

PREPARING FOR YOUR FUTURE - TRANSITION WORKBOOK

with an emphases on disabilities to include
adolescence – which can be a brain development
problem

LETS ASK TOUGH QUESTIONS AND THEN SEEK THE
ANSWERS TOGETHER – LETS COMMUNICATE

By HaysKids

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Letter to Facilitator

Hi, my name is John Hays. My wife and I adopted 15 children. Our heart's desire is to help kids, their families, and caregivers.

This E-workbook is an attempt to do that.

The goals of this workbook are to:

- Help demystify adolescence and transitions. Knowledge can help a person to not be discouraged, to be patient, and to have hope for their future.
- Raise self-awareness of how adolescence has affected the person doing this workbook and how it will affect them in the future.
- Give the person tools to help them function in life as best they can.
- Teach higher executive functioning skills, which means how one organizes their thinking and life.
- Create dialog, to help those involved to understand each other.
- Have the person "Make a Deal," so if they have struggles, they will agree to seek help.

The following things will help prepare you to be a facilitator:

- Try to be patient, calm, and understanding
- When either of you are feeling overwhelmed, take a break, come back to it later
- Listen to them, let them explain their feelings and thinking
- Take your time, don't rush it
- Realize they are an adolescent, at times nothing helps
- Remind yourself that they are an adolescent, just because they cannot do something now does not mean they will not be able to do it in the future
- Sometimes, I feel that what I'm doing is laying foundations to help them later in life. In reality, it also helps them now.

All instructions are written in bold print.

E-mail me if you need help at hayskids@hayskids.org

Please include your phone number and best time for me to call you.

John Hays

Letter to the Individual Completing This Workbook

Greetings,

The purpose of this workbook is to:

- Teach you about adolescence
- Help you understand adolescence and how it affects your life
- Give you tools you can use to help you accomplish your goals
- Teach you to set goals, use calendars, to-do list, and check-off list
- Create conversations and dialog about your life, hopes, and goals
- Teach you to “Make a Deal,” so if you ever happen to have problems in major areas you will seek help
- Help you learn to organize your thinking and your life
- Give you hope, just because you cannot do something now does not mean you will not be able to do it in the future
- Change your life
- Help you to realize that at times, nothing seems to make sense
- Teach you to stay connected, ask for help, accept help, and be nice

This book is intended for use by you, a person who is planning for their future, even if you do not have any idea what you want to do. Ideally, it should be filled out by you, and then gone over with a parent, counselor, or another person who cares about you; we will call that person the facilitator. The level of help you need will have to do with your age, and with your ability to read and understand; ask for help on anything you do not understand.

It is very important to be honest with yourself and with the person who is helping you. This is not a speed test, take your time and ask yourself what you think and how you really feel. It may take several weeks or even months to work through this book.

Remember:

- This will be hard work, changing is hard work
- This will only be as effective as you make it
- This workbook could help you prepare for your future
- This can be an exciting adventure

All instructions are written in **bold** print.

LESSON 1: ADOLESCENCE - TEENAGERS

Even if you are beyond the adolescent years please fill this out.

Adolescence is a hard time for almost everyone. Your body is making a lot of physical, mental, and emotional changes at this time. Experts use to think that the brain was fully developed by the age of 18; they now know that for some it may be 25 or even later. So your brain may still be changing and it may continue until your mid-twenties or later. You sometimes feel confused or angry, and your hormones are raging throughout your body. Part of you is an adult, but another part of you is not. Many adolescents often have the attitude that they know everything, that their parents and teachers are the dumbest people in the world, and that most adults are stupid. “Many just want adults to leave them alone.”

Can you relate to this statement?

In what ways?

Do you feel adolescence has affected you? If so how?

I read a book written by a gentleman named David Walsh. The name of the book is, Why Do They Act That Way? He explains how the adolescent brain is not fully developed, and how individuals in adolescence sometimes use a different part of their brain for decision making than they will as an adult. He gives a reason, not an excuse, for their behavior. He also says that structure will help them. He says not to leave them where they're at, but to help them to get through adolescence. He tells parents to stay connected. He uses the term “Don't give them a divorce.” Often times many parents that I know will want to just say, “Oh, forget it,” and just leave them alone during this time. But it's not the right answer. Adolescents do need help, they need to keep communicating, and they need to keep connected. They need structure and they need to learn about adolescence. A normal part of adolescence is having emotional ups and downs, wanting to be left alone, and confusion.

What is the hardest part of adolescence for you?

You need to stay connected to your parents, caregivers, and teachers or employers.

Are you staying connected?

How are you staying connected?

Will you agree to try to stay connected?

What can you and your parents, caregivers, and teachers do to make this time of your life easier for you?

Positive Characteristics

Here is a list of positive characteristics that some adolescents sometimes have. No one has all of these, but everyone has some. **Please rate yourself by putting a check in the appropriate box on the left side, and have your facilitator do the same on the right side.**

How I think I do

How my facilitator thinks I do

How I think I do					How my facilitator thinks I do		
Great	Ok	Not at all	I would like to do this		Great	Ok	Sometimes
				Cuddly, and cheerful			
				Friendly and happy			
				Caring, kind, loyal, nurturing and compassionate			
				Trusting and loving			
				Determined, committed and persistent			
				Curious and involved			
				Energetic and hard working			
				Athletic			
				Artistic, musical and creatively intelligent			
				Fair and cooperative			
				Highly verbal			
				Kind with younger children			
				Good with animals			
				Able to use long-term visual memory			
				Able to participate in problem solving			

Here is a list of characteristics that some adolescents sometimes have. No one has all of these, and the severity will greatly vary. **Please rate yourself and put a check in the appropriate box. Have your facilitator rate you and put a check in the appropriate box.** You may need some help doing this page, do not be afraid to ask.

I have this problem now	I had this problem but not now	I think I may have this problem in the future		They have this problem now	They had this problem but not now	You think they may have this problem in the future
			have mental health problems			
			can not keep a job			
			need supervision to keep out of trouble			
			major reasons individuals have to be locked up: <ul style="list-style-type: none"> • For alcohol and drug treatment. (Can be genetically predisposed.) • For mental health reasons • The number one problem, <u>crime</u>. (Not because the person is bad, but because of the choice of friends. Also at times it seems that they were just not thinking.) 			
			victims of violence, bullying or being bullied			
			having problems staying in school or graduating			
			having inappropriate sexual behaviors			

Is there anything you would like to comment on or do you have any questions about this lesson? If so, please write it now.

Lesson 1: Notes and Goals

LESSON 2: MAJOR PROBLEM AREAS

Listed are some problems individuals during their adolescent years sometimes face. This is not to scare you. The goal of this is prevention and to help you to understand what you are up against.

Alcohol and drug use.

Smoking.

Getting into trouble with the law.

Sexual issues (obsessed with sexuality or having pre-marital sex).

Appearance: Personal hygiene. Piercings or tattoos. The way you dress. (Are these things causing conflict?)

Keeping a job.

Being bullied or bullying others.

Not communicating with your parents or teachers.

Choice of friends. Friends who are doing any of the above.

On this page list any of the problems _____ **above that you have had, have now, or feel you may have in the future. Then make a plan on how you can prevent each one of them.** (You may use the back of this page if you need more space.)

**Do you think any of these would prevent you from reaching your life goals?
How?**

**Most people never think these could happen to them. Are you willing to make a deal that if you find yourself having these problems, you will seek help?
(Yes or No)**

If no why not?

Who did you make a deal with and the date you made the deal?

Which problems do you feel are serious enough that you should be willing to seek help?

What does “seek help” mean to you?

Who would you seek help from?

Who has helped you in the past?

“Most people never think these things could ever happen to them. So make a deal with yourself. If I find myself having any of these problems, I will seek help.” John Hays

Is there anything you would like to comment on about this lesson? If so, please write it now. Do you have any questions?

Lesson 2: Notes and Goals

LESSON 3: FORMULA FOR SUCCESS

This next lesson is called the Formula for Success. This can be important for you. At the end of each step, there are questions and a place for you to write any thoughts. Please share them with the facilitator who is helping you.

Step 1: Diagnosis.

Do you have any medical or mental health diagnosis? If so what?

It is important to learn about any diagnosis you have. It may help you understand your actions, and teach you strategies to turn your weaknesses into strengths. You could go online, go to seminars, watch DVD teachings, listen to CD's, read books, or talk to your parents, guardians, caregivers, and professionals about any diagnosis you have.

