people and property*



### Tim Task

On the next page, you will find an activity that asks you to identify how well you are doing in these important skill areas. Like you've done in some of the other activities, you will also ask your parents or caregivers to evaluate how well they think you are doing in these areas. This is important because it will give you the chance to learn how others feel you are doing in these important skills. Remember to be open to learning more about yourself and that you can always improve in these areas if you decide you want to do so. Review the directions below to help you to complete this activity.

**Step 1:** For each item listed on the next page, circle the answer that you feel best matches how you are doing in each skill. You will circle one of the following four choices for each skill area: Always, Usually, Sometimes, or Never.

**Step 2:** After you complete the activity on the next page, give the page to your parents or caregivers. They will review the skills and answer how they feel you are doing on these important skills.


**Note:** *Make sure to ask your parents to use a different color marker or pen than the one you used and be sure to thank them for helping you with this.*

**Step 3:** Once you and your parents or caregivers complete this activity, go to the next page (Pg. 104) and complete the "Activity Journal" for this activity.

## Independent Living Readiness Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<p><b>Directions</b></p> <p><b>Step 1:</b> For each item below, circle the choice on the right that you feel best matches how you are doing on each skill. The choices A, U, S, and N are defined below.</p> <p><b>A = Always    U = Usually    S = Sometimes    N = Never</b></p> <p><b>Step 2:</b> Show your answers below to your parents or caregivers and ask them whether they agree with your assessment of your independent living skills.</p>
---	--

### Good Hygiene Habits

I shower daily	A	U	S	N
I brush my teeth daily	A	U	S	N
I wear clean clothes daily	A	U	S	N

### Good Health Habits

I eat fruits and vegetables	A	U	S	N
I say no to unhealthy foods (like pop or soda and junk food)	A	U	S	N
I exercise daily	A	U	S	N
I participate in healthy activities in my leisure time	A	U	S	N

### Good Responsibility Habits

I keep my emotions under control	A	U	S	N
I can get transportation to places I want to go	A	U	S	N
I help with things around the house like dishes & laundry	A	U	S	N
I make good choices about the things I do, places I go, and people I hang around	A	U	S	N
I recognize when things, people, or situations can be harmful	A	U	S	N
I am respectful to people and property	A	U	S	N

**Next Step:** Go to the next page (Pg. 104) and complete the "Activity Journal" for this activity.

# Independent Living Readiness Skills Activity Journal



## Tim Task

**Important:** Do not begin working on this page until you receive the completed activity from your parents or caregivers.

The next step is to look at the feedback you received from your parents or caregivers and answer some important questions by following the steps below.

---

**Step 1:** Review the responses from your parents or caregivers and look for one skill area that your parent or caregiver gave a more positive answer than your answer. Write the name of the skill area in the space below:

*Note: If your parents or caregivers did not rate any skill areas higher than your answers, then skip this section and go to Step 2 at the bottom of this page.*

**Independent Living Skill Area:** \_\_\_\_\_

Ask yourself if it is possible that you are being harder on yourself than you need to be in this skill area. If you said “yes”, then allow yourself to accept the positive feedback from your parents or caregivers and feel good about how you’re doing in this skill area. If you said “no”, then list one thing you will commit to doing to improve in this skill area in the space below.

**If “no”, then explain one thing you can do to improve in this skill area:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

**Step 2:** Review the responses from your parents or caregivers and look for one skill area that you scored yourself higher than your parents or caregivers. Write the name of the skill area below:

**Independent Living Skill Area:** \_\_\_\_\_

Ask yourself if it is possible that your parents’ or caregivers’ response could be more accurate. If you said “yes”, list one thing you will commit to doing to improve in this skill area in the space below. If you said “no”, then continue doing the things you are doing in this skill area.

