**ATTENDANCE, BEHAVIOR, ACADEMIC ACHIEVEMENT EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: FAMILY OR COMMUNITY MENTOR**

I can identify **2** community mentors that can assist my child in reaching his/her goals.

I can identify **1** family or community mentor that can assist my child in achieving 3 goals that he/she needs to master in order to graduate.

I can identify **1** family or community mentor that can assist me in monitoring my child’s daily attendance.

I can identify **2** family or community mentors that can assist me in identifying the courses/credits, academic behaviors, and attendance my child needs to graduate on time.

I can identify **2** family or community mentors that can assist me in locating my child’s grades and attendance records by using the schools’ parent portal.

**VITAL BEHAVIOR 2: EXERCISES TO PRACTICE AT HOME**

I can use an intervention tool to identify **1** or more learning challenges that my child can improve by

practicing classroom instruction reinforcement modules at home.

I can use an intervention tool to identify **1** or more strategies that my child can use at home to improve

his/her behavior.

I can identify (**2** or more) activities that I can complete with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify at least **3** activities in addition to reading books to and with my child at home that I can complete with him/her to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify a homework guide that I can use as a communication tool with my child’s teacher to help him/her in receiving guidance to complete exercises to practice at home.

I can use a Georgia Milestones Assessment System score report tool to identify my child’s reading level.

I can use a Georgia Milestones Assessment System score report tool to select grade level reading materials for my child to use at home to improve his/her reading level.

I can use materials provided by my child’s school system/district with my child at home to help him/her improve his/her reading level.

**VITAL BEHAVIOR 3: VISION SHEET**

I can select **2** tasks each related to interests, strengths and challenges on a vision sheet that my child needs to complete by the end of the

school year.

I can use a Reflection Worksheet to identify **1** or more independence skills, interests and future plans my child needs to develop/improve this year to reach his/her goals.

I can name **3** things on my child’s Vision Sheet that he/she can practice at home to develop his/her social skills.

I can list **4** strengths that my child has identified on his/her Vision Sheet that will contribute to his/her success in life.

I can use a Vision Sheet to identify tasks related to interests, strengths and challenges that my child needs to complete.

I can use a Vision Sheet to identify my child’s strengths and weaknesses.

I can use a Vision Sheet to identify my child’s interests, strengths and challenges.

I can name **3** things on my child’s Vision Sheet that he/she can practice at home to develop his/her social skills.

I can use a Vision Sheet to identify **3** positive ways that self-determination and self-advocacy skills can impact my child’s success in high school

and beyond high school graduation.

I can use a Vision Sheet to identify my student’s academic challenges and strengths.

I can use a Vision Sheet to identify my child’s strengths and weaknesses to help him/her develop/improve his/her self-advocacy skills.

I can use a Vision Sheet to identify **3** strengths, interests and/or challenges that my child has and describe how each relates to his/her successful post-secondary transition after high school.

I can name **2** ways that self-determination and self-advocacy skills can positively impact my child’s middle school, high school and post-secondary choice success.

**VITAL BEHAVIOR 4: CONVERSATION STARTERS OR COMMUNICATION GUIDE**

I can use a communication guide to identify **3** conversation starters that I can use to create ongoing conversations with my child’s teachers, school administrators or staff.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **2** conversation starters that I will use to talk to my child about his/her behavior.

I can identify **2** conversation starters that I will use to talk to my child about his/her homework assignments.

I can identify **2** conversation starters that I will use to discuss with my child the importance of attending school regularly, demonstrating good behavior/attitude and putting forth his/her best efforts toward academics.

**VITAL BEHAVIOR 5: BEHAVIOR STRATEGIES**

I can select **2** behavior strategies that I can use with my child to guide conversations and activities.

I can identify the **4** common functions of behavior.

I can identify learned behavior intervention strategies to guide at home discussions with my child to improve his/her classroom conduct.

I can identify **2** behavior intervention strategies that I can share with my child’s IEP team to improve his/her classroom conduct.

**VITAL BEHAVIOR 6: UTILIZE RESOURCES AND SUPPORTS**

I can find my child’s grades, attendance, schedule, missing assignments and/or assignment details using the Infinite Campus Parent Portal website.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **1** Parent Portal website that I can use to check my child’s grades.

I can identify **1** after school program that can provide a tutor to work with my child to improve his/her Georgia Milestones Reading, Math and Language assessment scores.

I can identify a behavior that my child has and name **2** strategies that I can use to help him/her minimize the behavior.

I can identify **3** online school resources that I can use to check my child’s attendance and progress.

I can identify 2 people who know the chain of command that can assist my child in address conflict resolution issues.

I can name **1** resource and **1** support related to my child’s challenges that he/she will need to have in place for him/her to be successful after high school.

I can use my child’s transcript to identify the courses/credits, academic behaviors and attendance details and requirements he/she needs to complete to graduate on time.

I can use the school’s parent portal to locate my child’s grades and attendance records.

I can identify **2** resources that my child can connect with to get extra help to help him/her reach his/her attendance, behavior and/or academic achievement goal.

**ASPIRE EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: PERSON CENTERED PLANNING**

I can use an Action Plan to identify **2** transition planning and goal setting tasks that my child needs to complete by the end of the school year.

I can use a Person Centered Plan to identify agencies that can assist my child with post-secondary transition planning.

I can identify goals in my child’s PATH (Planning Alternative Tomorrows With Hope) and use the PATH to monitor his/her progress.

I can use a MAPS (Making Action Plan) to identify agencies that can assist my child with post-secondary transition planning.

I can name **1** contact person that can assist my child in getting services that will provide a smooth transition from high school graduation to post-secondary options.

I can identify **1** or more family goal(s) my child is working on and name the steps that will be taken to achieve the goal.

I can name **1** service provider that can assist my child in getting services that will provide a smooth transition from high school graduation to post-secondary options.

I can name **1** NOW/COMP waiver service provider that can support my child after he/she graduates from high school.

I can list **2** or more goals that my child can use for person centered planning tasks.

