



Life & Employability Skills Transition Skills

Category:

Workplace Skills and Attitudes

Skill 3:

Making Good Choices

SKILL 3:
Making Good Choices



Making Good Choices

Student name _____

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Making Good Choices

Name _____ Date Set _____ Met _____

Above, fill in date annual goal is set and met. Below, fill in date each objective is met.
 On blanks to the left, mark "+" for strength or "-" for needs improvement.

	Date Met	NA
<p>Looks at possible choices before making a decision.</p> <p><input type="checkbox"/> Considers which choices make the most sense.</p> <p><input type="checkbox"/> Considers benefits and risks of different choices.</p> <p><input type="checkbox"/> Considers legal and fairness issues.</p> <p><input type="checkbox"/> Asks for and listens to advice of appropriate others.</p> <p><input type="checkbox"/> Looks at possible consequences of different choices.</p> <p><input type="checkbox"/> Remain objective when listing possible solutions.</p> <p><input type="checkbox"/> Seeks advice from others who would know.</p>	<p>_____</p>	<p>_____</p>
<p>Carries out best choice(s).</p> <p><input type="checkbox"/> Selects best choice(s).</p> <p><input type="checkbox"/> Carries out choice(s) as well as they can be done.</p> <p><input type="checkbox"/> Accepts consequences of carrying out choices.</p>	<p>_____</p>	<p>_____</p>
<p>Discusses results of choices (with an adult).</p> <p><input type="checkbox"/> Discusses whether the results were beneficial.</p> <p><input type="checkbox"/> Discusses whether the right decision was made.</p>	<p>_____</p>	<p>_____</p>

Comments:

Date Met

Making Good Choices

What is “Making Good Choices?”

- Recognizing multiple choices when making a decision.
- Asking for assistance in weighing choices.
- Acting on a decision after seeking advice.

Why is making good choices important?

- Moving forward (not being paralyzed by a decision).
- Gains people’s respect.
- Increases confidence.

Why is making good choices important to others?

- Demonstrates independence.
- Develops trust.
- Demonstrates responsibility.

What are the steps to making good choices?

The first step to making good choices is to understand the situation. A person must clearly and accurately consider the possible choices and gather information about the final decision. It is important to ask for and listen to the advice of others who are knowledgeable about the situation. Before making a decision, a person should weigh the possible consequences of each choice.

After seeking the advice of others and weighing the possible consequences, the second step is to carry out the best choice. Following this decision, a person must be willing to accept the possible consequences.

The third step involves discussing the results of the choice with a knowledgeable and trustworthy adult. Evaluating the results of the choice will help determine whether or not it was the right decision.

Develop a plan for making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Determine which of the following characteristics for making good choices are challenging for the student:
 - a. Considers benefits and risks of different choices.
 - b. Asks for and listens to advice of appropriate others.
 - c. Looks at possible consequence of different choices.
 - d. Remains objective when listing possible solutions.
 - e. Carries out choice(s) as well as they can be done.
 - f. Accepts consequences of carrying out choices.
 - g. Discusses whether the results were beneficial.
2. With the student, develop a plan for making good choices.
 - a. Explain the selected characteristics to the student.
 - b. Describe why the selected characteristics are components of making good choices.
 - c. Determine tasks for the student to complete that exemplify each selected characteristic or one task for all selected characteristics.
3. Observe the student while he or she completes the task(s).
4. Revise the plan with the student based on the results of the task(s).
 - a. Add new characteristics if the student demonstrates mastery at current levels.
 - b. Remove characteristics if the expectations are too high.
 - c. Change the complexity of the task(s).
 - give tasks in new environments
 - allow time to pass before reassigning tasks to see whether student can retain the skill
 - increase or decrease the level of complexity of the directions
 - d. Change the level of support (amount of cueing and/or prompting).
5. Review the revised plan with the student as needed for retention.

SUBMIT: Plan, observation notes, and revised plan.