**If “yes”, then explain one thing you can do to improve in this skill area:** \_\_\_\_\_

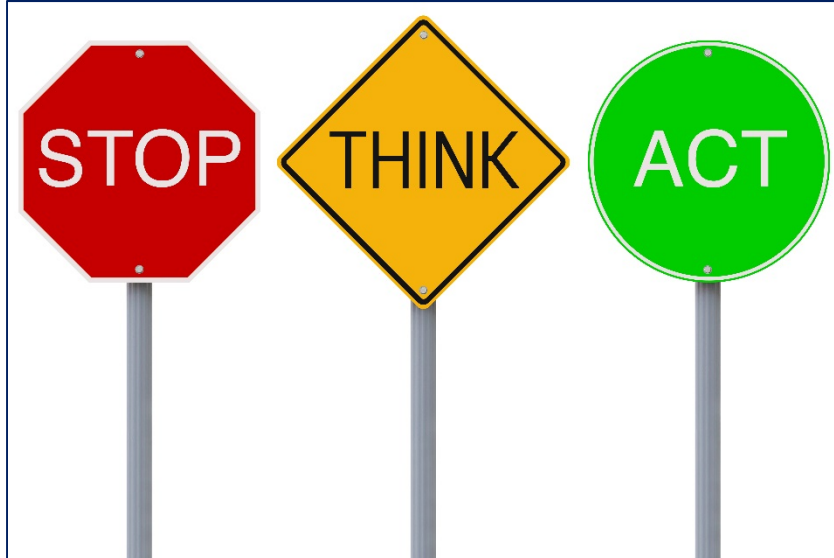
\_\_\_\_\_  
\_\_\_\_\_

---

**Step 3:** Go to page 105 and begin the next activity.

# Chapter 2

## *Activity 6 – Safety and Awareness*



## Safety and Awareness



### Inez Information

This is one of the most important activities in this program, so please pay close attention while you are reading and doing this activity.

As you go through life and school, you will do many different things and be in many different places. This is a good thing and you will have many positive experiences if you pay attention to the people around you and the places you go.

In this activity, we are going to focus on safety and awareness. Keeping yourself safe starts with paying attention and making positive choices. Also, if you find yourself in an unsafe situation, then you must quickly think about things you can do to be safe and then do them.

Here is a list of the categories of safety and awareness we will cover in this activity:

- **Friends and Groups of People** – focuses on your choices for friends
- **Technology** – focuses on technology including things you do with phones, computers, and your personal information
- **Community** – focuses on being aware of the safe places, unsafe places, and how to move around safely in busy areas
- **Situational** – focuses on talking with an adult about where you are going if your plans change, when you will come back, and making good choices in general
- **Food and Beverages** – focuses on eating or drinking things from trusted people or places and always watching your food or beverages (things you drink) when you are around people you don't know



### Tim Task

In the next activity, you will explore some important aspects of safety and awareness. You will be rating your understanding of the items or if you do them consistently. It's important to be honest about each of the items and make sure to ask for help if you have any questions or don't understand something.

**Step 1:** In the activity on the next page, you will find some important things to consider that will help you to improve your awareness and safety. Review each item and circle the answer that best matches what you know about each item OR if you do the item consistently.

**Important Note:** If you do not understand an item or if you think it would help you to learn more about it, then circle "No".

**Step 2:** After you complete Step 1, go to page 128 and complete the "Activity Journal".

## Safety and Awareness

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1:** In the sections below, you will find some important things to consider that will help to improve your awareness and safety. Review each item and circle the answer that best matches what you know about each item, whether you are doing them consistently, OR working on them.

**Important Note:** If you don't understand an item or if you think it would help you to learn more about it, then circle "No".

### Friends and Groups of People

I look for friends who respect others regardless of their differences	Yes	Working On	No
I look for friends who do positive things and follow the law	Yes	Working On	No

### Technology

I understand that putting any personal information on a website can be dangerous. So I am careful about what I put on the Internet	Yes	Working On	No
I understand that the pictures, messages, and information that I share on the Internet or other technology can have a positive or negative impact on my life and the lives of other people	Yes	Working On	No
I use the Internet and other technology for positive and healthy things	Yes	Working On	No

### Community

I know the safe places in my town and I avoid unsafe places	Yes	Working On	No
I know the rules of walking or riding a bike in busy areas	Yes	Working On	No
I understand that safety can be different from daytime to night	Yes	Working On	No

