



# Parent Workshop

## Nurturing Your Student's Self-Sufficiency



# Agenda

- Understanding impact of the Disability
- Personal Management
- Academic Responsibilities
- Community Participation



# Learning Target(s)



I can identify ways for my child to increase their independence and self-advocacy at home, in the community, and with academic responsibilities.





# Self-Advocacy & Goal-Setting

# Goal-Setting & Self-Advocacy K-12

- Defining Self-advocacy
- Topics to Consider
- Questions to Consider
- Defining SMART GOALS
- Developing and monitoring SMART GOALS

# Self-Advocacy



Self-advocacy is the process of understanding your wants and needs and speaking up appropriately to assure they are met.



**Self-advocacy has three key elements:**

**Understanding** your needs.

**Knowing** what kind of support might help.

**Communicating** these needs to others.



# Self-Advocacy Topics to Consider

**Elementary-** Questions related to needs and supports that will help your child be successful

**Secondary-** Questions related to transition, accommodations, grades, assignments

# Self-Advocacy Questions to Consider

## Does your child....

- Know and understand their disability including their strengths and weaknesses?
- Know what supports are put in place to make them successful?
- Know how to effectively communicate their needs, ideas, feelings, or preferences?
- Know who the important people they need to contact for support (caseload manager, etc.)?

Questions: Nurturing Your Student's Self-Sufficiency





# Goal Setting is



The process of thinking about, deciding on, and planning for objectives that one would like to achieve in life or work.

A Harvard psychologist, says that one of the biggest reasons people don't achieve their goals is because they focus on the goal – the outcome – and not on the process – the how (they'll get there). The process includes those small steps you can manage one at a time to get to the destination, and for every step you overcome, there's an opportunity to celebrate your success.



# Making Your Goal SMART

**SMART GOALS**

**S**  
**M**  
**A**  
**R**  
**T**

**Specific**  
What do you want to do? It must not be too broad.

**Measurable**  
How will you know that you met your goal?

**Achievable**  
Is it possible to Reach your goal?

**Realistic**  
Is your goal too easy or too hard? There must be effort involved.

**Timely**  
When is the deadline to achieve your goal?

Robin Zorn  
© Robin Zorn

The poster features five icons: a magnifying glass for Specific, a purple ruler for Measurable, a yellow flag with 'FINISH' for Achievable, a pink brain with dumbbells for Realistic, and a green clock for Timely.



# Goal-Setting is....

5 Steps to help your child set a goal:

1. Identify the goal (make it SMART)
2. Discuss the purpose of the goal
3. Establish a time frame
4. Use a template/calendar
5. Track progress, provide support and  
**CELEBRATE!**



# SMART GOALS Practice

## Not Specific

I want to get good grades.

## Specific

I will get at least an 85 on the next math text.

## Not Measurable

I will be the best student this year.

## Measurable

I will get two Bs on my report card.

## Not attainable

I will remember everything my teacher says.

## Attainable

I will follow directions the first-time during reading class.

## Not Relevant

I will learn 5<sup>th</sup> grade spelling words  
(student is in 4<sup>th</sup> grade)

## Relevant

I will practice my addition and subtraction facts.

## Not Time-Based

I will study for the next math test

## Time-Based

I will study on Tuesday for my math test.



# Elementary Goal-Setting Templates

*My* SMART GOAL

I want to \_\_\_\_\_

\_\_\_\_\_

by \_\_\_\_\_

so I will \_\_\_\_\_

\_\_\_\_\_ to meet my goal.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goal Setting Template: Elementary

**My Goal**

I want to \_\_\_\_\_

\_\_\_\_\_

by \_\_\_\_\_

I will \_\_\_\_\_

\_\_\_\_\_ to reach my goal.

Name: \_\_\_\_\_

### My Academic Goal Planning Sheet

Directions: Use the SMART goals guide below to help plan your goal. Then write your goal at the top of the staircase and the steps you need to take to achieve it.

My goal: \_\_\_\_\_

Step 3

Step 2

Step 1

**Create SMART Goals!**

<b>S- Specific</b>	What exactly do you want to accomplish?
<b>M- Measured</b>	How will you know when your goal is met?
<b>A- Attainable</b>	What steps you can take to reach your goal?
<b>R- Relevant</b>	How will meeting this goal help you?
<b>T- Timely</b>	How long will it take you to reach your goal?

