

- Good afternoon everyone, after you put your name and role in the chat box, take a minute and think about what the term: **Beyond Compliance** means to you.
- Share your thoughts in the chat box when you are ready.

See you at 3



# Office Hours: B-13 Beyond Compliance 4-13-22


Office of Special Services  
Monitoring Team

**Updated 4/13/22**

# Agenda

- Introductions
- Purpose of the training
- B13 Indicator
- Beyond Compliance
- Questions

AGENDA



# Contact Information

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# Procedural Manual in Chat Box



# Maine Unified Special Education Regulations (MUSER) in Chat Box



05-071 Chapter 101

**Maine Unified Special Education Regulation  
Birth to Age Twenty**

**Effective Date:**

**August 25, 2017**

*Italicized text signifies State requirements*

**Non-italicized text signifies federal statutory or regulatory requirements**



# Extended Eligibility

## Priority Notice: IDEA Eligibility Extended Until Age 22

Released via  
Maine DOE Newsroom 1/21/2021

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

# Clarification:

- If an IEP Team decides that Extended Eligibility is the best choice for a student, the team must continue to follow all IDEA/MUSER regulations.
- This includes abbreviated days.
  - Educational 45/20
  - Medical 90





# B-13 Indicator Requirements

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

## Purpose of today:

To come to a common understanding about what the term Beyond Compliance means in relation to the B-13 indicator.



# Beyond Compliance




## Activity

Think back to when you were a junior in high school, looking forward to graduating the following year. Imagine that your family and teachers are holding a meeting plan your future: selecting your senior-year classes, your summer job, which college you will attend, your future career. Now, think about the following questions:

- How would you have felt about these people planning your future without asking you what you wanted?
- Would their choices have aligned with your goals and objectives for your life?
- Why would it be important for you to be included in the conversations about your future?
- What important skills do you think you would gain from being an active participant in the conversations?
- What type of environment would have helped you feel comfortable in actively participating in such a meeting? What factors would have made you feel welcome and encouraged to engage with the other members of the IEP team?

<https://iris.peabody.vanderbilt.edu/module/tran-scp/cresource/q1/p01/#content>



Compliance is Not the  
End Goal of Education

# Improved self determination skills lead to:

- Individuals feeling a sense of control over what happens to them.
- The ability to see how their actions affect outcomes
- A sense of agency over their lives, rather than a passive recipient of the actions of others.



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## What can educators and parents do to encourage self-determination among secondary school students?

- Izzo and Lamb (2002) offer eight suggestions to shift the focus of education from fostering dependence to encouraging self-determined independence that results in positive postschool outcomes for students with disabilities:
  - Empower parents as partners in promoting self-determination and career development skills.
  - Facilitate student-centered IEP meetings and self-directed learning models.
  - Increase students' awareness of their disabilities and needed accommodations.
  - Offer credit-bearing classes in self-determination and careers.
  - Teach and reinforce students to develop an internal locus of control.
  - Teach and promote self-advocacy skills and support student application of those skills.
  - Infuse self-determination and career development skills into the general education curriculum.
- Develop and implement work-based learning programs for all students.

# Compliant-Engaged-Empowered

<b>CEE</b>	<b>Quick Definition Statements</b>	<b>What it looks like</b>	<b>The Simon Sinek Scale (Why?)</b>	<b>Example statements related to the use of Twitter in Professional Learning</b>
<b>Compliant</b>	Learning because I have to.	Have little to no interest in learning material but doing as I am asked to do.	Seeing the “how” and the “what” but not understanding relevance for learning.	“Why are we doing this?”
<b>Engaged</b>	Learning because I am interested.	Have an interest in what is being shared and can see relevance.	Starting to see “why” from someone else’s perspective and seeing relevance to learning.	“That is actually pretty cool. I never thought of using it that way.”
<b>Empowered</b>	Learning because I want to and see value in creating a difference for myself and/or others.	Creating, making, and connecting learning that is meaningful to the individual. Learning is becoming intrinsically valued.	Starting to create their own “why” and connecting to real life, eventually creating something of value.	“I started connecting and learning with others through   #kinderchat. It has really changed the way I do things in my classroom.”

## **5 TRAITS** *of an* **EFFECTIVE LEADER**

- Believes that teachers matter
- Always strives for success
- Listens to students' and teachers' voices
- Sees errors as opportunities to improve
- Uses feedback to improve teaching

*Hattie, 2015*

# Engagement and Empowerment



# The Teenage Brain Is Wired to Learn—So Make Sure Your Students Know It

Thanks to the wonders of neuroplasticity, adolescents are primed to improve their performance in school—and beyond. Here's how to help.