If you do not have a diagnosis and feel you should, try to get one. It is never too late. It can help you understand why you do certain things. It can also help your parents or caregivers understand your actions better.

Step 2: Using Services.

If you are still in school, you may be getting one or more services through the school. Some examples are: Special ED, IEP, Class Room Aid, and Counseling. You may also have an Adult or Children's Mental Health Care Worker, a Developmental Delay worker, or an Aid outside of school (called a PCA in Minnesota). Social Security and a medical card are two more examples of services. At times people have a waiver, which is a funding source for services.

**Are you receiving any of the services listed above?
If yes, which ones? (You may circle them)**

**Are you receiving any other services?
If yes, what are they?**

Step 3: Life Planning, Life Skills, Goal Setting, To-Do Lists, Check-off Lists, and Using a Calendar. (We are going to do lessons on these later.)

Do you have a life plan?

Do you have a written list of goals?

Do you have a written plan on how to learn life skills?

Do you use a to-do list now?

Do you currently use a calendar?

Do you use any check-off lists?

Step 4: Staying Connected, Asking For Help, and Accepting Help.

Staying connected means keeping in touch with someone who cares about you, and someone who has been there for you. That person could be a relative or a professional, but it needs to be someone who your parents or guardians trust. Oftentimes, at this point, you may not want help. You may think you do not need help. This can be a real challenge, but you need to stay connected. Ask for help and accept help. This will increase your chances of living a better life and keeping you out of trouble.

Do you feel connected to you parents and others?

Do you trust that they want the best for you?

Who are you connected with? (There can be more than one.)

Do you ask for help?

Do you accept help easily?

Do you accept criticism?

Step 5: Be nice. Even if all else fails, being nice will help you have a better life. It may even help you to survive. **Evaluate yourself in these areas and check the appropriate box on the left side. Have your facilitator do the same on the right side.**

I do this well	I need a little improvement	I need a lot of improvement		They do this well	They need a little improvement	They need a lot of improvement
			Asking forgiveness			
			Forgiving others			
			Not arguing and bickering			
			Being positive, not being negative			
			Not throwing fits			
			Being respectful, having good manners			
			Asking for help			
			Accepting help			
			Hanging out with nice people, people who are polite, people who will not get you into trouble			
			Acceptable physical appearance, clothes, hair, makeup			
			Others think you're a nice person			
			Being patient			

“If you are being nice and showing that you want to do good, even if you are having trouble at work, school, in relationships, in jail, wherever, then there is a better chance someone will want to help you.” John Hays

Step 6: Ask others to be painfully honest with you about your socially unacceptable behaviors and your disability. For the most part, parents, relatives, counselors, and service providers want to be nice to you. They do not want to say no to your dreams or desires. It hurts them to see you getting into trouble, not being able to do things you want to do, and not being able to do things that others your age are doing. It sometimes scares them to think about your future. They want the best for you as you become a young adult and on into adulthood. They want to convince you to not do the things that you are not developmentally ready to do. At the same time they need to give you hope that someday you may be able to accomplish your goals. In order to do that, you need to wait until you have developed the skills to do them.

I challenge you to ask the adults in your life what they see as your socially unacceptable behaviors. Ask them to tell you what they see as challenges that will keep you from accomplishing your goals. This could be really hard, so ask them to be honest and gentle. It may take them some time to remember, so ask them to add to this as they see or think of additional things. You can add to the list also.

What do you see as your socially unacceptable behaviors?

(Include behavioral, emotional, and mental health issues.)

Ask others what they see as your socially unacceptable behaviors and write them down.

Which ones of these areas do you feel you need to work on, so that you can accomplish your goals in life?

Ask others which ones they feel you need to work on. (Write the person's name and what they said. This can help you accomplish your goals in life. You may use the back of this paper if you need more room)

Lesson 3: Notes and Goals

LESSON 4: PROTECTION

Protection means to find ways to keep you out of trouble because of behavioral, emotional, and mental health issues. Protection helps you to succeed in life. Protection might be described as supervision and structure. The level of protection that you will need will depend upon your actions. If you are having issues, you will need more protection. Protection will work much easier and much more effectively, if you are willing to work calmly together with your caregivers. As you work successfully together, you will need less protection, but you must be patient, and work hard on your issues. It's important that you are patient when you want to do some thing and wait until you have the life skills to do it.

What do you think of the above statement?

Alcohol and drugs are dangerous.

You need to understand that some people are genetically wired to become an alcoholic and/or drug user. You need to make a decision to **not** start drinking or do drugs, period. It can completely mess up your life. You need to have an honest conversation with your caregivers about alcohol and drugs.

Did you know that these things are addictive?

Have you ever drank alcohol or used street drugs?

Are you now drinking alcohol or using drugs?

If so what and why?

Do you plan on drinking alcohol or using street drugs?

Have you gotten into trouble because of drinking alcohol or using street drugs?

Do you think it will ever get you into trouble?

Would you make a deal? If you ever drink or use street drugs that you will seek help?

With who and date?

Another really important area of concern is the type of friends you choose. Friends are supposed to be people who help you accomplish your goals in life. Friends are not people who get you into trouble, or who get you to do things that you know are not right, such as drinking alcohol, doing street drugs, stealing, smoking, having sex, and being sneaky. Friends can either help you do good, or they can get you into a lot of trouble.

Do you have friends who help you to do good? How?

Do you have friends who get you into trouble? How?

As you get older, the type of friends you have are even more important. Have an honest conversation with your facilitator about friends.

Sexuality – many youths get into emotional, physical, financial, and legal trouble over sexual issues. Having sex may feel good at the moment, but if you are not married, it can cause you a lot of problems. You should wait until you are in a loving, permanent relationship, hopefully a “forever” relationship.

What do you think of this statement?

Will you agree to not have sex until you are married?

If you have already been sexually active will you agree to now wait until you are married?

What do you think about birth control?

Have an honest conversation with your facilitator about sexuality.

Protection and Communications: Parents and caregivers want to protect you and to prepare you to live a safe, productive, and good life. Protecting you is part of helping you. The purpose of consequences is to help change your behavior, not to get you. We all need to be nice and patient with one another. We need to work together, and we need to be calm. The less said and the calmer it is said the more effective it is. Harshness is not the answer. This works best when you have an honest loving relationship.

Do you feel that most of the time you can talk honestly to your parents or caregivers?

Would you like to have a better relationship?

What do you think would improve your relationship?

Parents and caregivers should have rules and curfews for you. They may feel that they have to use further restrictions, such as keeping you close to them or even use door alarms in order to protect you. The severity of these further restrictions will depend upon you. Some individuals may need to live with their parents or caregivers indefinitely.

Do you understand that rules are a way to protect you?

Have an honest conversation with your facilitator about rules and protection.

A good way for you to protect yourself is to get involved with safe forms of recreation and friendships. This might be through the YMCA, sports, involvement with a church, scouting, volunteer programs, environmental, community, or educational programs; but something that gets you with people who are doing safe, fun, and legal things. Sometimes you or your caregiver may need to be very upfront with the leaders of the program, telling them about your specific needs.

Are you involved in community activities? If yes, what are they?

Do you plan on staying involved in them as you get older?

Are there other activities that you would like to be involved in?

What are they and what must you do in order to be involved in them?

Other ways to protect you: having a dress code, maintaining structure, maintaining scheduling. You need to talk to your parents, teachers, and caregivers, to learn not to do anything different without asking first.

Talk with your facilitator about protection.

Let's make a deal:

If you find yourself drinking, doing drugs, breaking the law, getting into trouble, having relationship problems, losing your job, or failing at school, will you ask for help? (Most people think they will never have these problems.)

Will you make a deal?

Who with and date?

Lesson 4: Notes and Goals

LESSON 5: SCHOOL

School is often a real challenge. Socialization is one of the biggest challenges. You can meet the wrong type of people, and you may end up getting into trouble. All too often there are problems with sexuality. Being able to do the schoolwork can be a problem, not always, but often. As you go further along in school, it becomes more and more abstract, and that's often a problem. Sometimes you cause trouble and you get into trouble. For some individuals there are days you can do the academic work and days you can't. It can be a very frustrating time for you, your teachers, and for your caregivers. (If you are in tech school, college, or jobs training please fill this out. Even if you are not in school at all please remember back to when you were and fill this out.)

What school are you in or were you in?

What do you like most about school?

What do you dislike most about school?