# Secondary Goal Setting Templates

Name:

## My Academic Goal Planning Sheet

Directions: Use the SMART goals guide below to help plan your goal. Then write your goal at the top of the staircase and the steps you need to take to achieve it.

My goal:

Step 1

Step 2

Step 3

**Create SMART Goals!**

**S- Specific**      What exactly do you want to accomplish?

---

**M- Measured**      How will you know when your goal is met?

---

**A- Attainable**      What steps you can take to reach your goal?

---

**R- Relevant**      How will meeting this goal help you?

---

**T- Timely**      How long will it take you to reach your goal?

**GOAL**

**STEPS**

**GOAL**

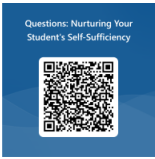
**STEPS**

**GOAL**

**STEPS**

### 7 AREAS OF LIFE - GOAL WORKSHEET

	SHORT TERM	MEDIUM TERM	LONG TERM
SOCIAL			
FAMILY			
HEALTH			
CAREER			
FINANCIAL			
LEARNING			
CHARACTER			





# Personal Management



# Personal Management

## Elementary School

- Pick out clothes
- Pack lunch or snack
- Personal hygiene
- Simple household chores





# Personal Management

## Elementary School

Pick out Clothes:

- Check the weather together
- Discuss what type of clothing is appropriate for the weather (with visuals if needed)
- Choose clothing and lay out
- You can pick one day at a time or get an organizer for the whole week

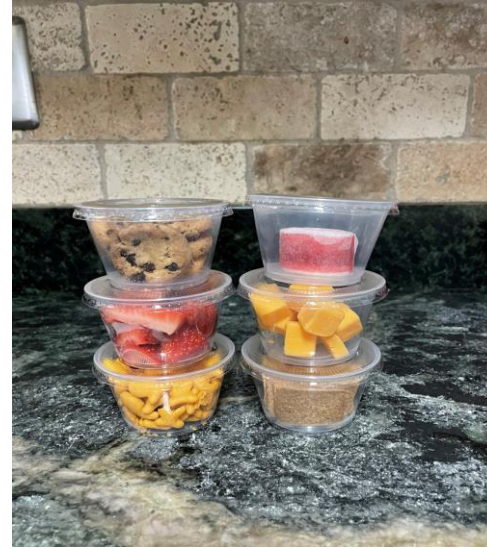


# Personal Management

## Elementary School

### Pack Lunch or Snack:

- Discuss what types of food your child may select for lunch/snack
- Allow to pack their own lunch
- Provide easy to grab single serve items (can be bought in bulk and divided into single servings)
- Visual checklist of what needs to be packed, ex: napkin, spoon, drink, sides, dessert etc. as needed
- Visual “menu” for making choices as needed




# Personal Management

## Elementary School


### Personal hygiene

- Establish a routine and practice every morning and night
- Keep all materials needed (hairbrush, hair ties, toothbrush, toothpaste) in a consistent spot and practice putting it back when done
- Use timers when necessary, such as when brushing teeth to help your child know when the activity is “done”
- Find videos on YouTube of kids brushing teeth and hair to watch
- Provide visual checklist of steps as needed


Brushing Teeth


1

wet toothbrush




2

toothpaste on brush




3

brush teeth




4

spit in sink



5

rinse toothbrush



I Can Do Ponytail

	1. Look in the mirror.
	2. Comb your hair.
	3. Put hair tie on the wrist of your right hand.
	4. Using both hands gather hair into ponytail at the back.
	5. Tie your gathered hair with hair tie into ponytail.
	6. Smooth hair back.



