Celebrate the Lifespan

Continuing Education
Adult Curriculum
Program Components
How is this program different?

• Developmentally-based
• Understanding that learning never stops
• Based on research
• Preparing young adults to be (Claudia Wallis-Time Magazine)
  • Independent thinkers able to ‘think outside the box’
  • Emotionally intelligent
  • Able to think globally, about their universe
  • Understanding and access to the resources available to them in the world
    • Smart about new resources and able to determine what is useful/reliable or not
  • Strong use of technology
Continuing Education/Adult Curriculum Program

- Developmental
  - Integration of mind and body
  - Social-emotional development
  - Thinking

- Social Skills/Community Exposures

- Mental health/Counseling

- Career Development/Job Coaching

- Continuing Education/Academic Support/Guidance Counseling

- Daily Living Skills/Life Skills
New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

- **Mission:** 21st-century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

- **Vision:** The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
  - Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
  - Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
  - Is financially literate and financially responsible at home and in the broader community.
  - Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
  - Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
  - Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.
NJ World Class Standards
Content Area: 21st-Century Life and Careers

https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx

See attached link for full description of goals and objectives
50 Things Everyone Should Know

1. Build a Fire
2. Operate a Computer
3. Use Google Effectively
4. Perform CPR and the Heimlich
5. Drive a Manual Transmission Vehicle
6. Do Basic Cooking
7. Tell a Story that Captivates People’s Attention
8. Win or Avoid a Fistfight
9. Deliver Bad News
10. Change a Tire
11. Handle a Job Interview
12. Manage Time
50 Things Everyone Should Know

- 13. Speed Read
- 14. Remember Names
- 15. Relocate Living Spaces
- 16. Travel Light
- 17. Handle the Police
- 18. Give Driving Directions
- 19. Perform Basic First Aid
- 20. Swim
- 21. Parallel Park
- 22. Recognize Personal Alcohol Limits
- 23. Select Good Produce
- 24. Handle a Hammer, Axe or Handsaw
50 Things Everyone Should Know

• 25. Make a Simple Budget
• 26. Speak at Least Two Common Languages
• 27. Do Push-Ups and Sit-Ups Properly
• 28. Give a Compliment
• 29. Negotiate
• 30. Listen Carefully to Others
• 31. Recite Basic Geography
• 32. Paint a Room
• 33. Make a Short, Informative Public Speech
• 34. Smile for the Camera
• 35. Flirt Without Looking Ridiculous
• 36. Take Useful Notes
• 37. Be a Respectful House Guest
50 Things Everyone Should Know

• 38. Make a Good First Impression
• 39. Navigate with a Map and Compass
• 40. Sew a Button onto Clothing
• 41. Hook Up a Basic Home Theater System
• 42. Type
• 43. Protect Personal Identity Information
• 44. Implement Basic Computer Security Best Practices
• 45. Detect a Lie
• 46. End a Date Politely Without Making Promises
• 47. Remove a Stain
• 48. Keep a Clean House
• 49. Hold a Baby
• 50. Jump Start a Car
Adult Curriculum
Interdisciplinary Team

Diane Sandonato
Career Development/Job coaching

Andrew Reynolds and Melissa Hurley
Support Staff
Job Shadowing/Coaching

OT’s & PT’s
Jill Rafferty
Chris Rosado
Health and Well Being/Exercise for Life

Karen McDowell
Developmental/thinking/Social Skills
Continuing Education
College Preparation
Community Exposures

Parents
Independence/Community
Outreach/Resources/Lots of other things!

Karen Fichter/OT’s
and PT’s
Life Skills/Daily Living Skills

Cheri Alexander
Curriculum Development

Immy Moustaffa
Community Occupational Therapy

Lynn Gonzalez
Communication Skills

Liz Matheis
Alison Walik
Mental Health/Case Management

Jennifer Mandato
Guidance Counseling/Mental Health

Monica Osgood
And Cathy Helmlinger
Administration

Career Development/Job coaching

Parents
Independence/Community
Outreach/Resources/Lots of other things!
Parental Involvement
Transition Planning
Questions for Parents

• Think about these areas of adult life:
  • Work
  • Where someone lives
  • Recreation (what someone does for Fun/Relaxation)
  • Socializing (Family, Friends, Community Connections)
  • Independent Living
  • Health and happiness
Parental Involvement
Transition Planning
Questions for Parents

• What would you like your child to be doing in each of these areas after they have graduated from high school? 5 years? 10 years?
• What do you think your child would like to be doing in each of these areas? Think about what makes your child happy. What his/her strengths are? What does he/she enjoy doing?
• Work with your child to pick one goal for each of these areas. What needs to be done (at school & at home) to help reach these goals?
• What are the barriers/fears for your child in the future? What skills need to be developed to address this barrier/fear?
• How much supervision does your child need? What can he/she do independently?
• What things are you currently doing for your child that you wish he/she could do for him/herself?
• What types of things interest and motivate your child?
• What do you need help with?
Being an informed consumer is important. Do you know about the range of services that might be available after your child graduates?