I can identify **2** goal related tasks and use a person centered plan to outline each task.

I can use an individual time-line to identify **1** or more scheduled activities that my child will participate in during the year for the Ambassador program.

I can list **2** tasks that my child needs to complete this year using person centered planning.

I can identify **2** goal related tasks and use a person centered plan to outline each task.

I can identify **3** goals on my child’s PATH and use the PATH to support him/her in achieving his/her goals.

I can identify **2** areas on my child’s relationship MAP and use the MAP to assist him/her in making initial and additional community connections.

I can identify post-secondary opportunities with my child and list them on a Person Centered Planning tool.

I can name **1** or more SEPAC or groups that can provide resources and support to assist me in parenting a child with a disability or special needs.

I can identify a Person Centered Planning tool that I can use to assist my child in preparing for his/her IEP meeting.

**VITAL BEHAVIOR 2: EXERCISES TO PRACTICE AT HOME**

I can select **2** educational games that my child can practice at home to develop his/her self-determination skills.

I can choose **1** or more self-determination skill building activities that my child can practice at home to improve his/her academic or post-secondary outcome(s).

I can identify (**2** or more) activities that I can complete with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify at least **3** activities in addition to reading books to and with my child at home that I can complete with him/her to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify a homework guide that I can use as a communication tool with my child’s teacher to help him/her in receiving guidance to complete exercises to practice at home.

I can use a Georgia Milestones Assessment System score report tool to identify my child’s reading level.

I can use a Georgia Milestones Assessment System score report tool to select grade level reading materials for my child to use at home to improve his/her reading level.

I can use materials provided by my child’s school system/district with my child at home to help him/her improve his/her reading level.

**VITAL BEHAVIOR 3: IEP CHECKLIST OR PLANNING TOOL**

I can identify **5** items on an IEP that I need to ask questions about before my student’s IEP meeting.

I can identify **4** sections on an IEP and explain how each effects my child’s school experience.

I can describe **6** or moremain components of an IEP document.

I can identify on an IEP each classroom and testing accommodation that my child receives.

I can list **2** parental concerns that I have in regards to my child’s disability to prepare for his/her IEP meeting.

I can use an IEP checklist to identify sections of the IEP as I plan with my child.

I can select an IEP checklist that my child can use to assist him/her in setting his/her IEP goals.

I can list **3** of my child’s strengths, challenges and interests and name each **1** during his/her IEP meeting.

I can list **2** of my child’s classroom/testing accommodations.

I can name **2** of my child’s accommodations.

I can name **3** of my child’s goals.

I can identify **3** areas of IDEA that gives my child the right to obtain a detailed understanding of his/her IEP.

I can name **2** regulations of IDEA that gives my child the right to be more involved in his/her IEP meeting.

I can select an IEP Planning Tool to use with my child to prepare for his/her IEP meeting.

I can select an IEP Planning Tool to use with my child to help him/her get a better understanding of the IEP document.

I can review my child’s IEP goals and list **2** SMART Goals.

I can review my child’s IEP goals and identify **2** SMART Goals.

I can use an IEP checklist to review and plan for conversations related to setting and meeting my child’s goals.

I can use an IEP checklist to help my child prepare for his/her IEP meeting and support them in naming 1 or more strengths and weaknesses that impacts his/her learning.

I can use an IEP checklist and list **2** ways to help my child plan for his/her IEP meeting.

I can define **3** areas of my child's IEP and encourage my child to have input when discussing these areas.

I can identify an IEP Checklist that I can use with my child to prepare for his/her IEP meeting.

I can identify **1** strength and **1** challenge that my child has that impacts his/her learning ability.

I can use the ASPIRE Parent Prep Guide to help me prepare for my child's IEP meeting .

I can identify **3** areas of my child's IEP that I can use to support him/her in preparing for the IEP meeting.

I can name **3** of my child’s strengths and weaknesses.

I can name the accommodations that are listed in my child’s IEP.

I can identify **3** goals that are listed in my child’s IEP.

I can locate the accommodations on my child's IEP and discuss the appropriate accommodations with him/her to prepare for the IEP meeting.

I can identify an IEP Pre Meeting form that my child can complete to prepare for his/her IEP meeting.

I can identify **2** strengths and **2** challenges that my child has that impacts his/her learning ability at home and at school.

**VITAL BEHAVIOR 4: TRANSITION ACTIVITY LIST**

I can choose **3** transition activities that my child can complete by the end of the school year.

I can select Transition Checklist activities that will support self-determination skill development and/or improvement.

I can identify **2** transition activities that will help my child work towards self-determination.

I can identify **1** or more agencies that can assist my child with post-secondary options after high school.

I can use a Transition Activity List and identify actions my child should complete in order to prepare for his/her post-secondary transition.

I can use a Transition Activity List and identify steps that my child needs to take in order to plan for a successful post-secondary transition.

I can list **3** supports my child needs to have in place to reach his/her hopes and dreams for the future.

I can use a Transition Checklist and identify elementary school transition activities that my child can complete to start planning for transition after high school.

I can use a Transition Activity List and identify **2** transition goals that my child needs to develop.

I can name/identify **2** agencies that can assist my son/daughter with transitioning after high school.

I can identify **2** agencies that will use the NOW/COMP waiver to improve transition planning outcomes for my child.

**VITAL BEHAVIOR 5: SELF-DETERMINATION CHECKLIST**

I can choose a self-determination checklist to complete with my child in order to identify skills he/she needs to improve on.

I can identify a “Parenting Action Model” that I can use with my child to help him/her make progress toward completing a specific transition activity.

I can explain what self-determination means and list **1** or more goals that my child can accomplish during the school year.

I can identify **5** tasks/behaviors on a self-determination checklist for my child to complete by the end of the school year.

I can identify **3** activities my child can work on at home to develop/improve his/her self-determination skills.

I can identify **2** areas on my child’s relationship MAP and use the MAP to assist him/her in developing/improving community connections.

