Alabama Transition Standards

Daily Living: Grades 9-12

Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.

1 Identify the basic elements of the legal and judicial process.

1. Interpret and prepare legal forms (e.g., tax, employment, and voter registration). TS.DL12.1.A
2. Analyze the legal and judicial processes on the local, state, and federal levels. TS.DL11.1.A
3. List individual legal rights as a member of society. TS.DL10.1.A
4. Describe community issues, laws, and the consequences of disobeying rules or laws. TS.DL9.1.A

2 Identify resources and services within the community.

1. Formulate specific community resources and services when needed. TS.DL12.2.A
2. Contrast specific community resources and services when needed. TS.DL11.2.A
3. Differentiate individual needs for specific community resources and services. TS.DL10.2.A
4. Identify community resources individuals associated with providing services. TS.DL9.2.A

3 Develop and practice recreational and leisure interests available within the school and community.

1. Arrange requirements and expectations for participation in the chosen school or community recreational activities (e.g., rules, associated fees, and time commitment). TS.DL12.3.A
2. Report on a specific school or community activity (e.g., school, band, civic club, YMCA, camp) and how it aligns with personal interests. TS.DL11.3.A
3. Self-evaluate to determine specific interests in leisure and recreational activities. TS.DL10.3.A
4. Examine interests in leisure and recreational activities available in the school and community. TS.DL9.3.A

Transition Target: Formulate and implement financial management skills to be us

1 Employ and evaluate financial management skills for personal daily living needs.

1. Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits). TS.DL12.1.B

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2 Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits). TS.DL11.1.B

3 Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income. TS.DL10.1.B

4 Determine and prioritize personal needs and wants according to current or expected income. TS.DL9.1.B

2 Integrate the process of budgeting within living arrangements.

1 Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities). TS.DL12.2.B

2 Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living). TS.DL11.2.B

3 Diagram budget according to necessities, utilities, and rent and identify possible living arrangements. TS.DL10.2.B

4 Discuss and illustrate wants/needs in relation to income and living arrangements. TS.DL9.2.B

Transition Target: Formulate a plan to address issues related to the acquisition and maintenance of independent living skills.

1 Identify procedures for household safety, as well as maintenance and improvement of personal living situation.

1 Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services). TS.DL12.1.C

2 Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues. TS.DL11.1.C

3 Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather). TS.DL10.1.C

4 Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills. TS.DL9.1.C

2 Demonstrate the ability to select and purchase appropriate clothing.

1 Prepare appropriate wardrobe (e.g., laundry, ironing, and purchasing articles of clothing as needed). TS.DL12.2.C

2 Assess personal needs to make appropriate clothing purchases. TS.DL11.2.C

3 Determine personal clothing options based on size, preference, and season. TS.DL10.2.C

4 Identify appropriate clothing options based on weather, budget, and care. TS.DL9.2.C

3 Exhibit appropriate hygiene and grooming for different environments (e.g., chool, community, work).

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1. Apply proper hygiene and grooming based on understanding of requirements in various environments (e.g., interview setting, job setting, school setting, and social setting). TS.DL12.3.C
2. Select and discuss choice of grooming and dress as they relate to various environments (e.g., school, community, and work). TS.DL11.3.C
3. Investigate the importance and possible results of dressing appropriately/inappropriately for differing environments (e.g., interviews, school, and community). TS.DL10.3.C
4. Identify appropriate hygiene, grooming, and dress routines for a variety of settings (school, community, and work). TS.DL9.3.C

Transition Target: Formulate and implement plans that address healthcare and wellness needs.

1. **Identify and develop a plan to address personal healthcare needs.**
   1. Implement and evaluate an individualized plan that addresses healthcare needs such as regular doctor visits, prescription maintenance, and emergencies. TS.DL12.1.D
   2. Develop a personal healthcare plan that includes goals related to specific medical needs as identified by prior assessment. TS.DL11.1.D
   3. Assess personal healthcare needs and list resources to address those needs. TS.DL10.1.D
   4. Discuss healthcare needs and examine approaches to addressing those needs through available resources (e.g., emergency needs, doctor visits, and pharmacy care). TS.DL9.1.D
2. **Develop and select strategies to address wellness (e.g., maintenance of good health and prevention of illness).**
   1. Implement and evaluate an individualized plan that addresses wellness needs such as an exercise plan, balanced meal options, and routine health check-ups. TS.DL12.2.D
   2. Develop a personal wellness plan that includes goals related to specific wellness needs as identified by prior assessment. TS.DL11.2.D
   3. Assess steps to work toward personal wellness needs and list resources to address those needs. TS.DL10.2.D
   4. Discuss wellness needs and examine approaches to addressing those needs through available resources (e.g., optometrist, dentist, exercise program, and healthy food options). TS.DL9.2.D

Transition Target: Formulate and implement a plan that addresses transportation issues an

1. **Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.**
   1. Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks). TS.DL12.1.E

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2 Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver's education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup). TS.DL11.1.E

3 Assess personal transportation services and/or mobility issues; develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation); and examine related rules and regulations. TS.DL10.1.E

4 Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use. TS.DL9.1.E