• Are you registered with DDD? DVR? What services are you registered for/waiting to receive?
• Do you have information about obtaining guardianship of your son/daughter once they turn 18?
• Are you aware of other resources (The ARC, Autism New Jersey, The Family Support Center of NJ, Statewide Parent Advocacy Network, SCARC, Inc., etc.?)
• Have you identified someone who can be a knowledgeable resource person for you? Maybe this person is an experienced parent who has successfully navigated the system and/or a case manager, a relative, or a social worker.
• Are you aware of assistance provided through Medicaid & Social Security?
• Do you know about the different types of employment and living settings that might be available (supported employment, group homes, supervised living, etc.?)
• Are you aware of transportation resources to access community sites?
Program Tracks
(Students May Have a Hybrid of Programs)

- College Prep
- Career Development
- Living Skills/Developmental Program
Continuing Education/Adult Curriculum Program

Developmental
- Integration of mind and body
- Social-emotional development
- Thinking

Daily Living Skills/Life Skills

Continuing Education/Academic Support/Guidance Counseling

Social Skills/Community Exposures

Mental health/Counseling

Career Development/Job Coaching
Developmental Thinking Curriculum Domains

- Visual/Spatial Processing
- Sequential Ordering
- Temporal Awareness & Ordering
- Sensory Motor Development
- Facilitation (motor movement, task, play)
- Body Awareness (Spatial, body language)
- Motor Awareness and Movement (gross, fine, graphomotor)
- Eye Contact
- Functional Emotional Development
- Meta-cognition- thinking about how you think
Developmental/Thinking Curriculum Domains

- Language Processing
- Following Directions
- Expressive Language (oral and written) Articulation, Elaboration
- Affective Vocal Synchrony
- Reading Non-Verbal Cues
- Initiation of Verbal and Non-Verbal Interaction
- Reading Comprehension
- Quantitative Mathematical Concepts and Skills
- Dramatic/Imaginary Play
Developmental/Thinking Curriculum Domains

- **Receptive Language (oral and written) semantics** – understanding meaning, discourse – expression, exchange, conversation

- **Sequential Ordering** - developing an appreciation for time and the correct order of steps in a process are integral to understanding how our world functions

- **Temporal Reasoning** - ability to visualize spatial patterns and mentally manipulate them over a time-ordered sequence of spatial transformations, generating and conceptualizing solutions to multi-step problems in everyday life
• **Saliency Determination** - process of selecting and thinking about which information stands out or is most important, able to filter out distractions and focus on the task at hand.

• **Cognitive Activation** - making rich and relevant cognitive connections, linking and associations prior knowledge and experiences with features of new information.
Developmental/Thinking Curriculum Domains

- **Short term, Active-Working & Long Term (Consolidation & Access) Memory** - process involved in coding a memory so that it can be stored and retrieved later.

- **Social Cognition** - how people process social information, especially its encoding, storage, retrieval, and application to social situations — linking old to new schema in social situations.

- **Higher Order Thinking** - making judgments, evaluations, synthesizing, analyzing, applying.
Continuing Education/Adult Curriculum Program

Developmental
- Integration of mind and body
- Social-emotional development
- Thinking

Daily Living Skills/Life Skills

Social Skills/Community Exposures

Mental health/Counseling

Career Development/Job Coaching

Continuing Education/Academic Support/Guidance Counseling
Suggested Coursework - Continuing Education

- Friendship and Intimacy
- D.I.R. Levels 7, 8, 9
- Anxiety / Stress Reduction
- Self Advocacy
- Executive Functioning / Study Skills
- Project Management
- Leisure Exploration
- Community Occupational Therapy
Suggested Coursework - Continuing Education