SUGGESTIONS

1. Divide the selected characteristics into smaller parts.
2. Help the student practice or role-play the task before the observation.
3. Repeat the task in a new setting and/or with new people.
4. Ask another adult (work supervisor, parent, etc.) to develop the plan with the student.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Demonstrates understanding of selected characteristics.	2	1	0
Participates actively in discussing, developing, and revising the plan.	2	1	0
Completes the task(s).	2	1	0

Evaluate your ability to make good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Consider the student’s ability to make good choices.
2. Select one or more of the following characteristics for the student’s self-evaluation:
 - a. Considers benefits and risks of different choices.
 - b. Asks for and listens to advice of appropriate others.
 - c. Looks at possible consequences of different choices.
 - d. Carries out choice(s) as well as they can be done.
 - e. Accepts consequences of carrying out choices.
3. Review the selected characteristic(s) with the student.
4. Help the student make a checklist for the characteristic(s).
 - a. Write the title of the skill at the top of the page.
 - b. Write the following four column headings:
 - Characteristic
 - Yes
 - No
 - Did not use
 - c. Fill in the name of the first (or only) characteristic in the appropriate column.
5. Each day for a week, have the student place a sticky note in the appropriate column.
 - a. “Yes” means the student demonstrated the characteristic correctly.
 - b. “No” means the means the student did not demonstrate the characteristic correctly.
 - c. “Did not use” means the student did not use the characteristic that day.
6. If the student does not have opportunities to demonstrate the characteristic, facilitate:
 - a. Role-playing situations.
 - b. Real (contrived) situations.
7. At the end of each day, have the student explain the placement of the sticky note.
 - a. As needed, help the student give the explanations.
 - b. Work to reduce support.
8. Add other characteristics of the skill to the existing chart and repeat the process.

SUBMIT: Checklist and student explanations.

SUGGESTIONS

1. Have the student help develop the checklist as much as possible (word processing, dictating, writing, cutting/pasting, etc.).
2. Have the student add visual cues and decorations to the checklist.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student helps develop the checklist.	2	1	0
Student places the sticky notes in appropriate columns.	2	1	0
Student explains the placement of sticky notes.	2	1	0

Observe demonstrations about making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Consider the student's ability to make good choices.
2. Select one or more of the following characteristics for the student to observe:
 - a. Asks for and listens to advice of appropriate others.
 - b. Looks at possible consequences of different choices.
 - c. Remains objective when listing possible solutions.
 - d. Carries out choice(s) as well as they can be done.
 - e. Accepts consequences of carrying out choices.
3. Review the selected characteristic(s) with the student.
4. Ask adults or able students to act out three different demonstrations:
 - a. Act out the selected characteristic(s) correctly.
 - b. Act out the selected characteristic(s) incorrectly.
 - c. Act out the selected characteristic(s) either correctly or incorrectly.
5. After each demonstration, ask the student to:
 - a. Name the characteristic(s) he or she observed during the demonstration.
 - b. Determine whether the demonstration showed the characteristic(s) "correctly" or "incorrectly."
 - c. Explain his or her reasoning for the determination.
6. If the student's determination is wrong, explain why to him or her.

SUBMIT: Student's determination (correct or incorrect) and reasoning for each demonstration.

SUGGESTIONS

1. Repeat the activity to include different or additional criteria.
2. Combine several criteria into each demonstration, if possible or desired.
3. Prompt the student on what to observe before each demonstration, if necessary.
4. A group of students can observe and comment on each demonstration.
5. Practice activities should follow this activity to reinforce the rubric skill.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student pays attention to the demonstrations.	2	1	0
Student determines "correct" or "incorrect" for each demonstration.	2	1	0
Student explains reasoning for determination.	2	1	0

Write two rules for making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Select two of the following characteristics of making good choices:
 - a. Considers benefits and risks of different choices.
 - b. Considers legal and fairness issues.
 - c. Asks for and listens to advice of appropriate others.
 - d. Looks at possible consequences of different choices.
 - e. Selects best choice(s).
 - f. Carries out choice(s) as well as they can be done.
 - g. Accepts consequences of carrying out choices.
2. Review the selected characteristics with the student.
3. Help the student rephrase the characteristics as real-life, specific rules.
4. Help the student make a poster.
 - a. The poster should have the title of the skill.
 - b. The poster should list the two rules.
5. Review the poster as often as necessary for the student to retain the rules.

SUBMIT: Poster.

SUGGESTIONS

1. The student should do as much as possible to prepare the poster.
2. Work with the student to word process the poster, if appropriate.
3. Place the poster in a visible location.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student participates in phrasing the rules (and writing as able).	2	1	0
Student participates in developing the poster.	2	1	0

Promise to make good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Have student with adult help choose two promises from the list below for making good choices:
 - a. I will consider which choices make the most sense.
 - b. I will consider the benefits and risks of different choices.
 - c. I will ask for and listen to the advice of appropriate others.
 - d. I will look at possible consequences of different choices.
 - e. I will select the best choice(s).
 - f. I will accept the consequences of carrying out choices.
 - g. I will discuss the results of choices with an adult.
2. Have student with adult help write the two selected promises.
3. Have student with adult help write one idea for accomplishing each promise (two total).
4. Have student repeat the two promises and two ideas to an adult twice a week for one week.
5. At the end of one week, have student with adult help rate how well he or she did in keeping the promises.
 - a. 3 = "I earned a '3' because I always did as I promised."
 - b. 2 = "I earned a '2' because I sometimes did as I promised."
 - c. 1 = "I earned a '1' because I did not do as promised."
6. Have student explain why he or she earned each rating.
7. The student should repeat the promises as often as necessary to remember them.

