Welcome to B-13

You were muted when you entered the room, we have chat box sessions throughout the slide deck, or you can unmute and ask as questions arise.

Thank You

Transition Planning

Office of Special Services
Monitoring Team

Updated 5/9/22

- Please take a moment and add your name, position and district to the chat box. We like to know who we are talking to!

- Also, we are noting down the districts our participants are from to assist in our continued efforts to ensure that each district has the most up to date information.

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Agenda

- Introductions
- Purpose of the training
- B13 Indicator
- Transition Plan
- Questions

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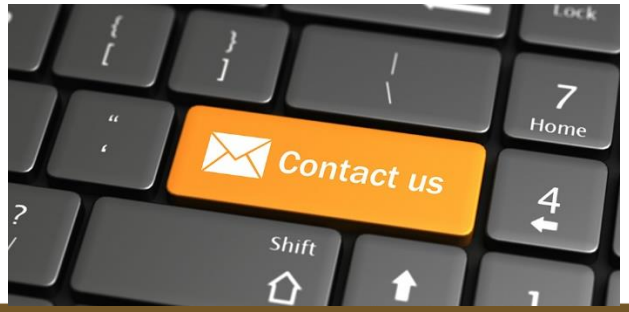

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FAQ's

- As we go through the slides, we will address many FAQ's:
  - What if I don't know the child, a 9th grader, and their annual is in September, how do I write the transition plan?
  - What if the child wants to be a rock star?
  - Why shouldn't we name specific colleges or businesses?
  - Can we include the parents in 9F?
  - What do we do if the parents don't want to encourage the child to consider employment?

Procedural Manual in Chat Box

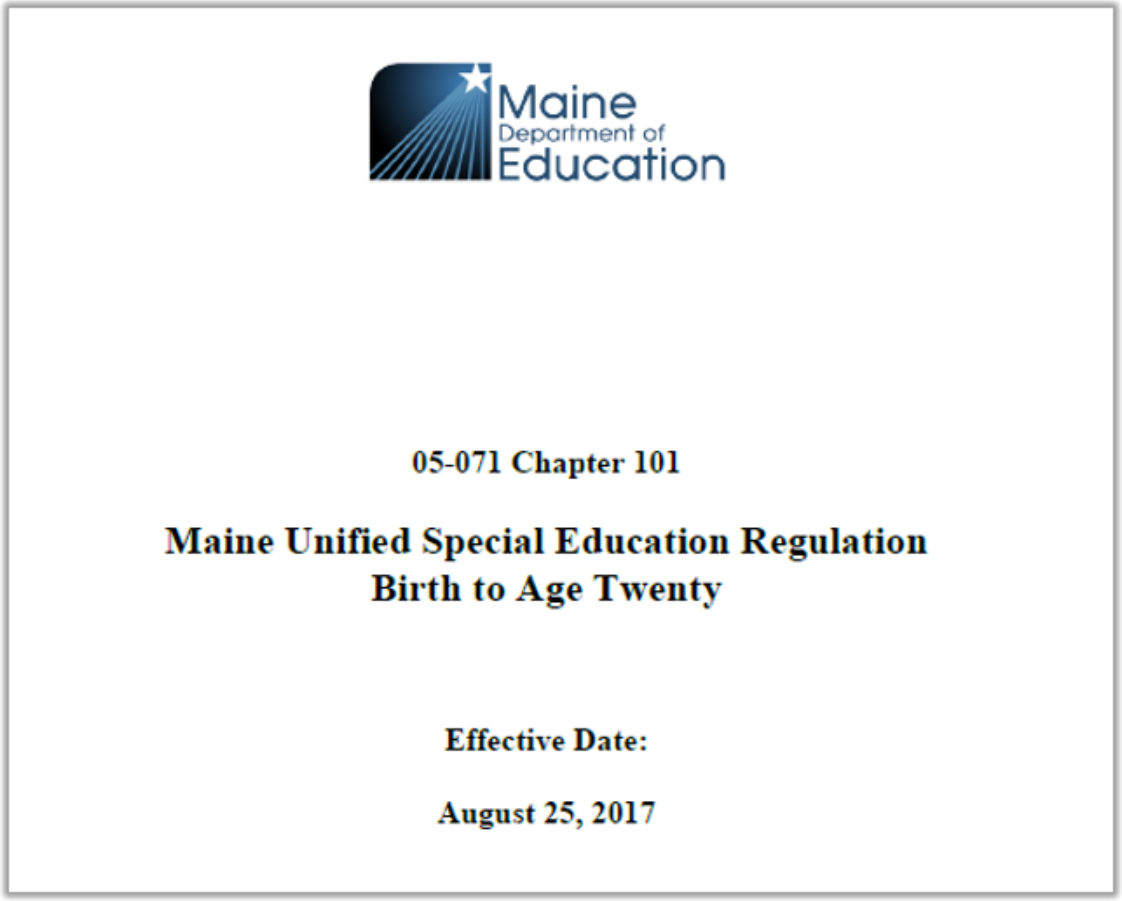
Maine Department of Education

Procedural Manual:

- Pages we will be referring to today:
  - AWN: pg. 3
  - Section 9 of the IEP: pgs. 37- 41
  - WN: pg. 87

Don't forget the Summary of Performance document, pgs. 82-85 is required for Special Education students graduating or leaving high school.

Maine Unified Special Education Regulations (MUSER) in Chat Box



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05-071 Chapter 101

Maine Unified Special Education Regulation
Birth to Age Twenty

Effective Date:

August 25, 2017

Italicized text signifies State requirements

Non-italicized text signifies federal statutory or regulatory requirements

- References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.

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Extended Eligibility

Priority Notice: IDEA Eligibility Extended Until Age 22

Released via Maine DOE Newsroom 1/21/2021

https://mainedoenews.net/2021/01/21/priority-notice-idea-eligibility-extended-until-age-22/

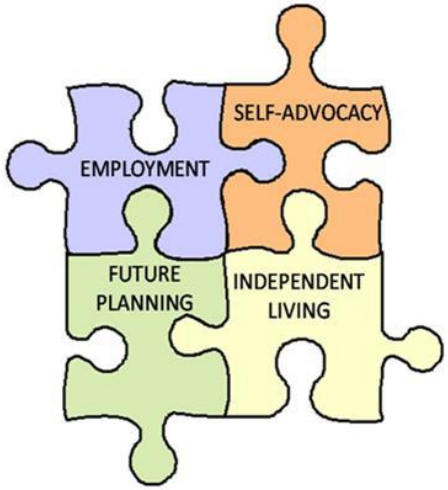
IDEA Part B

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- **Indicator 13: Transition in the IEP**
- **Indicator 14: Post-School Outcomes**
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

http://project10.info/DPage.php?ID=310

Purpose of Today

- To develop compliant and effective secondary transition plans



SHOWING MEANINGFUL MOVEMENT

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Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes

What Makes Life Meaningful?

- Family and Friends
- Employment (money and self worth)
- Engagement in community-being able to go for a walk, or sit outside in the yard….
- A happy home-pets….
- Health
- Choices/options-what to eat, how to arrange our home….
- Freedom and Independence

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How to Live a Meaningful Life:
10 Inspiring Ideas to Find Meaning

1. Know what's important to/for you
2. Pursue your passion
3. Discover your life's purpose
4. Be self-aware
5. Focus
6. Spend money on people more than things
7. Live with compassion
8. Find a way to give back
9. Simplify your life
10. Set daily goals

David Loker https://www.lifehack.org/articles/lifestyle/10-ways-to-live-a-more-meaningful-life.html

The Big Picture: Guiding Questions

Ask yourself:

- What is it that you are **actually doing to support** this student/youth?
- What **assessments** are being used?
- How are you **applying** the results?
- Are activities & services **meaningful**?
- Will what you are doing really **help the student** to achieve his/her postsecondary goals and to enjoy a quality of life/Meaningful Day?

Chat Box Check in:

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B 13

Components	Where?
Purpose of Meeting	AWN
Child Invited to Meeting	AWN
Agency Invited with Parents PRIOR Written Consent	WN and IEP 9G
Post-Secondary Goals Updated Annually	WN
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP 9B
Measurable Post-Secondary Goals in Education/Training	IEP 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP 9D and Section 5
Course of Study	IEP 9E
Transition Services (NOT "Child Will" Statements)	IEP 9F

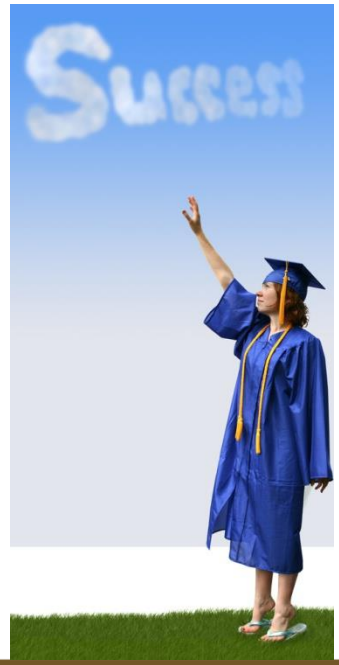
Section 3 of the IEP

- This prompts you to go to Section #9 to complete the transition plan PRIOR to the rest of the IEP

POST-SECONDARY TRANSITION	
J. Is the child in 9th grade or above **OR** is the child 16 years old or older?	☐ YES ☐ NO
i. If **yes**, Section 9 should be completed before completing the remainder of the IEP.	

Transition: Section 9

- **9. POST-SECONDARY TRANSITION PLAN**
- This section must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h))



- IDEA
  - Age 16
- MUSER
  - No later than 9th grade

REMINDER

- POST SECONDARY PLANS ARE ONLY FOR ALL CHILDREN WITH A DISABILITY BEGINNING DURING THEIR 9TH GRADE YEAR

- However, research continues to show us that beginning transition planning earlier results in better post-secondary outcomes for students with disabilities.

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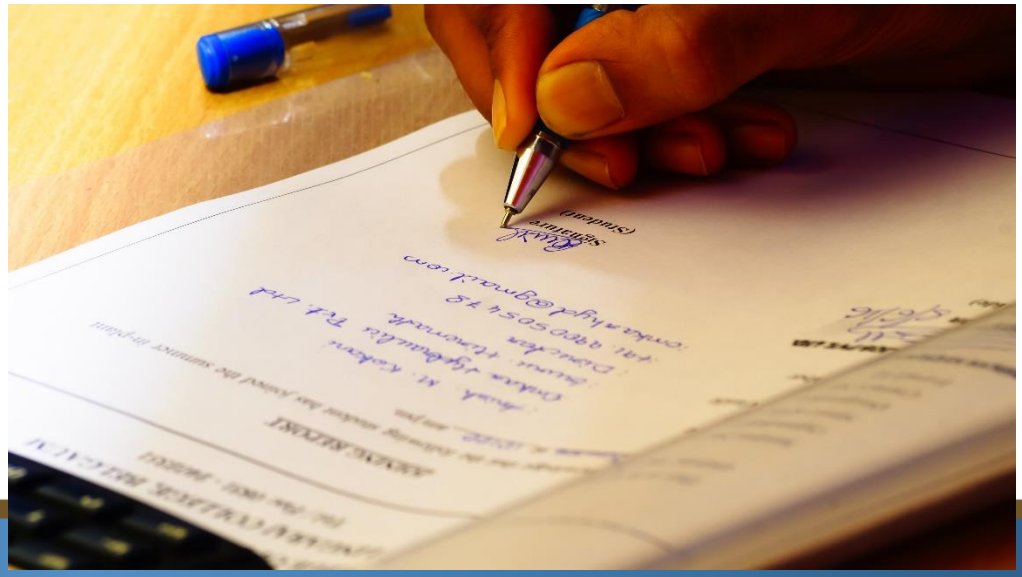
Transition Plan and the Written Notice

- It is very important that planning beyond year 4 (if indicated), begins as early as possible.
- It is equally important that the IEP Team discussion regarding planning beyond year 4 is documented very clearly in the WN.