- Reading Club
- Public Speaking
- Civics
- Writing Workshop
- Justice System / Student Government
- Sociology
- Child Development
- Global Issues
- Current Events
Suggested Coursework - Continuing Education

• Critical thinking/Problem solving
• Technology Applications
• Financial Literacy
• Basic household Repair and Maintenance
• Health and Well Being
• Outdoor Education
• Community Exposures
Guidance Counseling Component

- College planning/visitations/selection
- Academic support services
- Parent support services
- College application process
- Transcript development
- Assessments
- Referrals
- Community outreach/partnerships
- Career/college workshops
Tools for Life
Social Skills/Mental Health Program Components

- **Social Cognition**—code switching (moving between variations of languages in different contexts), nonverbal communication, humor regulation, conflict resolution/negotiation, cultural/racial sensitivity

- **Self-Disclosure**—what you choose to reveal about yourself and how within jobs, school relationships, law, social interactions—what you choose to reveal about yourself and how

- **Resiliency**—positive capacity of people to cope with stress and adversity, “bouncing back”—emotional, sensory, cognitive, physical
Thinking and Problem Solving—predicting Higher Order, previewing, self-monitoring, self-assessment, reflection, and editing, decision-making, causal relationships

Metacognition—thinking about thinking

Effective language and communication

Demystification—self awareness and understanding of strengths and challenges
Tools for Life
Social Skills/Mental Health
Program Components

- Emotions and brain functioning - anatomy, biochemical, fight/flight/freeze override, anger/fear/anxiety awareness and management, depression, OCD, hormones, allergies

- Personality types and variations - understanding yourself and differences in others

- Group Dynamics - work, school, family, peers, societal

- Expectations of adulthood - personal, parental, societal
Tools for Life
Social Skills/Mental Health
Program Components

- Affect Awareness and Regulation
- Social Reciprocity Conflict Resolution
- Relationship Skills
- Self-Marketing
- Code Switching
- Social Timing
- Collaboration
Tools for Life
Social Skills/Mental Health Program Components

• Social Facilitation & Inhibition
• Humor Regulation understanding and interpreting nuances – appropriateness, timing, audience, delivery, satire, parodies, race based, irony, puns, sarcasm, exaggeration, political cartoons, bathroom humor
• Empathy
• Interpretation of others’ feelings through tone, body language and nuance
• Discourse Topic Selection & Maintenance
• Stress Management & Anger Management
Continuing Education/Adult Curriculum Program

- Developmental
  - Integration of mind and body
  - Social-emotional development
  - Thinking

- Social Skills/Community Exposures

- Mental health/Counseling

- Daily Living Skills/Life Skills

- Continuing Education/Academic Support/Guidance Counseling

- Career Development/Job Coaching
Career Development Domain

- Post Secondary
- Supported Employment
- Career Development
- Daily Living
Career Development Program Components

- Career demystification – myths & truths about various careers & jobs
- Salaries
- Expectations (sick leave, timeliness, vacation time, seniority)
- Meet and q & a various professionals
- Disability ~ Services, Rights, Laws, Employment
- Self-Disclosure on the job ~ what disclose and when
Career Development Program Components

- Unemployment vs. Underemployment
- Interview Skills
- Attire
- Social stressors/expectations
Continuing Education/Adult Curriculum Program

- Developmental
  - Integration of mind and body
  - Social-emotional development
  - Thinking

- Daily Living Skills/Life Skills

- Social Skills/Community Exposures

- Mental health/Counseling

- Career Development/Job Coaching

- Continuing Education/Academic Support/Guidance Counseling
Nuts and Bolts of Adulthood - Daily Skill Components

- Financial Management
- Household Repair / Maintenance
- Community Connections / Resources
- Health and Well Being
Daily Living Skills

- Related Service young adult support and parent training
- Parent involvement and homework
Transition Domains

- Including post-secondary education
- Vocational education
- Integrated employment (including supporting employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation
Transition Components

Post Secondary Education

• Four year college or university
• Community college
• Trade school
• Adult vocational/technical school
Career Development

- Vocational evaluation
- Career assessment
- Community-based job sampling
- Community-based job exploration
- Community-based internships
Transition Components

Functional Academics

- Math (budget, money management skills)
- Reading (identification and comprehension)
- Writing (filling out forms, signing checks, writing resumes)
- Computer usage
Transition Components