Do you have social problems at school, if so, what type?

Do you have academic problems at school, if so what are they?

Do you have emotional, behavioral, or mental health problems at school, if so what are they? (You can use the back of this paper if you need to)

Some characteristics of what an ideal school might include: Please rate your school on the following characteristics.

Fill in the chart:

I do not know	They do a good job	They need improvement	They do not do this at all	
				Communicates with you and your parents/ guardian
				Teaches life skills
				Uses a team approach to help you
				Is sensitive to your academic needs
				You can understand most of what is taught
				You feel protected from other students/ you feel safe
				Teaches self motivation and positive attitude
				If you have an IEP the process is a team effort, they bring in others, such as PACER, the disability law centers, or other people to advocate for you. They are helpful and they put together a program for you.
				Have staff that understand and who have received training specific to adolescence.
				Have a counselor whom you feel comfortable talking to.
				They teach you about socially unacceptable behaviors.
				Teaches you how to work, which includes: Positive attitude Motivation Proper behaviors
				Encourages you to be nice, to stay connected and to accept help

How would you rate yourself at school? Check the appropriate box on the left and have your facilitator do the same on the right.

I do not know	I do a good job	I need improvement	I need a lot of improvement		They do a good job	They need improvement	They need a lot of improvement
				I communicate well with my teachers			
				I advocate well for myself			
				I am learning life skills at school			
				I work at grade level academically			
				I understand most of what is taught			
				If I felt bullied I would seek help I know who to go to			
				I know who to go to if I feel I need protection from other students			
				I am self motivated and I have a positive attitude			
				I have an IEP			
				I am part of the IEP process			
				I understand how adolescence effects me in school			
				I am willing to accept help			
				I feel comfortable talking to a counselor at school			
				I have socially unacceptable behaviors at school			
				I know how to work, which include: Positive attitude, Motivation, Proper behaviors			
				I am nice and respectful to teachers and staff at school			
				My teachers like me			
				I am nice and respectful to other students at school			

				Other students like me			
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Lesson 5: Notes and Goals

LESSON 6: DEVELOPMENTAL GROWTH SPURT AND BRAIN HEALTH

A developmental growth spurt is when a person is able to do some things that they had not been able to do before. Many people were in their mid 20's before they were able to do things they could not have done before such as: living on their own, keeping a job, getting a drivers license, and making decisions that keep them out of jail. It doesn't mean that the person will necessarily do everything right but they will be able to do many more things better.

Talk about developmental growth spurts with your facilitator.

Can you make a list of things that you really want to do, but you feel you cannot do right now?

Do you ever think you will be able to do them?

Are there things you can do which will help you be able to do the things you want to do?

What are they?

Brain Health:

Working to develop your brain may help you be able to do things in the future that you cannot do now. If you were trying to get into better physical shape you would eat properly, exercise, and get plenty of sleep. Doing the things listed below may also help your brain to develop. This may help you to have developmental growth spurts in the future. **Put a check in the appropriate box on the left side and have your facilitator do the same on the right side.**

I do this well	I need a little improvement	I do not do this	I would like to do this		Does this well	Needs a little improvement	Does not do this
				Goal setting, learning life skills, learning to use a daily planner and using a To-Do list.			
				Eating healthy foods. Limit the amount of sugar and junk foods you eat. Drink water, not sodas and sugary drinks.			
				Get plenty of exercise.			
				Get plenty of sleep.			
				Practice good hygiene. <i>Hygiene includes:</i> Cleanliness, Hair style, General appearance			
				Do not drink any alcohol and do not take street drugs.			
				Do not smoke.			
				Be aware of the way you talk Do not be negative Do not swear Deal with anger appropriately and safely			
				Be a hard worker.			
				Have friends who are doing good and encourage you to do good.			

Recreation:

You need to be careful how much time you spend entertaining yourself with electronics, watching TV, or movies. Also be careful of the subject matter you expose yourself to. Entertain yourself with games, TV, and movies that uphold your values, a positive life style, and models healthy choices and activities. People need to have healthy hobbies and get out with healthy people. For example: crafts, art, volunteering, sports, church activities, YMCA, etc. Do something healthy.

What types of healthy hobbies or activities have you done or are you involved in?

What are some hobbies or activities that you would like to be involved in the future?

What type of unhealthy hobbies or activities are you involved in?

What is your plan for stopping these unhealthy activities?

I spoke to a young man the other day that told me he realized unless he stopped hanging out with his friends that smoked weed and drank that his going to treatment would never help.

Here is an example of the reverse of brain health, of going downhill. I received a call from a mother whose thirty-year-old son had a disability, he had been doing well. He had a job, had met someone very special to him, and they planned on getting married. He was happy and life was finally going well. Then he was introduced to alcohol and he started drinking. He started missing work. His girlfriend told him that she did not want to live that way, that he needed to stop drinking, or she was leaving him. He told his mother, "You know if she really loved me, she'd stay with me regardless of my drinking." His mother told him that if he really loved *her*, he would stop drinking. The price this young man was paying for drinking was far too high. He was going to have a wife, he

was going to live a good life but he was giving it all up for alcohol. That is really a shame.

“I want to encourage you to make life choices that will help your brain. This could help you to have developmental growth spurts, so that later you may be able to do more things. I also want to encourage you to work hard on your life skills, and to be patient as you develop.” John Hays

Is there anything you would like to comment on about this lesson? If so please write it now. Do you have any questions?

Lesson 6: Notes and Goals

LESSON 7: CRIMINAL JUSTICE SYSTEM (the courts and jail)

I want you to read the following teaching very carefully. Circle any areas you have questions about, go over each paragraph with your facilitator, and then answer some questions.

This is a very difficult subject to talk about. Personally, I would rather not and most people would rather not have to deal with the legal system. The reality is you may have to deal with it.

“It is not that adolescents are bad, but they may be vulnerable. This may be because they are impulsive. Sometimes kids have what I call a “part-time conscience.” This is when they will act on an impulse even when they know it’s wrong or even if they don’t want to. Nervousness can make a “part-time conscience” worse. Some kids are more vulnerable because they don’t seem to learn from their mistakes, do not understand the relationship between their actions and consequences and get confused easily. Kids who get into legal trouble also tend to choose the wrong friends, may drink alcohol, and do drugs”. John Hays

Sometimes parents or caregivers say there is a problem with the system. They are afraid that putting their child in jail will not help them but will only make them worse. All too often that is true; but society must try to protect itself. If there is no other plan, jail time is often the only choice.

If you have to go in front of a judge, don’t ask for leniency, and don’t make excuses. Instead, have a detailed plan. The plan should include where you will live, what supervision you will have, what services you will receive, request diagnostic testing, drug and alcohol testing, and a safety plan for you and for society. Ideally, you can say you have made a deal with your caregiver that you will accept help. You will abide by the rules. If you don’t you will turn yourself in or your parents will turn you in. It can help, if you can show the judge that you have put together a team of professionals to help you.

If you break the law and your caregiver desires you to be kept at home or in an assisted living center instead of going to jail, it may help you to tell the judge that you will be watched 100% of the time or be in a room with an alarmed door.

Sometimes you may find yourself having to work with people from different services. People such as: Children’s Protective Services, investigators from the police or sheriff’s department, counselors from a sex offender’s program, lawyers, or probation officer.

Beware of “false accusations.” If you think that someone may make false accusations against you then you need to report it and make a safety plan. Do not make false accusations; they can get you into a lot of trouble. I teach parents and caregivers to

guard themselves. If they think this is a possibility, they need to report their fears and make a safety plan.

Do not hurt people. If someone lets you get away with hurting someone else, they are harming you; because it only teaches you that you can hurt other people. Do not hurt animals either.

Society may need protection from you. Sometimes a secure facility can help you. Sometimes the structure helps. Plus, it can give your caregivers a break.

You need to learn how to act in jail. You need to be nice, respectful, and polite. You need to try hard to obey the rules and be careful of who you make friends with. Remember those who are in jail are probably there because they have made bad decisions too.

You also need to know what to do if you are stopped by the authorities. Even if you think the officers are wrong, you need to obey their commands, be polite, be respectful, do not argue, be nice, and ask to call your parents, guardians, or service providers.

If you are of a minority race, then you need to be warned that you may be targeted. You must cooperate and be nice even if you feel you are being treated unfairly. Then ask your parents or caregivers to try to make right any injustice.