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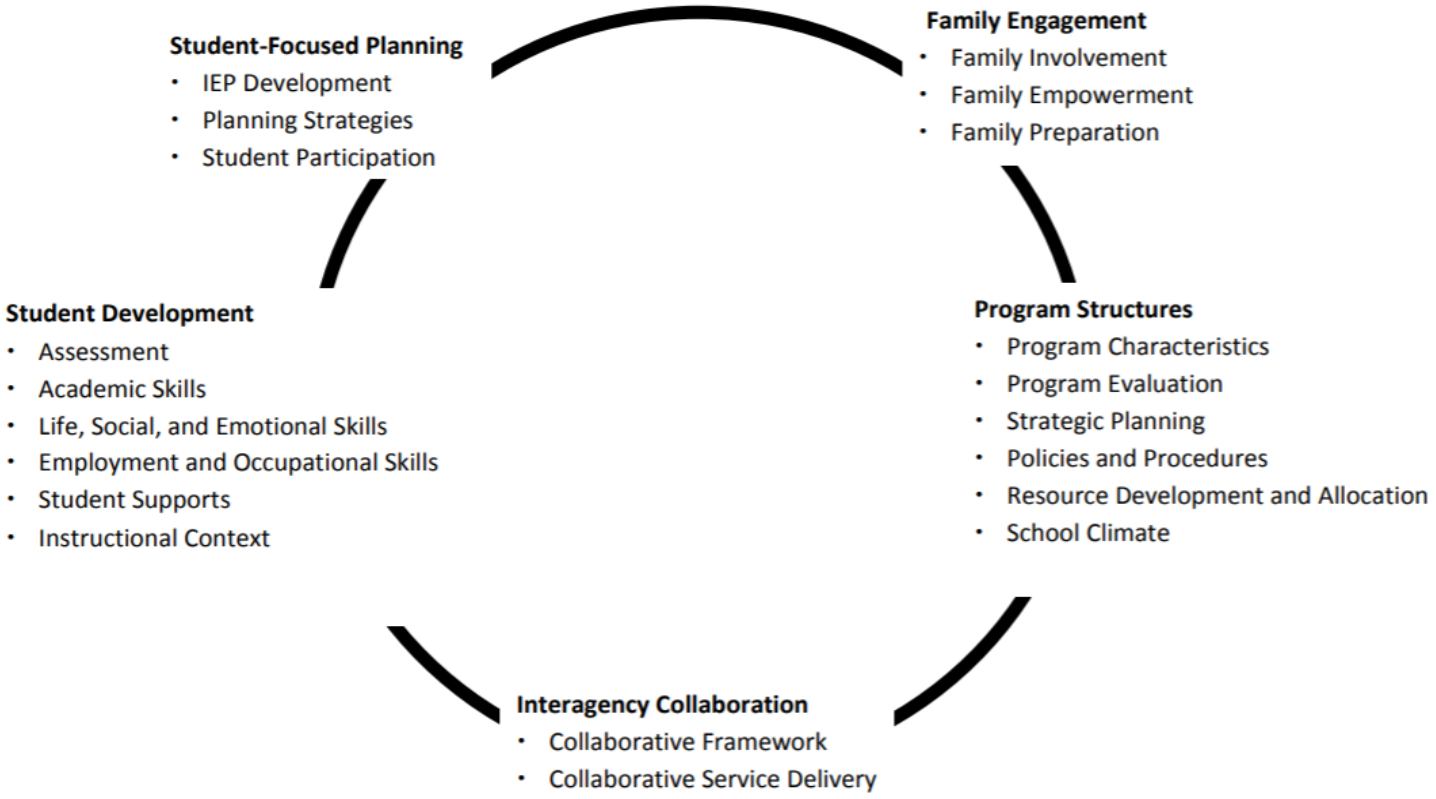
TAXONOMY FOR TRANSITION PROGRAMMING 2.0



https://transitionta.org/system/files/resourcetrees/Taxonomy_for_Transition_Programming_v2.pdf?file=1&type=node&id=1727&force=

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Section 9 – Transition Plan

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion:	
B. List of Transition Assessments Completed:	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i) Goals must be based on current age-appropriate transition assessments.	
Education/Training Goal After graduation, child's name, will education/training goal.	
Employment Goal After graduation, child's name, will employment goal.	
Independent Living Skill Goal (when appropriate) After graduation, child's name, will independent living skill.	
E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.	

Inviting the Child to the Meeting - AWN

- The child should be invited to the meeting and should be included in the salutation or the child should receive their own AWN.

Dear **Mom, Dad, and Bobby**,

An IEP/IFSP Team meeting has been scheduled for:

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Section 9A: Projected Date of Graduation

- **A. Projected date of graduation/program completion**: Month/Year

- **IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE**
- NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.

Section 9A: Projected Graduation Date

- Record the month and year of anticipated graduation or departure of high school
- If a child becomes credit deficient, this projected date can change
- 5th or a 6th year planning should begin early

Section 9A: Projected Graduation Date

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	**IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE:** Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion: June 2022	

Chat Box Check in:

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Defining Transition Assessment

What it is:

- Ongoing and cumulative
- Individualized
- Based on student's strengths, needs, interests, & goals
- A process that increases student self-awareness
- Used to develop appropriate annual and postsecondary goals

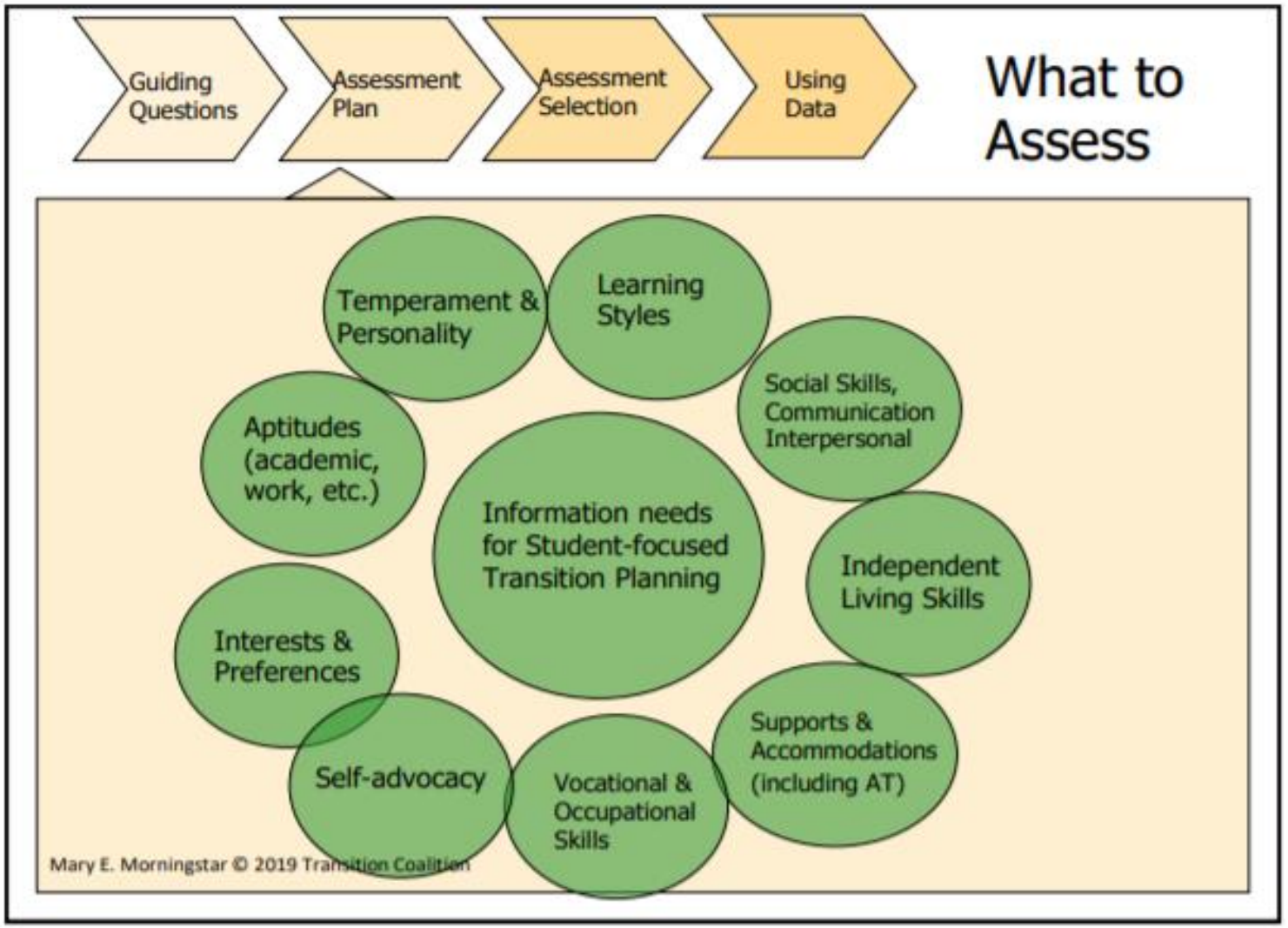
What it is NOT:

- The same for all students
- Done "once a year"
- Only completed just before the IEP to fill out the forms
- Only the responsibility of the special education teacher

Adapted from B. Charton (2007). Arkansas Dept. of Ed. Transition Assessment Toolkit

When assessing youth and young adults, continually pose these questions:

- Whose needs are being met?
- What did the student/family and you learn from the assessment *process*?
- Where do you record the information – how is it interpreted?
- What do we do with the information – how is it utilized?



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Section 9B: Transition Assessments

Acceptable Transition Assessments	Assessments without Transition Components
• SATs • PSATs • ASVAB • Accuplacer	• NWEAs • MEAs • WISC-V • WIAT-III • WJ-IV • Curriculum Based Measures

Section 9B: Transition Assessments

- Document all transition assessments that have already been completed:

- Informal student interview
- Parent survey
- Independent living skills
- Academic skills
- Career interest inventory
- Self-assessments
- Self-determination skills
- Career/vocational interests and skills

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Transition Assessments

- A summary of the results of the completed assessments *can be* recorded in the IEP.
  - Where in the IEP?
    - Section 4: Results of All Evaluations.
  - Why provide a summary?
    - Shows movement towards post-secondary goals.

This is OPTIONAL- but recommended

Assessment

B. Transition Assessments Completed

- Indicate the age-appropriate transition assessments used to develop the post- secondary goals. As a means to show annual movement, it is encouraged, but not required, to include the year in which the assessment was provided.
- At least one transition assessment should be completed annually prior to the meeting where transition planning is being discussed. Cumulative list of transition assessments completed could be documented to show movement towards attainment or progress towards post-secondary goals.
- Completed transition assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP. Documenting transition assessment data and/or results in the IEP is encouraged, but not required. These results can be documented in Section 4 of the IEP but is not required.

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Procedural Manual pgs. 37-38

Assessment

- When a child is in 9th grade, but no later than when the child is 16, whichever comes first, an age-appropriate, transition-focused assessment process must be used to identify post-secondary goals.
- Use formal and informal methods of gathering data related to the child's interests, preferences, aptitudes and abilities as they relate to and align with the skills needed for the child's given interest area.
- The assessment process considers multiple data sources to facilitate discussions and decision making in the development of the post-secondary transition plan; it is not the administration of a single assessment instrument. Types of transition assessments include: interview with child and/or parent, observations, behavioral assessment information, aptitude tests, interest and work values inventories, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.
- Transition assessments are not required for eligibility and may not require parental permission to administer.

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Procedural manual pg. 38

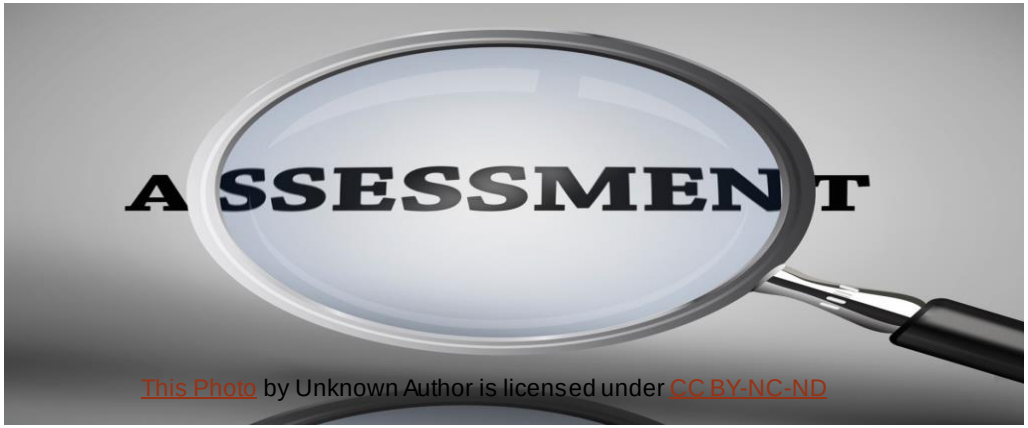
Section 9B: Transition Assessments

B. List of Transition Assessments Completed:

Informal student interview (2020)

Career interest inventory (2021)

Classroom observation (2021)



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Section 4: Results of All Evaluations

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

November 2020: Informal Student Interview
Dan said that he would like to go to college to study marketing. His Uncle is in the field and has taken Dan to his office, and it looks interesting. Dan also enjoys carpentry projects and is going to take a vocational class to explore those skills further.