I can identify **2** school related strengths and challenges my child has and **2** steps he/she can take to address the challenges.

I can use a Self-Advocacy Checklist to identify **3** self-advocacy skills that my child needs to do to become more self-determined.

I can identify **2** self-determination skills that I can help my child develop/improve.

I can identify **2** activities that my child can complete to improve his/her self-determination skills.

I can identify **2** skills that my child can work on at home to improve his/her self determination skills and work toward becoming his/her own self advocate.

I can use a Self Determination Checklist or another Self-Determination Skill Program to select **2** skills that my child needs to work on to develop his/her self-determination skills.

I can name **2** reasons why my child needs to develop/improve his/her self-determination skills.

I can name **2** self-determination skills that my child needs to develop.

I can identify **3** areas my child should practice to learn new self-determination skills.

I can describe what self-determination is.

I can identify **2** areas my son/daughter needs to work on at home that will improve his/her self-determination skills.

I can identify **2** practices associated with self-determination.

I can use a self-determination checklist to identify tasks that my child needs to complete in order to meet his/her goals.

I can use a Self-determination checklist to identify resources and tools that my child can use to help him/her develop/improve his/her self –advocacy skills.

I can locate the accommodations on my child's IEP and discuss the appropriate accommodations with him/her to prepare for the IEP meeting.

I can use a Self-Determination checklist with my child to identify skills that he/she needs to work on at home to promote self-determination.

I can use a Self-Determination checklist to identify **2** or more activities that my child can complete to practice self-determination skills at

home and at school.

I can identify **3** areas of self advocacy that my child needs to develop/improve to become more self-determined.

I can identify **3** Self-Determination skills that I can use to help my child decide how he/she will participate in the IEP meeting, how he/she will prepare for the IEP meeting and how he/she will create and prepare a Power Point presentation for the IEP meeting.

I can use a Self-Determination Checklist and list **2** or more questions about the post-secondary options that are available to my child after high school graduation.

I can use a Self-Determination Checklist to identify 3 tasks my child needs to complete in order to have a successful post-secondary transition after high school.

I can identify a Self-Advocacy Checklist that my child can complete to develop/improve his/her self-advocacy skills.

**VITAL BEHAVIOR 6: CONVERSATION STARTERS OR PROGRESS REPORTING**

I can identify **2** methods that I can use to initiate positive communication on a regular basis with my child’s teacher.

I can identify at least **4** ways to communicate with my child’s teacher or school staff.

I can select a parent teacher contact log that I can use to record frequent communication with my child’s teacher.

I can list **3** conversation starters that I can use with my child to describe his or her IEP accommodations.

I can identify **3** conversations starters that I can use with my child to prepare for his/her IEP meeting.

I can name **2** benefits of two-way communication and use them with my student to support his/her development of self-determination skills.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **2** conversation starters that I will use to talk to my child about his/her behavior.

I can identify **2** communication starters that I will use to assist my child in discussing progress reports, attendance, and academic needs.

I can name **2** skills that I can use to teach my child how to advocate for himself/herself in the school setting.

I can identify at least **3** conversation starters/questions to ask my child in order to enhance communication with him/her about their IEP and/or post.

**CAFÉ EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: FAMILY OR COMMUNITY MENTOR**

I can identify **2** community mentors that can assist my child in reaching his or her goals.

I can identify **1** family or community mentor that can assist my child in achieving 3 goals that he/she needs to master in order to graduate.

I can identify **1** family or community mentor that can assist me in monitoring my child’s daily attendance.

**VITAL BEHAVIOR 2: EXERCISES TO PRACTICE AT HOME**

I can choose **1** or more activities from a homework help guide provided by a collaborative agency and use to help my child develop, strengthen and cultivate his/her skills.

I can identify (**2** or more) activities that I can complete with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify at least **3** activities in addition to reading books to and with my child at home that I can complete with him/her to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify a homework guide that I can use as a communication tool with my child’s teacher to help him/her in receiving guidance to complete exercises to practice at home.

I can use a Georgia Milestones Assessment System score report tool to identify my child’s reading level.

I can use a Georgia Milestones Assessment System score report tool to select grade level reading materials for my child to use at home to improve his/her reading level.

I can use materials provided by my child’s school system/district with my child at home to help him/her improve his/her reading level.

**VITAL BEHAVIOR 3: VISION SHEET**

I can select **2** tasks each related to interests, strengths and challenges on a vision sheet that my child needs to complete by the end of the school year.

I can use a Vision Sheet to identify tasks related to interests, strengths and challenges that my child needs to complete.

I can name **3** things on my child’s Vision Sheet that he/she can practice at home to develop his/her social skills.

I can use a Vision Sheet to identify my student’s academic challenges and strengths.

I can list **4** strengths that my child has identified that will contribute to his/her success in life.

I can use a Vision Sheet to identify my child’s strengths and weaknesses.

I can use a Vision Sheet to identify my child’s interests, strengths and challenges.

I can use my child’s vision sheet to identify post-secondary options such as work/career goals, living arrangements, leisure activities and independent living skills that he/she can explore after completing high school.

I can name **3** things that my child can practice at home to develop his/her social skills.

I can use a Reflection Worksheet to identify **1** or more independence skills, interests and future plans my child needs to develop/improve this year to reach his/her goals.

I can use a Vision Sheet to identify my child’s strengths and weaknesses to help him/her develop/improve his/her self-advocacy skills.

I can use a Vision Sheet to identify **3** strengths, interests and/or challenges that my child has and describe how each relates to his/her successful post-secondary transition after high school.

**VITAL BEHAVIOR 4: CONVERSATION STARTERS OR COMMUNICATION GUIDE**

I can use a communication guide to identify **3** conversation starters that I can use to create ongoing conversations with my student or other partners.

**VITAL BEHAVIOR 5: SCHOOL-FAMILY-COMMUNITY TEAM**

I can identify **1** community team member that I can partner with to discuss and plan how to improve student outcomes.

I can name at least one event that I worked as a team member to support the initiatives of the Warrior Wonders group.