**Do you feel vulnerable of getting into trouble with the law? If so why?
Have you ever been in trouble with the law? If so when and for what?**

It is important to ask for help if you get into trouble. You need to ask a parent, facilitator, or another responsible adult to help you come up with different strategies to deal with the problem. If you have a person come to court with you, you are showing the judge that you are willing to accept help.

Ask your facilitator if they think you are vulnerable for getting into trouble with the law. Ask others also. (Write their name and answers on this page.)

Are you willing to make a deal? If you ever get into trouble with the law, would you be willing to ask for help? Who are you willing to make that deal with? Write the person's name and the date that you made that deal.

Name _____ Date _____

Guardianship:

Guardianship simply means that another person will have the legal right to make decisions for you, such as medical and legal. They also have the right to go to court with you. It is renewable every year, and it can be item specific. It is only there for the areas that you need help in. Once you can demonstrate that you can take care of yourself in a particular area, then the court will take away the guardianship in that area. It's only in place until the court feels that you have developed the necessary skills to take care of yourself. It can be a really good thing. It can help you get services.

You should not get discouraged if you have a guardian. You should realize that some individuals with guardians have developmental growth spurts, and that they're able to do things that they could never do on their own before. So, if you get a guardian, be patient and work hard developing life skills. Do the things needed to help you have a developmental growth spurt. (See lesson 6.)

Lesson 7: Notes and Goals

LESSON 8: TOUGH SUBJECTS

Note: You should take two sessions or more to do this lesson.

This lesson will make lesson 11A & B much easier, and is meant to get you thinking about what you want to start out doing in life.

If you ask parents what worries or even scares them the most about their child growing up, it is common to hear parents say, their child's sexual vulnerability, or what their child will do as they go into their late teens and into their 20's.

Your honesty in this next lesson is extremely important. "Tough Subjects" lays the foundation for the next three lessons which are: Life Planning, Life Skills, and Organizing Your Life Using Goal Setting, To-do List, and Using a Calendar.

So let's talk about the tough subjects. These are subjects that parents or caregivers often don't want to talk about. They know if they do you might get upset. These are subjects that need to be talked about. If you don't talk about them, most of them are going to naturally surface. For example, it is much better to talk about getting a driver's license in advance, rather than when you're almost sixteen.

So, let's talk about these subjects now and continue talking about them as you get older, get more mature, and as your plans change. We are doing this to help prepare you for your future. Remember about developmental growth spurts. Remember that just because you cannot do something now, it does not mean you will not be able to do it in the future. Sure, it is hard when you want to do something now but you do not have the skills to do it yet; but be patient and kind to yourself and others. It is important to wait until you have developed the skills and are developmentally ready.

Do you have any idea what you want to do during the next period of your life?

Do you have goals, if so what are they?

Do you plan on staying connected to your parents or a person who is now helping you? Who to?

Will you accept help?

What does accepting help mean to you?

Living Arrangements:

Other options could include: living in a dorm, living with assistance (services), living with relatives or friends, living in an assisted living center, or living at home (which more and more young people are doing because of financial reasons.)

Some individuals will be living in a jail.

Where do you plan on living next or after high school?

When will this be?

Do you have the life skills to accomplish this?

What life skills would you need to learn? (You can use the back of this page, if you need more room to write.)

How much money will you need to pay for your living arrangements?

Where will the money come from?

Do you know how to set up a budget?

Will you accept housing assistance?

What does that mean to you?

If many young people cannot live on their own, what makes you think that you can?

What if accepting help meant the difference between being able to successfully live outside of your parent's home or not, would you then accept help?

Will you make a deal, if you start having problems you will ask for help?

Who did you make the deal with?

Name _____

Date _____

Friends and Relationships:

Friends are people who help you accomplish your goals and help you to do well in life. Friends encourage you to do the right thing. Friends do not encourage you to lie, steal, cheat, be sneaky, do drugs, drink alcohol, have sex outside of marriage, be involved in immoral or illegal activities, or get you into trouble with your parents, authority figures, or the law.

There is a difference between friends and acquaintances. Acquaintances are people you have just met or people who you know, but are not friends yet or you may never become friends with. Friends are people you share your inner thoughts with. You do not

share as deeply with acquaintances. Friends are people who you can trust. When you first meet someone, they are an acquaintance. Over a period of time, as you get to know them, you find out their values, their likes and dislikes, you discover if they share in your values, your desires. If they would be someone who encourages you to do well in life, then they can move towards being a friend. This process should take awhile. Be careful not to rush this. Be sure you get to know them. Ask yourself, "Is this person good for me?"

Do you have friends?

Who are they?

Do your friends meet the standards of the above statement?

Will you try to be a friend who meets the standards of the above statement?

Will you stop being friends with people who do not meet the above statement?

List some characteristics that would make a person a good friend:

List some characteristics that would make a person a bad friend:

Will you seek help if you end up with friends who do not meet the above statement standard?

Have there been people in your life who you really thought were friends who turned out not to be?

Talk about this with your facilitator.

Talk about friends with your facilitator.

Marriage and Sexuality:

Do you plan on getting married? Any idea when?

List some characteristics of the person you would like to marry.

List some behaviors you would not want the person you marry to have:

Also list changes you would like to make in yourself before you get married:

Would you like that person to meet the above statement about friends?

Are you financially prepared for marriage?

What would your goals be for being financially ready?

Do you have a particular person in mind?

Is being in love with the person you're having sex with important?

“Having sex may feel good at the moment, but if the people are not married it causes a lot of problems. You should wait until you are in a loving, permanent relationship, hopefully, a “forever” relationship. Many individuals get into trouble or hurt over sexual issues.” John Hays

Do you plan on being sexually active before marriage?

Do you understand about birth control? Talk about it and birth control with your facilitator.

Do you know how you can get sexual transmitted diseases? Talk about sexual transmitted diseases with your facilitator.

What will you do if you create a pregnancy?

Do you have the skills and money to raise a baby?

Do you feel you are sexually vulnerable? Ask your parents or caregivers to answer this question. Who did you ask?

Who _____

Date _____

Talk to your facilitator about sexuality and relationships.

Do you have a job?

If yes, how much does it pay? How many hours do you work each week?
Can you live on that amount?

Do you have the life skills, or education that could help you get a job?
What are they?

Have you or do you plan on graduating from high school?

Are you or do you plan on taking college or vocational classes?
What subject will they be in?

How much money would your future job pay?
Does it have benefits such as medical, sick leave, or vacation time?

Can you live on that amount?

How do you think you are at money management?
Do you have a budget?
Do you know how to set up a budget?
Do you spend money on impulse?

An important part of a job is time management and staying on task. How are you at each of these? Ask others how they feel you do at these.

Will you make a deal that if you find yourself not making enough money to live on, to feed yourself, or are having money problems, you will ask for and accept help?

Who did you make a deal with?

Name _____ Date _____

Miscellaneous Questions:

Do you have a medical card or medical insurance?

How long will you continue to have it?

What would it cost for health insurance?

**Do you have a driver's license or plan on getting one?
When?**

Do you have a car?

Do you plan on getting one?

When?

What are the expenses of owning a car?

Do you think the way you dress and look effects the type of friends you have, the job you get, and the way people treat you?

**Do you plan to have facial hair, ear or body piercings, and tattoos?
Which ones, how many and where? (If you have a tattoo, it is best that it can be covered with clothing should the need arise.)**

Alcohol, Drugs, Jail

Do you currently drink any liquor or use street drugs?

Do you plan on drinking alcohol or using street drugs in the future?

Do you realize that people whose parents have a drinking or drug problem can be genetically pre-disposed to becoming addicted to alcohol or drugs?

What does genetically pre-disposed mean?

Make a list of what you might consider to be your socially unacceptable behaviors:

Ask others what they feel are your socially unacceptable behaviors.

**What do you feel your strong points are?
Ask others what they feel your strong points are.**

What do you feel you need to work on?

Ask others what they feel you need to work on.

The goal is to help you prepare for your future. Talking about areas you need to work on is important.

List other subjects that come to mind that you really don't want to talk about.

Ask your facilitator to list subjects that they feel you should talk about.

Now talk about these subjects.

Developing hobbies and recreational activities that are safe, healthy, and legal is extremely important.

Some healthy ideas of recreation are: YMCA, church youth group or adult group, church, and sports

What do you do for recreation?

Do they meet the above standards?

Do you have healthy hobbies?

What are they?

Do they meet the above standards?