January 2021-Career Interest Inventory
The results show that Dan enjoys hands on projects and is good with technology. This supports his continued exploration of marketing and carpentry.

April 2021-Classroom Observation
Dan's case manager observed him in Geometry class where he was able to accurately measure shapes and angels and use the results in various equations. This indicates that Dan's continued interest in carpentry may be a good option for him.

Chat Box Check in:

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Section 9C: IEP Meeting

- Need a statement if they attended, and if they did not attend the IEP meeting.

- If the child did **not** attend, state when you met with them and that their post-secondary goals were discussed.

Section 9C: IEP Meeting

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Dan attended his IEP meeting.

Dan chose not to attend his IEP meeting. He met with his teacher on 5/15/21 to talk about his post-secondary interests and preferences.

Section 9D: Measurable Post-Secondary Goals

D. **Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i) - Measurable post-secondary goals must be based on current age-appropriate transition assessments.**

Education/Training Goal

After graduation, child's name, will education/training goal.

Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate):

After graduation, child's name, will independent living skill.

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Transition Goals 9D: Education/Training

- Document the formal and/or informal training the child will receive after high school that enables them to make progress towards pursuing a career in their chosen field.

- "Will" statement of the type of education and or training the child will receive in order to pursue their career choice.

Transition Goals 9D: Education/Training

Education/Training Goal

1. After graduation, Dan will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.

2. After graduation, Dillon will attend a community college and will study sports facility management.

3. After graduation, Brooke will attend a post-secondary institution for marine biology or zoology.

4. After high school, Roy will receive on the job training in a pet store or a farm.

Transition Goals 9D: Employment

- Take the education or training goal and make a statement about employment

- Education/Training and Employment goals should be in alignment.

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Transition Goals 9D: Employment

Employment Goal

1. After graduation, Dan will work in the field of marketing or as a carpenter.

2. After graduation, Dillion will be employed as a sports facility manager.

3. After graduation, Brooke will be employed as a marine biologist or zoologist.

4. After high school, Roy will be employed in a pet store or on a farm.

Transition Goals 9D: Employment

- Child wants to be a professional video gamer:
  - Career exploration skill development
  - Job shadow
  - Interviews
  - Find relatable jobs (game tester, designer, etc.)

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Section 9D: Independent Living

- When deciding if the child needs an independent living goal, consider if they are able to actually live independently.
  - Hygiene
  - Budgeting
  - Bills
  - Support services (mental health, PT, OT)

- Should be considered for all children, not just those with significant cognitive deficits.

Section 9D: Independent Living

Independent Living Skill Goal (when appropriate):

1. After graduation, Dan will access mental health supports in his community independently or with assistance from his parents.
2. After graduation, Dan will manage a budget independently or with assistance from his parents.
3. After high school, Roy will live semi-independently with a roommate in an assisted living apartment with supports.

Chat Box Check in:

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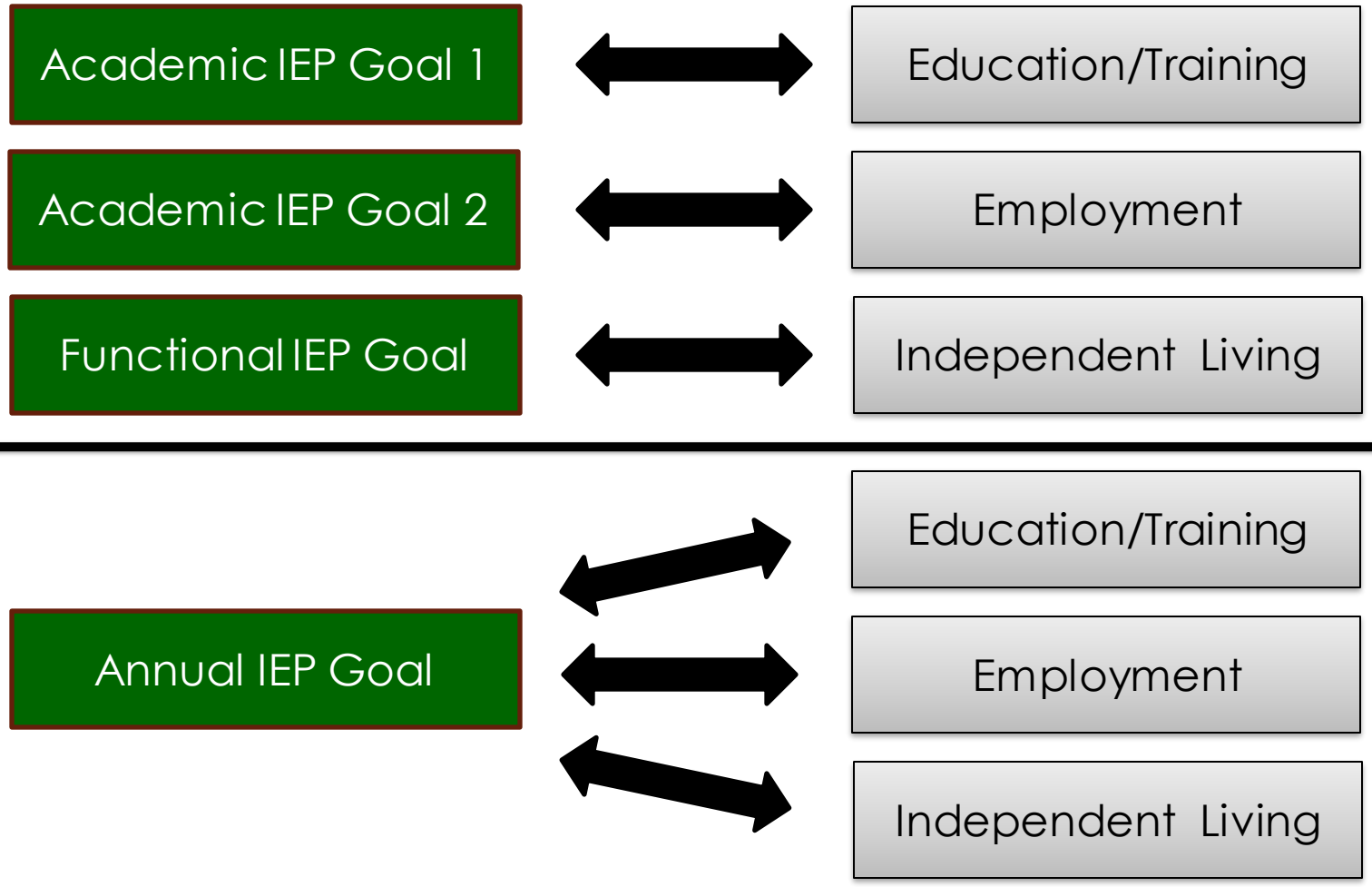
Section 5: Annual Goals

- There must be at least **one** annual goal that addresses the post-secondary goals, (can use an existing goal if appropriate)
- This goal could address all areas including Education, Employment, and IL.
- There could be a separate goal for each.

IEP Goal Alignment to Post-Secondary Goal



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IEP Goal Example

- By June 15, 2022, **in preparation for college and career readiness**, given direct instruction, pre-teaching and rehearsal, Dan will participate in conversation and collaborate with peers, building on others' ideas and clearly expressing his own ideas 3 out of 5 opportunities as measured by a communication rubric in class. CCSS.ELA. 9.S/L. 1.

This goal was already in the IEP and now is aligned to the post-secondary education/training and employment goal.

Section 5: Academic Annual Goal

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan is currently able to write informative essays with 70% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By June 2022, given consultation services **in preparation for working in marketing or carpentry,** Dan will write informative essays to examine complex concepts through organized analysis of content with 90% accuracy as measured by district adopted writing curriculum (CCSS.ELA-Literacy.W.9-10.2)

Progress:

Oct 21: P-78%

Jan 22: P-82%

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan is currently able to use calming techniques when anxious 5 out of 10 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By June 2022, given social work services **in preparation for attending a 4 year college or university to study marketing or for work in the carpentry field and independent living,** Dan will work on managing his anxiety by using techniques learned during social work sessions 8 out of 10 trials as measured by self-reporting and social work sessions.

Progress:

Oct 21: P-6/10

Jan 22: P-7/10

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 5: Functional/Developmental Annual Goals

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan intelligibility is currently 67%.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By June 2022, given speech and language services **in preparation for attending a 4 year college or university to study marketing or for work in the carpentry field** Dan will improve his intelligibility to 90% by using appropriate phrasing in sentence production (pitch, volume, rate, stress) as measured by speech and language services and teacher observations.

Progress:

Oct 21: P-75%

Jan 22: P-82%

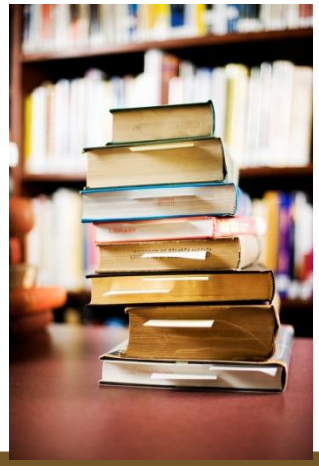
Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Section 9E: Course of Study

- **E. Planned Course of Study:** (MUSER IX.3(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.



Section 9E: Course of Study

E. A course of study can include course titles and descriptions of how the courses will lead to the acquisition of post-secondary goals. The course of study must:

- Promote movement toward and skill acquisition for the post-secondary goals
- Indicate a multi-year high school plan (current status to anticipated exit date)
- Reflect the child's preferences and his/her unique interests.
- Relate to the child's needs
- Be more specific than just completing graduation requirements
- Pass the stranger test (e.g., would someone unfamiliar with the child completely understand the courses necessary to facilitate a meaningful and effective transition-focused class schedule?)
- Be clearly transferable (e.g., can another school build a schedule based on the information in the course of study?)

Section 9E: Course of Study

- The course of study should be tailored as much as possible to the future plans of the student.

- It is vital that planning for high school years beyond year 4 begin as early as possible and be very clearly documented in the Written notice of each IEP Team Meeting.

Section 9E: Course of Study

Dan

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

9th grade: English 9, Algebra 1, World History 1, Ecology/Earth Science, Art, PE, Spanish

10th grade: English 10, Geometry, U.S. History, Biology, Band, Spanish II, Health

11th grade: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

12th grade: English 12, Financial Math, Independent Study (Intro to Marketing), Carpentry II

Roy

E. Planned Course of Study (MUSER IX.3.(A)(I)(h)(ii))

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

11th grade: Functional language skills, daily living skills, adaptive PE, community based programming

12th grade: Functional language skills, basic math skills, adaptive PE, functional life skills, community based programming

Chat Box Check in:

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Section 9F: Transition Services and Activities

F. **Transition Services and Activities: (MUSER IX.3(A)(I)(h)(ii)) –** Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

Education/Instruction and Related Services:

Career/Employment and Other Post-Secondary Adult Living Objectives:

Community Experiences:

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

Section 9F: Transition Services and Activities

- **F. Transition Services and Activities:** (MUSER IX.3(A)(1)(h)(ii))Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals.

- Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

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Section 9F: Transition Services and Activities

- Documents the services and activities occurring during the life of this IEP being provided by an adult in the school or the community.

- Can help the child focus on what they want to do.

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Section 9F: Transition Services and Activities

- These are not "will" statements.
  - Provided by an adult in the school/community
- Should not include future services/activities
  - Example: Freshman will be provided services from Vocational Rehabilitation his/her junior year.
- Leaving previous years services in this section
  - To show movement from year to year.