### Situational

I talk with my parents or caregivers about where I'm going to be and when I'm coming home. I also let them know if my plans change	Yes	Working On	No
I recognize when things, people, and situations could be harmful	Yes	Working On	No
I am careful about the things I do, places I go, and people I hang around	Yes	Working On	No
If I find myself in an unsafe situation, I know how to contact the police or someone I trust that will help me	Yes	Working On	No

### Food and Beverages

I only eat food or drink beverages from trusted people or places	Yes	Working On	No
When hanging around people I don't know, I always watch my food or beverages to make sure no one can put anything unsafe in them	Yes	Working On	No

**Next Step:** Go to the next page (Pg. 128) and complete the "Activity Journal"



## Safety and Awareness Activity Journal



### Tim Task

The next steps are also important for your future because they will help you to learn more about the items in the activity and how some of your choices could affect your future. Follow the steps below to complete the “Activity Journal” for this activity.

---

**Step 1:** Talk with a trusted adult about the items on the activity on page 127. This adult can be a parent, caregiver, teacher, mentor, or coach. Ask them to look at the items and give you feedback on any important aspects of the items that might help you in the future.

Also, ask them to look at any items you marked "No", so they can help you to make sure you understand why the item(s) are important for your safety and your future.

---

**Step 2:** Think about the friends you have chosen and the people you hang around regularly. Then ask yourself this important question.

*“If I continue hanging out with these types of people, will that have a positive or negative impact on my future?”*

**Circle your answer** - > Positive or Negative

**Explain why you chose your answer:**

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**Next Step:** Go to page 129 to review the “Unit 3 Summary and Activity Journal”

# Transition Plan Presentation



## Transition Plan Presentation



### Inez Information

As you know, the goal of this program is to help you explore important aspects of transitioning to adult life and to build a solid foundation for developing your postsecondary goals. This activity is important because you will be putting what you have learned into a presentation, which you will share your next I.E.P. meeting.

In your “Transition Plan Presentation”, you will be sharing your thoughts and interests for your postsecondary goals for employment, education and training, and independent living.

You will be able to change your goals in the future and you will be talking about them with your team as you go through high school, so use this as an opportunity to share your ideas.



### Tim Task

In the next activity, you will be creating a “Transition Plan Presentation” using your answers from the activities and the “Activity Journals” that you have already completed. The purpose of the activity is to help you to explain some of the things that you have learned about your strengths, preferences, and your goals.

**Step 1:** In the activity on the next two pages, you will see some questions which will help you to share your postsecondary goals and the things you have learned. Each question has a page number listed next to it, so you can go back to the activities and find your answers. Review each question and write your answers in the spaces provided on each page.

**Note:** Remember that the goals you will share can be changed in the future and that you are working on these things now to help you make a successful transition.

**Step 2:** After you complete Step 1, make copies of the next two pages to share with your IEP team at your next I.E.P. meeting. You can ask a teacher to help you do that.

**Note:** If you prefer, you can also create one of the following items to share at the I.E.P. meeting. Talk with your Special Education teacher if you would like to make a different presentation and share your ideas for it. Be sure to include all the items on the next two pages because they are important to discuss in the meeting.

- *Make a Poster*
- *Create a PowerPoint*
- *Write a Story*

Remember this presentation will be shared at your next I.E.P. meeting, so be sure to do a good job and give your best effort on this activity.

# Transition Plan Presentation

Student Name: \_\_\_\_\_

I.E.P. Meeting Date (see page 8): \_\_\_\_\_



*(Student reads the short section below to the group at the start of the I.E.P. meeting)*

“Thank you for coming to this IEP meeting. I’ve been working on the Starting Line Transition program to begin planning my transition from high school to adult life. I have created a short presentation to share what I’ve learned along with some of my thoughts about possible jobs, education or training, and independent living.”

## Section 1: Postsecondary Employment Goals

Two employment readiness skills that are my strengths include:  
(see pgs. 27-28)

\_\_\_\_\_

Two of my preferences when thinking about possible jobs are: (see pg. 31)

\_\_\_\_\_

\_\_\_\_\_

Two jobs or careers that I would consider doing after graduating from high school are: (see pgs. 35-36)

\_\_\_\_\_



## Section 2: Postsecondary Education or Training Goals

Two categories of education and training that I am considering after graduating from high school are circled below: (see pg. 72)



### **Postsecondary Education**

- A four-year college
- A two-year college
- A community college
- A technical or trade school

### **Postsecondary Training**

- On-the-job training for a career
- Entry-level job
- The military

When I think about education or training options, I would likely base my choice on: (see pg. 91)

\_\_\_\_\_ Doing a job that I am interested in, so I will do the training or education the job requires.