Lesson 8: Notes and Goals

LESSON 9: LIFE PLANNING

Note: You need to take at least two sessions or more to do this lesson.

This lesson will make lesson 11A & B much easier, and is meant to get you thinking about what you want to start out doing in life.

Life Planning needs to be realistic. It helps you determine what you want to do in life. It needs to cover the tough subjects. Subjects such as: getting married, having children, and where you plan on living. Life Planning helps you to come up with a realistic plan, and it can take a lot of pressure off both you and your parents or guardians. In the next lesson, we will use your life plan to set up goals. Then, you will use your goals to create a life skills program. After that, you will learn how to use a to-do list and a calendar in order to help you accomplish your goals.

Carefully read the following paragraphs. Underline key points, and talk about the teaching with your facilitator. Then, answer the questions and start doing life planning.

Life Planning is meant to encourage, not discourage you. It is meant to be realistic. You may have ideas of what you want to do in life; but seldom do you end up doing exactly what you thought. Life tweaks your ideas or changes them completely. Sometimes a lack of natural ability, education, or skill changes what you thought you wanted to do. Sometimes you can learn those skills, and at other times you just do not have the ability to do something you thought you wanted to do.

For example, I would make a very poor brain surgeon. I'm often not a very good detail person. Even if I could pass the education requirements and get a license, which I doubt, I would forget either to sew someone's hair back on or put both ears on the same side of their head. Being a brain surgeon would not be a wise choice for me.

Parents and professionals need to be sensitive to your abilities and desires. They should help you find work that matches your desires, not their desires for you. Remember developmental growth spurts. Later you may be able to have a better job, be able to keep a relationship, live on your own, and stay out of trouble.

It really helps if your parents are creative and flexible. One young person said she wanted to become a nurse. Her mother went to the library and checked out some books on anatomy. She explained to her daughter that she would need to be able to read those kinds of books in order to pass nurses training. The daughter, academically, could not even come close to reading them. So, her mother asked her why she wanted to become a nurse, and the daughter said she wanted to help and nurture people. The daughter ended up getting a job at an animal hospital as an aid. The daughter was thrilled and the clients really liked her. As facilitators, we should look for ways to tweak your goals, not crush them.

Sometimes your ideas are not feasible. One parent told me how they overheard their 16 year old son tell a friend that as soon as he was 18 he was moving out. The son also said that he was going to go back to public school and start over in the 3rd grade.

It is not uncommon for boys to want to go out into the woods, build a log cabin, and live. When I heard this, I said, "Let's do a life plan on it." They had to answer such tough questions like: what woods, what does it cost to build a cabin, where will the money come from, are you going to pay taxes on the land, how are you going to heat your cabin, what are you going to eat, what are you going to do if you don't get 6 deer that winter, how are you going to preserve your food, etc.

When doing life planning, it can create a special time between you and your parent or facilitator. The earlier you start this process in your life, the more you will have a good, trusting relationship, and a better chance of success.

Life planning is definitely a subject that you need to look at and do something about. It is extremely important, and it can help you stay connected.

One of the things I really dislike saying is "no" to my kids. They say, "Well, I want to do this in life," and I'd say, "No." I've learned not to say no. Instead, I work with them to see if their goals are reasonable, and what we need to do to break them down into feasible steps. Sometimes what we end up with are different from what the initial goal was. I have a kid who did not want a driver's license and then wanted one. I had them look at their goals list, and see if it fit in. Since it did, they added it to their goals list. Then they added it to their to-do lists (lesson 11b). The first item on the to-do list was to call and find out what the requirements were. They have to take driver's education classes. Then I asked if they had the ability to do the work academically to pass the test. I explained that they needed to read and comprehend on a freshman high school level. So, if they were sixteen years old and they functioned on a fourth grade level, then they would need to write, "raise academic level" on their to-do list. I explained to my child that they could get their driver's permit, but before they could get their license, they needed to have enough money to buy their own car insurance, and maybe enough to buy their own vehicle and maintain it. So, on their to-do list they would add "get a job". Another thing they would put on their to-do list is "asking their parents or caregivers what to do in order to drive". It may be getting over anger, learning to communicate better, controlling their impulses. It may be that they need to become more mature. Make sure you understand exactly what "becoming more mature" means. What are the things you must do to show you are becoming more mature? When I think about some of our children, and their maturity level, I say, "No way, they can't drive!" But, if they can show that they are maturing and improving themselves by raising themselves academically and making enough money, then we can talk about the possibility of them driving, and what it would take.

"An important part of life planning is to have a plan B - a back-up plan. You may need a back-up plan until you can gain the necessary skills, education, money, timing, have a developmental growth spurt, etc. to do plan A. You may find that you like plan B so well that you do not even want to do Plan A. It is very normal for people to think that they want to do one thing and then end up deciding they want to do something entirely different. This sometimes

happens many times in a person's life." John Hays

When starting life planning, go slow. Come up with some ideas, and then give yourself some time to think about what you would like to do. Meet with your facilitator regularly about your goals. Use life planning when deciding what life skills you need to learn.

This is just a step to life planning and goal setting: Do it.

- Meet together and just talk about what you want to do in life. Your facilitator can make notes as you talk. Come up with ideas. You need to talk about the following areas:
- **Career (occupation)**
 - 1st choice
 - 2nd choice
 - 3rd choice
- **Education**
 - High school
 - College, Tech school, etc
 - On-the-job training (OJT)
- **Place to Live**
 - With assistance, live at home, etc
 - On your own
- **Transportation**
 - Car
 - Public Transportation
 - Getting a ride from someone
 - Bicycle
 - Walking
- **Recreation**
 - With groups
 - Alone
- **Relationships**
 - (Friends/marriage)
 - (Boss/co-workers)
- **Life Skills**
- **Maturity**
- **Behavioral, Emotional, or Mental Health Issues**

- **Others areas:**

Remember

- Give yourself some time to think about these things, at least a couple of days
- Meet again
- Do not get overwhelmed
- Try hard to make this fun
- Talk about whether or not the goals are realistic
- Keep in mind developmental growth spurts (especially with long-term goals)
- See if you can tweak your goals together
- When you have reached your saturation point stop, and do it again later
 - You can always put items on a list to be talked about later
- Do not pressure your facilitator into answering questions that they are not comfortable with
 - Make sure that you put them on a list to talk about later
- Seek wisdom from others before you decide

Be sure to talk about developmental changes

- Behaviors
- Changes that you need to make
- Attitude

This can

- become a time your facilitator finds out what you are thinking
- be a special time for the two of you
- be a time when you work on behaviors
- be a time when the two of you tweak your goals or your to-do list
- be a time when you communicate
- be a time when you learn perseverance
- be extremely frustrating, but that is ok

Remember:

- unfortunately, reason does not always prevail
- Be sensitive to yourself and your facilitator
 - give both of you some time to think about certain subjects
 - seek help from others for ideas
 - calm down – this can be frustrating for both of you
- Be patient with each other, this is a long term process

List of things to be sure you talk about:

- Socially unacceptable behaviors
- Strong points
- Weak points
- Money management
- Relationships
 - Vulnerability
 - Types of friends
 - Sexuality
 - Marriage
 - Children
- Communications
- Jail
- The truth about alcohol and street drugs and if you are going to use them.
- Talk about whether you possibly will need a guardian or conservator.

“Remember developmental growth spurts. Remember that just because you are not able to do something now, does not mean you will not be able to do it later. Remember to not get discouraged but to be patient and work hard on learning and developing the skills needed to accomplish your goals.” John Hays

“When you are doing things which go against your goals list you should remind yourself of your goals; your parent, caregiver, or facilitator should also remind you.” John Hays

Lesson 9: Notes and Goals

LESSON 10: LIFE SKILLS

Note: You may want to take 2 sessions or more to do this lesson.

This lesson will make lesson 11A & B much easier, and is meant to get you thinking about what you want to start out doing in life.

The purpose of this lesson is to teach you about life skills and to identify some of the ones you will need. As your life changes, the life skills you need will change also. You need to learn normal daily life skills: cooking, hygiene, money management, communication, and being nice. You add to that life skills that you identified in life planning. Remember to have hope, just because you do not have all of these skills right now, does not mean that you cannot gain them.

The skills someone needs will vary from person to person. For example, if you plan on living with your parents or need assistance for the rest of your life then the life skills you will need are going to be different than if you plan on living on your own. In lesson 11, you will learn how to make a plan to learn the life skills you need.