Section 9f

- **Education/Instruction and Related services** include:
  - Transportation
  - Developmental, corrective, and other supportive services including:
    - specially designed instruction
    - speech-language pathology and audiology services
    - interpreting services
    - psychological services
    - physical and occupational therapy
    - recreation, including therapeutic recreation
    - social work services
    - school nurse services
    - counseling services, including rehabilitation counseling
    - orientation and mobility services
    - medical services
  - Instruction in specific areas that the child needs to:
    - Complete needed courses
    - Succeed in the general curriculum
    - Gain needed skills

Section 9f

- **Career/Employment and Other Post-Secondary Independent Living Objectives** are components of a transition program required to achieve desired post-secondary goals. *(This is not a restatement of the goal, but rather a description of the activities that are necessary to accomplish the goal.)*
    - These objectives could include career/employment/adult living skills such as:
        - Exploring internships
        - Job seeking and keeping skills
        - Job site training
        - Registering to vote
        - Filing taxes
        - Renting a home
        - Accessing medical services
        - Filing for insurance or accessing adult services such as Social Security Income (SSI)

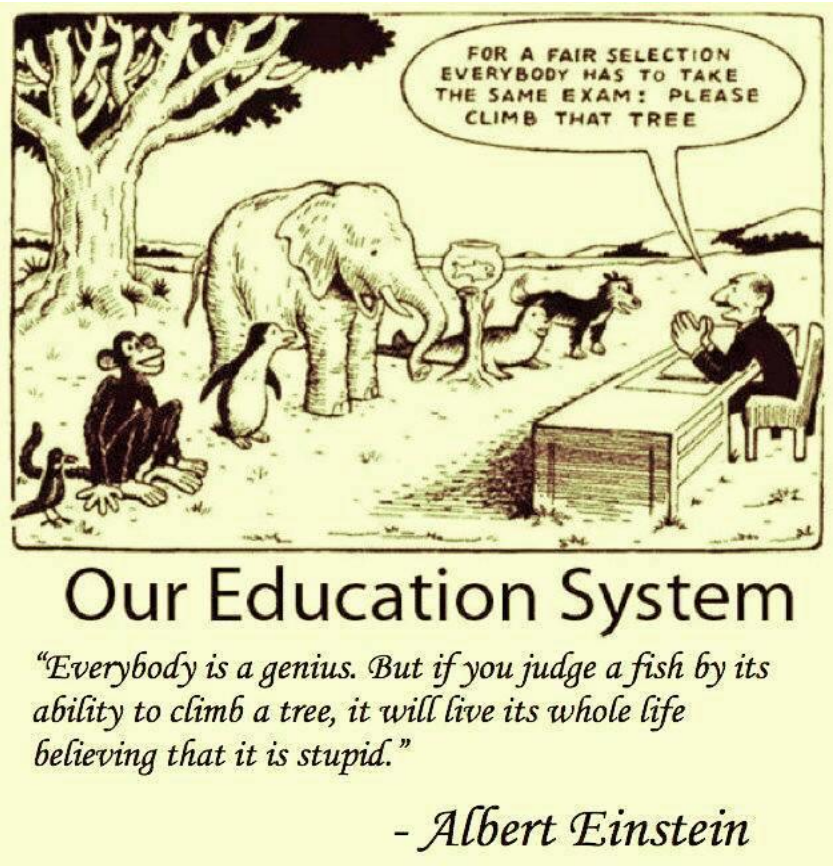
Procedural Manual pg. 40

Section 9f

- **Community Experiences** are one component of a transition program that is provided outside the school building or in community settings.
  - Examples could include:
    - Community-based work experiences and/or exploration
    - Banking
    - Shopping
    - Transportation
    - Recreation activities

Section 9F: Education

- Special education services
- Regular education classes
- Related Services



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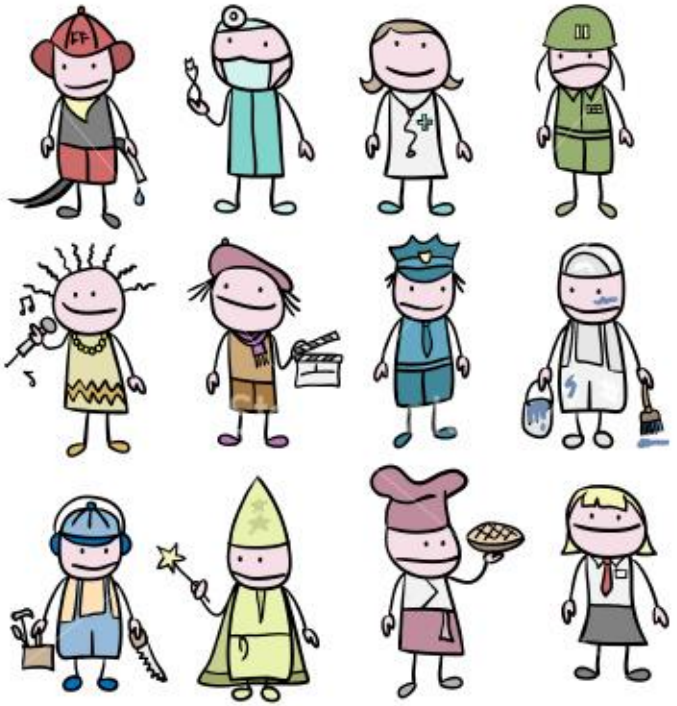
Section 9F: Career/Employment

- Job seeking and keeping skills
- Work experience
- Job shadow
- Advisory program
- Internships



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Section 9F: Education

F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.
Education/Instruction and Related Services: *Social Work services to learn to regulate emotions (2020, 2021, 2022) *Financial math to develop financial awareness (2020) *Special Education Consultation services (2021, 2022) *Intro to Business Class (2020) *Carpentry Class (2022)

Section 9F: Career/Employment

Career/Employment and Other Post-Secondary Adult Living Objectives:

*Career interest inventories in marketing and carpentry (2020)

*Participate in career prep activities through advisor/advisory program (2021)

*Job shadow individuals in both the carpentry and marketing fields to determine which is a better fit (2022)

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Section 9F: Community Experience

- Community based work experiences
- College or career fair
- Volunteer experiences
- Recreational activities

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National Technical Assistance Center on Transition

How will the student engage in the community?

- Independently
- Family support
- Community support
- Paid/agency support

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Section 9F: Community Experience

Community Experiences:

*Volunteer at marketing business (2021)

*Currently employed, with satisfactory employment evaluations (2020, 2021, 2022)

*Boy Scouts: developing leadership and independent skills (2020, 2021)

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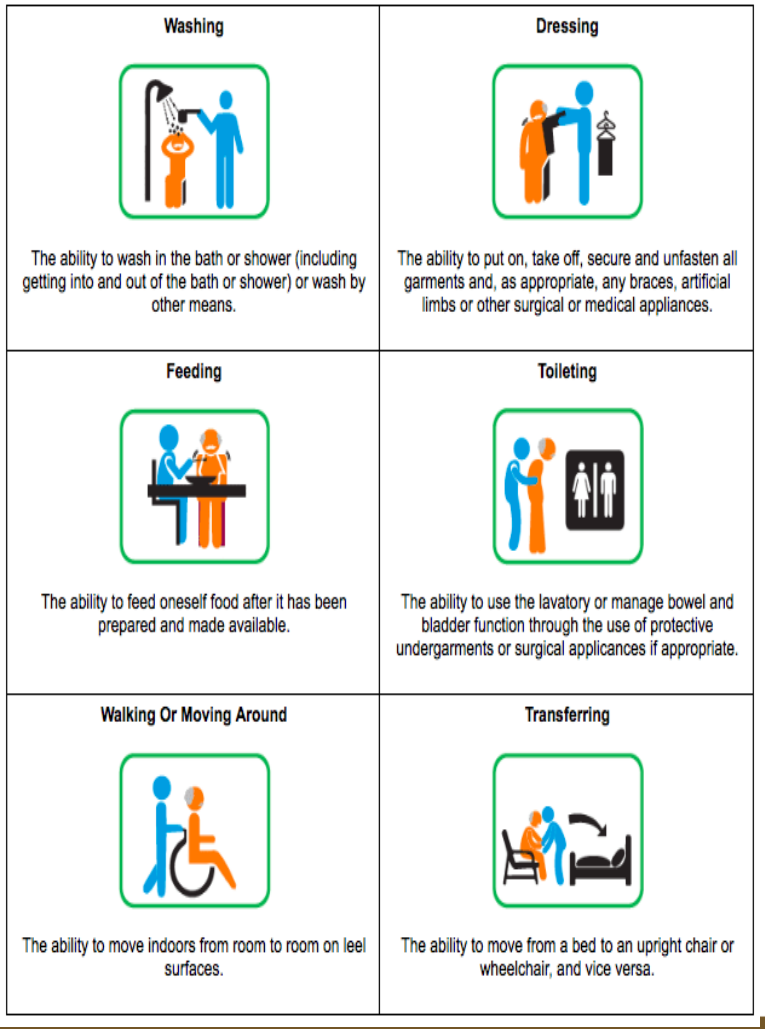
Section 9F: Daily Living Skills

- Preparing meals
- Budgeting
- Maintaining a home
- Caring for self, clothing, pets, etc.



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Section 9F: Daily Living Skills

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

*Financial match class to learn money management skills (2020)

*Primary caregiver for family dog (2020, 2021, 2022)

Section 9G: Agencies Responsible

- Need parental consent to invite them to the IEP meeting, or consent from student who has reached age of majority.
- Consent is needed prior to the AWN.
- Consent is needed for every meeting where transition planning is discussed.

Section 9G: Agencies Responsible

G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))
What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

1. Vocational rehabilitation
2. N/A

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Section 9G: Agencies responsible

Name and Position
1. Mrs. Red – Director of Special Education Services
2. Mrs. Brown – Special Education Case Manager
3. Mrs. Blue – Mother
4. Mr. Blue – Father
5. Johnny Blue – Student
6. Mrs. Orange – Mathematics Teacher
7. Mr. Purple – Vocational Rehabilitation Counselor (invited by parents)

Written Notice

1. **Describe the action(s) regarding the referral, evaluation, identification, programming or placement proposed or refused by the SAU:**

   1) Dan's transition plan was updated, reviewed, and accepted by the team.

2. **Explain why the SAU is proposing or refusing to take the above action(s):**

   1) Based on ongoing conversations with Dan and the results of a career interest inventory and observation, carpentry or marketing continue to appear to be good career options. His transition plan was updated to reflect services that will be provided to him throughout the year to help him continue to develop the skills necessary to begin a career in carpentry or marketing. Dan is projected to enroll in a carpentry class next year as well as Introduction to Business.

Section 10: Age of Majority

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

☐ YES Date Informed:

☐ N/A

- Indicate the date the child and parent(s) were informed of the transfer of rights at the age of majority (18).
- This should be completed at or before the IEP meeting for the year the child will turn 17.
- This date does not change.

B-13 Indicator:

Remember	Where
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (*NOT* "Child will…" statements)	IEP 9F

Takeaways:

-Transition plans should be Student Centered

-Family engagement is key.

-Assessment-Assessment-Assessment

-Students should be invited, and encouraged to attend their meetings

-Outside agencies who can aid the child in their post-secondary transition should be part of the IEP team.

FAQ's-Did we cover them?

Did we miss anything?

- What if I don't know the child, a freshman and their annual is in September, how do I write the transition plan?
- What if the child wants to be a rock star?
- Why shouldn't we name specific colleges or businesses?
- Can we include the parents in 9F?
- What do we do if the parents don't want to encourage the child to consider employment?

"Promote ambitious outcomes for youth."

-Linda O'Neal

Chat Box Check in:

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Benefits of Self-Determination

People with greater self determination are:

- Healthier;
- More independent;
- More well-adjusted; and
- Better able to recognize and resist abuse.

(Khemka, Hickson, & Reynolds, 2005; O'Connor & Vallerand, 1994; Wehmeyer & Schwartz, 1998)

ZARROW INSTITUTE
ON TRANSITION & SELF-DETERMINATION
The UNIVERSITY of OKLAHOMA

- https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources/curriculum/me

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Unit 1: Getting Started

Lesson Overviews

Unit Purpose: The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

Lesson 1: Understanding Self-Awareness & Self-Advocacy

Objectives

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

https://www.pacer.org/students/transition-to-life/advocating-for-myself.asp

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4. Supporting Student-Made Decisions: Preparation for Adult Life

Overview

Successful post-school transition is most likely to happen when students are actively engaged in their own transition planning. To engage students, families, IEP Teams, VR professionals, and other support professionals should:

- Set high expectations;
- Use a person-centered planning approach;
- Support the student's social and emotional learning;
- Provide the student or youth with support to make their decisions; and
- Counsel the student and their representative to make informed choices.