Self Advocacy

• Knowledge of ones own disability
• Knowledge of rights
• Self-assessment
• Learning Styles
• Appropriate communication skills
• Assertiveness skills
Independent Living Skills

- Community resource training (banks, post office, shopping, libraries)
- Residential living skills
- Mobility/transportation
- Recreation/leisure
- Social relationships
- Health and Safety
Transition Components

Adult Service Linkages

- DDD (Division of Developmental Disabilities)
- DVRS (Division of Vocational Rehabilitative Services)
- Social Security and Medicaid
- Centers for Independent Living
- County Office on Disability
Transition Components

Other Issues to Consider

- Guardianship
- Special needs trusts/estate planning
- Insurance
- Long-term permanency planning
- Income and benefits maintenance
A hyperlink is attached to each skill. If you click on the skill it will bring you to the [http://www.caseylifeskills.org/](http://www.caseylifeskills.org/) website which has more detailed information on each goal.
Housing and Money Management

- Housing
- Transportation
- Community Resources
- Beliefs About Money
- Saving
- Income Tax
- Banking & Credit
- Budgeting/Spending Plan
- Consuming
- Work Goals

A hyperlink is attached to each skill. If you click on the skill it will bring you to the http://www.caseylifeskills.org/ website which has more detailed information on each goal.
Life Skills

Home Life

- homelife

Self Care

- Personal Hygiene
- Health
- Alcohol, Drugs & Tobacco
- Sexuality
- Relationships

A hyperlink is attached to each skill. If you click on the skill it will bring you to the http://www.caseylifeskills.org/ website which has more detailed information on each goal.
Transition Categories of Instruction: Developing Hobbies & Interests

- Lunch/Dinner Groups
- Movie Clubs
- Cooking Class
- Specialized Enrichment Classes
Examples of Community Exposure/Skills
Social Outings & Independence

• Planning Outings (When, Where, Who, How, etc)
• Initiating Social Contacts & Outings
• Social Appropriateness (in all settings, w/all interactions)
• Being Prepared ($, Dress appropriately, etc.)
• Reading menu’s & ordering
• Paying, Tipping, Budgeting
• Transportation
• Timeliness
• Conversational Skills
• Collaboration, Cooperation, Compromise
Examples of Community Exposure/Skills
Self Help/Self Care

Physical Fitness

• Join a Gym
  Personal Trainer
  Group Classes
  Learn Equipment Use
• Utilize Community Parks
• Utilize Community Programs
  Local YMCA
• Town Recreational Programs
• Home Programs & Equipment
• Exercise w/ Friends & Family
• Computer Technology Based Fitness
<table>
<thead>
<tr>
<th>Grooming and Appearance</th>
<th>Doctors Appointments</th>
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<tbody>
<tr>
<td>• <strong>Cleanliness</strong></td>
<td>What Doc’s for what issues</td>
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<tr>
<td>Bathing</td>
<td>Nurses (interactions)</td>
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<tr>
<td>Nails</td>
<td>Receptionists (interactions)</td>
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<tr>
<td>Dental Hygiene</td>
<td>Making Appointments</td>
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<td>• <strong>Clothing</strong></td>
<td>Scheduling, Transport, Documents required</td>
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<td>Weather appropriate clothing</td>
<td>Timeliness</td>
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<td>Matching</td>
<td>Asking Questions</td>
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<td>Ironing</td>
<td>Explaining Symptoms</td>
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<td>Outdoor Gear</td>
<td>Appropriate Contact</td>
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<td>Shoes</td>
<td>What to expect</td>
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<td>Care of…</td>
<td>Reading Medicine Labels</td>
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<tr>
<td>Activity Appropriate clothing</td>
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</table>
Examples of Community Exposure/Skills
Home Care/Maintenance

• Cleaning
• Repairs (& who to call if you need help, who does what)
• Garbage/Recycling & Town Schedule for this
• Painting, Types of paint, purchasing, clean-up, ventilation
• Tool Use, What tools for what jobs
• Unclogging Drains, Toilets
• Hooking up Electronics, Appliances, Etc.
Examples of Community Exposure/Skills
Home Care/Maintenance

Outdoor Maintenance
• Mowing
• Sweeping
• Washing
• Planting & Care
• Shoveling
• Raking
• Weeding, Debris clean up & disposing
• Window Cleaning, Screens, Storm Windows

House Cleaning
• Dusting
• Vacuuming
• Sweeping
• Mopping Floors
• Bathrooms
• Refrigerator
• Operating Small Appliances
• Fans, Vacuums, etc.
Examples of Community Exposure/Skills