The number one life skill needed is being nice. Learn to be nice. Being nice helps a multitude of problems. For example, if you are having problems at work, and you're really nice to people, they'll want to help you. Work on this skill.

Do you consider yourself to be a nice person, someone who is pleasant, and nice to be around?

Are you nice if someone is trying to help you or is correcting you?

Do you think others would say you are nice?

Ask others if they think you are nice to be around. Do they think you're nice when they are trying to help you or are trying to teach you something? Write down their answers. (Ask them to be painfully honest – tell them you won't get mad, but that you need to know so you can work on it. You can use the back side of this page if you need to.)

Your Parents or Caregivers:

Teachers:

Boss:

Friends:

Brothers and/or Sisters:

Others:

Now, what do you need to do to make changes and start becoming nice to be around?

Learning to work is a very important life skill. Being a good worker and team player can be more important than education. Education is important, and in most cases, you can make more money if you have more education, but in terms of holding down a job, being a good worker is incredibly important. If a person is willing to work hard, even if they do not have an education, they can often times have a good job.

Once again, remember if you do not have the necessary skills to be a good worker, you probably can develop them through education, training, asking for help, trying hard, practicing patience, and time. It's like learning to read or learning to ride a bike. Learning to work can help you reach your goals.

Rate yourself in each of the following areas. On the left side, rate as you see yourself and then on the right side have your boss, teacher, or other rate you: (you can make copies of this page if you want more than one person to rate you.)

I'm good	I need some help	I need a lot of help	The area	Is good	Needs some help	Needs a lot of help	Comments:
			being nice				
			positive attitude				
			gets along well with co-workers or other students				
			gets along well with supervisors or teachers				
			could become a supervisor				
			has all of the necessary skills				
			desire to learn new skills				
			staying on task				
			team player				
			appreciate job or school				
			other				

I am often asked, at a job interview, whether or not you should tell the boss of any potential problems . I think it's good to tell. Some people say you shouldn't tell, that if you tell then you may not get the job. But if you have a problem with showing up on time, staying on task, or problems getting along with your peers or those in authority, these things are going to surface. If these things will keep you from getting a job, they will also get you fired after you get it. If you have told the boss, they may be more understanding, and they may be more willing to help you.

Some people cannot keep a job. You may be able to talk your way into getting a job, but then you may not be able to keep it. Some individuals need a job coach, someone to be right there with them, at the worksite. In other cases, a job coach is going to call you and make sure you get to work on time. A job coach is someone that the boss knows they can call if there's a problem; somebody else in there advocating for you.

**Would you accept help if you are having problems at work or if you get fired?
If so, from who?**

You need to be positive. Ask your parents or caregiver to help you in these areas. Ask them to point out when you're being negative and when you're being positive.

Will you ask others to help you become more positive?

If yes, who? (Can be more than one person.)

You need to have drive, also called motivation, an "I want to do it" attitude. Drive is what will help make your dreams, your desires, your goals become reality. For some, drive seems to come naturally, but for others they have to work hard to have it. As one gets older they are naturally suppose to develop more drive.

Do you think you have the drive or motivation to accomplish your goals, to learn life skills, and to move forward with your life?

**Ask others if they think you have good drive.
Who did you ask and what did they say?**

If you do not have the drive, what are you going to do to help develop it?

You also need life skills such as learning to cook, money management, practicing good hygiene, and manners.

Rate yourself in each of the following areas. On the left side rate yourself, and on the right side have your parents, caregivers, or other rate you: (you can make copies of this page if you want more than one person to rate you.)

I'm good	I need some help	I need a lot of help	The area	Is good	Needs some help	Needs a lot of help	Comments:
			meal planning, buying groceries and cooking				
			money management, setting up a budget				
			good hygiene including laundry and house cleaning				
			has safe, healthy recreation or hobby				
			has safe, healthy friends				
			knows how to do laundry and housekeeping				
			can provide transportation				
			time management				
			able to communicate well and in a respectful way				
			how to seek and keep a job				
			how to seek housing				
			education				
			goal setting				
			reliable and dependable				
			has good manners				
			Knows that drinking, using street drugs, or smoking may hold you back				
			knows where to seek community services or is willing to ask for help				

The way a person dresses, their cleanliness, their appearance, and their hair is very important. A lady who taught people how to do job interviews told me that this young man came by her office on his way to a job interview. He was so proud and happy and he was ready for the interview. She took one look at him and thought, "Oh, my, I didn't teach him how to dress." You may think that dyed hair or wild looking hair may look neat, but if it is not appropriate for where you want to work, where you live, or what you want to do in life then it is not OK. One way to tell how to dress for a job is to look at how other people dress who already work there. They are showing you what is acceptable.

Do you have good hygiene? (That would include bathing, taking care of your teeth, washing your hair, wearing clean clothes and weight control.)

**Ask others if they have concerns about you in any of these areas:
Who did you ask and what did they say?**

Do you dress appropriately for what you are currently doing or for what you want to do in life?

**Ask parents, caregivers, etc if they have concerns in these areas:
Who did you ask and what did they say?**

**Do you have body piercings?
Do you have tattoos?**

Are they easily covered?

Are you willing to cover your tattoos for a job?

If you have facial piercings and they would be inappropriate at a job you are applying for, would you be willing to take them out?

How you answer these questions is important as you decide what type of job you want.

Your parents or caregiver needs to sit down and think about the life skills they use daily. They then need to teach you to function in everyday life. I know as a parent, at times I just want to just say, "Oh, forget it, I'll just take care of this myself." That is not the right answer.

Remember some people have problems with money management; There are several cases that even though the person is able to keep a job and live fairly independently, someone else manages their money for them and then gives them

spending money.

You need to be prepared for your future. You need to practice life skills daily, from the time you get up, till the time you go to bed. In order for that to work, you need to have a good attitude, and you need to want to learn. It will be a lot of hard work, but it will make your chances of success greater.

**Will you ask someone to help you?
If so, who?**

Will you be willing to commit to working hard on learning life skills?

Can the person who is helping you remind you that you need to asked for help?

Are you willing to set goals for your future?

Will you be willing to wait patiently while you are gaining the life skills necessary to accomplish your goals?

“Learning life skills is hard work. Sometimes it is frustrating, often because we try to rush the process. Work hard and be patient while you are learning them.” John Hays

***To learn about the Daniel, a test that evaluates and creates an individual curriculum for teaching independent living skills, go to www.hayskids.com and click on Daniel Program.

Lesson 10: Notes and Goals

LESSON 11 PART A: GOAL SETTING Lesson 11 B: will be on To-do List, Using a Calendar, and Check-off List

This lesson (part A & B) will take several hours to do. Don't try to hurry it, be patient, take your time, and don't try to do it all at once.

Goal setting is extremely important. It is a very important tool to help you accomplish your life plan and help you learn life skills. It is how you get from planning to doing. Using a to-do list and calendar can help you accomplish your goals. Check-off lists act like little brains reminding you of things you need to do and sometimes the order you need to do them. All of these tools put together will help you focus on and accomplish what you want to do in life.

In most cases, your goals will change as you learn more about what you thought you wanted to do. As you learn more, and as life presents changes and opportunities to you, your goals change. I heard a story about a man who always wanted to become a professional musician. He had the skill, the drive, and he was accomplishing his goal. Then he met the woman of his dreams, and they got married. He realized he no longer wanted to go on the road playing music. He and his wife wanted to raise a family and stay home. He took a regular job, they bought a house, they had children, and they were happy.

I knew a boy who always wanted to be a professional football player. He would talk about how good he was at football in PE. It was obvious to everyone else his lack of strength, size, focus, and the fact that he was not motivated; that he could not make it in the NFL. No amount of goal-setting, doing a to-do and check list will make him a professional football player. So, our goals need to be realistic, and they need to match our skills and desires.

Start with Goal Setting.

On the next page write down major goals that you have. We have included some of the most common ones for young adults. If any of them do not pertain to you then cross them out. These goals will be very broad. They come from your life plan, your life skills plan, and they come from any other goals you want to accomplish in your life. Almost everyone will have all of these goals. Everyone should have other goals not listed here. Under "Job" it is best to put more than one option even if you think you really know what you want to do, and others agree. If you do not know what job you are interested in pursuing, put "figure out job choice". It is good to have another plan also. You will make changes to this as you mature, as you learn more, as you change your mind, or as you realize there are things you want to add.