This section presents key elements of supported decision-making and describes the practice of informed choice to assist students and youth with disabilities in their decisions for adult life.

https://sites.ed.gov/idea/files/postsecondary-transition-guide-may-2017.pdf

Person-Centered/Directed Planning

Life Course Framework

Daily Life and Employment
(school/education, employment, volunteering, routines, life skills)

Healthy Living
(medical, behavioral, nutrition, wellness, affordable care)

Community Living
(housing, living options, home adaptations and modifications, community access, transportation)

Safety and Security
(emergencies, well-being, legal rights & issues, guardianship options & alternatives)

Social and Spirituality
(friends, relationships, leisure activities, personal networks, faith community)

Citizenship and Advocacy
(valued roles, making choices, setting goals, responsibility, leadership, peer support)

https://www.lifecoursetools.com/

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PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES

MY IEP OWNER'S MANUAL

for Transition-age Students

https://www.pacer.org/parent/php/PHP-a55.pdf

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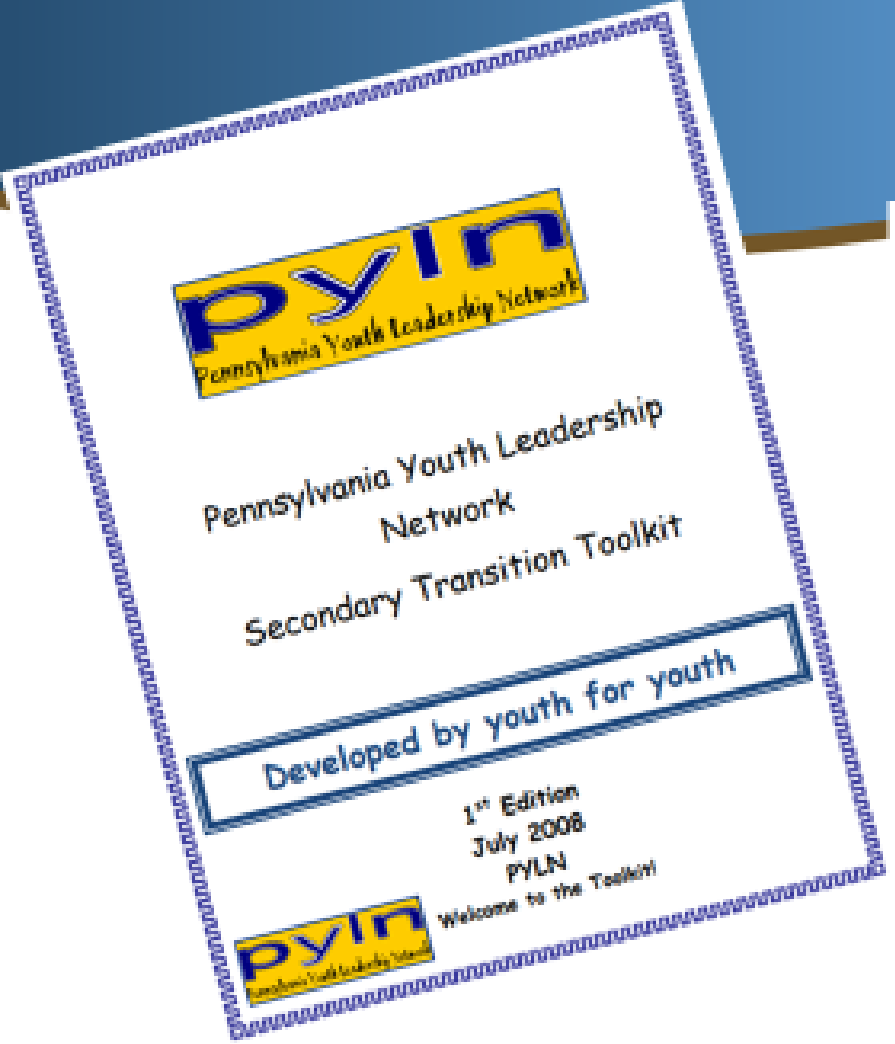

Dear Youth, Families, and Professionals,

The Pennsylvania Youth Leadership Network (PYLN) has created secondary transition toolkit to assist youth in their transition into the adult world. The best thing about the toolkit is that it was written and designed by youth with disabilities who are members of the Pennsylvania Youth Leadership Network (PYLN) for youth. It can also be used with families and professionals as a youth-friendly Toolkit for transition.

Within the Toolkit there are three phases:

Phase One: ***Accept Yourself!***

Phase Two: ***Declare Yourself!***

Phase Three: ***Empower Yourself!***

Each phase is filled with PYLN members' transition stories, along with information and activities to help you take charge of your life!

This is our first attempt at the Toolkit and we plan to keep changing it and adding information to meet your needs. If you have any ideas to share, please email the PYLN at pyln.qb@gmail.com .

Since we plan to continually update the Toolkit, you can find the latest version online. It's as simple as going to this website: www.sharedwork.org/patransition. You do have to register to use the site, remember to write down your user name and password since you'll need it next time you visit the site. On the left side of the Pennsylvania Community on Transition homepage, please click on the PYLN Secondary Transition Toolkit.

Thanks,

PA Youth Leadership Network Member

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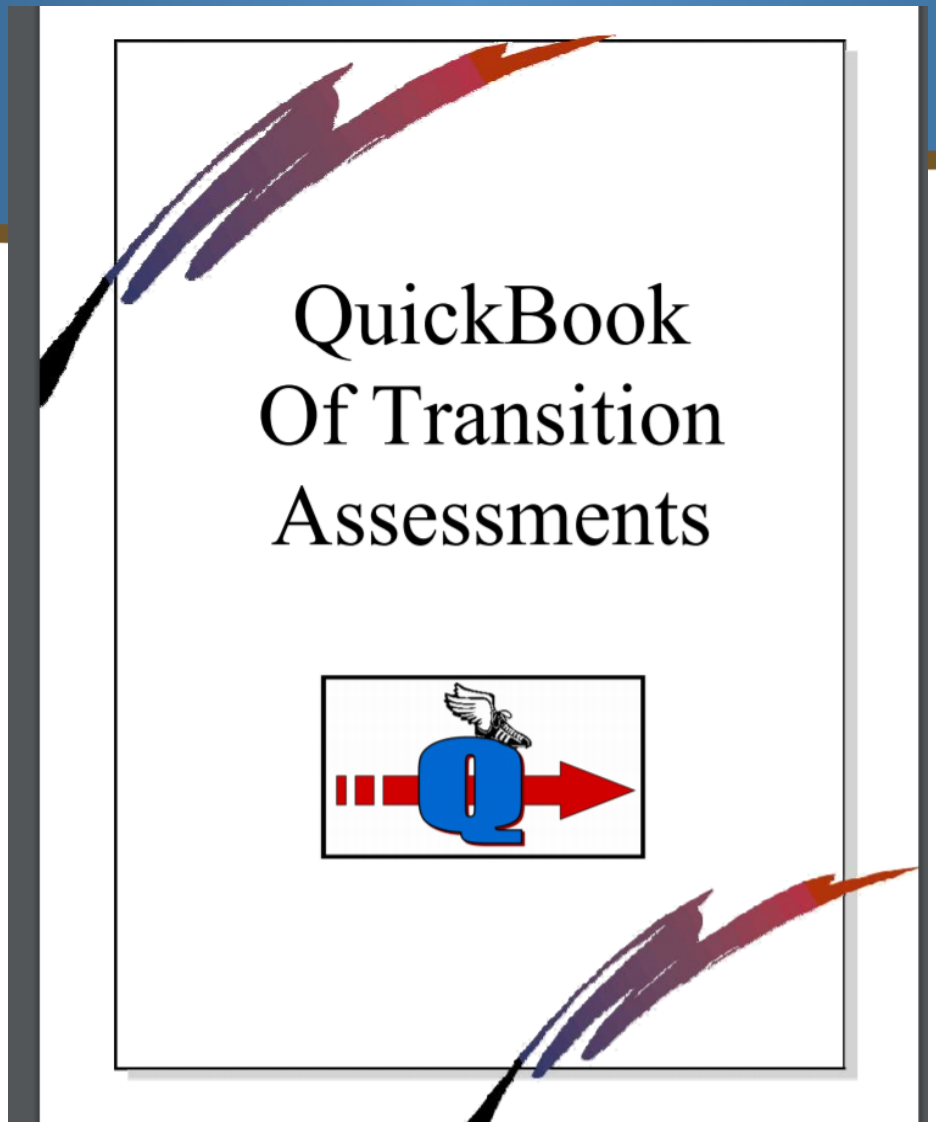
https://transition-guide-admin.s3.amazonaws.com/files/2012/07/17/PYLN%20Secondary%20Transition%20Toolkit.pdf

How can we help families ?

https://www.ffcmh.org/resources-parentsandcaregivers



https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

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https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

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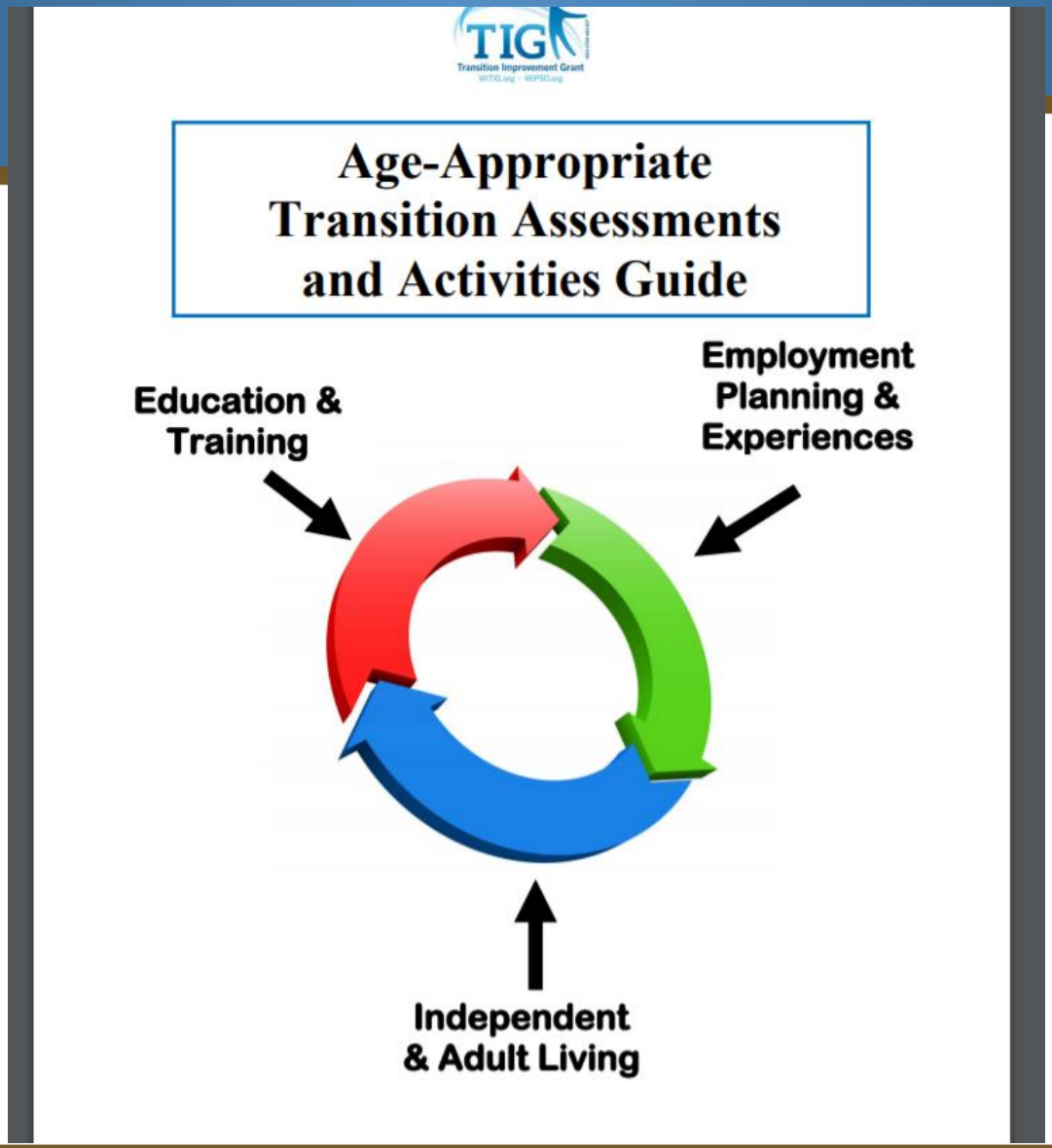
https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf



https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf

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Postsecondary Education and Training: PRO-ED - **$$**
http://www.proedinc.com/customer/productView.aspx?ID=4369

