
Transition Planning: What Are We Supposed to Put Here, Anyway?

Amanda Christensen, Rebecca Thompson & Whitley Heubrock

Amanda Christensen

- Program Specialist, Rapid City Area Schools
- Former K-12 special education teacher
- I spend my free time rescuing animals and trying to convince 6 cats, 3 dogs, and an axolotl to coexist peacefully.



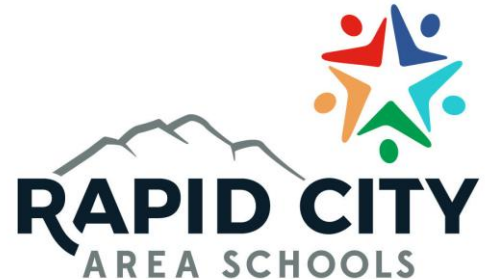
Rapid City Area Schools

Rapid City Area Schools is one of the largest school districts in South Dakota, serving more than 12,000 students in PreK–12 across 22 schools.

Transition services are provided across three high school settings:

- Central High School
- Stevens High School
- Rapid City High School

Students ages 18–21 may continue receiving transition services through Workforce Development (WFD), a community-based program focused on employment, independent living, self-advocacy, and community participation.



Whitley Heubrock

- Special Education Teacher, Teachwell Thrive
- Worked in Teachwell Thrive program since 2017
- Cheesehead! Both of my kids are named after Green Bay Packers players



Rebecca Thompson

- Special Education Teacher, Teachwell Thrive
- Worked in Teachwell Thrive program since 2016
- Just returned from a trip to Japan, constantly craving ramen

Teachwell Thrive

Thrive is one of the three Teachwell transition programs. Thrive is a special education program for students aged 18 to 21 whose IEP goals include supported transition services.



Course of Study

Directions for completion:

The course of study should show a direct relationship between the student's educational experiences in high school and the student's desired measurable post-secondary goals. While the level of specificity in the identification of courses is not dictated in the law, common sense would suggest that the more specific one can be in identifying the courses and showing how they relate to the measurable post-secondary goals, the greater the likelihood the students will see the relevance and importance of the courses they will be taking. Hopefully, the student will then have a vested interest in remaining in school.

Using the student's measurable post-secondary goals as their guide, the IEP team will need to decide what coursework is needed for the student to successfully reach the stated goals. For instance, students planning to enroll in college or a technical institute will need to be aware of minimum requirements of the SD Board of Regents. For students planning to pursue postsecondary education, actively involving regular education teachers and high school guidance counselors in the planning process should be a given. Listing the required coursework needed in accordance with their stated measurable post-secondary goals may assist the student and/or parents in determining whether the stated goals are realistic.

Perhaps the best way to think about the Course of Study is as the series of courses and experiences that a student needs to achieve his/her desired measurable post-secondary goals. The course of study should include regular education courses, advanced placement courses, specially designed instruction, community and employment experiences, etc. The listing of educational courses and experiences in the course of study for a student with a mild disability would most likely follow the course offerings of the general education population. The course of study for students with moderate or severe disabilities may be different. Instead of listing specific course titles, for students with moderate to severe disabilities, one should list course content areas (e.g., mobility, self-advocacy/ determination, independent living, money management, personal relationships, etc.)

The course of study should consist of classes and experiences that the student will be taking at the time the IEP is being written **through the remainder of the years until graduation from high school or aging out of the school system.** The classes listed in the course of study are not 'mandatory' or definite, but rather a map of what classes and experiences would benefit the student in reaching the stated measurable post-secondary goals in the IEP. The course of study is dependent on the student's **interests**, abilities and those courses and electives offered at the student's school.