I can name **2** individuals within Clayton County Public Schools that can assist my child in addressing his/her academic concerns.

I can identify **2** community programs that I can use to support my child in his/her growth and development process.

I can identify **2** initiatives that I can support as a member of the C.A.F.E.’ and Tiger Parent University team.

I can identify **1** school administrator or staff personnel that I can partner with to discuss and plan actions to improve my child’s student success outcomes.

**VITAL BEHAVIOR 6: UTILIZE RESOURCES AND SUPPORTS**

I can identify **2** organizations that can help my child get a job when he/she graduates from high school.

I can name **2** benefits of family engagement school activities through my active participation in **1** or more Warrior Wonder (SSIP) activity(s) this school year.

I can identify **1** after school program that can provide a tutor to work with my child to improve his/her Georgia Milestones Reading, Math and Language assessment scores.

I can identify **2** community businesses that can provide a work related internship for my child.

I can name **2** service providers that will provide **1** or more recreational connections for my child.

I can identify 2 people who know the chain of command that can assist my child in address conflict resolution issues.

I can name **1** resource and **1** support related to my child’s challenges that he/she will need to have in place for him/her to be successful after high school.

I can identify **2** resources that can provide a mentor to work with my child to improve his/her academic outcomes.

**GRADUATION EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: PERSON CENTERED PLANNING**

I can use a Person Centered Plan with my child and identify **2** graduation plans and goals that he/she will accomplish by the end of the school year.

I can use an Action Plan with my child and identify **1** or more college or career paths that he/she wants to explore after graduation.

I can identify goals in my child’s PATH (Planning Alternative Tomorrows With Hope) and use the PATH to monitor his/her progress.

I can name **1** contact person that can assist my child in getting services that will provide a smooth transition from high school graduation to post-secondary options.

I can name **1** service provider that can assist my child in getting services that will provide a smooth transition from high school graduation to post-secondary options.

I can name **1** NOW/COMP waiver service provider that can support my child after he/she graduates from high school.

I can list **2** or more goals that my child can use for person centered planning tasks.

I can identify **2** goal related tasks and use a person centered plan to outline each task.

I can list **2** tasks that my child needs to complete this year using person centered planning.

I can identify **3** goals on my child’s PATH and use the PATH to support him/her in achieving his/her goals.

I can identify **2** areas on my child’s relationship MAP and use the MAP to assist him/her in making initial and additional community connections.

I can identify a Person Centered Planning tool that I can use to assist my child in preparing for his/her IEP meeting.

I can identify post-secondary opportunities with my child and list them on a Person Centered Planning tool.

I can name 1 or more SEPAC or groups that can provide resources and support to assist me in parenting a child with a disability or special needs.

**VITAL BEHAVIOR 2: IEP CHECKLIST OR PLANNING TOOL**

I can identify **5** items on an IEP that I need to ask questions about before my student’s IEP

meeting.

I can identify **4** sections on an IEP and explain how each affects my child’s school experience.

I can identify on an IEP each classroom and testing accommodation that my child receives.

I can list **2** parent concerns that I have in regards to my child’s disability to prepare for his/her IEP meeting.

I can use an IEP checklist to identify sections of the IEP as I plan with my child.

I can list my child’s strengths, challenges and interests and name each one during my child’s IEP meeting.

I can describe **6** or moremain components of an IEP document.

I can list **2** of accommodations that my child will need to use in college.

I can select an IEP Planning Tool that I can use with my child after high school graduation.

I can use an IEP checklist to review and plan for conversations related to setting and meeting my child’s goals.

I can review my child’s IEP goals and identify **2** SMART Goals.

I can identify an IEP Pre Meeting form that my child can complete to prepare for his/her IEP meeting.

I can select an IEP Planning Tool that my child can use to prepare for his/her IEP meeting.

I can list **2** of my child’s accommodations.

I can name **2** of my child’s accommodations.

I can review my child’s IEP and list **2** SMART Goals that he/she can complete to ensure that he/she is on track to graduate.

I can list **1** IEP graduation goal that my child can complete by the end of the school year.

I can identify **1** strength and **1** challenge that impacts my child’s learning.

I can identify **3** areas of my child's IEP that I can use to support him/her in preparing for the IEP meeting.

I can name **3** of my child’s strengths and weaknesses.

I can use an IEP checklist and list 2 ways to help my child plan for his/her IEP meeting.

I can define **3** areas of my child's IEP and encourage my child to have input when discussing these areas.

I can identify an IEP Checklist that I can use with my child to prepare for his/her IEP meeting.

I can select an IEP checklist that my child can use to assist him/her in setting his/her IEP goals

I can identify **1** strength and **1** challenge that my child has that impacts his/her learning.

I can use the ASPIRE Parent Prep Guide to help me prepare for my child's IEP meeting.

**VITAL BEHAVIOR 3: BEHAVIOR STRATEGIES**

I can select **2** behavior strategies that I can use with my child at home to guide conversations and activities.

I can identify **4** common functions of behavior.

I can identify **2** behavior intervention strategies that I can share with my child’s IEP team to improve his/her classroom conduct.

**VITAL BEHAVIOR 4: TRANSITION CHECKLIST**

I can state the purpose of a Transition worksheet in the planning of my student’s IEP.

I can choose a Transition Preplanning worksheet to use to prepare for my child’s upcoming IEP meeting.

I can identify **2** Job Interest/Career Choices my child would like to pursue after high school graduation.

I can identify **1** activity that my child will need to complete to prepare for college.

I can identify **2** employment skills that my child needs to develop/improve in order to become an employable adult after completing high school.

I can identify **1** or more transition activities that will assist my son/daughter in transitioning from high school.

I can use a Transition Checklist and identify elementary school transition activities that my child can complete to start planning for transition after high school.

I can identify **2** work-ready activities my child needs to complete this year to improve his/her post-secondary outcomes.

I can identify **1** or more agencies that can assist my child with transition after high school.

I can list **2** post-secondary options that are available to my child after he/she graduates from high school.

