



Phase 1: Exploring

The purpose of this “phase” is for students to investigate their wants, interests, strengths, and needs through assessments and activities. In this phase, students will also begin exploring more about education/training, employment, and independent living.

Sample Phase 1 Activity:

In the “Setting Up a Monthly Budget” activity, students learn some basic information about independent living expenses and practice setting up a monthly budget. As part of the activity, students flip a coin to determine the costs of each potential expense, which they will place into their “mock budget.” Then students will total their potential monthly budget and identify three areas they could cut expenses if necessary – **see the sample activity below.**

Setting Up A Monthly Budget (Part 1)



Inez Information

Another important step in preparing to live on your own is learning what is involved in setting up a monthly budget. It is important to consider how much things cost including expenses like rent, food, insurance, and saving for emergencies.

The purpose of this activity is to help you to practice creating budget.



Tim Task

On the next page, you will see a “coin flip” activity that is a fun and easy way to start thinking about some of the costs you will have when living on your own. Also, this activity will help you start to understand some basic parts of planning a budget and what you would have to earn to pay for these things.

Step 1:

Flip a coin for each section on the next page and put an “X” for the result of each flip in the “H/T” box.

Step 2:

Circle the cost that is connected to the result of each “coin flip” you did in each section.

Step 3:

Fill in the “Monthly Expenses” section using the costs you circled in each section in Step 2.

Step 4:

Answer the Questions 1 and 2 in the activity on the next page.

Step 5:

Go to your “Unit 3 Activity Tracker” and find the section for page 107. Write your answer to Question 1 in the appropriate sections for this activity.



Renee Reminder

Do you remember that rubric called “Four Keys to Employment Success” on [page 29](#)? This is an important rubric because doing well in these areas will help you in school, in a job, and in your life. Please go back and complete the rubric again. After you are done, compare your results from the first time you completed it. Notice the changes and be proud of yourself because that means you are learning and practicing some important skills. Also, please ask the same adult who completed the rubric on [page 32](#) to complete it again. After they are done, review the results and compare it to the first time they completed it. You should see some improvements from the last time. Be proud of yourself for the things you are learning!

Setting Up A Monthly Budget

Name: _____

Date: _____

Step 1: This a "coin flip" activity, so flip a coin for each section below. Put an "X" for the result of each coin flip in the "H/T" Box

H/T	Rent	Cost
	Heads: You live alone in a furnished apartment	\$500
	Tails: You live with a roommate in an apartment	\$300

H/T	Utilities	Cost
	Heads: You pay all the utilities	\$170
	Tails: You share utiities with a roommate	\$85

H/T	Cell Phone, Internet, Cable	Cost
	Heads: You have excellent service and plans	\$150
	Tails: You have basic service packages	\$95

H/T	Food	Cost
	Heads: You go out to eat a lot	\$300
	Tails: You mostly eat at home and shop well	\$150

H/T	Transportation	Cost
	Heads: You have a car, insurance, and gas	\$400
	Tails: You use public transportation (bus or train)	\$150

H/T	Health Insurance	Cost
	Heads: You get insurance at work	\$50
	Tails: You buy your own medical plan	\$125

H/T	Entertainment & Extra Spending	Cost
	Heads: You don't buy or spend much	\$150
	Tails: You like to buy things and go out a lot	\$300

H/T	Saving for Emergencies	Cost
	Heads: You believe in saving for an emergency	\$50
	Tails: You don't save and are risking many problems	\$0

Step 2: Circle the cost that was connected to the result of each "coin flip" you did in each section.

Step 3: Fill in the "Monthly Expenses" section below using the costs you circled in each section in Step 2.

Step 4: Answer questions 1 and 2 in the section below.

Step 5: Go to your "Phase 1: Unit 3 Activity Tracker" and find the section for page 107. Write your answer to Question 1 (below) in the section for this activity.

Monthly Expenses	Cost
Rent	
Utilities	
Cell Phone, Internet, Cable	
Food	
Transportation	
Health Insurance	
Entertainment & Extra Spending	
Saving for Emergencies	
Add Up The Total Costs --->	Box 1

Question 1: How much money would you have to earn each month to pay for your monthly expenses?

Write the total from "Box 1" in this section --->

Question 2: Name 3 expenses you could cut back if you had to?

Answer 1: _____

Answer 2: _____

Answer 3: _____

Download a Program Summary PDF (*includes sample activities, assessments, and tasks*):



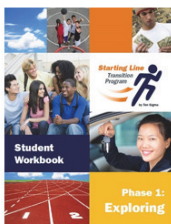
Click Here to Receive Your
Free Starting Line Summary
PDF Which Includes:

- *Transition Assessments*
- *Transition Activities*
- *Transition Tasks*

How to Begin the Starting Line Program:

This program is designed to be used as a Four Year Program or as a condensed version called the **Fast Track**. Students or young adults with Mild to Moderate disabilities (who are likely to live independently as adults) will benefit tremendously from this program.

- **Four Year Program:** To begin the program with your current freshman, purchase one Phase 1 workbook for each freshman. Over the next three years, purchase Phases 2, 3, and 4 workbooks as your current freshmen move through high school.
- **Fast Track:** To begin the program with your current sophomores, juniors, and seniors, purchase one **Fast Track workbook** for each student, which is the only workbook they will need. The **Fast Track** can also be used in programs for 18 to 22 year olds, alternative programs, and correctional institutions.



Click Here to
Order Phase 1 Workbooks



Click Here to Order
Fast Track Workbooks



Review All Four Phases:

<http://tensigma.org/starting-line-transition-program>

Have Questions:

- Contact (800) 657-3815
- Email – info@tensigma.org