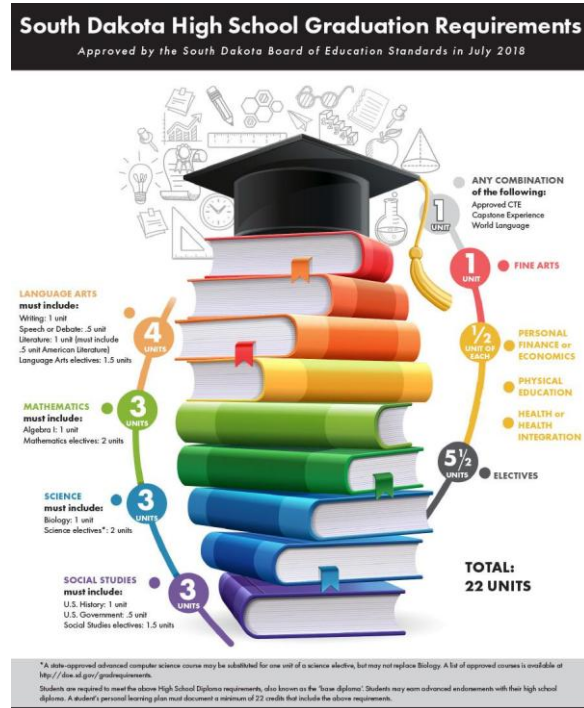
But what does all that mean?

- Connecting the academic work to the student's desired post-secondary goals
- Course of study needs to account all years the student is eligible for special education services
- A snapshot that allows the team to see the progress that's been made and what the future could potentially look like
- Allows the team to plan according to student's eligibility
- Base decisions off of student's interest and abilities
- Keep all years in. This allows new team members to see what track the student is on whether for diploma or certificate of completion

Start with South Dakota Graduation Requirements

The Course of Study should:

- Meet South Dakota's minimum graduation requirements
- Reflect the student's graduation pathway (diploma or certificate of completion)
- Include electives that support the student's postsecondary goals
- Be reviewed and updated annually



Course of Study for High School Students - Undecided

Courses of Study

2026-2027 / Grade 9	2027-2028 / Grade 10	2028-2029 / Grade 11	2029-2030 / Grade 12
Courses: English 9 Pre-Algebra Biology A & B World Geography/World History Academic Management Strength & Conditioning Computer Applications GRADtime 9/Freshman Seminar	Courses: English 10 Algebra 1 Physical Science U.S. History 1 & 2 Lakota Language 1 Introduction to Business, Entrepreneurship & Hospitality 1&2 Academic Management GRADtime10	Courses: English 11 Consumer Math Environmental Science U.S. History 3/Advanced Computer Applications Lakota Language 2 Clay/Advanced Clay Academic Management GRADtime 11	Courses: English 12 Personal Finance/Government Office Aide Culinary Arts 1 & 2 Youth Apprenticeship GRADtime12

Comments:

Wednesday is working towards a base diploma.

Course of Study for High School Students - Workforce

Courses of Study

2026-2027 / Grade 9	2027-2028 / Grade 10	2028-2029 / Grade 11	2029-2030 / Grade 12
Courses: English 9 Pre-Algebra Biology A & B World Geography/World History Academic Management Strength & Conditioning Computer Applications GRADtime 9/Freshman Seminar	Courses: English 10 Algebra 1 Physical Science U.S. History 1 & 2 Introduction to Construction & Technical Trades 1 & 2 Academic Management Stagecraft GRADtime10	Courses: English 11 Geometry Environmental Science Advanced Stagecraft U.S. History 3/Native American Heritage Drawing 1&2 Construction Technology 1&2 GRADtime 11	Courses: English 12 Personal Finance/Government CADD A&B Youth Internship Academic Management GRADtime12