Job Search Knowledge Scale: JIST Publishing - **$$**
http://jist.emcp.com/job-search-knowledge-scale.html

Employability/Life Skills Assessment: Ohio Department of Education – **FREE**
http://www.edresourcesohio.org/transition/resources.php?id=2

Transition Assessment Tools: Employment:
Indiana Institute on Disability and Community – **FREE**
http://bit.ly/1LepCPH

Community Work Site: Student Learning / Training Plan and Evaluation:
Seattle University – **FREE**
http://bit.ly/1BkfoNr

Employer Self-Assessment: Jobs to Careers – **FREE**
http://bit.ly/1J26Opp

Educational Institution and Workforce Intermediary Self-Assessment: Jobs to Careers - **FREE**
http://bit.ly/1GMmkp7

SCANS Skills Assessment: U.S. Department of Labor – **FREE**
http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Tools/Tool_20.PDF

Wisconsin Youth Leadership Certificate Assessment: Wisconsin Department of Public Instruction – **FREE**
http://bit.ly/1GbM5bC

Wisconsin Employability Skills Certificate Program Assistant: Wisconsin Department of Public Instruction – **FREE**
http://cte.dpi.wi.gov/cte_esintro

Transition Assessment & Goal Generator - Zarrow Center - University of Oklahoma - **$$**
https://tagg.ou.edu/tagg/

WI Career Pathways: Wisconsin Technical College System – **FREE**
https://www.wicareerpathways.org/Students

Career Cluster Inventory (With Pictures and descriptions) – **FREE**
http://www.livebinders.com/media/get/OTg2NTI3OQ

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https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf

Assessment: Beyond Compliance

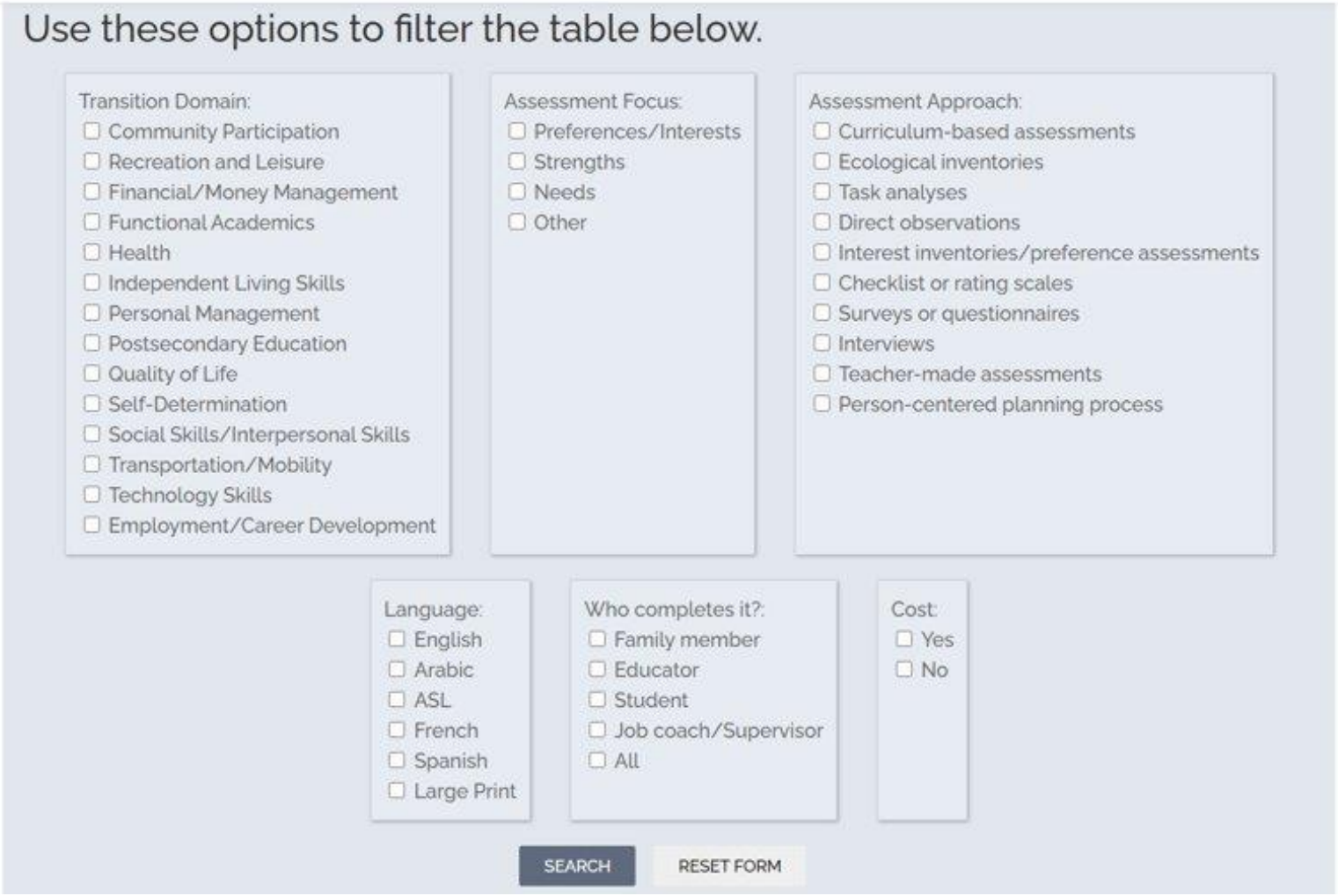
- Assessment Resource:

Transitiontn.org/assessment-database/

- You will need to create an account; it is free.
- We will walk you through the data base with an example over the next few slides.

TransitionTN Assessment Database

The data base:



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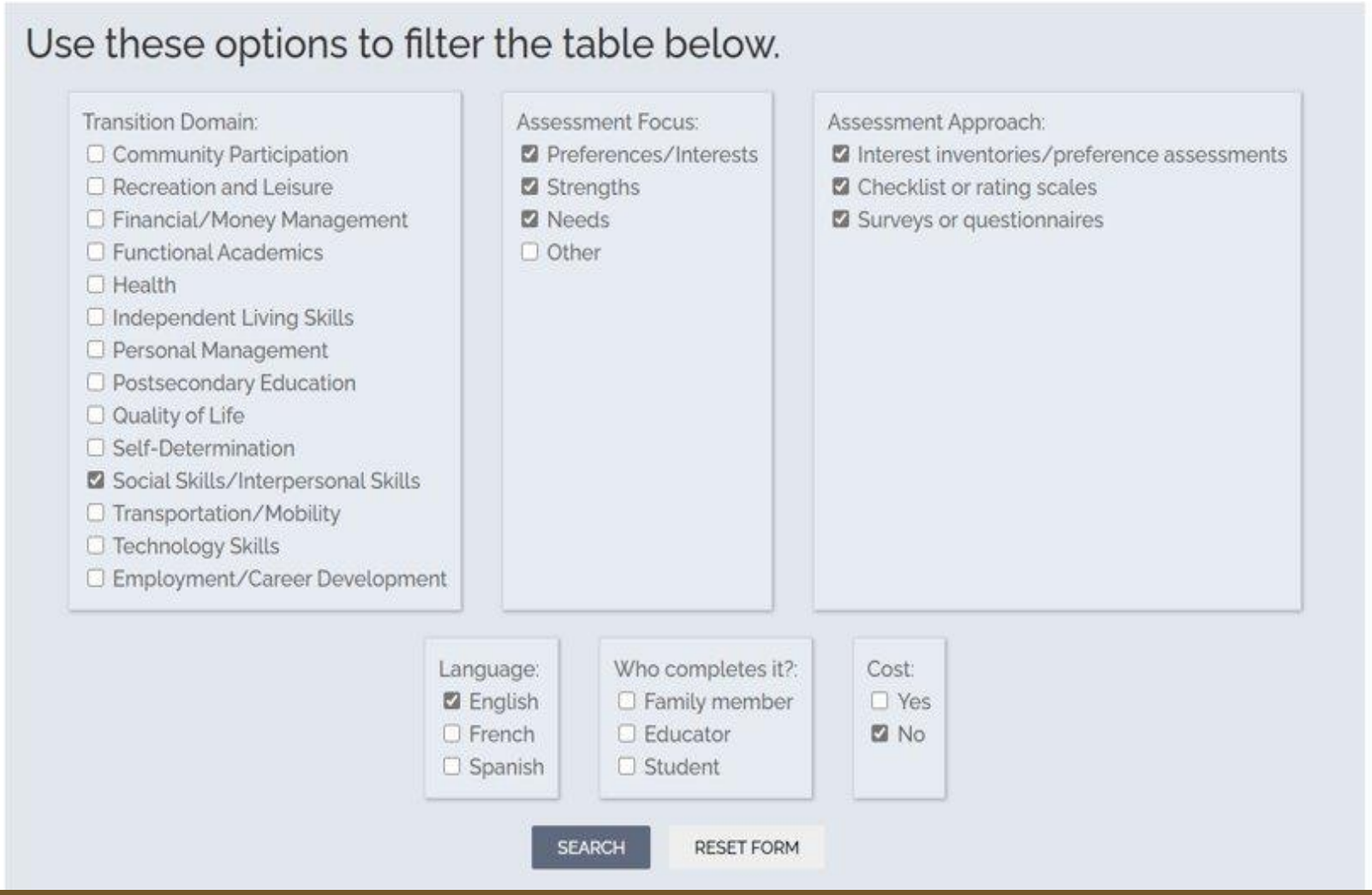
Our search was for social skills assessments:



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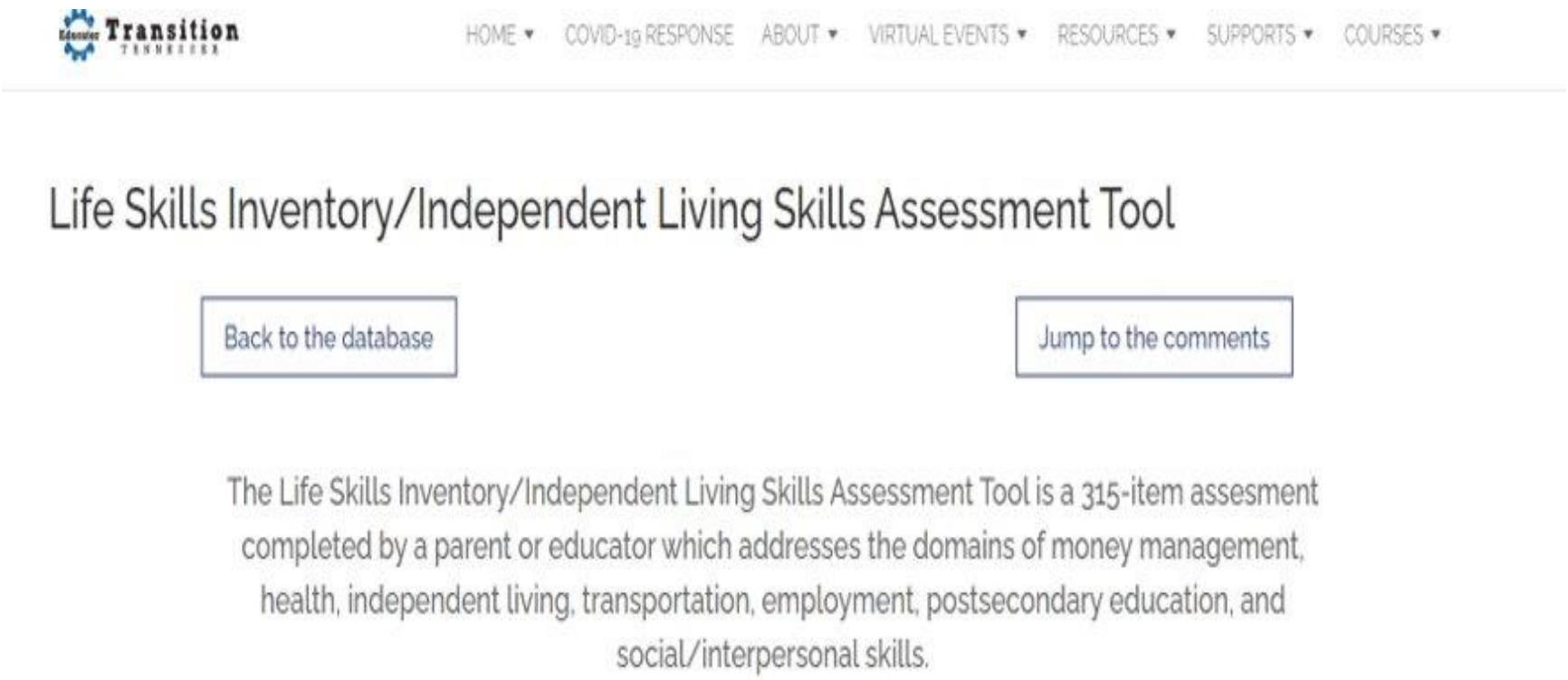
The Results:

