

## Session 10

### MAKING DECISIONS – Using DO IT!

#### WHOSE FUTURE GOAL 6: You will learn to make decisions using **DO IT!**



I'm back!

Well, you're obviously back, too.

Have you figured out where you want to live when you graduate?

That's OK. You were not supposed to make a final decision yet. You have plenty of time for that. But, I bet you have a better idea about what kind of decision you might have to make when that time comes. And how to make that decision.

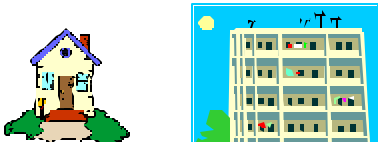
Remember, one good decision leads to another. There are more decisions in your transition planning and IEP meeting than you can shake a stick at.

You already know about decisions in four areas:

Decisions about where you want to work.



Decisions about where to live.



Decisions about more school after you graduate.



Decisions about what to do in your free time.



Of course, those are **BIG** decisions. There are other decisions that are just as important for right now.

Like what you need to learn to reach those outcomes. That's right. What you need to learn in school, right now, this very year, to do what you want to later. That's what transition planning is all about. Remember?

#### THE TRANSITION PLANNING PROCESS



...is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge.



Transition planning means making decisions about what you need to learn to be successful as an adult.

Do I repeat myself? Well, yes. You know why? Because **boring** adults who decided to find out how people learn things learned that you have to read something seven times before you really remember it.

Seven. **7. Seven.** Seven.

Well, you get the point. That's true for everyone. We don't really remember things until we've read it seven times. Guess how many times you might read about transition planning before you're done with **Whose Future Is It Anyway?**

Right. Seven. **7. Seven.** Seven.  
At least I'm **honest** with you!

And I bet you remember it when you're done!

So, OK. Let's go back to where you want to live. You used the **DO IT!** process to look at your options about where to live and to identify some outcomes from those options.

OK. If you don't remember, go back and look at your "**Outline your options**" and "**Identify the outcomes**" worksheets.

I'll wait.

Now, start the **DO IT!** process over again, but this time instead of using it to

look at where you live, look at a different problem. Come to think of it, that's the first step in the process.

Remember?

**D**efine your problem

**O**utline your options

**I**dentify the outcome of each option

**T**ake action

**!** Get excited

Right. **D**efine your problem.

What's the problem? How about...

*"I am going to make decisions about what I need to learn to live where I want when I graduate from school."*

Good. What's next?

**O**utline your options.



Get some paper and a pencil.



Or a tape recorder.



Or get to a computer. Just find some way to begin to list some options.

Remember, the problem you are working on is what you need to learn to live where you want. Begin to think about all the things you need to learn to live where you want. As a guide, look at your worksheets and how you answered questions about the place you want to live, who you want to live with, what you want to live near. Ask yourself:

***“Self, what do I need to know to live where I want when I leave school?”***

Don't worry. Nobody will think you're strange for talking to yourself. Now, go ahead and list as many things as you can think of that you will need to know at that time. If you need some support, find your teacher or another adult



and find out what they had to know.

When you finish that list come on back. I'll wait.

Back? Got your list? Good. I hope it's pretty long. I mean, there is a bunch of things you have to know to live as an adult. Like how to:

shop & cook & do laundry & fix  
appliances & change light bulbs &  
wash clothes & pay bills & get your  
telephone hooked up & work the  
security system & on & on & on & ...

Is your list long enough? If not, go back and dig up some more stuff.

I'll wait.

Now, that list, right there in your very own hands, is the list of your options. You have

Outlined your options. Those are the things you need to know before you head out on your own.

Now, go back to that list. Look at what you've listed and get rid of the ones you don't need to learn.... throw them into the

aardvark  pile!

How do you know which ones to throw out? They just don't fit!

Go back to step 1...**Define** your problem. What was that problem, anyway?


Oh yeah. You were going to make decisions about what you need to learn to live where you want when you graduate from school.

Look at your options list again. If your decision is about what you need to learn, you can throw out things you already know how to do, right?

Right.