Course of Study for High School Students - College

Courses of Study

2026-2027 / Grade 9	2027-2028 / Grade 10	2028-2029 / Grade 11	2029-2030 / Grade 12
Courses: English 9 Algebra Biology A & B World Geography/World History Academic Management Strength & Conditioning Computer Applications GRADtime 9/Freshman Seminar	Courses: English 10 Geometry Physical Science U.S. History 1 & 2 Introduction to Health Services 1&2 Academic Management Spanish 1 A&B GRADtime10	Courses: English 11 Algebra II Chemistry U.S. History 3/Psychology Anatomy & Physiology 1 & 2 Basic Drawing and Design 1&2 Academic Management GRADtime 11	Courses: English 12 Personal Finance/Government Dual Credit Math Principles of Biomedical Sciences A&B Academic Management GRADtime12

Example course of study: 18-21 Program

Transition Year 1; Teachwell Thrive (2024-2025)	Transition Year 2; Teachwell Thrive (2025-2026)	Transition Year 3 (2026-2027) Project SEARCH
Class	Class	Class
Independent Living Skills	Independent Living Skills 2	Social & Communication
Employability Skills	Employability Skills 2	Team Building
Community Access	Community Access 2	Technology
Social Skills	Social Skills 2	Workplace Safety
Self-Advocacy	Self-Advocacy 2	Self-Advocacy
Adaptive Behavior	Adaptive Behavior 2	Maintaining Employment
		Financial Literacy
		Health & Wellness
		Preparing for Employment

Example course of study: 18-21 Program

Transition Year 1 (2025-2026) Teachwell Thrive	Transition Year 2 (2026-2027) TBD	Transition Year 3 (2027-2028) TBD
Class	Class	Class
Independent Living Skills	Independent Living Skills	Independent Living Skills
Employability Skills	Employability Skills	Employability Skills
Community Access	Community Access	Community Access
Social Skills	Social Skills	Social Skills
Self-Advocacy	Self-Advocacy	Self-Advocacy
Adaptive Behavior	Adaptive Behavior	Adaptive Behavior

Example course of study: 18-21 Program

Transition Year #1 2024-2025 (19/20 years old) Teachwell Thrive Year	Transition Year #2 2025-2026 (20/21 years old) - Teachwell Thrive
Class	Class
Adaptive Behavior	Adaptive Behavior 2
Self-Advocacy	Self-Advocacy 2
Social Skills	Social Skills 2
Independent Living Skills	Independent Living Skills 2
Employability Skills	Employability Skills 2
Community Access	Community Access 2

Transition Services/ Coordinated Set of Activities

Transition Services / Coordinated Set of Activities

Transition Services must be a coordinated set of activities/strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve his/her desired post-secondary goals. All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (student, families, and appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between the student, families, and school as well as the appropriate adult services, agencies or programs.

But what does that mean?

- Tasks that enhance the postsecondary goals on the IEP
- Includes some or all of the IEP team: student, family, adult agencies, VR, school staff, etc.
- Effective way to incorporate areas of need that need to be addressed outside of school
- Based on present levels and long-term goals
- Time needed to complete can vary: a few months or up to years
- Spans a variety of areas

Transition Services/Coordinated Set of Activities- What Goes Where?

<https://tslp.org/wp-content/uploads/2023/08/TA-Guide-FINAL09-updated-2016doc-1-1-1.pdf>

Instruction – Learning and educational activities that prepare the student for postsecondary goals (e.g., coursework, self-advocacy, career exploration, skill development).

Employment – Activities that build career awareness, job readiness, work experience, and employment skills.

Community Experiences – Activities that occur in the community and prepare the student for participation in adult life outside of school.

Related Services – Planning for related services that may continue after high school (e.g., counseling, speech, OT/PT), when appropriate.

Transition Services/Coordinated Set of Activities - What Goes Where?

Other Adult Living – Activities that prepare students for adult responsibilities, such as transportation, voting, banking, insurance, or housing.

Daily Living Skills (when appropriate) – Everyday independent living skills, such as personal care, cooking, cleaning, budgeting, and managing a home.