SUBMIT: Two promises, two ideas, student rating for promises, and student explanation for ratings.

SUGGESTIONS

1. Add more promises based on student's abilities.
2. Ask people who know the student to suggest criteria that are challenges for the student.
3. Select a promise for the entire class to make.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student makes two promises.	2	1	0
Student develops an idea for accomplishing each promise.	2	1	0
Student repeats the promises and ideas to an adult two times in one week.	2	1	0
Student rates himself or herself on each promise.	2	1	0
Student explains each rating.	2	1	0

Practice making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. With the student, discuss the characteristics of someone who makes good choices.
 - a. Considers benefits and risks of different choices.
 - b. Asks for and listens to advice of appropriate others.
 - c. Looks at possible consequences of different choices.
 - d. Remains objective when listing possible solutions.
2. Make a list of several specific opportunities (based on ability) for the student to make good choices, such as:
 - a. Choose between two options for completing a school or work task.
 - b. Determine whether to buy a new product (cell phone, clothing item, etc.).
 - c. Choose whether to follow a peer's suggestion.
3. Before the student practices each opportunity, ask, "What steps will you follow to complete this task?"
4. Allow the student to carry out each opportunity.
5. Discuss the results (whether the student made good choices).
 - a. Did you do what you said you would do?
 - b. How did your behavior show the ability to make good choices?
6. Keep a chart of the outcome of each opportunity.
7. After the student has completed the opportunities, discuss the chart.

SUBMIT: List of opportunities and chart.

SUGGESTIONS

1. Repeat the activity on a periodic basis, setting increasingly higher expectations.
2. Have the student keep his or her own chart.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Identifies and executes opportunities.	2	1	0
Shows an effort in each opportunity.	2	1	0
Demonstrates understanding of the chart.	2	1	0

Chart the results of making a choice.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Review the characteristics of making good choices with the student.
2. Ask the student to explain a situation when he or she did not make a good choice.
3. Discuss other possible choices for the situation and the potential results of each choice.
4. With the student, chart the choices and results, including the student’s actual choice and results.
5. Have the student underline the choice he or she made.
6. Have the student circle what he or she believes is the best choice.
7. Discuss the underlined and circled choices with the student.

SUBMIT: Chart.

SUGGESTIONS

1. Work with a group of students.
2. Vary the complexity of the activity.
3. Allow for alternate forms of communication.
4. Tape record the student explaining the situation.
5. Develop a notebook of decision-making challenges for the student.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student explains a poor decision he or she made.	2	1	0
Student considers other possible choices and results.	2	1	0
Student helps create the chart.	2	1	0
Student underlines his or her choice.	2	1	0
Student circles the best choice.	2	1	0

Keep a "sticky note" chart about making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Select two to five of the following characteristics of making good choices for the "sticky note" chart:
 - a. Considers benefits and risks of different choices.
 - b. Asks for and listens to advice of appropriate others.
 - c. Looks at possible consequences of different choices.
 - d. Remains objective when listing possible solutions.
 - e. Carries out choice(s) as well as they can be done.
 - f. Accepts consequences of carrying out choices.
 - g. Discusses whether the results were beneficial.
 - h. Discusses whether the right decision was made.
2. Develop a three-column chart.
 - a. At the top of the first column, write the word "Characteristics."
 - b. At the top of the second and third columns, write the words "Yes" and "No" or draw a happy and sad face.
 - c. Write the selected characteristics in the first column (leave room for a sticky note after each characteristic).
3. Obtain a package of sticky notes for the student.
4. Facilitate situations for the student to demonstrate the selected characteristics.
 - a. Create practice, simulation, and/or role-playing situations.
 - b. Set up "real" situations or help the student recognize when "real" situations arise.
5. Ask the student to keep track of his or her ability to demonstrate the selected characteristics.
 - a. If the student is successful, he or she should place a sticky note in the "Yes" or happy face column across from the corresponding characteristic.
 - b. If the student is not successful, he or she should place a sticky note in the "No" or sad face column across from the corresponding characteristic.
6. Ask the student to explain his or her reasoning for the sticky note placement.
7. Facilitate additional situations for the student to retain what he or she learned during successful attempts and to redo unsuccessful attempts.