\_\_\_\_\_ How much I am interested in a doing a certain type of education or training

If I chose the jobs or careers that I listed above, the categories of education or training I would need are: (see pg. 91)

\_\_\_\_\_

## Transition Plan Presentation (Continued)

### Section 3: Postsecondary Independent Living Goals

If things work out exactly like I hope during my first year after high school, my first choice for where I will live is circled below: (see pg. 13)

- Living on my own
- Living with my parents
- Living in an apartment or dorm at school
- Other \_\_\_\_\_



When I consider the Independent Living skills below, I have circled "S" for my strengths, "N" for the skills I need to improve, and "Ok" if I am okay at a skill: (see pgs. 103, 107, 111, 115, 119, and 127)

Hygiene	S N Ok
Budgeting skills	S N Ok
Meals and food choices	S N Ok
Safety	S N Ok

Taking care of an apartment	S N Ok
Transportation	S N Ok
Health and exercise	S N Ok
Other _____	S N Ok

### Section 4: Postsecondary Goals



*(Student reads the short section below to the group)*

"In this section, I have organized my goals for the first year after high school, which are called postsecondary goals. The answers I have completed below represent my current goals for three important areas which are employment, education and training, and independent living. Remember that my goals may change over the next few years as I learn more."

**Employment:** After I graduate from high school, I will work...

- Part time  
 Full time
- AS** (Type of job or career): \_\_\_\_\_

**Education and Training:** After I graduate from high school, I will...

- |   |           |   |
|---|-----------|---|
| <input type="checkbox"/> Attend a four-year college<br><input type="checkbox"/> Attend a two-year college<br><input type="checkbox"/> Attend a community college<br><input type="checkbox"/> Attend a technical or trade school | <b>OR</b> | <input type="checkbox"/> Get on-the-job training for a possible career<br><input type="checkbox"/> Get on-the-job training in an entry level job<br><input type="checkbox"/> Get training in the military |
|---|-----------|---|

**Independent Living:** After I graduate from high school, I will...

- |   |            |   |
|---|------------|---|
| <input type="checkbox"/> Move into an apartment or rent a house<br><input type="checkbox"/> Continue to live at home<br><input type="checkbox"/> Move into a dorm or school<br><input type="checkbox"/> Other _____ | <b>AND</b> | <input type="checkbox"/> Will live alone<br><input type="checkbox"/> Will live with a roommate(s)<br><input type="checkbox"/> Will live with my parent(s) |
|---|------------|---|

# Congratulations on Completing the Foundations Program!



## **Sammy Suggestion**

You've just completed the Starting Line Foundations program and now you're better prepared to succeed in your transition to being an independent, healthy, and happy adult. We suggest that you keep this entire workbook in a place where it is safe and you will easily remember where it is.

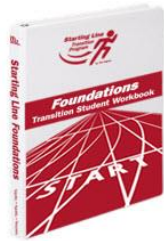
If there is a time when you want to change your plans for education, employment, or independent living – remember to share your new goals and ideas with the people on your team who are helping you in this process.

[Congratulations and good luck in all you do!](#)

## How to Purchase the Starting Line Workbooks:

There are two ways to order the Starting Line workbooks, which are to use Ten Sigma's online store or contact us via phone to place your order. If you're interested in ordering online, click the button below that corresponds with the workbooks you are looking to order.

**Note:** We offer review copies of the Foundations and Fast Track workbooks at a reduced price so teachers, administrators, and parents can preview the curriculum. These review workbooks are "watermarked" and are not meant for duplication or use with students.



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## Have Questions or Want to Place a Phone Order?

Contact Ten Sigma at (800) 657-3815

Email – [info@tensigma.org](mailto:info@tensigma.org)



Thank you for your interest in the Starting Line program and we look forward to partnering with you in guiding your students or young adults to reach their greatest potential!