Major Goals Sheet

Career (occupation)

1st choice

2nd choice

3rd choice

Education

Place to Live

Transportation

(Car)

Recreation

Relationships

(Friends/marriage)

(Boss/co-workers)

Life Skills

Maturity

**Behavioral, Emotional,
or Mental Health Issues**

Others:

Now go over your major goals sheet with your facilitator and possibly other adults. Ask them what they think about every area, ask them to add things. Make changes at this point.

Next (using lined notebook paper), take your major goals sheet and start breaking down each goal into the steps you need to do to accomplish your goal (we will call these Goal Worksheets): (Each goal will need its own work sheet page in your binder) You will be writing more on each page later. Ask for help from you facilitator or others.

Write down who you asked.

Example: 1

Job 1- Chef

- To find a job – develop the skills to get the job
- Culinary Arts Degree
 - Visit a Culinary Arts School
 - See if it is possible to get the text book they use
 - Ask what you can do to prepare yourself to be a student
 - Books you can read
 - Subjects you can take in high school
 - Places you can volunteer to get experience
 - Ask if you can visit the school every once in awhile to observe class
 - Do research on Culinary Arts
 - What you can do now to help prepare yourself for this job

If you do not know what job you are interested in, try to figure it out by:

- Going to a school counselor
- Looking in career books
- Taking an aptitude test- a test that predicts a person's ability to learn certain skills
- Asking people what they think you would be good at

Example 2:**Life skills**

List the life skills that you need to develop. Use the information you learned from Lesson 11 for this: (This may take more than one page.)

Maturity

List areas that you or others feel that you need to mature in:

Recreation

List types of hobbies and forms of recreation you like:

Place to Live

If you plan on living in an assisted living center or at home, you should list that.

Type of residence

- Renting an apartment
 - Cost
 - Rent
 - Utilities
 - Paper work
 - Etc.

Transportation

If you would want a car, then you would list the things needed in order to have the car. This includes: cost of car, maintenance, insurance, getting a license, and maturity to drive, and learning how to use public transportation

Relationships

If you have trouble with making or keeping friends, you want to have more friends or you want different friends, this would be a good place to write that, so you can start making strategies to be a friend and to make friends.(See lesson 9-4)

Education

This could be finishing high school, going to vocational school or college, on the job training, special program

Type of school

Name of school

Cost

Educational requirements

Pre-test

Example 3:**Behavioral, Emotional, or Mental Health Issues**

Behavioral or mental health issues, maturity, and life skills are three of the most important ones listed. If you have behavioral or mental health issues that would get you fired from a job, prevent you from attending a school, be hard on your relationships, get you arrested, prevent you from being able to do the things you want to do in life then, you need to deal with them. Dealing with it might include counseling, medications, a cognitive thinking program, asking for help, making teachers, bosses or others aware of your challenge, etc. (See page 13-3)

Write down examples of behavioral, emotional, or mental health issues you have.

Some examples might be: I get angry when... I throw fits when... I steal when... I lie when... etc

Diagnosis

You need to list characteristics and symptoms of your disability that will affect your being able to accomplish your goals. These may include:

- Impulses
- ADHD
- Confusion
- Not learning from your mistakes
- Etc

“Remember developmental growth spurts. Remember that just because you are not able to do something now, does not mean you will not be able to do it later. Remember to not get discouraged but to be patient and work hard on learning and developing the skills needed to accomplish your goals. When you are doing things which go against your goals list you should remind yourself of your goals; your parent, caregiver, or facilitator should also remind you.” John Hays

Lesson 11 A Notes and Goals:

LESSON 11 PART B: To-do List, Using a Calendar, and Check-off List

This lesson (part B) will take several hours to do, so take your time and be patient. Lesson 11, parts A and B are extremely important and also very complicated. Don't rush it. Work on this with your facilitator, and if you need help, have your facilitator contact me.

Use your worksheets that you made in part A for this part of the lesson. Set priorities for the immediate goals, and write down dates that you hope to accomplish the task. For example: if you plan to go to a vocational school or college you need to find out when you need to apply for admissions and when you need to apply for grants or other money. Be sure to ask your facilitator for help. After you have done this step go over it with your facilitator.

Example: 1

This is just an example of how to use a to-do list with the example of a chef. It can be used as a guide for other programs as well.

Job 1-Get a job- Chef 6/5/2012

Find a job

Requirements for being a Chef

- Do research on Culinary Arts 3/6/2009
- Culinary Arts Degree start 9/3/2010 graduate 5/30/2012
 - Visit a Culinary Arts School 4/3/2009
 - See if it is possible to get the text book they use
 - Ask what you can do to prepare yourself to be a student
 - Books you can read
 - Subjects you can take in high school
 - Places you can volunteer or work to get experience
 - Ask if you can visit the school every once in awhile to observe class
- What else can you do now to help prepare yourself for this job

Example 2:

Education This could be vocational school, college, on the job training, or a special program

Type of school Community College

Name of school Hibbing Community College

Culinary Arts Degree start 9/3/2010 graduate 5/30/2012

Find out when to apply for admissions 2/28/2009

Apply for admissions by 3/1/2009

Find out about books and fees approximately \$300 a semester X 4 = \$1200

Cost \$1500 a semester plus room and board X 4 semesters = \$6000 4/2/2009

Apply for grant money by 3/1/2009

Educational requirements High School Diploma 1/2009

Plan Test

Find out when the test is and how much it cost 4/8/2009

Cost \$70

SAT / ACT

If necessary

Figure out where I will live and how much it cost 4/1/2009

Live at home free as long as I am in school free

Living in the dorms \$4000 a year X 2 years = \$8000

Food \$300 a month X 9 = \$1800 X 2 years = \$3600

Transportation

Find out availability and cost of public transportation (not available) 4/1/2009

Find out cost of a car and expenses associated with it 4/1/2009

\$3000 for car. Plus 30cents a mile X 14 miles to school and back X 30 weeks X 5 days a week = \$630 a year X 2 years = \$1260.

Spending money \$150 a month X 18 months = \$2,700.

Example 3:

Behavioral, Emotional, and Mental Health Issues

Everyone is different. No two people are the same or affected by their disabilities in the same way.

Make a list of characteristics and symptoms that will affect your being able to accomplish your goals. This one is different from the rest; you are going to have to make a plan of what to do for each issue.

When I get angry, I need to

Ask for help from my caregivers

Start a chart for when I get mad and/or start a Mad Journal. 3/3/2009

See a counselor 3/3/2009

When I throw fits, I need to

When I can't accept criticism, I need to

Diagnosis - how I will deal with the following

- Impulses
- ADHD
- Confusion
- Not learning from your mistakes
- Etc.

Calendars & Master To-do List

The next step is extremely important.

You must transfer information from your working pages to your calendar and to a master to-do list. You need to be working with your facilitator.

On a calendar put in dates to start working on tasks, so they are done by the deadline. These dates may be a few days, a week, or months ahead of due date.

Make a to-do list from each goal.

After you have done this step go over it with your facilitator.

Check off list & daily to-do list

You need to make check off lists and daily to-do list. These could be for daily chores, a list of things you need to do, and things you have trouble remembering to do.

There are many ways to do this, with your facilitator find a system that works for you.

For some of you this will be a very simple system depending upon where you live and at what level of assistance you have.

Some simple examples:

Date – Action taken - Notes

	Date – Action taken - Notes
Visit School	
To-Do List for School/College	
Apply for student aid by 3/1/09	
Get transcripts by 3/2/09	
Apply to school by 4/4/09	
Find a job by 4/31/09	
Open a savings account by 5/1/09	
Put in 1/2 of money in savings account 5/1/09	

Daily to-do list	
Morning check-off list	
Go to work	
Pick-up groceries	
Soccer Practice	
Home by 5:30	

Check-off List

Week of	Mon	Tue	Wed	Thu	Fri	Sat	Sun
2-12-09							
Personal hygiene							
Exercise							
Clean up room							
Go to class							
Eat							
Do homework							
Set alarm							
Bed time							

If you are going to class, you will need to have a place to write assignments. You may want to use a daily planner.

Daily To-do List

Each morning, before you start your day, it is a good idea to think about your day, and write the things you need to do on your to-do lists. During the day, as you think of things you need to do, or people (teachers, parents, bosses, etc) tell you to do things, write them down on your to-do lists. You can also make a note of them on a small spiral notebook/pad, and then transfer them to your to-do list later.