I can use a Transition Checklist to evaluate my child’s progress toward High School Graduation and Adult Living.

I can identify **3** transition activities listed in my child’s IEP that he/she is working on during the current school year.

I can use a Transition Planning To Do checklist and identify **2** tasks that my child needs to accomplish this year.

**VITAL BEHAVIOR 5: GRADUATION TIMELINE**

I can list **2** post-secondary options available for my child after high school.

I can list **2** graduation requirements that my child needs to pass in order to graduate on time.

I can use my child’s transcript to find my his/her current grade point average.

I can use my child’s transcript to find the number of credits he/she has earned toward graduation.

I can use a graduation timeline to identify the number of credits my child needs to complete to satisfy his/her graduation requirements.

I can identify **1** class that my child will need to take and pass to graduate on time.

I can name the classes that my child will need to pass to be promoted to the next grade.

I can list **2** important steps my child needs to complete during the academic year in order for him/her to be successful after graduation.

I can use a Graduation Timeline and identify **2** activities my child needs to complete to graduate on time.

I can identify **2** resources to that can help my child transition into post-secondary options after high school.

I can identify a graduation requirement tracking tool that I can use to track my child’s progress toward graduation.

I can identify the courses/credits that my child needs to successfully complete for the grade they are currently in with the focus on graduation.

I can use a Graduation Timeline to identify **2** or more potential career/life options for my child to explore this year.

I can identify **3** graduation requirements that my child needs to complete to graduate from high school.

I can use a Graduation Timeline to assist my child in completing a college application by the required deadline to enroll in the school of his/her choice.

I can list the requirements that my child needs to meet in order to complete a college application to enroll in the school of his/her choice.

I can use a Graduation Timeline to identify **3** post- secondary options that are available for my child after graduation.

I can list **2** important steps that my child needs to complete this year to begin exploring 3 post-secondary options that he/she identified using a Graduation Timeline.

**VITAL BEHAVIOR 6: CONVERSATION STARTERS OR PROGRESS REPORTING**

I can identify **1** subject that my child has failed and used 3 conversation starters to find out why he/she received a failing grade.

I can use a Conversation Starter List to identify **3** conversation starters that I can use to talk to my child about his/her graduation and post secondary goals.

I can identify **2** methods that I can use to initiate positive communication on a regular basis with my child’s teacher.

I can identify at least **4** ways to communicate with my child’s teacher or school staff.

I can select a parent teacher contact log that I can use to record frequent communication with my child’s teacher.

I can choose **2** conversation starters to foster ongoing communication with my son/daughter regarding attendance, behavior and academic needs.

I can identify the difference between a GAA track diploma and a Regular Education Diploma.

I can list **3** attendance, behaviors and academic progress rules and regulations that I can discuss with my child each grading period.

I can name **2** benefits of two-way communication and use them with my student as a guide to track his/her individual graduation activities.

I can identify at least **3** conversation starters/questions to ask my child in order to enhance communication with him/her about their IEP and/or post-secondary goals.

I can explain to my child **1** or more benefits of attending school regularly, demonstrating good behavior/attitude and putting forth his/her best efforts towards academics so that he/she can receive a high school diploma.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **2** conversation starters that I will use to talk to my child about his/her behavior.

I can use a Conversation Starter List to identify **3** conversation starters that I can use to talk to my child about his/her transition from high school to post secondary options.

I can identify **2** communication starters that I will use to assist my child in discussing progress reports, attendance, and academic needs**.**

I can name **2** skills that I can use to teach my child how to advocate for himself/herself in the school setting.

**LITERACY EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: PROGRESS REPORT**

I can name **3** teachers that I can talk to about my child’s progress to ensure he/she is on track to be promoted to the next grade.

I can name **3** teachers that I can talk to about my child’s progress to ensure he/she is on track to receive a high school diploma.

I can identify **2** conversation starters to use to discuss my child’s progress report with his/her teacher.

I can describe **2** communication methods that I will use to discuss my child's progress reports.

I can identify **2** things that my child needs to make progress in and name each one during a meeting with his/her case manager/teachers.

I can name **2** communication methods that I can use to discuss my child’s progress with his/her teacher and other planning team members.

I can identify **2** of my child’s teachers that I can contact to ask questions related to his/her progress in school to make sure he/she is progressing academically and earning credits toward graduation.

**VITAL BEHAVIOR 2: EXERCISES TO PRACTICE AT HOME**

I can select **2** educational games that I can use at home to help my child improve his/her reading and math scores.

I can choose **1** or more activities that I can engage in with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify (**2** or more) activities that I can complete with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify at least **3** activities in addition to reading books to and with my child at home that I can complete with him/her to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify a homework guide that I can use as a communication tool with my child’s teacher to help him/her in receiving guidance to complete exercises to practice at home.

I can use a Georgia Milestones Assessment System score report tool to identify my child’s reading level.

I can use a Georgia Milestones Assessment System score report tool to select grade level reading materials for my child to use at home to improve his/her reading level.

I can use materials provided by my child’s school system/district with my child at home to help him/her improve his/her reading level.

**VITAL BEHAVIOR 3: BEHAVIOR STRATEGIES**

I can identify learned behavior intervention strategies to guide at home discussions with my child to improve his/her classroom conduct.

I can identify **2** behavior intervention strategies that I can share with my child’s IEP team to improve his/her classroom conduct.

I can identify **4** common functions of behavior.

**VITAL BEHAVIOR 4: VISION SHEET**

I can select **2** tasks each related to interests, strengths and challenges on a vision sheet that my child needs to complete by the end of the school year.

I can use a Vision Sheet to identify tasks related to interests, strengths and challenges that my child needs to complete.

I can use a Vision Sheet to identify my child’s strengths and weaknesses.

I can use my child’s vision sheet to identify post-secondary options such as work/career goals, living arrangements, leisure activities and independent living skills that he/she can explore after completing high school.