# Personal Management

## Middle School

- Waking up independently
- Prepare simple meals
- Doing laundry

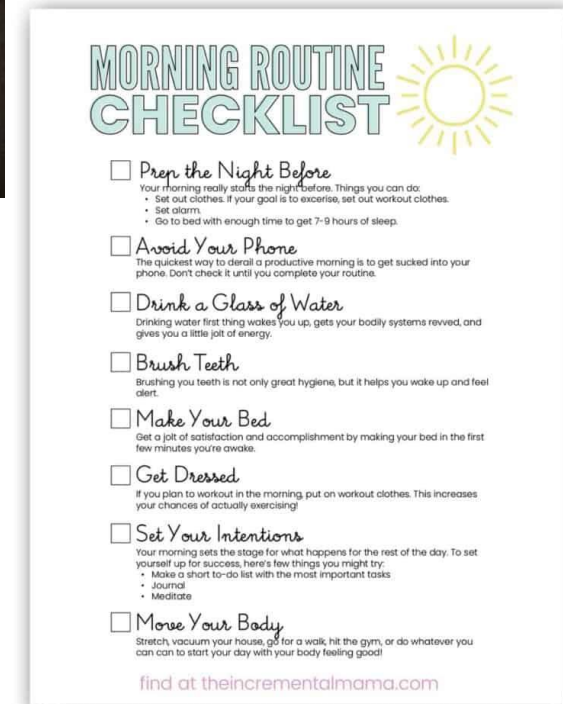


# Personal Management

## Middle School

### Waking up independently

- Teach your child to set an alarm to wake up
- Provide a checklist for morning routine, as needed, to include all steps to get ready for the day
- Discuss with your child how long each morning routine task will take to determine when they must wake up





# Personal Management

## Middle School

### Doing Laundry

- Sort your clothes
- Don't overload the machine
- Choose the right water temperature
- Use detergent and softener, how much?
- Don't leave wet laundry in the washer for too long
- Drying your clothes
- Provide visuals to support the process, as needed

**Laundry: Before you Wash**

- Sort clothes into whites/light and darks.
- Wash towels and sheets separately from clothes.
- Pre-treat any stains.
- Get stain wet, apply stain remover, and rub it in.
- Check and empty any pockets.

**Laundry: Washing Machine**

- Measure detergent and pour into washing machine.
- Put the clothes in the washing machine.
- Close the lid.
- Set the washing machine.
  - Whites - hot water
  - Darks - cold water
  - Small - 1/3 full
  - Medium - 2/3 full
  - Large - full load \*do not overfill
- Press start!

**Laundry: Dryer**

- Move clean clothes from washer to dryer.
- Add a dryer sheet or dryer balls.
- Close the door.
- Throw away lint from lint trap and replace clean lint trap.
- Choose setting and time.
  - See heat or delicate or things that might shrink - high heat for most other things.
- Press start! When clothes are done, load and put away.

**Laundry: Clothesline**

- Bring the wet laundry from the washer outside on a sunny day.
- Hang up socks and underwear in the middle clothesline. Use one clothesline per item.
- Hang bigger items on the outside lines. Use two clotheslines per shirt/pants.
- For sheets and towels, use as many clotheslines as you need, spaced about one arm's length apart.
- Let them dry outside and then bring back in.
- Fold and put everything away.

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**DO THE LAUNDRY**  
**SORT THE CLOTHES**  
 WHITES COLORS DARKS  
 If needed, treat stains  
**LOAD WASHER**  
 Add detergent & start  
 WHITES= HOT COLORS= COLD DARKS= WARM  
**SWITCH TO DRYER**  
 Remove delicates & start dryer  
**FOLD OR HANG**  
 Fold or hang immediately  
 Use spray for wrinkles

**Teach Your Kids**  
**HOW TO DO THE LAUNDRY**  
 http://www.made4kids.com

**HOW TO DO LAUNDRY FOR BEGINNERS**

**WHAT YOU WILL NEED:** 1) DETERGENT, 2) DETERGENT, 3) DETERGENT

**WHAT YOU NEED TO DO:** 1) SEPARATE!

**2) TIME TO WASH!**

**3) PODS!**

**4) SETTINGS!** COLD, MEDIUM, START

**5) TIME TO DRY THOSE CLEAN CLOTHES!**

**6) DRYER! SHEET!**

**7) SETTINGS!**

**8) TIME TO FOLD AND PUT AWAY!**

Questions: Nurturing Your Student's Self-Sufficiency



# Personal Management

## High School

- Cooking
- Chores
- Money Management



# Personal Management

## High School

### Cooking

- Practice finding recipes
  - Provide visual recipes if needed
- Work with your child to make a list of items needed to make the recipe
- Practice locating items in the store
- Review kitchen safety rules