SUBMIT: Sticky note chart.

SUGGESTIONS

1. Prompt more at first; then, expect the student to recognize more situations independently.
2. Develop weekly charts. Discuss improvement over time.
3. Change or explain the selected characteristics periodically.
4. Ask the student to evaluate the ability of a television character to demonstrate the characteristics.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student recognizes situations to demonstrate the selected characteristics.	2	1	0
Student correctly places the sticky notes.	2	1	0
Student explains reasoning for sticky note placement.	2	1	0
Student works toward improvement.	2	1	0

Write a story about making good choices.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Review the characteristics of making good choices with the student.
2. Ask the student to explain a situation when he or she did not make a good choice.
3. Ask the student to explain the consequences of the choice.
4. Discuss better choices and the possible results of each choice.
5. Ask the student to select one good choice you discussed.
6. Have the student dictate or write, if possible, a one-paragraph story about making a better choice in the same situation.

SUBMIT: Story.

SUGGESTIONS

1. Work with a group of students.
2. Vary the complexity of the activity.
3. Allow for alternate forms of communication.
4. Tape record the student explaining the situation.
5. Develop a notebook of decision-making challenges for the student.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student explains the situation when he or she made a poor choice.	2	1	0
Student explains the consequences of the choice.	2	1	0
Student contributes ideas for better choices in the situation.	2	1	0
Student creates a story about making a better choice.	2	1	0

Apply the skill of making good choices in a new situation.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Select one of the following characteristics of making good choices for the student to use in a new situation (preferably a characteristic the student practiced in previous activities for this skill):
 - a. Considers benefits and risks of different choices.
 - b. Asks for and listens to advice of appropriate others.
 - c. Looks at possible consequences of different choices.
 - d. Carries out choice(s) as well as they can be done.
 - e. Accepts consequences of carrying out choices.
2. Prepare a checklist.
 - a. Write the title of the skill at the top of the page.
 - b. Write the following four column headings:
 - Characteristic
 - Yes
 - No
 - Did not use
 - c. Fill in the name of the characteristic in the appropriate column.
3. Review the selected characteristic with the student.
4. Ask the student to complete a task that incorporates the characteristic in a new situation (home, work, regular classroom, out in public, etc.).
5. Ask an adult (aide, parent, teacher, supervisor, etc.) to evaluate the student using the checklist.
 - a. Describe the task and expectations of the task to the adult.
 - b. Describe how to evaluate the task using the checklist.
 - mark "Yes" if the student demonstrated the characteristic correctly
 - mark "No" if the student did not demonstrate the characteristic correctly
 - mark "Did not use" if the student did not use the characteristic during the task
6. Ask the adult to explain his or her evaluation to the student.
7. Discuss the completed checklist with the student.
8. Repeat the process as needed in the same situation and in different situations.

SUBMIT: Checklist.

SUGGESTIONS

1. Use other words or symbols for the column headings.
2. Have the student help develop the checklist as much as possible (word processing, dictating, writing, cutting/pasting, etc.).
3. Repeat the checklist with other characteristics of the skill.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Student helps develop the checklist.	2	1	0
Student attempts to complete the task successfully.	2	1	0



Certificate of Strength

This document certifies that

has shown the skill of

Making Good Choices

to be a strength. He or she

- Looks at possible choices before making a decision.
- Carries out best choice(s).
- Discusses results of choices (with an adult).

I certify that this skill is a strength of the above named individual.

_____ Signature	_____ Title	_____ Date
_____ Signature	_____ Title	_____ Date
_____ Signature	_____ Title	_____ Date



Certificate of Accomplishment

This document certifies that

has completed at least five tasks that involve the skill of

Making Good Choices

- Plan:** Develop a plan for making good choices.
- Evaluation:** Evaluate your ability to make good choices.
- Observation:** Observe demonstrations about making good choices.
- Practice Activity:** Write two rules for making good choices.
- Practice Activity:** Promise to make good choices.
- Practice Activity:** Practice making good choices.
- Practice Activity:** Chart the results of making a choice.
- Practice Activity:** Keep a "sticky note" chart about making good choices.
- Practice Activity:** Write a story about making good choices.
- Authentic Activity:** Apply the skill of making good choices in a new situation.
- _____
- _____

I certify that the above named individual has met the requirements for this skill.

Signature

Title

Date