I can use a Reflection Worksheet to identify **1** or more independence skills, interests and future plans my child needs to develop/improve this year to reach his/her goals.

I can name **3** things on my child’s Vision Sheet that he/she can practice at home to develop his/her social skills.

I can use a Vision Sheet to identify **3** positive ways that self-determination and self-advocacy skills can impact my child’s success in high school and beyond high school graduation.

I can use my child’s Vision Sheet to identify **3** transition or post-secondary education options.

I can use a Vision Sheet to identify my student’s academic challenges and strengths.

I can use a Vision Sheet to identify my child’s strengths and weaknesses to help him/her develop/improve his/her self-advocacy skills.

**VITAL BEHAVIOR 5: GRADUATION TIMELINE**

I can list **2** post-secondary options available for my child after high school.

I can list **2** graduation requirements that my child needs to pass in order to graduate on time.

I can use my child’s transcript to find his/her current grade point average.

I can use my child’s transcript to find the number credits he/she has earned toward graduation.

I can use a graduation timeline to identify what credits my child needs to complete to satisfy his/her graduation requirements.

I can name the classes that my child will need to pass to be promoted to the next grade.

I can list **2** important steps my child needs to complete during the academic year in order for him/her to be successful after graduation.

I can identify the courses/credits that my child needs to successfully complete for the grade they are currently in with the focus on graduation.

I can use a Graduation Timeline to identify **2** or more potential career/life options for my child to explore this year.

I can list **4** strengths that my child has identified that will contribute to his/her success in life.

I can use a Graduation Timeline to identify **3** post- secondary options that are available for my child after graduation.

I can list **2** important steps that my child needs to complete this year to begin exploring 3 post-secondary options that he/she identified using a Graduation Timeline.

I can use a Graduation Timeline to assist my child in completing a college application by the required deadline to enroll in the school of his/her choice.

I can list the requirements that my child needs to meet in order to complete a college application to enroll in the school of his/her choice.

**VITAL BEHAVIOR 6: CONVERSATION STARTERS OR PROGRESS REPORTING**

I can select a parent teacher contact log that I can use to record frequent communication with my child’s teacher.

I can identify at least **4** ways to communicate with my child’s teacher or school staff.

I can name **2** benefits of two-way communication and use them with my student to as a guide to track his/her individual graduation activities.

I can identify at least **4** conversation starters that I can use to discuss my child’s attendance, behavior and/or academic needs.

I can identify **2** conversation starters that I can use to talk to my child in regards to completing homework assignments.

I can identify **2** conversation starters that I can use to talk to my child about in regards to improving his/her behavior.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **2** conversation starters that I will use to talk to my child about his/her behavior.

I can identify **2** methods that I can use to initiate positive communication on a regular basis with my child’s teacher.

I can identify **2** communication starters that I will use to assist my child in discussing progress reports, attendance, and academic needs**.**

I can identify **2** communication starters that I will use to assist my child in discussing progress reports, attendance, and academic needs**.**

I can use a Conversation Starter List to identify **3** conversation starters that I can use to talk to my child about his/her academic goals.

I can name **2** skills that I can use to teach my child how to advocate for himself/herself in the school setting.

I can identify at least **3** conversation starters/questions to ask my child in order to enhance communication with him/her about their IEP and/or post-secondary goals.

**PARTNERSHIPS EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: PROGRESS REPORT**

I can name **3** teachers that I can talk to about my child’s progress to ensure he/she is on track to be promoted to the next grade.

I can name **3** teachers that I can talk to about my child’s progress to ensure he/she is on track to receive a high school diploma.

I can identify **2** conversation starters to use to discuss my child’s progress report with his/her teacher.

I can describe **2** communication methods that I will use to discuss my child's progress reports.

I can identify **2** things that my child needs to make progress in and name each one during a meeting with his/her case manager/teachers.

I can name **2** communication methods that I can use to discuss my child’s progress with his/her teacher and other planning team members.

I can identify **2** of my child’s teachers that I can contact to ask questions related to his/her progress in school to make sure he/she is progressing academically and earning credits toward graduation.

**VITAL BEHAVIOR 2: EXERCISES TO PRACTICE AT HOME**

I can list **3** Behavior Intervention Strategies that I can use at home to minimize my child’s behavior problems.

I can choose **1** or more activities from a homework help guide or reading log provided by a collaborative agency in order to help my child develop, strengthen and cultivate his/her skills.

I can identify (**2** or more) activities that I can complete with my child at home in order to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify at least **3** activities in addition to reading books to and with my child at home that I can complete with him/her to develop, strengthen and cultivate his/her acquisition of literacy skills.

I can identify a homework guide that I can use as a communication tool with my child’s teacher to help him/her in receiving guidance to complete exercises to practice at home.

I can use a Georgia Milestones Assessment System score report tool to identify my child’s reading level.

I can use a Georgia Milestones Assessment System score report tool to select grade level reading materials for my child to use at home to improve his/her reading level.

I can use materials provided by my child’s school system/district with my child at home to help him/her improve his/her reading level.

**VITAL BEHAVIOR 3: REGULAR POSITIVE COMMUNICATION PLAN**

I can list **2** positive communication methods that I can use on a regular basis to communicate with my child’s teacher.

I can describe relevant communication skills and strategies.

I can identify **4** positive ways to communicate with my child’s teachers.

I can identify **4** positive ways that I can use on a regular basis to communicate with my child’s teachers.

I can identify **1** or more student data management tools that I can use to communicate with my child’s teachers.

I can identify **2** communication strategies that I can use with my child’s teachers to discuss his/her classroom conduct.

I can use **2** communication strategies that I can use to talk to my child about his/her progress in school and encourage him/her to progress toward graduation.

I can identify **2** effective communication strategies that I can use to communicate with my child’s teacher in order to track his/her school progress and report his/her home learning.

I can choose **3** or more communication methods that I can use to communication with my child’s Teacher or Teachers.

**VITAL BEHAVIOR 4: CONVERSATION STARTERS OR COMMUNICATION GUIDE**

I can use a communication guide to identify **3** conversation starters that I can use to create ongoing conversations with my student or other partners.