### Kitchen safety

A collection of kitchen safety icons and text instructions. The icons include a bottle of cleaning solution, a trash can, a hand being cleaned, a person wearing a uniform, a knife in a block, a spill being cleaned, a refrigerator with a thermometer, a fire extinguisher, and a first aid kit. The text instructions are as follows:

- Keep allergenic foods separated and stored well.
- Empty garbage regularly.
- Regularly clean food contact surfaces.
- Wear proper uniform and protective gears in the kitchen.
- Keep sharp objects stored.
- Immediately clean spills. Put up a warning sign for wet area.
- Store all ingredients neatly.
- Separate utensils for raw and ready-to-eat foods.
- Ensure that the thermometer of your fridge is properly working and calibrated.
- Keep kitchen towel and uniforms always clean.
- Ensure that fire extinguisher is working.
- Keep a first aid kit around the kitchen.

FoodDocs.com  
Food safety made easy

# Personal Management

## High School

### Chores

- Establish a schedule for chores- do they need to do these tasks every day? Every week?
- Provide a checklist for each chore
  - Can break the chore into smaller steps as needed
  - Can provide a picture of what it looks like when the chore is “done”, such as an empty sink or cleared table
- Use a chart to track chores and allow your child to earn a reward when they have completed a certain number of chores

### Daily Tasks

Area	Checklist
Boys' Room & Hallway	<input type="checkbox"/> Pick up toys and books <input type="checkbox"/> Put away clean laundry <input type="checkbox"/> Wash clothes/bedding
Boys' Bathrooms	<input type="checkbox"/> Hang towels to dry <input type="checkbox"/> Check toilet paper and hand soap <input type="checkbox"/> Sweep/wipe toilet and sink <input type="checkbox"/> Wash/dry/put away diapers
Family Room	<input type="checkbox"/> Pick up toys <input type="checkbox"/> Fold blankets and straighten pillows <input type="checkbox"/> Clear dining table
Kitchen	<input type="checkbox"/> Load/unload dishwasher <input type="checkbox"/> Empty and wipe out sink <input type="checkbox"/> Wipe counters and appliances <input type="checkbox"/> Wipe feet chairs <input type="checkbox"/> Put away food and toss old leftovers
Living Room	<input type="checkbox"/> Fold blankets & straighten pillows <input type="checkbox"/> Put away random items
Office	<input type="checkbox"/> Shred sensitive materials <input type="checkbox"/> File papers <input type="checkbox"/> OK clear desk by 5:30 M-F
Master Bedroom & Bath	<input type="checkbox"/> Make bed <input type="checkbox"/> Clear dresser and counters <input type="checkbox"/> Sweep/wipe toilet and sinks <input type="checkbox"/> Hang towels <input type="checkbox"/> Put away clean laundry
Laundry & Garage	<input type="checkbox"/> Check/switch clothes <input type="checkbox"/> Rinse/wipe sink <input type="checkbox"/> Check doors before bed
Outside	<input type="checkbox"/> Get mail <input type="checkbox"/> Check for packages <input type="checkbox"/> Pick up loose trash in yard

# Personal Management

## High School

### Money management

- Sit down and discuss with your child how they can earn money, do they receive and allowance? Do they do chores? How much do they earn?
- Establish guidelines for how/when they can spend their money. Can they buy anything they want? Do they have to save any?
- Help your child set a goal and work on saving towards it.
- Allow your child to identify something they want to buy.
- Work with them to determine how much money they will need, how they will earn the money, and how long it will take to earn the money.