Assessment Title with a Link	Description
Adolescent Autonomy Checklist	This 105-item checklist rates the student's ability to complete independent living skills and identifies areas in need of additional instruction.
Casey Life Skills Assessment	A 112-item assessment that addressed the areas of community participation, financial management, personal management, technology skills, employment, postsecondary education, and independent living.
Functional Skills Transition Assessment	Three different levels of surveys determine competency in areas including supported employment, daily living, health and physical care, leisure, mobility, money skills, social, workplace readiness, and specific skills.
I'm Determined Self-Determination Checklists	This 23-item scale assesses self-determination.
JobTIPS Social Skills Assessment	This 31-item assessment includes both a self-assessment form and a form to be completed by someone who knows the student well. It assesses how often the student engages in appropriate social skills such as using greetings and using appropriate body language.
Life Skills Inventory/Independent Living Skills Assessment Tool	The Life Skills Inventory/Independent Living Skills Assessment Tool is a 315-item assesment completed by a parent or educator which addresses the domains of money management, health, independent living, transportation, employment, postsecondary education, and social/interpersonal skills.
Parent Interview Form	Four page list of questions for the parent to answer, including their child's daily living, social, communication, academic, rec/leisure, community and work related skills.

We clicked on this tool from our results:



This snapshot about the assessment is given:

Quick Facts

Domain Addressed: Community Participation, Financial/Money Management, Health, Independent Living Skills, Personal Management, Postsecondary Education, Social Skills/Interpersonal Skills, Transportation/Mobility, Employment/Career Development

Pre-ETS Covered: Job Exploration Counseling

Focus: Strengths

Link to Assessment: http://www.sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Independent%20Living/Life%20Skills%20Inventory_Independent%20Living.pdf

Who Completes It: Family member, Educator

Approach: Checklist or rating scales

Cost: No

Year: 2000

Language(s): English

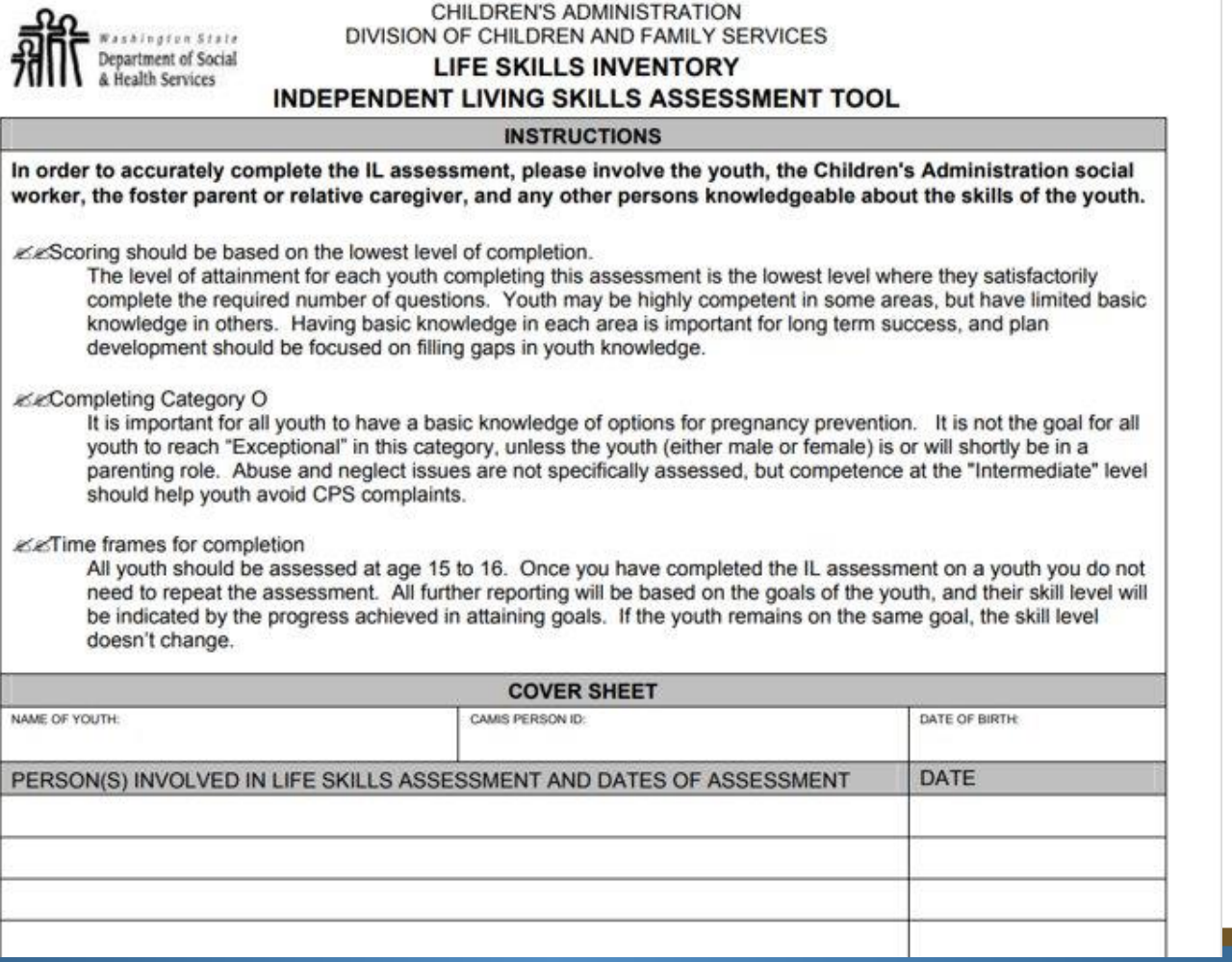
Allotted Time to Complete: Not Reported

Are There Different Versions of the Assessment? No

Are Psychometric Properties Reported? No

Connected to Curriculum?

Click on the link in the "quick facts", it takes you right to the assessment:



Washington State Department of Social & Health Services

CHILDREN'S ADMINISTRATION
DIVISION OF CHILDREN AND FAMILY SERVICES

LIFE SKILLS INVENTORY
INDEPENDENT LIVING SKILLS ASSESSMENT TOOL

INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

✍✍Scoring should be based on the lowest level of completion.
The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

✍✍Completing Category O
It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

✍✍Time frames for completion
All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

COVER SHEET

NAME OF YOUTH:	CAMIS PERSON ID:	DATE OF BIRTH:

PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT	DATE

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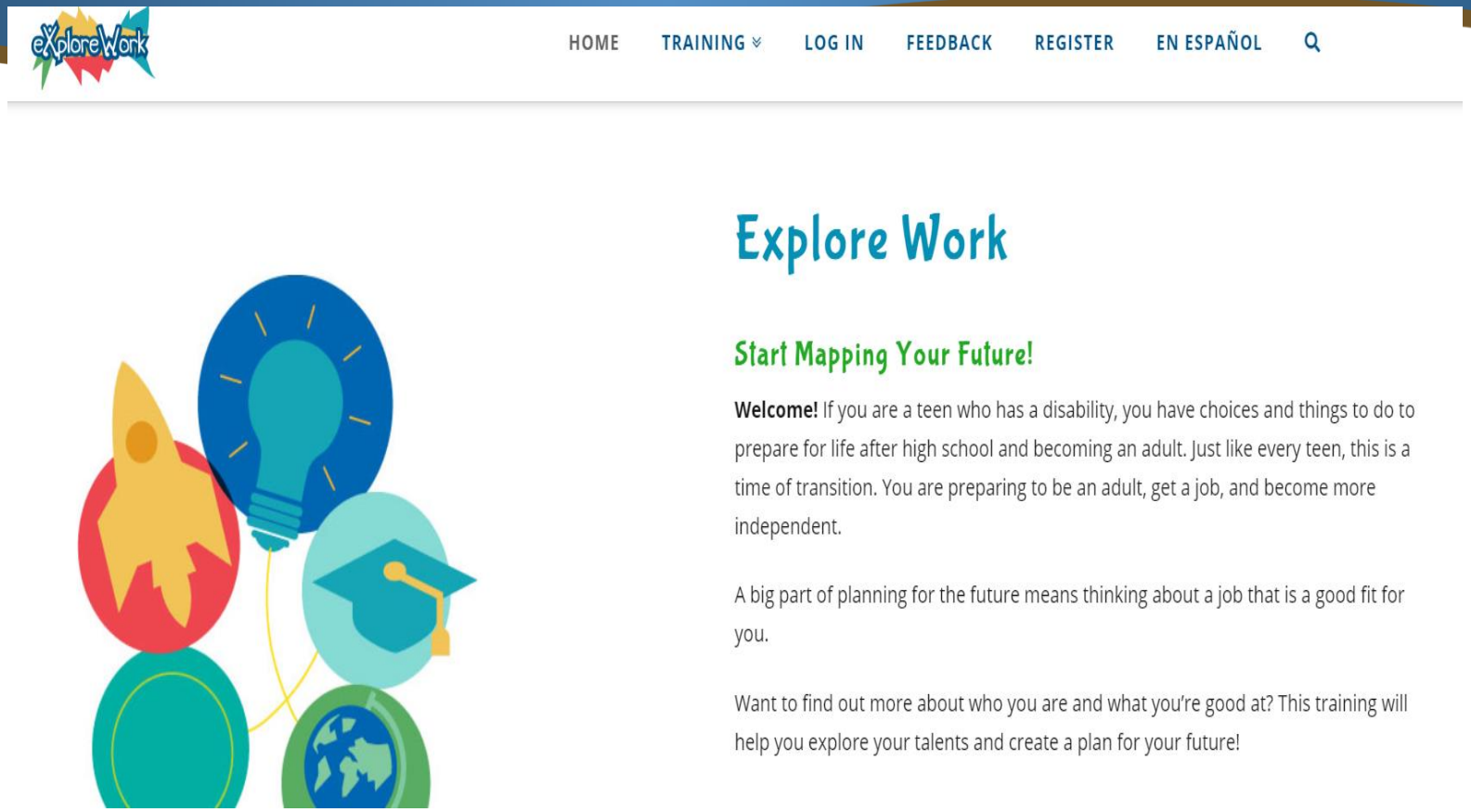