Functional Vocational Evaluation (when appropriate) – Assessments that identify the student's interests, strengths, skills, aptitudes, and support needs for employment

Notes for completing coordinated set of activities/strategies

1. Activity Recommendations
2. Personnel/Agency/Person Responsible
3. Date Initiated
4. Date Completed

Examples for Student Unsure About Their Post-Secondary Goals Plans

Instruction:

- Complete SD MyLife/Xello assessments
- Visit Department of Labor office/Job Service and inquire into available training programs
- Explore admissions for technical college

Employment

- Participate in the school career fair to explore career options.
- Complete one or more job shadow experiences.
- Tour local businesses or employers.

Examples for Student Unsure About Their Post-Secondary Goals Plans

Community Experiences

- 
- Visit a local college or technical school.
 - Attend a community career fair or hiring event.
 - Explore public transportation options.

Other Post-School Adult Living Objectives

- Learn about obtaining a driver's license or state ID.

Examples for Student Entering the Workforce

Instruction

- ☐ Look into completing OSHA 10 certification
- Learn workplace safety practices

Employment

- Job shadow a construction company
- Practice completing job applications and interviewing skills
- Attend Let's Talk Work (presented annually in the spring)
- Look into Project Skills or other work-based learning opportunities.

Examples for Student Entering the Workforce

Community Experiences

- ☐ Attend a community career fair or hiring event.
- Explore community recreation or volunteer opportunities

Other Post-School Adult Living Objectives

- Look into driver's license requirements.
- Learn about budgeting and financial literacy.
- Explore transportation options for work

Examples for Student College Bound

Instruction

- ☐ Explore admission requirements for state universities
- Meet regularly with high school guidance counselor about necessary paperwork for college admissions
- Check with college/tech school about “auditing” classes
- Research college disability support services.
- Look into taking a CPR/First Aid course

Employment

- Interview an adult worker in career field of interest

Examples for Student College Bound

Community Experiences

- ☐ Join a community recreation center or YMCA
- Look into getting a state ID card or study for driver's license
- Participate in age-appropriate social activities (dances, dating, concerts, sporting events, etc.)

Other Post-School Adult Living Objectives

- Learn about financial aid, scholarships, and FAFSA.
- Explore transportation options to and from campus.
- Develop budgeting and financial literacy skills.
- Learn about time management and organization strategies

18-21 program student example

Student A - Student wants to work part time when she is done with school. She would also like to get her drivers license. She is unsure of living independently right away so would like to live with a roommate with help from a community resource to help with cooking, completing chores, and accessing the community. She wants to work in a clothing store but struggles with anxiety when dealing with customers. She would like to participate in Project SEARCH for her final year of services. The student enjoys hanging out with friends but struggles to make plans in the community and following through independently. Her family would like to see her contribute more around the house with chores and cleaning. She prefers the same foods but would like to become more comfortable in the kitchen. She strives to be as independent as possible.

What are some activities you would recommend adding to this student's IEP?

EMPLOYMENT

Participate in Project Skills	school staff, VR	10/2/2024	5/14/2026
Practice talking with customers/providing customer service	Teachwell staff	9/22/2025	
Job shadow across a variety of career areas	VR, Teachwell staff	8/26/2026	

ACQUISITION OF DAILY LIVING SKILLS

Participate in cooking instruction and activities	school staff	10/2/2024	5/21/2026
Initiate and complete a variety of household chores	family	9/22/2025	
Help with food prep, cooking, and meal clean up at home		8/26/2026	

COMMUNITY EXPERIENCES

Volunteer in the community	school staff	10/2/2024	
Explore local community education programs in areas of interest	Teachwell staff, family	9/22/2025	
Visit community resources independently (library, banks, grocery store, parks, etc.)		8/26/2026	

OTHER POST-SCHOOL ADULT LEARNING OBJECTIVES

Participate in Project Search	[REDACTED] & SPED Staff	8/26/2026	
Learn about agencies and resources for supported and independent living	[REDACTED], guardian, school staff	10/2/2024	5/8/2026
Apply to Project SEARCH	[REDACTED] Teachwell staff	9/22/2025	5/8/2026