### Teen Budget Worksheet



Monthly Expenses	% Allowed Budget	Amount Spent
<b>College</b>		
Rooming/Room		
Books		
Class Fees		
<b>Total</b>	<b>100%</b>	<b>\$0.00</b>
<b>Food</b>		
Clothing		
Snacks/Coffee		
Eating Out		
<b>Total</b>	<b>100%</b>	<b>\$0.00</b>
<b>Transportation</b>		
Car Payments		
Gas/Fuel		
Auto Repairs/Maintenance		
Other Transportation		
<b>Total</b>	<b>100%</b>	<b>\$0.00</b>
<b>Other Payments</b>		
Credit Card Cards		
Student Loans		
Other Loans		
<b>Total</b>	<b>100%</b>	<b>\$0.00</b>
<b>Entertainment</b>		
Cable/TV/Internet		
Computer and Accessories		
Movie/Streaming Spots		
Money Videos		
Hobbies		
Cell Phone		
<b>Total</b>	<b>100%</b>	<b>\$0.00</b>





# Academic Responsibilities

# Academic Responsibilities - Elementary

- Organizing a backpack & a drop zone
- Having academic folders/materials
- Agenda/calendar





# Academic Responsibilities-Elementary

## Organizing a backpack & a Drop Zone

1. Find the right place with enough space to put items.
2. Work together to talk about how the space will look.
3. Establish rules for the space.
4. Consistently monitor the space.
5. Wash items regularly.



Questions: Nurturing Your Student's Self-Sufficiency



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# Backpack Checks

**Not Organized**



**Organized**





# Academic Responsibilities - Elementary

Organizing a backpack:

1. Start with a clean and empty backpack
2. Organize items by how often they will be used
3. Keep loose items in cases or backpack pockets
4. Keep like-subject items together in the back-pack

## Materials for school & backpack



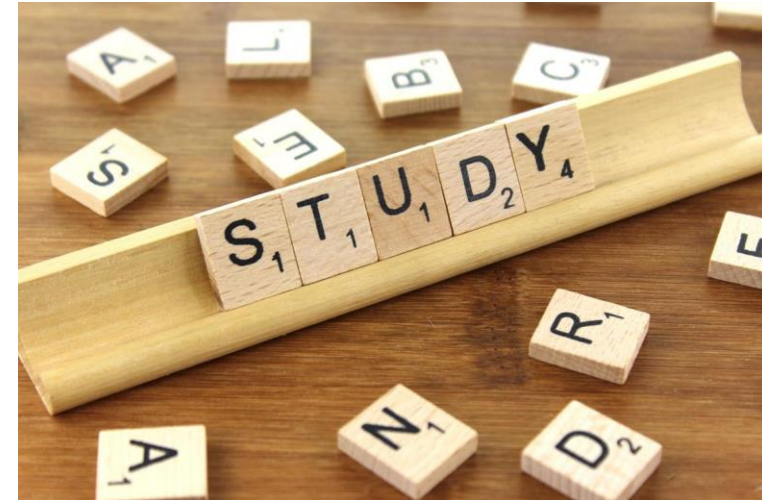
# Organizing Academic Assignments/Projects - Elementary

FEBRUARY 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10 Spelling Test	11	12
13	14	15	16	17 Spelling Test	18	19
20	21	22	23	24 Spelling Test	25	26
27	28	1	2	3 Spelling Test	4 Science Project Due	5



# Academic Responsibilities - Secondary

- **Organizing Materials**
- **Homework Habits**
- **Study Habits/Note-Taking**



# Academic Responsibilities - Secondary

- Family Calendar -Time management is tricky for everyone, especially kids and teens, but planning is important.
- Keeping major deadlines, due dates, events and extracurricular activities in one place helps students visualize their week, manage their time and stay on track.
- Consider using apps to help with scheduling for the family. Hint: The first step in finding what you need in an app is to sit down and determine what is causing the **most** stress in your family's daily life.

# Organizing Materials/Homework - Secondary

FEBRUARY 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2 Science project teacher check in	3	4	5
6	7 Study Inequalities	8 Study Inequalities	9 Study Inequalities Science project teacher check in	10 Study Inequalities	11	12
13	14 Study Inequalities	15 Study Inequalities	16 Study Inequalities Science project teacher check in	17 Inequalities Math Test	18	19
20	21	22	23 Science project teacher check in	24	25	26
27	28	1	2	3	4 Science Project Due	5



# Weekly Planning Secondary Example

FEBRUARY 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2 Science project teacher check in	3	4	5
6 Study Inequalities	7 Study Inequalities	8 Study Inequalities	9 Study Inequalities teacher check in	10 Study Inequalities	11	12
13 Study Inequalities	14 Study Inequalities	15 Study Inequalities	16 Study Inequalities Science project teacher check in	17 Inequalities Math Test	18	19
20	21	22	23 Science project teacher check in	24	25 Science Project Due	26
27	28	1	2	3	4	5