**VITAL BEHAVIOR 5: SCHOOL-FAMILY-COMMUNITY TEAM:**

I can identify **1** community team that I can partner with to discuss and plan how to improve student outcomes.

I can name at least one event that I worked as a team member to support the initiatives of the Warrior Wonders group.

  I can identify **2** community programs that I can use to support my child in his/her growth and development process.

I can identify **1** school administrator or staff personnel that I can partner with to discuss and plan actions to improve my child’s student success outcomes.

**VITAL BEHAVIOR 6: UTILIZE RESOURCES AND SUPPORTS**

I can name **2** agencies that can assist my son/daughter with transitioning after high school.

I can identify **2** resources and supports that can assist my child in making connections to improve post-secondary outcomes.

I can identify **2** agencies that will use the NOW/COMP waiver to improve post secondary outcomes for my child.

I can identify **2** organizations that can help my child get a job when he/she graduates from high school.

I can identify **2** resources that will assist my child with post-secondary education.

I can identify **2** people who know the chain of command that can assist my child in addressing conflict resolution issues.

I can name **1** resource and **1** support related to my child’s challenges that he/she will need to have in place for him/her to be successful after high school.

I can identify **2** agencies that can assist my son/daughter with transitioning during the summer and after high school.

I can identify **2** resources and supports that can assist my child in making connections to obtain funding to improve post-secondary outcomes.

**POST SECONDARY EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR 1: FAMILY OR COMMUNITY MENTOR**

I can identify **2** community mentors that can assist my child in reaching his/her goals.

I can identify **1** family or community mentor that can assist my child during the school year in completing 4 steps of the technical college application and enrollment process.

I can identify **1** family or community mentor that can assist me in monitoring my child’s progress by recording his/her progress daily on a grid.

I can identify **1** family or community mentor that can assist my child in achieving 3 goals that he/she needs to master in order to graduate.

I can use a community mentor’s job evaluation form to discuss activities with my child that will help him/her develop/improve his/her job/employment skills.

**VITAL BEHAVIOR 2: TRANSITION ACTIVITY LIST**

I can identify **2** transition activities that will help my child work towards graduation.

I can select Transition List Activities that will support my child in achieving his/her post-graduation plans.

I can identify **1** or more agencies that can assist my child with post-secondary options after high school.

I can identify a “Parenting Action Model” that I can use with my child to help him/her make progress toward completing a specific transition activity.

I can use a Transition Activity List and identify actions my child should complete in order to prepare for his/her post-secondary transition.

I can use a Transition Activity List and identify steps that my child needs to take in order to plan for a successful post-secondary transition.

I can identify **2** careers my child might like to pursue after he/she graduates from high school.

I can use a Transition Activity List and identify 2 transition goals that my child needs to develop.

I can use a Transition Activity List and identify **4** graduation activities my child needs to complete during the school year.

I can use a Transition Activity List and identify **2** transition activities that my child can complete to help him/her consider the possibilities of having a full life after high school.

I can name/identify **2** agencies that can assist my son/daughter with transitioning after high school.

I can identify 1 or more transition goals that my child can complete by the end of the school year and report his/her progress regularly.

**VITAL BEHAVIOR 3: GRADUATION TIMELINE**

I can list **2** post-secondary options available for my child after high school.

I can list **2** graduation requirements that my child needs to pass in order to graduate on time.

I can use my child’s transcript to identify my child’s current grade point average.

I can identify **2** outside resources that will assist my child with post-secondary transition.

I can identify the difference between a GAA track diploma and a Regular Education Diploma.

I can use a graduation timeline to identify what classes and testing my child needs to complete to satisfy his/her graduation requirements.

I can use my child’s transcript to identify how many credits he/she has earned toward graduation.

I can identify 1 class that my child will need to take to graduate on time.

I can list **2** important steps my child needs to complete during the academic year in order for him/her to be successful after graduation.

I can identify **2** tools that my child can use during the academic year that will help him/her be successful after graduation.

I can identify **2** resources to that can help my child transition into post-secondary options after high school.

I can identify the courses/credits that my child needs to successfully complete for the grade they are currently in with the focus on graduation.

I can use a graduation timeline and identify **4** graduation activities my child needs to complete during the school year.

I can use a Graduation Timeline to identify **2** or more potential career/life options for my child to explore this year.

I can identify **3** graduation requirements that my child needs to complete to graduate from high school.

I can use a Graduation Timeline to identify **3** post- secondary options that are available for my child after graduation.

I can list the requirements that my child needs to meet in order to complete a college application to enroll in the school of his/her choice.

I can list **2** important steps that my child needs to complete this year to begin exploring 3 post-secondary options that he/she identified using a Graduation Timeline.

I can use a Graduation Timeline to assist my child in completing a college application by the required deadline to enroll in the school of his/her choice.

**VITAL BEHAVIOR 4: TRANSITION CHECKLIST**

I can state the purpose of a Transition worksheet in the planning of my student’s IEP.

I can identify **2** Job Interest/Career Choices my child would like to pursue after high school graduation.

I can use a Transition Checklist and identify elementary school transition activities that my child can complete to start planning for transition after high school.

I can identify **1** activity that my child will need to complete to prepare for college.

I can identify transition activities that will assist my son/daughter in transitioning from high school.

I can identify **1** or more agencies that can assist my child with transition after high school.

I can identify **2** employment skills that my child needs to develop/improve in order to become an employable adult after completing high school.

I can list **2** post-secondary options that are available to my child after he/she graduates from high school.

I can use a Transition Checklist to describe my child’s progress toward High School Graduation and Adult Living.

I can use a Transition Planning To Do checklist and identify **2** tasks that my child needs to accomplish this year.

I can identify **2** work-ready activities my child needs to complete this year to improve his/her post-secondary outcomes.

I can list **3** supports my child needs to have in place to reach his/her hopes and dreams for the future.

I can use a Transition Checklist and identify elementary school transition activities that my child can complete to start planning for transition after high school.