INSTRUCTION

Attend Let's Talk Work	[REDACTED], school staff	10/2/2024	
Tour Project SEARCH	[REDACTED], school staff	9/22/2025	5/8/2026
Use assistive technology independently	[REDACTED]	8/26/2026	

RELATED SERVICES

Explore local resources for mental health counseling	[REDACTED], guardians	10/2/2024	
Learn about a variety of local transportation options (605 Learn to Drive) and safety	[REDACTED], Teachwell staff, family	9/22/2025	5/8/2026
Practice navigating the community independently and safely	[REDACTED], family, school staff	8/26/2026	

FUNCTIONAL VOCATIONAL EVALUATION

Update TRS annually	[REDACTED] Teachwell staff	8/26/2026	
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18-21 program student example

Student B - This student has significant physical disabilities and is blind, so will require significant support throughout their life. The student enjoys spending time with friends and family and helping others. They are not sure if they would like to work or volunteer after finishing school, but definitely do not want to be at home all day. They like to go out in the community and especially loves bowling and listening to music. They want to be as independent as possible but understand that they do have limitations. The student and their family are unsure about a postsecondary housing plan and are considering their options.

What are some activities you would recommend adding to this student's IEP?

EMPLOYMENT

Practice interview skills	Teachwell staff	4/8/2024	
Research potential careers that align with interests and abilities	Teachwell staff, VR	4/8/2024	
Participate in Project Skills	Teachwell staff, VR	3/25/2025	
Participate in mock interviews	Teachwell staff	3/25/2025	
Practice asking for workplace accommodations	school staff, VR	3/14/2026	
Learn about adult supported employment options	school staff, VR	3/14/2026	

ACQUISITION OF DAILY LIVING SKILLS

Apply to SD Rehabilitation Center for the Blind Summer Transition Week	Student, Parents, Special Education Teacher, Program Staff	4/25/2023	4/3/2024
Plan social/recreational activities in the community	, family	4/8/2024	
Apply to YLF	Teachwell staff	3/25/2025	3/9/2026
Help with laundry: starting washer/dryer, folding towels, etc.	, family, school staff	3/14/2026	

COMMUNITY EXPERIENCES

Participate in self-advocacy instruction	Teachwell staff	4/8/2024	
Explore and participate in community volunteer opportunities	Teachwell staff	3/25/2025	
Participate in age-appropriate social activities	, family	3/14/2026	

OTHER POST-SCHOOL ADULT LEARNING OBJECTIVES

Maintain contact with SBVI	☒ family, SBVI counselor	3/25/2025	
Tour adult service agencies: Lifescape, Dakotabilites, etc.	☒ family, school staff	3/14/2026	

INSTRUCTION

Attend TSLP Let's Talk Work	☒, Teachwell staff, family	4/8/2024	
Learn how to use iPhone assistive technology capabilities	☒, SBVI, Dakotalink	3/25/2025	
Share input during self-advocacy instruction	☒, school staff	3/14/2026	

RELATED SERVICES

Explore post-school providers of PT/OT services	☒, family	4/8/2024	
Explore city/county transportation options	☒ family, Teachwell staff	3/25/2025	
Visit Owen's Outfitters to look for a stander	☒, school staff, family	3/14/2026	

FUNCTIONAL VOCATIONAL EVALUATION

Transition/Vocational Assessment- Update annually	☒, Teachwell staff	4/25/2023	
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Case studies

Case study #1: Alex

Courses of Study – Courses to Consider for Student

1. Exploring Computer Science (CTE Course in SD)
2. Personal Finance
3. Economics
4. Introduction to Financial Services (CTE Course in SD)
5. Accounting I (CTE Course in SD)
6. Accounting II (CTE Course in SD)
7. Coding
8. Digital Studies