Create Checklist/To-Do List for Each Day

Weekly To-Do	
<input type="checkbox"/>	Check in with teacher and turn in science project
<input type="checkbox"/>	Study for Inequalities Assessment
<input type="checkbox"/>	Finish math problems from class
<input type="checkbox"/>	Baseball practice at 6:30 Tues/Thurs

## Parent Prompts:

Assist students with prioritization –

*What needs to be done first? Least important?*

*What would happen if I don't get \_\_\_\_\_ done?*

# Daily Planning Secondary Example

FEBRUARY 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
			Science project teacher check in			
6	Study Inequalities	7	8	9	10	11
		Study Inequalities	Study Inequalities Science project teacher check in	Study Inequalities		
13	Study Inequalities	14	15	16	17	18
		Study Inequalities	Study Inequalities Science project teacher check in	Study Inequalities Science project teacher check in	Study Inequalities Science project teacher check in	
20	21	22	23	24	25	26
			Science project teacher check in		Science Project Due	
27	28	1	2	3	4	5
		Create Checklist/To-Do List for Each Day				

**Daily Agenda**

- Study Inequalities (study guide)
- Science project check in

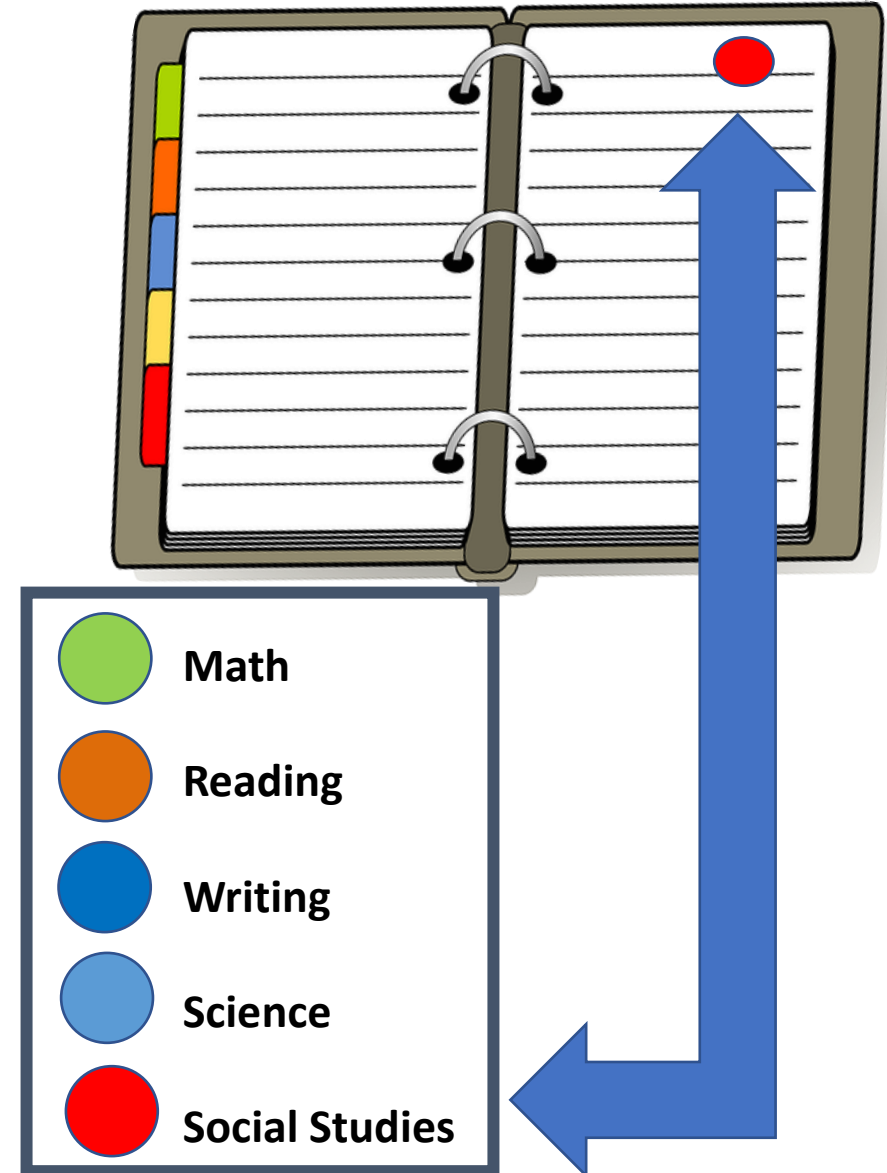
**Parent Prompts:**  
 Assist students with prioritization –  
*What needs to be done first? Least important?*  
*What would happen if I don't get \_\_\_\_\_ done?*