I can identify 3 transition activities listed in my child’s IEP that he/she is working on during the current school year.

I can choose **1** activity using my child’s transition checklist that he/she can complete each month.

**VITAL BEHAVIOR 5: VISION SHEET**

I can select **2** tasks each related to interests, strengths and challenges on a vision sheet that my child needs to complete by the end of the school year.

I can use a Vision Sheet to identify tasks related to interests, strengths and challenges that my child needs to complete.

I can identify **2** ways to address my child’s interests, strengths and challenges as a vision for his/her success towards graduation.

I can name **3** things on my child’s Vision Sheet that he/she can practice at home to develop his/her social skills.

I can use a Vision Sheet grid twice a month to record my child’s independence growth increase.

I can identify **2** tasks related to my child’s interests, strengths and challenges that he/she needs to complete using a vision sheet.

I can use a Reflection Worksheet to identify **1** or more independence skills, interests and future plans my child needs to develop/improve this year

to reach his/her goals.

I can use a Vision Sheet to identify my student’s academic challenges and strengths.

I can list **4** strengths that my child has identified that will contribute to his/her success in life.

I can use a Vision Sheet to identify my child’s strengths and weaknesses to help him/her develop/improve his/her self-advocacy skills.

I can use a Vision Sheet to identify **3** strengths, interests and/or challenges that my child has and describe how each relates to his/her successful post-secondary transition after high school.

I can use a Vision Sheet to name **3** strengths and **2** challenges that my child has.

**VITAL BEHAVIOR 6: SELF-DETERMINIATION CHECKLIST**

I can explain what self-determination means and list **1** or more goals for the school year that my child can accomplish.

I can identify **5** tasks/behaviors on a self-determination checklist for my child to complete by the end of the school year.

I can identify activities my child can work on at home to develop/improve his/her self-determination skills.

I can identify **2** activities my child can complete to improve his/her self-determination skills.

I can name **2** self-determination skills that my child needs to develop.

I can name **3** areas on a self-determination checklist that I can use to identify new skills that my child can practice at home that will develop/improve his/her self determination skills.

I can use a Self Determination Checklist or another Self-Determination Skill Program to select **2** skills that my child needs to work on to develop his/her self-determination skills.

I can describe what self-determination is.

I can identify **2** areas my son/daughter needs to work on at home that will improve his/her self-determination skills.

I can use a self-determination checklist to identify tasks that my child needs to complete in order to meet his/her goals.

I can use a Self-Determination checklist to identify resources and tools that my child can use to help him/her develop/improve his/her self-advocacy skills.

I can identify **2** strengths and **2** challenges my child faces in school and **2** steps to take to address the challenges.

I can locate the accommodations on my child's IEP and discuss the appropriate accommodations with him/her to prepare for the IEP meeting.

I can use a Self-Determination checklist with my child to identify skills that he/she needs to work on at home to promote self-determination.

I can identify **2** areas on my child’s relationship MAP and use the MAP to assist him/her in developing/improving community connections.

I can use a Self-Determination Checklist to identify 3 tasks my child needs to complete in order to have a successful post-secondary transition after high school.

I can choose a self-determination checklist to complete with my child in order to identify skills he/she needs to improve in.

I can use a Self-Advocacy Checklist to identify **3** self-advocacy skills that my child needs to develop/improve to become more self-determined.

I can identify **3** areas of self advocacy that my child needs to develop/improve to become more self-determined.

I can identify **3** Self-Determination skills that I can use to help my child decide how he/she will participate in the IEP meeting, how he/she will prepare for the IEP meeting and how he/she will create and prepare a Power Point presentation for the IEP meeting.

I can use a Self-Determination Checklist and list **2** or more questions about the post-secondary options that are available to my child after high school graduation.

I can identify a Self-Advocacy Checklist that my child can complete to develop/improve his/her self-advocacy skills.

**OTHER EVIDENCE TO PRACTICE GUIDE VITAL BEHAVIOR LEARNING TARGETS**

**VITAL BEHAVIOR: TRANSITION CHECKLIST TOOL SHEET**

**Family and student will use a transition checklist tool sheet as a guide to identify tools they can use at home to help prepare student for a successful post-secondary transition after high school graduation.**

**Tool: The Dream Building Sheet**

I can identify **2** tools that my child can use during the academic year to prepare him/her for a successful post-secondary transition after high school graduation.

**VITAL BEHAVIOR: ASPEN Family Portal**

**Family and student will regularly check the ASPEN family portal to check grades and attendance. Parents will them communicate via email, phone or text with child’s teacher on a monthly basis.**

I can identify 1 or more tools, such as ASPEN that I can use to check my child’s grades, missing work, upcoming tests and quizzes, and attendance.

**VITAL BEHAVIOR: EXCERISES TO PRACTICE AT HOME**

**Family and student will use provided materials to teach and encourage their child to practice life skills at home on a regular basis to promote self-determination and independence skills.**

**VITAL BEHAVIOR: ASPEN Family Portal**

**Family and student will regularly check the ASPEN family portal to check grades and attendance. Parents will them communicate via email, phone or text with child’s teacher on a monthly basis.**

I can identify 1 or more tools, such as ASPEN that I can use to check my child’s grades, missing work, upcoming tests and quizzes, and attendance.

I can name 2 teachers that I can contact when I have questions or concerns in regards to my child’s grades, assignments and attendance.

**VITAL BEHAVIOR: EXCERISES TO PRACTICE AT HOME**

Family and student will use provided materials to teach and encourage their child to practice life skills at home on a regular basis to promote self-determination and independence skills.

I can use the Transition Tool Kit to identify 1 or more life skills that my child can complete to develop/improve.

I can use the Transition Tool Kit to identify 1 or more college-readiness conversation starters that I can use with my child to plan for the future.

I can use an online intervention tool to identify 1 or more modules from the USA Test Prep Program that I can complete with my child at home to practice for the Math and Literature sections of the GA Milestones EOC test.