By **Donna Wilson and Marcus Conyers**

November 8, 2016

1. They have the capacity to become functionally smarter. By their early teens, many youths have already formed an image of themselves as intellectually capable—or not. It's important to emphasize for students in the latter group that past school performance need not be a predictor of future outcomes, if they are willing to persist in the hard work that may be required when learning gets challenging.
2. Success in school is largely determined by the learning strategies students employ, and not by some innate talent for academics. Students across the continuum of current performance can learn and improve effective problem-solving and study skills to nudge their grades in a positive direction.



# ZARROW INSTITUTE ON TRANSITION & SELF-DETERMINATION

*The UNIVERSITY of OKLAHOMA*

Home

About Us

TAGG

Sooner Works

Transition Resources

← / Centers and Outreach / Zarrow / Transition Resources / Curriculum / ME!

## ME! Lessons for Teaching Self-Awareness and Self-Advocacy

Welcome to the ME! Lessons. All of the lessons and supplemental information needed to teach the lessons can be found on this page. Prior to teaching the lessons, please download and read the following:

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

## **Unit 1: Getting Started**

### *Lesson Overviews*

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

#### **Lesson 1: Understanding Self-Awareness & Self-Advocacy**

##### **Objectives**

Students will:

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

# TransitionTN



# Resource Library

Each of our courses feature free materials that can be downloaded. These documents are supplemental and correspond to the video lessons. Using this resource library, you will find all of the resources featured in our courses. You can simply use the filters below to find the resource(s) you are looking to use by selecting a course and/or topic or by searching the database using a keyword. Each resource has the title, corresponding course, a brief description, and the ability to download it in both accessible PDF and Word formats.

## 4. SUPPORTING STUDENT-MADE DECISIONS: PREPARATION FOR ADULT LIFE

### Overview

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

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

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

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

# MY IEP OWNER'S MANUAL

**for Transition-age Students**

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



Pennsylvania Youth Leadership  
Network  
Secondary Transition Toolkit

Developed by youth for youth

1<sup>st</sup> Edition  
July 2008  
PYLN  
Welcome to the Toolkit!



Dear Youth, Families, and Professionals,

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

Within the Toolkit there are three phases:

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

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

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

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

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

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

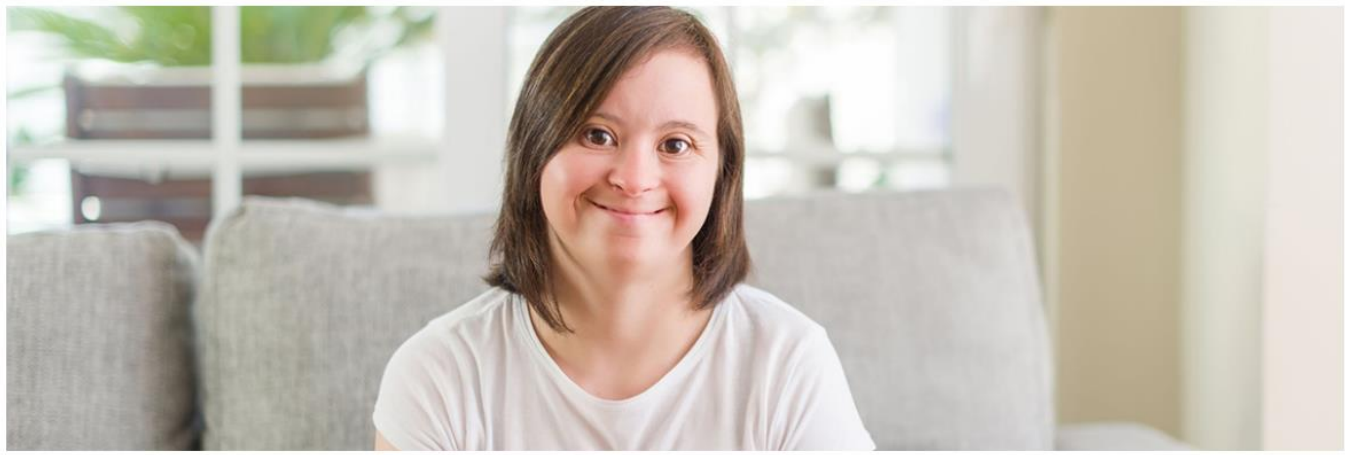
Thanks,

*PA Youth Leadership Network Member*

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

Home / Students and Young Adults / Transition to Life After High School /  
**STUDENTS AND YOUNG ADULTS**

- In This Section**
- Transitioning to Life After High School
- Training & College Opportunities
- Employment Stories
- Independent Living
- Assistive Technology
- Advocating for Myself**
- Get Involved, Get Connected!



**Advocating for Myself**

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



# Most valued soft skills



# Beyond Compliance



*trust yourself*



Respect.   
Kindness.   
Inclusivity. 