Case study #1: Alex

Employment Services/Activities Examples:

- Project Skills
- Part-time job at A&B Solutions
- Vocational rehabilitation referral to determine eligibility for ongoing job coaching supports
- Career Exploration through SDMyLife
- Explore and research various career options in business management
- Explore and research various career options in computer science
- Explore and research various career options in finance
- Attend Let's Talk Work event

Instruction - Education and/or Training Services/Activities Examples:

- Look into filling out the FAFSA Application
- Explore options of colleges/universities that offer business classes or a major in business management
- Explore options of college/universities that offer computer/tech classes and majors
- College Tours
- Schedule a meeting with college disability support services at college/universities Alex will be touring
- Take ACT
- Attend Catch the College Wave event
- Consider applying for college
- Review and update transition assessments (TRS, TPI, Brigance Inventory, etc)

Acquisition of Daily Living Skills Services/Activities Examples:

- Develop Monthly Living Budget
- Look into opening up a savings account to save for a dog
- Complete Me! Curriculum to gain self-awareness and self-advocacy skills

Post-School Adult Living Objectives Services/Activities Examples:

- Maintain regular contact with VR counselor

Case study #2: Sean

Courses of Study

1. Automechanics I (CTE Course in SD)
2. Automechanics II (CTE Course in SD)
3. Intro to Vehicle Systems and Maintenance (CTE Course in SD)
4. Diesel Technology (CTE Course in SD)
5. Automotive Engine Performance (CTE Course in SD)
6. Automotive Electronics (CTE Course in SD)
7. Automotive Suspension & Steering (CTE Course in SD)
8. Automotive Brakes (CTE Course in SD)
9. Repairing Small Engines (CTE Course in SD)
10. Carpentry I (CTE Course in SD)
11. Carpentry II (CTE Course in SD)
12. Leadership Education & Training I - Army, Marines, or Air Force (CTE Course in SD)
13. Leadership Education & Training II - Army, Marines, or Air Force (CTE Course in SD)
14. Leadership Education & Training III - Army, Marines, or Air Force (CTE Course in SD)
15. Leadership Education & Training IV - Army, Marines, or Air Force (CTE Course in SD)

Case study #2: Sean

Employment Services/Activities Examples:

- Part-time job at local grocery store
- Explore and research various diesel mechanic careers within and outside of the military
- Career Exploration through SDMyLife
- Attend Let's Talk Work event

Instruction - Education and/or Training Services/Activities Examples:

- Explore and research the different branches of the military and related careers
- Look into the entrance requirements for the military
- Request accommodations for ASVAB
- Take ASVAB
- Schedule a meeting with a military recruiter
- Meet with military recruiters to discuss educational benefits
- Review and update transition assessments (TRS, TPI, Brigance Inventory, etc)

Acquisition of Daily Living Skills Services/Activities Examples:

- Complete Me! Curriculum to gain self-awareness and self-advocacy skills
- Complete I'm Determined curriculum to gain self-determination skills

Post-School Adult Living Objectives Services/Activities Examples:

- Maintain regular contact with VR counselor

Case study #3: Lissette

Courses of Study – Courses to Consider for Student

1. General Foods (CTE Course in SD)
2. Heath
3. Applied Reading – Personal Life
4. Applied Reading – Community Living
5. Transition Curriculum – Life Skills
6. Functional Math (substituted for Algebra and Personal Finance)
7. Communication and Social Skills
8. Applied Written Expression – Job Applications

Case study #3: Lissette

Employment Services/Activities Examples:

- Part-time job at Oh Baby O's
- Explore and research various career options in culinary
- Career Exploration through SDMyLife
- Attend Let's Talk Work event
- Participate in a career awareness program or class

Instruction - Education and/or Training Services/Activities Examples:

- Complete Assistive Technology Assessment
- Review and update transition assessments (TRS, TPI, Brigance Inventory, etc)

Related Services Services/Activities Examples:

- Identify and tour adult service agencies
- Explore applying for SSI
- Explore applying for DDD services
- Explore transportation options
- Receive orientation and mobility training in place of employment

Community Experiences Services/Activities Examples:

- Look into community ed or recreational programs of interest

Other Post-School Adult Living Objectives Services/Activities Examples:

- Research services through local CSP
- Tour Community Support Providers (CSPs)
- Look into applying for Vocational Rehabilitation Services

Acquisition of Daily Living Skills Services/Activities Examples:

- Complete It's My Move curriculum to gain self-determination and job-readiness skills
- Cooking in the classroom with assistance to learn how to cook and use appliances safely
- Look into taking a CPR/First Aid Course
- Visit local Independent Living Center to inquire about services
- Learn about time management
- Have independent living assessment done
- Develop emergency procedures for use at home
- Keep and use a calendar, address book, telephone numbers

Functional Vocational Evaluation Services/Activities Examples:

- Explore situational vocational assessment

Case study #4: Chris

Courses of Study

1. Welding I (CTE Course in SD)
2. Welding II (CTE Course in SD)
3. Advanced Welding (CTE Course in SD)
4. Home Maintenance (CTE Course in SD)
5. Repairing Small Engines (CTE Course in SD)
6. Intro to Vehicle Systems and Maintenance (CTE Course in SD)
7. Automotive Breaks (CTE Course in SD)
8. Automotive Suspension & Steering (CTE Course in SD)
9. Automotive Electronics (CTE Course in SD)
10. Automotive Engine Performance (CTE Course in SD)
11. Accounting I (CTE Course in SD)
12. Accounting II (CTE Course in SD)
13. Banking & Credit (CTE Course in SD)
14. Introduction to Financial Services (CTE Course in SD)
15. Economics
16. Personal Finance
17. Marketing Education I (CTE Course in SD)
18. Marketing Education II (CTE Course in SD)
19. Marketing Education III (CTE Course in SD)
20. Marketing Education IV (CTE Course in SD)
21. Introduction to Robotics (CTE Course in SD)
22. Introduction to Auto Body Repair and Estimating (CTE Course in SD)
23. Auto Body Structural Analysis & Damage Repair (CTE Course in SD)
24. Auto Body Nonstructural Analysis & Damage Repair (CTE Course in SD)
25. Auto Body Painting & Refinishing (CTE Course in SD)
26. Entrepreneurial Experience Capstone (CTE Course in SD)
27. Government
28. Introduction to Financial Services (CTE Course in SD)

Case study #4: Chris

Employment Services/Activities Examples:

- Part-time job at local welding shop
- Explore and research various welding careers
- Explore and research various careers within the Manufacturing Career Cluster
- Career Exploration through SDMyLife
- Job shadow at an auto mechanic shop
- Attend Let's Talk Work event

Related Services Services/Activities Examples:

- Identify and visit community mental health agencies
- Identify possible sources of support for coping with difficult life situations
- Receive instruction on how to use assistive technology (hearing aids) needed to achieve transition goals
- Learn about potential post-school providers of speech therapy

Instruction - Education and/or Training Services/Activities Examples:

- Take ACT
- Apply to Southeast Technical College
- Look into filling out the FAFSA Application
- Attend Catch the College Wave event
- Review and update transition assessments (TRS, TPI, Brigance Inventory, etc)

Acquisition of Daily Living Skills Services/Activities Examples:

- Complete Me! Curriculum to gain self-awareness and self-advocacy skills
- Complete I'm Determined curriculum to gain self-determination skills
- Complete Law and Justice curriculum to gain an understanding of the laws and sequences of breaking the law
- Complete Workplace Safety Awareness curriculum to learn about the importance of safety and wearing safety gear

Post-School Adult Living Objectives Services/Activities Examples:

- Maintain regular contact with VR counselor
- Learn about decision-making options

Thank you!

— Questions? —