# Organizing Hard Copy Documents

- Colored Stickers, Sticky Notes, or Marker (Gradual Release of Responsibility)
- Accordion Folder or Binder with Tabs
- Match the color of the tab to the color on the paper
- Assign each subject a color (or use a specific key applicable to the class)





# Doing Homework Independently

- ✓ Find a Place
- ✓ Routine
- ✓ Don't begin with the most difficult task
- ✓ Consider incentives
- ✓ Do a problem/question together

Questions: Nurturing Your  
Student's Self-Sufficiency



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# Homework Tips

Ask your child to unload her backpack and talk through assignments.

Try to remain calm and not provide all the answers.

Consider discussing an incentive/goal.

Help your child make a "Done/To Do" list.

Ask your child to put the assignments in the order he'd like to do them. Encourage him to explain his thinking — fostering a sense of control.



# Note Taking - Secondary

To boost note-taking skills, have your child practice picking out the “main ideas” in conversations, news reports, or magazine articles. Taking good notes helps keep students grades up, especially in middle or high school.



Cornell Two-Column Notes	
Keywords:	Notes:
	<b>Types of Matter</b>
Solids	I. Solids A. Have a definite shape B. Have a definite volume
Liquids	II. Liquids A. Do not have a definite shape B. Have a definite volume
Gases	III. Gases A. Do not have a definite shape B. Do not have a definite volume
Summary: (Insert summary of lecture after class.)	

Cornell Notetaking Method	
Cue Column	Notes Column
← 2.5 Inches →	← 6 Inches →
<ul style="list-style-type: none"> <li>• Main Ideas</li> <li>• Questions that connect points</li> <li>• Diagrams</li> <li>• Study prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Main lecture notes here</li> <li>• Use concise sentences</li> <li>• Use shorthand symbols</li> <li>• Use abbreviations</li> <li>• Use lists</li> <li>• Put space between points</li> </ul>
When? After class During review	When? During class
Summary Column	
<ul style="list-style-type: none"> <li>• For top level, main ideas</li> <li>• Use as a quick reference area</li> </ul>	When? After class During review
	2" ↑ ↓



# Community Participation/Leisure

# Community Participation/Leisure

## Elementary School

Enjoy preferred activities in the community

- Identify activities in the community your child may enjoy
- Involve your child in planning these activities
- Discuss what you will do and when you will do it
- Review the expectations of the activity prior to the activity and often
- Find pictures online of the location or activity and talk about them with your child





# Community Participation/Leisure

## Middle School

Navigate the neighborhood

- Work with your child to determine where they are going to go.
- Practice the route with your child, draw a map or write down directions if necessary- be sure to practice the route to and from the chosen destination
- Determine how you will know they made it safely to their destination
- Talk about how long they can stay and when they need to head back home



# Community Participation/Leisure

## Middle School

Participate in community recreational activities

- Help your child choose an activity of interest
- Before the activity review what will happen/what is expected- do they have to wear protective equipment? A uniform? Will they be on a team or individual?
- Use pictures or videos to help your child understand what is expected as needed



# Community Participation/Leisure

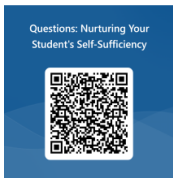
## High School

Going to the grocery store

- Plan and make a list, use visuals if needed
- Find or draw a map of the grocery store
- Discuss in what part of the store each item can be found
- Provide a budget and practice keeping track as you are shopping- how will they pay? Will they need to count money or change?