Explore Work

https://explore-work.com/

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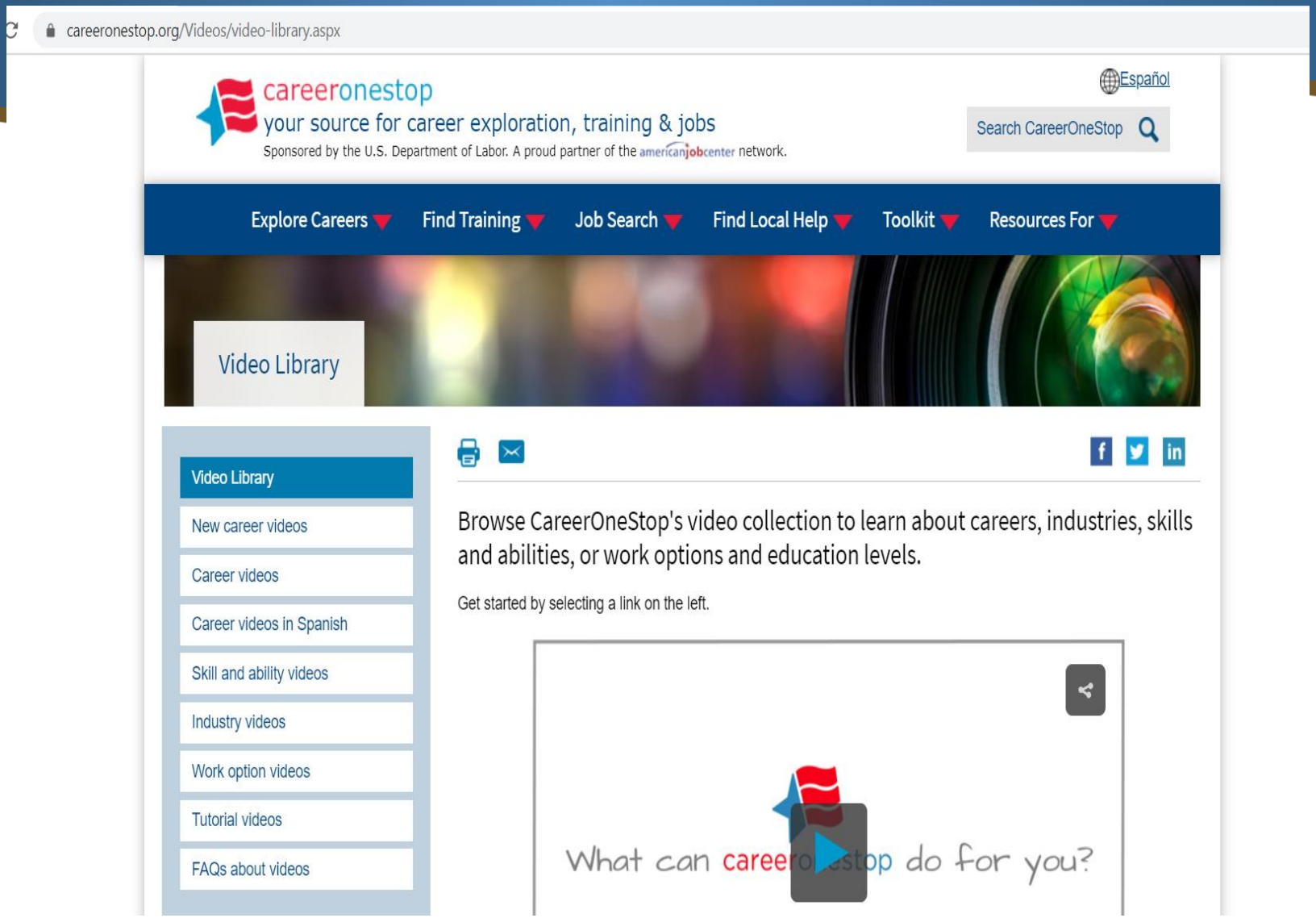

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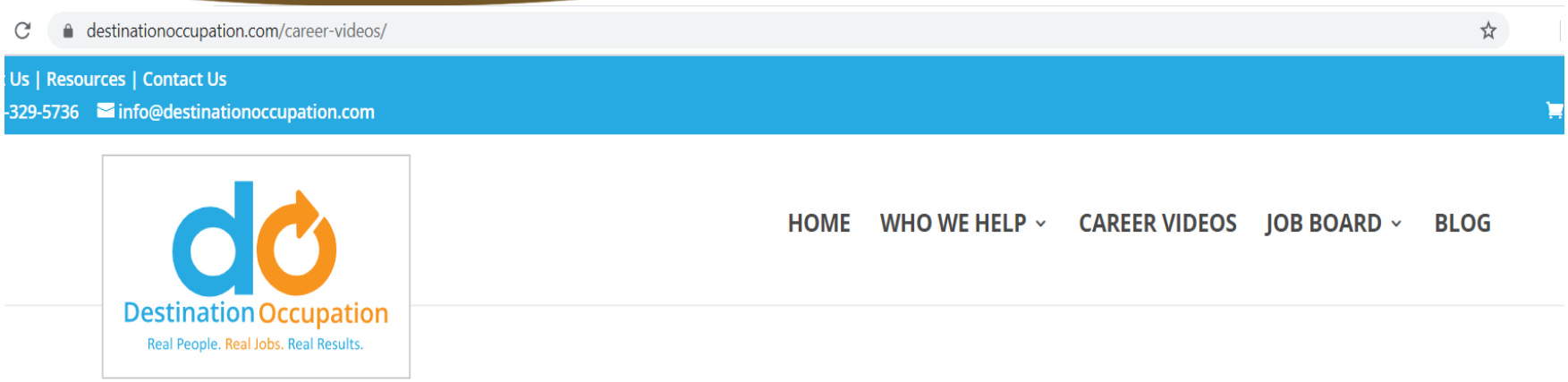
https://www.careeronestop.org/Videos/video-library.aspx



https://destinationoccupation.com/career-videos/

https://transitionta.org/transition-assessment-the-big-picture-training-module/

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https://www.livebinders.com/play/play?id=1596511

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  - Lesson Plan 11
  - Lesson Plan 12
  - Lesson Plan 13
  - Lesson Plan 14
  - Lesson Plan 15
- Transition Bell Ringers
- Opening Doors
- Glossary of Terms for Teachers
- Contact Us
- Parent/Guardian Permission Letter

Additional Wisconsin Websites

Maine Department of Education

https://sites.google.com/a/cesa2.org/wisconsin-s-self-directed-transition-planning-lessons/in-the-news/home

e Transition | Wisconsin Suite of Self Advocacy

ecomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html

"Speak Up" Becoming a Self-Advocate

- Home
- Scope and Sequence
- Wisconsin Suite of Self Advocacy Resources
- Getting Started
- Vocabulary
- Plan 1-Self Advocacy 101
- Plan 2-Disability and IEP
- Plan 3-Finding Careers
- Plan 4-Matching Careers
- Plan 5-Law & Legal Rights
- Plan 6-Postsecondary Ed
- Plan 7-Apply/Post-Sec Ed
- Plan 8-Employment
- Plan 9-Accommodations

Wisconsin Suite of Self Advocacy Resources

Maine Department of Education

A New Way of Thinking

A guide for students with disabilities to develop self-advocacy skills.

A New Way of Thinking

Home

Getting Started

Chapter 1: Guess What, You Have a Disability

Chapter 2: Automatic Negative Thoughts (ANTs)

Chapter 3: Assessment - What are Your Strengths, Preferences, and Interests

Chapter 4: Self-Advocacy: Finding You Way!

Chapter 5: Self-Empowerment

Transition Resources

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https://sites.google.com/view/a-new-way-of-thinking/home

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Introduction 3

Chapter 1 **Guess What, You Have a Disability 5**

Learning Points:
Definition of disability
Types of disabilities
Who am I – Identify and describe the student's disability
What does my disability mean to me?
Who do I talk to about my disability?

Chapter 2 **Automatic Negative Thoughts (ANTs) 21**
(Learn to think positively, and change the way you think to feel good)
Learning Points:
ANT principles
ANT species
ANT therapy—Combat Your Negative Thoughts through Feeding
Good Thoughts to Your Anteater

Chapter 3 **Assessment 45**
Learning Points:
What is an assessment?
What is the difference between formal and informal assessments?
What are the different types of assessments?
What is an accommodation?

Chapter 4 **Self-Advocacy 61**
Learning Points:
Speak up for yourself
The 4 keys to being a good self-advocate
Self-advocacy DOs and DON'Ts
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Help in school – IEPs
Transition planning in the IEP

Chapter 5 **Self-Empowerment. 75**
Learning Points:
What is empowerment?
What is IDEA?
What is an IEP?
How to get involved in your IEP
What is transition planning in the IEP?

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Maine Department of Education

https://www.witig.org/wstidata/resources/anewwayofthinking-web_1403032065.pdf

A Guide to Developing Collaborative School-Community-Business Partnerships

Prepared by: Richard Luecking, Ed.D.
Ann Deschamps, Ed.D.
Ruth Allison, M.B.A.
Jacque Hyatt, M.Ed.
TransCen, Inc.

Christy Stuart, Ed.D.
Maryland State Department of Education

Maine Department of Education

https://transitionta.org/sites/default/files/Partnership_Guide.pdf

Maine Department of Education

40 OLD-FASHIONED SKILLS THAT KIDS NEED TO KNOW TODAY!

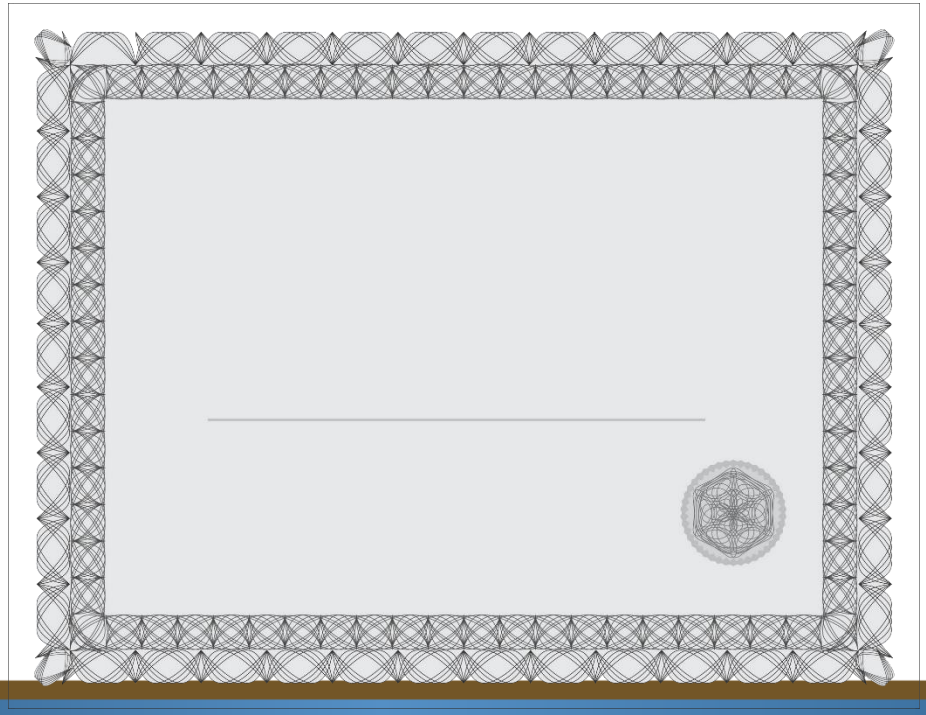
- ❑ How to write a letter
- ❑ How to make a phone call
- ❑ How to take a message
- ❑ How to get to know an older person
- ❑ How to play with a baby
- ❑ How to sew on a button
- ❑ How to make a genuine apology
- ❑ How to read slowly
- ❑ How to hammer a nail
- ❑ How to shake hands
- ❑ How to introduce yourself
- ❑ How to take notice of needs around you
- ❑ How to make scrambled eggs
- ❑ How to balance a checkbook
- ❑ How to see a job through to completion
- ❑ How to write a thank-you note
- ❑ How to do laundry
- ❑ How to take care of a garden
- ❑ How to fix something instead of replace it
- ❑ How to plan a healthy meal
- ❑ How to hang a picture
- ❑ How to wash dishes
- ❑ How to make a budget
- ❑ How to wait and save for something
- ❑ How to check tire pressure
- ❑ How to ask questions to get to know someone better
- ❑ How to read a map
- ❑ How to find a book in the library
- ❑ How to seek counsel from someone more experienced
- ❑ How to care for a pet
- ❑ How to select a gift that the receiver will appreciate
- ❑ How to admit a mistake
- ❑ How to set the table
- ❑ How to iron a shirt
- ❑ How to give someone the benefit of the doubt
- ❑ How to weigh out the pro's and con's of a decision
- ❑ How to have good table manners
- ❑ How to read a recipe
- ❑ How to attend a concert or performance
- ❑ How to do something well, even if no one is watching
- ❑ How to be KIND!

https://frugalfun4boys.com

Compliance is Not the
End Goal of Education

Contact hours:

- Jennifer is dropping the certificate for 2 hours into the chat box.



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