Money

- Bank Account
- Check Writing
- Debit/Credit Card
- PIN’s
- ATM
- Teller Transactions
- Check Register
- Computer Banking
- Identity Protection
- Savings

- Budgeting
- Pay Checks (Interpreting Stubs, Deductions, Taxes)
- Paying Bills
- Money Orders
- Gift Cards
- Wallets (Organization, Protection, ID, etc.)
Examples of Community Exposure/Skills

Shopping

**Grocery**
- Menu
- Ingredients List
- Staples
- Nutritional Needs
- Store Flyers
- Store Card/Coupons/Sales
- Store Navigation/Reading Signs/What you get where
- Asking for help/Employee Interactions
- Interactions w/other shoppers
- Food Safety (cold, frozen, expiration dates, etc.)
- Reading Labels
- Reading/Interpreting Pricing signs w/product
- Check Out/Self Check Out
- Bagging Groceries

**General Shopping**
- Clothing (Reading Labels, knowing sizes, cost, etc.)
- Gifts (Birthdays, etc.)
- Cards/Flowers
- Entertainment Related
- Household Goods
- Where we get everything
- Returning & Exchanging purchased items
- Mail Order Shopping
- Sales, Discounts, Coupons
- Safety Precautions at Malls & other Public Places
Examples of Community Exposure/Skills
Cooking

- Kitchen Safety
- Meal Planning
- Measurement
- Tools of the Trade
- Prep & Clean up
- Safe Food Handling
Examples of Community Exposure/Skills
Scheduling

• Daily Schedule
• Weekly Schedule
• Monthly/Seasonal/Yearly Schedule
• Birthdays
• Holidays
• Social Engagements
• Doctors Appointments, etc.
• Use of Paper/Electronic Calendars (tracking, reminders)
• Coordinating w/ other household members
Examples of Community Exposure/Skills

Community

Travel Training/Transportation
- NJ Transit Programs for Training
- Street Navigation & Safety
- Public Transportation (Bus, Train, Cab)
- DMV

Fire/Police/EMT
- Visits (to & in house)
- Secure ID cards that identify disability to First Responders

Clubs/Organizations
- Rotary, Kiwanis, Garden Club, etc.

Resources
- Community Programs & Supports

Local, County, State, Federal Laws
- Courts, Traffic, Elected Officials, Town Hall, etc.

Post Office/UPS

Community Service
- Volunteer Opportunities (Habitat, Seniors, Parks, etc.)
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<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1</td>
<td>Morning Meeting (Monica, Liz, Karen, Jen)</td>
<td>Developmental/Thinking (Karen, Monica)</td>
<td>Developmental/Thinking (Karen, Monica)</td>
<td>Developmental/Thinking (Karen, Monica)</td>
<td>Mental Health Group Meeting (Liz, Jen)</td>
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<td>Health and Well Being (Demond, Karen)</td>
<td>Leisure Exploration (Demond, Karen, Crystal)</td>
<td>Health and Well Being (Demond, Karen)</td>
<td>Project Management (Demond, Karen, Crystal)</td>
<td>Outdoor Education (Demond, Chris R.)</td>
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<td>Reading Club (Karen)</td>
<td>Public Speaking (Karen)</td>
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<td>Financial Literacy (Kelly)</td>
<td>Current Events (Karen)</td>
<td>Psychology (Karen, Jen, Liz)</td>
<td>Technology Applications (Harry)</td>
<td>Outdoor Education (Demond, Chris R.)</td>
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<td>Executive Functioning/Study Skills (Jen, Karen, Immy)</td>
<td>Anxiety/Stress Reduction (Karen, Jen)</td>
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<td>Anxiety/Stress Reduction (Karen, Jen)</td>
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<td>Tools for Adulthood (Pat, Diane)</td>
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<td>Community Occupational Therapy (Immy)</td>
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<td>Community Exposures (Karen, Diane, Immy)</td>
<td>Friendship and Intimacy (Monica, Karen, Jen, Liz)</td>
<td>Nuts and Bolts (Karen, Kelly, Immy)</td>
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We need your continued input and support

Thank you for being amazing parents!

Thank you to Karen McDowell for the organization of this material.

Thank you to Diane S and Cheri A for major contributions to this project.

Thank you to the Community School for Curriculum input