Grocery List			
<b>Grains</b>	<b>Dairy</b>	<b>Produce</b>	<b>Canned/ars</b>
<input type="checkbox"/> bread	<input type="checkbox"/> butter	<input type="checkbox"/> apples	<input type="checkbox"/> fruits
<input type="checkbox"/> pasta	<input type="checkbox"/> cheese	<input type="checkbox"/> avocados	<input type="checkbox"/> vegetables
<input type="checkbox"/> tortillas	<input type="checkbox"/> eggs	<input type="checkbox"/> bananas	<input type="checkbox"/> jam/jelly
<input type="checkbox"/> buns	<input type="checkbox"/> sour cream	<input type="checkbox"/> beans	<input type="checkbox"/> butter
<input type="checkbox"/> _____	<input type="checkbox"/> yogurt	<input type="checkbox"/> broccoli	<input type="checkbox"/> soup
<b>Breakfast</b>	<input type="checkbox"/> _____	<input type="checkbox"/> cauliflower	<input type="checkbox"/> chili
<input type="checkbox"/> cereal	<b>Snacks</b>	<input type="checkbox"/> celery	<b>Condiments</b>
<input type="checkbox"/> oatmeal	<input type="checkbox"/> chips	<input type="checkbox"/> cucumber	<input type="checkbox"/> ketchup
<input type="checkbox"/> baking mix	<input type="checkbox"/> cookies	<input type="checkbox"/> garlic	<input type="checkbox"/> mayonnaise
<input type="checkbox"/> _____	<input type="checkbox"/> candy	<input type="checkbox"/> grapefruit	<input type="checkbox"/> mustard
<b>Meat</b>	<input type="checkbox"/> nuts/seeds	<input type="checkbox"/> kiwi	<input type="checkbox"/> oil
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> lettuce	<input type="checkbox"/> salad
<input type="checkbox"/> bacon	<b>Frozen</b>	<input type="checkbox"/> mushrooms	<input type="checkbox"/> dressing
<input type="checkbox"/> chicken	<input type="checkbox"/> meat	<input type="checkbox"/> onions	<input type="checkbox"/> spices
<input type="checkbox"/> fish	<input type="checkbox"/> pizza	<input type="checkbox"/> oranges	<b>Other</b>
<input type="checkbox"/> ground beef	<input type="checkbox"/> TV dinners	<input type="checkbox"/> peaches	<input type="checkbox"/> _____
<input type="checkbox"/> hot dogs	<input type="checkbox"/> ice cream	<input type="checkbox"/> peas	<input type="checkbox"/> _____
<input type="checkbox"/> sausage	<input type="checkbox"/> waffles	<input type="checkbox"/> sprouts	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> vegetables	<input type="checkbox"/> squash	<input type="checkbox"/> _____
<b>Drinks</b>	<input type="checkbox"/> _____	<input type="checkbox"/> tomatoes	<input type="checkbox"/> _____
<input type="checkbox"/> coffee	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> tea	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> juice	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> soda	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> water	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____





# Community Participation/Leisure

## High School

### Going to the mall or theater

- Discuss where you are going. As needed, use social narratives/pictures/videos to facilitate the conversation.
- Review the expected/unexpected behaviors, ex: talking during the movie at the movie theater is an unexpected behavior
- Plan your trip and discuss details, will you be buying anything? Will you be eating anything? How long will you be there?



# Community Participation/Leisure

## High School

### Independent peer activities

- Make a plan with your child and determine what activities they can independently participate in
- Establish guidelines/rules for these activities, do they need to check in? Are they allowed to leave? How long can they stay?
- Make sure your child knows how to contact you if they need you as well as when and where you will pick them up.
- Review social skills, what if you get in a disagreement with a peer? What if someone is unsafe?

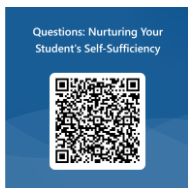


# Community Participation/Leisure

## High School

School clubs

- Identify a club that your child may enjoy
- Discuss what types of activities the club will be doing
  - Use pictures/visuals as needed



# Questions?

Contact your child's case manager, Support and Services Administrator (SSA) or the Special Education Parent Mentors.

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