WISCONSIN'S SELF-DIRECTED  
TRANSITION PLANNING:  
**LESSON PLANS**  
PTP/IEP/SOP

## Navigation

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[A Guide to Using the Lessons](#)

[Scope and Sequence](#)

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[Lesson Plan 13](#)

[Lesson Plan 14](#)

[Lesson Plan 15](#)

[Transition Bell Ringers](#)

[Opening Doors](#)

[Glossary of Terms for Teachers](#)

[Contact Us](#)

[Parent/Guardian Permission Letter](#)

[Additional Wisconsin Websites](#)

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

## "Speak Up" Becoming a Self-Advocate

Home

Scope and Sequence

Wisconsin Suite of Self Advocacy Resources

Getting Started

Vocabulary

Plan 1-Self Advocacy 101

Plan 2-Disability and IEP

Plan 3-Finding Careers

Plan 4-Matching Careers

Plan 5-Law & Legal Rights

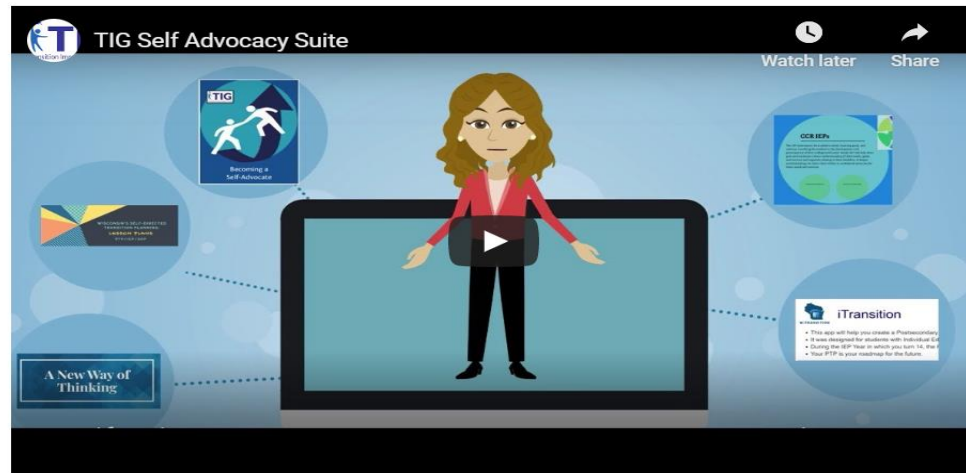
Plan 6-Postsecondary Ed

Plan 7-Apply/Post-Sec Ed

Plan 8-Employment

Plan 9-Accommodations

### Wisconsin Suite of Self Advocacy Resources



<https://becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html>

# A New Way of Thinking

^ Home

Getting Started

Chapter 1: Guess What, You Have a Disability

Chapter 2: Automatic Negative Thoughts (ANTs)

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

Chapter 4: Self-Advocacy: Finding You Way!

Chapter 5: Self-Empowerment

Transition Resources

# A New Way of Thinking

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



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

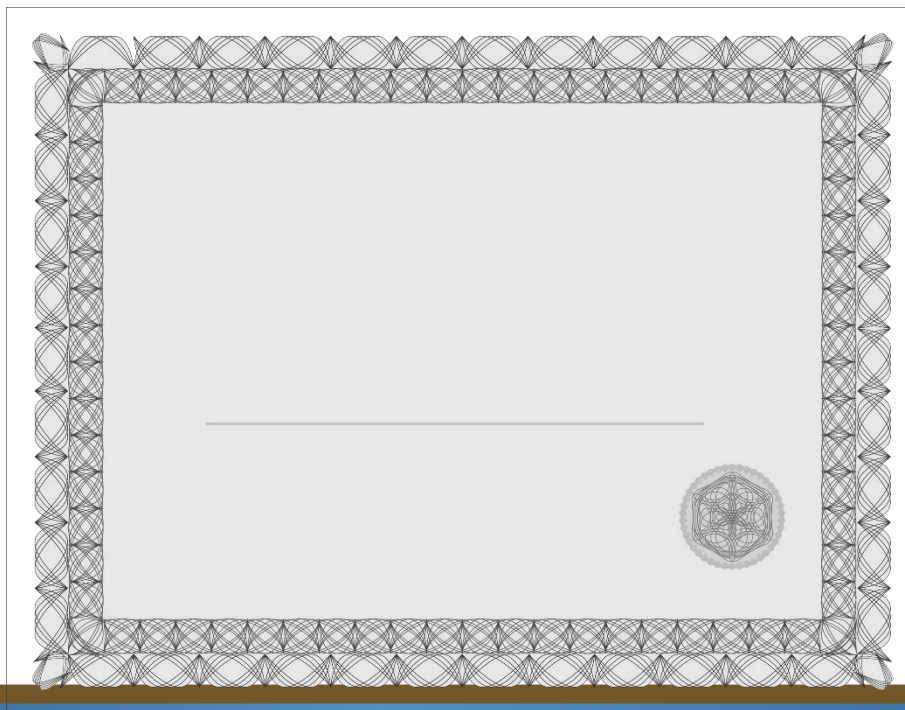
# Chat Box Check in:



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# Contact hours:

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



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