Small Spiral Notebook/Pad

Use a small spiral notebook/pad (One which fits in your pocket is good) that you can write down things you need to do and thoughts you have. It is important to then transfer that information to a to-do list, a check off list, a file, or somewhere that you can deal with it later.

Do you think you forget to do things that you are supposed to do?

Do you forget to get assignments, chores, or even things you want to do done?

Why do you think you forget to do them?

What can you do to help you remember these things?

Files

It is good to have a file box to help you become organized. Ask your facilitator to either help you or suggest who could help you organize it. If you are in school, not only could you have a file for each subject, but also a file for goals, finances, general school information, etc. You would also have files for areas of interest. For example, if you were going to buy a computer, you would put information you are learning about different types of computers into your file. Then, when you finally buy one, you could put information about your new computer into it.

Let's make a deal. If you have trouble with forgetting assignments, appointments, or getting things done, you will ask for help.

Who will you ask?

Name _____ **Date** _____

“Often times it is not because a person does not have the skills or knowledge to do something that they fail, but it is because they are not organized correctly.”

John Hays

Lesson 11B Notes and Goals: (can use back side of paper)

LESSON 12: SERVICES AND COUNSELING

Are you using any of the following services? If you are, please underline them.

Service providers:

- Services at Schools
 - Special Education
 - There are many categories under special education. Some types of special education services include: Autism Spectrum Disorders, Developmental Cognitive Disabilities, Developmental Delay, Emotional or Behavioral Disorders, Other Health Impaired, Specific Learning Disabilities, etc
 - Speech, occupational and physical therapy are other services which may be offered
 - Check with your state's Department of Education to learn what special education is offered in your state.

 - An Individual Education Plan (IEP), which by the age of 14, may include a transition program. Then depending upon the need, it can include daily living skills such as jobs training, job interview training, and how to write a resume. Daily living skills such as cooking, shopping, cleaning, and budgeting are also examples of daily living skills. It can also include an interest inventory.

- Social Security

- Developmental Disabilities Services at the Department of Human Services

- Mental health, children's mental health or adult mental health
 - Mental Health Case Worker

- County Health Department

- PCA Services (personal care assistant)

- Medical Assistance

- Adoption Assistance

- Extended or Post Foster Care programs

- Adult Foster Care

- Jobs training – there are job coaches, there are services to help you find a job, services to help you keep a job, special jobs

- Services from private organizations such as:
 - NACAC - a national adoption organization
 - National, State, and local organizations for different diagnosis (you can look on line for these)
 - The ARC
 - PACER

Do you use other services? If so list them:

There are many more services available, some of which you are going to have to find on your own. You're going to have to talk to people, and you're going to have to let your needs be known. All these services will not be able to help if you will not use them, if you will not stay connected, and if you will not accept help.

Do you have other needs that you would like services for? Write them down.

Talk to your facilitator about them.

Counseling:

Some feel that counseling has simply not worked or that at times it has even made things worse. It is good for everyone to have someone to talk to in addition to their parents.

Some counseling models that have been helpful are:

- Story telling
- Positive self talk
- Cognitive thinking skills programs
- Life planning/ Goal setting
- Talking about the tough subjects
- Helping you deal with the fact that you have abilities and disabilities
- Help you deal with adolescents and adults
- Peer pressure

It is important that your counselor:

- Listen to you
- Is someone who will be respectful of your parents' or caregivers' values

A counselor can be an important part of the team, and they can really help. So try to find a counselor who meets these criteria.

Do you have a counselor or therapist? If so, who?

Talk to your facilitator about what you do with them and how it is going.

Are there changes you would like to see made? What?

Lesson 12: Notes and Goals (can use back side of page if needed)

LESSON 13: CONCLUSION

Being able to remain calm is extremely important. Be nice. Stay connected. Keep your parents or caregivers on your team and you stay on their team. That does not necessarily mean staying just connected to your parents. It can mean being connected to other caregivers, a relative, a sibling, a caseworker, or someone from church; someone who cares and is responsible, who will give you good advice. It needs to be someone you can go to and ask questions, someone who has been there for you. You need to be willing to accept help, but your parents and caregivers need to accept help too. Caseworkers, your school, everyone involved, needs to accept help. It truly has to be a team approach. Each member of that team needs to listen to the other team members. You also need to understand that the level of help you need can change as you are developmentally able to do more.

Do you plan to stay connected, be nice, and ask for and accept help?

It is important that you:

- Continue learning about adolescence and any disabilities or diagnosis you have.
- Build healthy relationships, set realistic goals, and work on developing life skills.
- Remember about developmental growth spurts – it can give you and your caregivers hope.

Please be patient with yourself.

Do you have hope?

Patience can give you hope.

An area that I think we will start hearing more about is helping you deal with the fact that you are an adolescent. You need to accept it, but at the same time, you need to try to find ways around it. This is such a complicated area.

Has this workbook helped you to understand adolescence?

Do you understand that if you are an adolescent with a disability that this has affected your life and will continue to affect you in the future?

Talk to your facilitator about this.

Remember about developmental growth spurts; they can give you hope. Just because you can't do something now does not mean you will not be able to do it later. Keep working on developing skills. Do not give up. You may want to give up and say, "Oh, forget it;" but keep on working on skills that build a developmental growth spurt. Working on developmental growth spurts also gives us hope. So, hang in there, keep trying and keep plugging away. Yes, it may take longer, but that's okay.

Have realistic expectations of yourself and do not give up. There are many individuals who really struggled for years who are now living good lives.

Explain to your facilitator about developmental growth spurts. By the way you can have more than one.

If you suspect you have a disability and you do not have a diagnosis, try to get one. It can help you understand yourself; it can also help your caregivers to understand you. It can help you get services.

Even if you know right from wrong, if in your heart you understand – it does not mean you will not do the wrong thing. It can be part of your disability. That does not mean that you should get away with wrong behaviors. Getting away with doing wrong will not help you. Remember if you have a disability; work hard to find ways that help you make good decisions.

Do you have this problem?

I know many really good kids, who have disabilities, who are struggling or have struggled for many years. For some of them, things have gotten better as they have gotten older, because they have had developmental growth spurts. Let me warn you though, if you abuse enough alcohol and drugs, you will probably not have that developmental growth spurt or at the very least, it will come a lot later and you will not go as far as you could have.

Will you agree to not drink liquor or use street drugs?

Forgiveness is mighty important. You need to forgive the people in your life who do not understand you or your actions because you have a disability or you are an adolescent. You also must forgive yourself for things you have done wrong.

Talk about forgiveness with your facilitator.

If you have gotten to this point in the workbook; congratulations! It would be good if every once in awhile you look over the workbook again and see how you have changed, how you would answer the questions differently. You need to be constantly using your calendar, to-do list, and check off lists. You also need to be looking at your goals to see how you are doing, and adjusting them if you need to.

Will you use your calendar, to-do list, and check-off lists? Will you continue to look at and adjust your goals?

This may seem like a lot of work, but success is a lot of work. Success also looks different for each individual. For one person, success would be having a job, and living independently. For another, it might be living in an assisted living center, but for another, it might be living at home with their parents or living with a relative. Success can be staying in high school or it could even be doing something besides school. Success is being as nice as you can be. For each of us, success is doing our best.

**Do you feel successful?
If not, what needs to change?**

A person with Fetal Alcohol who lives in an assisted living center was excited, because he thought as soon as he finished this workbook he would be able to move out and live on his own. It is not that easy. Once you have finished doing all the lessons you still have to be developmentally ready for changes. This workbook can help prepare you for that, but you still have to do the work. You have to learn the life skills. If possible, you have to overcome your emotional, behavioral, and mental health issues. You have to work on your issues, on the things you said you did not do well, or the things that you needed to learn. This is not a quick fix; it is hard work. Please be patient until you are developmentally ready for the next step.

Do me a favor; let me know what you think about this workbook.
Has it been helpful?

Are you glad you did it?

Do you have any recommendations for changes to this workbook? If so, please e-mail me.

If you have questions, email me at: hayskids@hayskids.org I may not be able to answer every question, but I will have a section on our web site for answering questions I receive. When e-mailing me include your phone number and the best time for me to contact you. I am not saying I will call you, but I will try to.

Our web site is <http://www.hayskids.org>.

*“Thank you working through this workbook, and have a good life”
John Hays*

For additional teachings go to our web site: www.hayskids.org.
There are general teachings and ones that are specific to Fetal Alcohol.
Pay specific attention to the ones under Preparing for Transitions through Brain Development