Go back to your list and get rid of the things you already know how to

do.  Be honest. That means things you already know how to do well! Go ahead. Put a line through them, highlight them and press the delete button, rewind and erase them, but get rid of them.



. You don't need them anymore!

Done? Good. Now look at what's left.



Chances are, those are the things you need to learn between right now, this very minute, and that glorious day you leave school.

Otherwise you might end up living at home with your parents forever with *no money* until they get **tired** of you and toss you out. Or working in a real **boring** job for *no money*. And never going to concerts or movies.

OK. Done with **O**utlining your options. What's next?

Right. **I**dentify the outcome of each option. In this case, you have to figure out what happens if you learn one thing and not another thing. What things do you need to learn first? I mean, it doesn't do any good to decide to learn how to pay bills if you don't learn how to get your phone, water and utilities hooked up first. You won't have any of those bills to pay!

Take a look at your list. What you have to do is *prioritize* it. Have you ever heard of that word, *prioritize*? Like in setting priorities?

No, it's not the same as *vaporize*, ***fantasize*** or *super size*. *Prioritize* means to put things in order based on how important they are. Real quick, look at these three things and put them in order based on what should happen first:

- \_\_\_ Buy a movie ticket.
- \_\_\_ Watch the movie.
- \_\_\_ Park your car.

You don't have to write this down, just think about it.

- Right.   2   Buy a movie ticket.  
             3   Watch the movie.  
             1   Park your car.



So now, go back to your list and arrange the list from most important for you to learn to least important. You may need to rewrite the list. You might be able to cut and paste if you're on a computer. Whatever. If you need a little help, go ask



your teacher or coach. I'll wait.

Finished? Good.

Take a look at the top four or five options. Those are probably the most important things to learn first.



Find your coach or teacher



and together figure out which of the options you have left make the most sense in terms of outcomes. How long will it take to learn each of them?



Is it possible to learn them now or should you wait until later? What do you need to learn those items? Take the rest of the time to finish this activity.

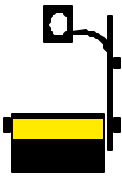
That will finish step 3.

The last step would be to **T**ake action.  
This might be a good time to begin to work



with your teacher or coach  
to make some decisions about what you  
need to learn before you leave school. Do  
you know, what needs to be on your  
transition plan?

Don't worry, I won't do that bit about  
bridges this time. Maybe later.





Okay. Let's look at what  
you've covered this session.

- ☒ You saw that some decisions are  
m\_\_\_\_\_ decisions, like deciding  
where to work or live, whether to go  
back to school or what to do with your  
spare time and money.
- ☒ You remembered that t\_\_\_\_\_  
skills are things you need to know to  
get from one point in your life to  
another and that transition planning  
means making decisions about what  
you need to learn to be satisfied as an  
adult.

- ☒ You used the D \_ \_ \_ \_ process to  
identify things you need to learn to live  
where you want after school.
- ☒ You learned that you have to  
p\_\_\_\_\_ options sometimes by  
ranking them from most important to  
least important.
- ☒ You began working with your teacher  
to make decisions about your  
t\_\_\_\_\_ plan.



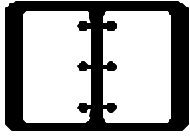
Before the next session,  
you should have:

-  Finished prioritizing your options for  
what you need to learn to live where  
you want after you graduate.
-  Talked with your teacher, parents and  
anyone else who might be involved in  
your transition planning about what  
types of decisions will be made in your  
transition meeting.

Okay. So that's it for now.



Later.



## Session 10 Summary Sheet - Using Do It!

**WHOSE FUTURE GOAL 6:** You will learn to make decisions using **DO IT!**

- ☒ You saw that some decisions are major decisions, like deciding where to work or live, whether to go back to school or what to do with your spare time and money.
- ☒ You remembered that transition skills are things you need to know to get from one point in your life to another and that transition planning means making decisions about what you need to learn to be satisfied as an adult.
- ☒ You used the **DO IT!** process to identify things you need to learn to live where you want after you graduate.
- ☒ You learned that you have to prioritize options sometimes by ranking them from most important to least important.
- ☒ You began working with your teacher to make decisions about your transition plan.